



THE CONTRIBUTION OF GOVERNMENT AND NON GOVERNMENTAL ORGANIZATION SUPPORT FOR EDUCATION IN BENIN CITY, NIGERIA.

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ABSTRACT

This study was aimed at identifying and examining the various supports for secondary school education by the government and NGOs in Benin City. Out of the fifteen (15) experiencing government refurbishment in Edo State, 4 are in Benin metropolis and all 4 were sampled. 40 questionnaires were administered (10 for each school). The results of the investigation carried out using percentage distribution and Chi Square Testing. The contributions of both Government and NGO were responsible for the positive improvement in the educational system in Benin City and in Nigeria since independence, although NGO support have not really been significant. The Planning, Research and Statistic Department of Post Primary Education Board and that of the Ministry of Education in the state should carry out the actual counting of schools and their staffs as well as students in the school so that they can be suitably used for planning.

Keywords:

Universal Basic Education; secondary school education; Non-governmental organization; Benin City; Teachers.

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Introduction

In 2000, Nigeria's literacy rate was 52% (1). In 1998, only 40% of all heads of households in Nigeria had any education at all, 21% had only primary education, 14% had up to secondary education, while only 5% had post-secondary education, (2). Data from the Federal Ministry of Education, education Statistics (1996) showed that only 14.1 million out of 21 million school age children are enrolled in primary school. UBE was born from those startling statistics, to promote education among all citizens. Efforts by government to promote education and literacy in Nigeria have failed because there was no provision for school libraries in the implementation of those programmes. The successful implementation of the UBE has serious implication for school libraries. It indicates an expanded vision for school libraries to include not only libraries in primary and secondary school but also libraries for early childhood education, (3).

The World Bank is the single largest external financier of education in the world, with education at the heart of the World Bank's mission to reduce global poverty, the World Bank also adopts educational standards established by other international intergovernmental organization such as their implementation of the Organization for Economic Cooperation and Development (OECD), which establishes specific international targets for primary, secondary and gender parity on the basic education with the Education for All initiative (4). Nigeria as a country of multi-ethnic cultural diversities with about 140 million in population. Education is the best legacy a country can give to her citizens (5). Education improves the development of any society and the youths who occupy significant positions in that country should be properly educated in order to improve the society, (6). The purpose of the study is to identify the various supports for secondary school education by the government and NGOs in Benin City.

Population of study

Out of the fifteen (15) experiencing government refurbishment in Edo State, 4 are in Benin metropolis and all 4 were sampled.

Data Presentation

The schools sampled are

1. Edo Boys High School, Ugbowo, Benin City (Egor Local Government Area).
2. Idia College, Iyaro, Benin City, (Oredo Local Government Area).
3. Niger College, Sokponba Road, Benin City, (Ikpoba Okha Local Government Area).
4. St. Maria Goretti, Sokponba Road, Benin City, (Ikpoba-Okha Local Government Area)

Questionnaire Analysis

40 questionnaires were administered (10 for each school). The following tables represent the result of the investigation carried out using percentage distribution and Chi Square Testing:

Table 4.1 Respondents responses

S/N	Item	Question No.	Adequate	Inadequate	Absent
1	Teachers welfare	8	32	8	0
2	Library facility	17	14	16	10
3	Classroom	17	22	16	0
4	Sciences laboratory	17	19	21	0
5	Teaching Aids	17	14	26	0
6	Staff room	17	36	4	0
7	Computer facility	17	12	19	9
8	Audio-visual	22	11	14	15
9	Students performance	26	24	12	4

S/N	Item	Question No.	Yes (Present)	No (Present)	Blank
1	NGO support	9	11	29	0
2	Favorable Government	14	27	8	5
3	Educational Policy	16	27	8	5
4	Improved security and learning environment	24	36	4	0



Table 4.2 Percentage Analysis of Respondents' Responses

S/N	Item	Question No.	Adequate	Inadequate	Absent
1	Teachers welfare	8	80	20	0
2	Library facility	17	35.0	40.0	25.0
3	Classroom	17	55.0	45.0	0
4	Sciences laboratory	17	47.5	52.5	0
5	Teaching Aids	17	35.0	65.0	0
6	Staff room	17	90.0	10.0	0
7	Computer facility	17	30.0	47.5	22.5
8	Audio-visual	17	27.5	35.0	37.5
9	Students performance	25	69.0	30.0	1.0

S/N	Item	Question No.	Yes (Present)	No (Present)	Blank
10	NGO support	9	30	29/70	-
11	Favorable Government	14	67.5	20	12.5
12	Educational Policy	16	67.5	20	12.5
13	Improved security and learning environment	24	90	10	-
14	Teachers Welfare	8	80	20	-

Table 4.3 Teachers Welfare Chi Square Testing

Responses	Observed (E)	Expected (E)	O-E	(O-E) ²	(O-E) ² /E
Yes	32	20	12	144	6.2
No	8	20	-12	144	6.2
Total	40	40			12.4

80% of respondents ticked or acknowledged government support for teachers' welfare (increase salary/promotion), while only 20% indicated that there is no government support for improved teachers' welfare. Table 4.3 above showed that the calculated Chi Square value (Ccal) is 12.4 and the Critical value (Ccrit) or Table value (6.7) for one degree of freedom (df) at 0.05 level of significance is 3.84. Hence the Ccal is greater than the Ccrit which confirm that there is a significant government support for secondary school education by the increased salary and promotion for teachers.

Table 4.4 Library Facilities Chi Square Testing

Responses	Observed (E)	Expected (E)	O-E	(O-E) ²	(O-E) ² /E
Adequate	14	13.333	0.67	0.45	0.04
Inadequate	16	13.333	2.67	7.13	0.54
Absent	10	13.333	-3.33	11.09	0.83
Total	40	40			1.41

35% of respondents indicated that library facilities were adequate, 40% indicated that it was inadequate and 25% indicated that library facilities was absent. The Ccal (1.41) is less than Crit (7.82), which confirm that library facilities were inadequate where present at all.

Table 4.5 Classroom Chi Square Testing

Responses	Observed (E)	Expected (E)	O-E	(O-E) ²	(O-E) ² /E
Adequate	22	13.334	8.67	75.11	5.63
Inadequate	18	13.333	4.67	21.78	1.63
Absent	0	13.333	-3.33	177.78	13.333
Total	40	40			20.503

55% of the respondent indicated that the classroom where adequate, 45%. Chi square testing of 20.50 Ccal and 7.815 Crit showed that government supported secondary schools adequately by the provision of classrooms for secondary school in Benin City.

**Table 4.6 Science Laboratory Chi Square Testing**

Responses	Observed (E)	Expected (E)	O-E	(O-E) ²	O-E) ² /E
Adequate	19	13.334	5.67	32.15	2.41
Inadequate	21	13.333	1.58	2.48	0.19
Absent	0	13.333	-3.33	-177.78	15.93
Total	40	40			15.93

47.5% indicated that science laboratory was adequate, while 52.5% indicated inadequate. And the chi square testing revealed that the Ccal (15.93) is greater than Crit (7.815) showing that there is a significant government support for secondary school education by providing science laboratory.

Table 4.7 Teaching Aids Chi Square Testing

Responses	Observed (E)	Expected (E)	O-E	(O-E) ²	O-E) ² /E
Adequate	14	13.334	0.67	0.45	0.03
Inadequate	26	13.333	1.58	160.53	12.04
Absent	0	13.333	-3.33	-177.78	13.33
Total	40	40			25.40

The percentage distribution showed that only 35% of the respondents indicated that the teaching aids were adequate while 65% indicated that it is inadequate and the above chi square Testing revealed that the Ccal (25.40) is greater than Crit (7.18) showing that there is a significant government support for secondary school education by providing Teaching aids.

Table 4.8 Staff Room Chi Square Testing

Responses	Observed (E)	Expected (E)	O-E	(O-E) ²	O-E) ² /E
Adequate	36	13.334	16.67	277.56	20.84
Inadequate		13.333	-9.33	89.05	1.53
Absent		13.333	-3.33	177.78	13.33
Total	40	40			40.7

10% respondents indicated that the staff room was inadequate while 90% adequate. The above chi square confirm that there is a significant government support for secondary school education by providing adequate staffroom since the Ccal (40.7) is greater than the Crit (7.815) value.

Table 4.9 Computer Facility Chi Square

Responses	Observed (E)	Expected (E)	O-E	(O-E) ²	O-E) ² /E
Adequate	12	13.334	-1.33	1.77	0.13
Inadequate	19	13.333	5.67	32.15	2.41
Absent	9	13.333	-4.33	18.75	1.41
Total	40	40			3.95



30% of the respondent indicated adequate, 47.5% Inadequate and 22.5% indicated that it is absent and the chi-square testing revealed that the Ccal (3.95) is less than the Crit (7.815) showing that there is no significant government support for secondary school education by providing computer laboratory.

Table 4.10 Audio – Visual Facilities Chi Square Testing

Responses	Observed (E)	Expected (E)	O-E	(O-E) ²	(O-E) ² /E
Adequate	11	13.334	2.33	5.43	0.41
Inadequate	15	13.333	1.67	2.79	0.21
Absent	14	13.333	0.67	0.44	0.003
Total	40	40			0.65

From Table 4.4, only 27.5% indicated that audio-visual facilities is adequate (present), 35% indicated that it is inadequate, while 37.5% ticked absent and the chi square testing showed that there is no significant government support for secondary school education by providing audio-visual facilities given the Ccal (0.65) is less than the Crit (7.815) at 0.05 and still less than Crit (1.323 at 0.75 that is nearly all the schools (75%) lack audio-visual facilities.

Table 4.11 Student Performance

Responses	Observed (E)	Expected (E)	O-E	(O-E) ²	(O-E) ² /E
Very Well	24	13.334	10.67	113.85	8.54
Average	12	13.333	-1.33	1.77	0.13
No Effect	4	13.333	-9.33	87.05	6.53
Total	40	40			15.20

The percentage distribution revealed that 69% of the respondents ticked Very Well, 30% ticked Average and only 1% ticked No Effect showing that government support for secondary school education resulted in visible or appreciable students' performance in school activities. The chi-square testing confirms that government support for secondary school have resulted in a significant increase in student's performance since the Ccal (15.2) is greater than the Crit (7.815).

Table 4.12 Ngo Support Chi Square Testing

Responses	Observed (E)	Expected (E)	O-E	(O-E) ²	(O-E) ² /E
Yes	12	20	-8	64	1.6
No	28	20	8	64	1.6
Total	40	40			3.2

30% of the respondents ticked yes, while 70% ticked NO indicating that there is no significant NGO support for secondary school education in Benin City. And the chi-square testing above revealed that the Ccal (3.2) is less than the Crit (7.815) which confirms that there is no significant NGO for secondary school education in Benin City.

Table 4.14 Favorable Educational Policy

Responses	Observed (E)	Expected (E)	O-E	(O-E) ²	(O-E) ² /E
Yes	27	17.5	9.5	90.25	5.16
No	8	17.5	-9.5	90.25	5.16
Total	35	35			10.32

67.5% ticked yes, while 20% ticked no and 12.5% ticked absent. Indicating that Government Educational Policies favor Secondary Schools in Benin City and the Chi Square testing confirms that government educational policies have been to the benefit of secondary school education particularly in Benin City since the Ccal (10.32) is greater than the Crit (7.815). The above analyses showed that secondary school education have been improved by government particularly the present government. However, the analysis also showed that some areas of education still need adequate support. Education funds are reported to be distributed among the primary, secondary and tertiary education levels in the proportion of 30%, 30% and 40% respectively. The public funding includes direct government expenditure as well as indirect expenditure in the form of subsidies to households such as tax reduction, scholarships, loans and grants, the main sources of fund that the Nigeria government has are federal taxes and duties on petroleum. At present private sources



(NGOs) account for about 20% of total national donors. Nigeria has not met the 26% of total budgetary allocation to education recommended by UNESCO, the total federal allocation to education had been decline from 11.13% in 1990s to 7.0% in 2001 (7,8,9,10).

The analyses of data revealed that teachers welfare and thus efficiency have greatly been increased (Table 4.1, 4.13) students performance too have also significantly improved, which means that teachers efficiency is going to continuously experience an upsurge and better trained and development students will be graduated into the society or labour market. The test results also revealed that the increased Government support for education have improved the security and conducive learning environment.

Conclusion

The contributions of both government and non governmental organization were responsible for the positive improvement in the educational system in Benin City.

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