



Perceived Influence of Management Functions on the Universal Basic Education Goal Achievements in Rivers State

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ABSTRACT

This study investigated the perceived influence of management functions on the Universal Basic Education goal achievements in Rivers State. The descriptive survey design was adopted, while two research questions were formulated to guide the study. The sample of the study comprised of 302 respondents drawn from the population of 1,229 head teachers and UBE evaluators. A 4- point structured 10 Items questionnaire was used to elicit information from the respondents. The data generated were analyzed using mean and standard deviation. Results of data analysis revealed that the growing complexities in Education arising from high school enrollment, rising cost of education and the impact of modern technology make planning inevitable. The study also revealed that controlling is what helps to maintain standards with the view of corrective actions to be taken to keep education on course. Based on the findings of this study, it was recommended that the government should ensure that adequate plans are made before implementing any educational programme or policy. Government should also ensure that effective control measures are put in place in the UBE schools to ensure that standards are maintained.

Keywords: perceived influence, management, functions, Universal Basic Education, Goal achievement

INTRODUCTION

Management is the act of planning, organizing, leading and controlling of resources to achieve organizational goals effectively and efficiently using available resources (Sapru, 2013). The Universal Basic Education is defined as “early childhood care for education comprising of the nine years of formal schooling, adult literacy and non-formal programme and the education of special groups such as nomads, migrants, girl child and women, street children and disabled groups (Okoye and Owuachu, 2013). The Universal Basic Education is therefore saddled with the responsibility of bringing education to the grass root, reducing drastically the incidence of the drop outs from the formal school system, catering for those who for one reason or the other may have uttered their schooling, promotion of consciousness for education among the citizenry and meeting the learning needs of young people. To achieve these objectives, the UBE is made to be universal, free and compulsory (Oku & Chiwendu, 2009). However, in addressing the problems of the UBE, management factors like planning and controlling have been identified as having an influence on the achievement of the UBE goals. Planning plays an increasingly important role in the management of the UBE. When efficient plan are executed definitely the outcome

will be positive. The essence of planning is to prepare for and predict future events. Educational planning equally takes into cognizance how to achieve goals by the most effective use of scarce and limited resources. However, the major concern of educational planning is to formulate and implement educational policies, goals and objectives, collect and organize data used to project enrolment and other items of costs, provide physical infrastructure and facilities and teachers production but unfortunately educational planning in Nigeria is bedeviled by lack of planning facilities (man power, computer and other data processing machines), lack of accurate statistical data for the actual number of pupils and students to plan for, inadequate funding etc. This has continued to hinder the full achievement of the laudable goals of the UBE since its introduction (Omiyi and Atsugh, 2013)

Controlling involves monitoring and ensuring work in progress so as to ensure that results are ultimately achieved. Control entails inspecting project and work plan and driving any financial planning, accounting or procedures. This function of management covers the establishment of performance standards by laying down the criteria by which work process task and result will be assessed and measured. It involves recording and reporting on progress to see if work is meeting the required time, cost and quality. Here performance is evaluated and appraised. Scholars have attributed the fall in standard of education to failure of the government to effectively manage the education system by putting in place effective control measures and ensuring that they are implemented to the later (George, Gareth and Hill, 2004).

Statement of the Problem

The problem of this study is that over a decade after the introduction of the Universal Basic Education, researchers are still searching for better management and implementation strategies that will help to sustain the UBE programme as well as achieve the UBE goals yet the outcome is not commensurate with the expected outcome. There are still a good number of out of school children roaming the streets during school hours, parents are still paying for books and other learning materials, the rate of drop out from the formal school system is still on the high side, the enabling school environment that will motivate students to remain and complete their study is not adequately provided. The researcher is therefore worried at the disparity between the programme objectives and its implementation in Rivers State.

Purpose of the Study

The purpose of the study is to ascertain the influence of management factors on the achievement of the goals of the Universal Basic Education. Specifically the study sought to: Ascertain the influence of planning on the provision of free Universal Basic Education in Rivers State.

Examine the influence of control on the reduction of drop outs from the formal school system in Rivers State.

Research Questions

The following research questions were formulated to guide the study:

What is the influence of planning on the provision of free Universal Basic Education in Rivers State?

What is the influence of control on the reduction of the rate of drop outs from the formal school system in Rivers State?

Hypotheses

Two null hypotheses were tested at a 0.05 level of significance:

There is no significant difference between the mean opinion of Head teachers and UBE evaluations on the influence of planning on the provision of free Universal Basic Education in Rivers State.

There is no significant difference between the mean opinion of Head teachers and UBE evaluation on the influence of control on the reduction of drop outs from the formal systems in Rivers State.

METHODOLOGY

The study adopted a descriptive survey research design. The area of the study was the three senatorial district of Rivers State. The population of the study consists of 958 public school head teachers and 271 evaluators of the UBE programme in Rivers State. The sample of the study is 302 respondents (201 head teachers and 102 UBE Evaluators). The sample was obtained using the proportionate sampling technique to select 70 head teachers from each senatorial district and 34 UBE Evaluators from each senatorial

district to ensure adequate representation of head teachers and the UBE Evaluators. The instrument for data collection was a questionnaire structured on a 4 – point Likert Scale of Very High Extent (VHE) High Extent (HE) Low Extent (LE) Very Low Extent (VLE). The instrument was validated by incorporating the suggestions of two experts in the Department of Educational Management in Rivers State University. The reliability of the instrument was obtained using the test-re-test method with a reliability coefficient value of 0.73. The instrument was administered by the researcher and two research assistants, the ones responded to were retrieved immediately while other were retrieved after two weeks. Data was analyzed using mean and standard deviation while hypotheses were tested using z-test statistic at 0.05 level of significance.

PRESENTATION OF RESULTS

Research Question 1: *What is the influence of planning on the provision of free Universal Basic Education in Rivers state?*

Table 1: Mean opinion score of head teachers and evaluators on the influence of planning on the provision of free universal Basic education in Rivers State.

S/n	Questions	Head teachers		UBE Evaluators		$\frac{x_1x_2}{2}$	Remarks
		\bar{x}_1	Sd	\bar{x}_2	sd		
1	Proper and rational allocation of limited educational resources in Rivers State requires adequate planning	3.25	1.8	3.04	1.7	3.1	H
2	The complexities in education due to the rising cost of education and high school enrolment makes planning inevitable for UBE goal achievement.	3.21	1.7	3.12	1.8	3.2	H
3	Though Planning concretizes the society’s educational choices in terms of the needs of the society and tasks to be accomplished most educational plans are not fully implemented in Rivers State.	3.33	1.8	2.98	1.7	3.2	H
4	One major problem of planning education in Rivers State is inaccurate data on number of persons to actually plan for.	3.22	1.7	3.00	1.7	3.1	H
5	Funds to drive the implementation of the UBE plans and programmes in Rivers State are not always adequately available.	3.78	1.9	3.06	1.7	3.4	H
Grand mean		3.4	1.8	3.04	1.7	3.2	

Source: Author’s computation, 2019

Data presented in Table 1 shows the mean opinion of head teachers and UBE evaluators on the influence of planning on the provision of free universal Basic education in Rivers State. In answer to research question 1, the finding showed that both head teachers and UBE evaluators opined to a high extent that there is no significant difference in their mean opinion with the mean score of 3.1, 3.2, 3.2, 3.1 and 3.4 respectively in answer to questionnaire items 1,2,3,4 and 5 which cumulated to a grand mean of 3.2.

Research Question 2: *What is the influence of controlling on the reduction of drop outs from the formal school system?*

Table 2: Mean opinion score of head teachers and UBE evaluators on the influence of control on the reduction of drop outs from the formal school system in Rivers State?

S/n	Questions	Head teachers		UBE Evaluators		$\frac{\bar{x}_1\bar{x}_2}{2}$	Remark
		\bar{x}_1	Sd	\bar{x}_2	sd		
6	The inability of the UBE Board to effectively ensure control through effective monitoring and supervision of the programme is a major setback for the UBE in Rivers State..	3.25	1.8	3.24	1.8	3.2	H
7	Control minimizes wastages and facilitates proper maximization of available educational resources to sustain pupils in school..	3.39	1.8	3.19	1.7	3.3	H
8	Control is what ensures that performance of the school personnel conforms to educational plans.	3.04	1.7	3.18	1.7	3.1	H
9	Adequate attention is not given to control activities like the full implementation of educational budget, records of inspection reports and records of lost labor – hour in Rivers State.	3.33	1.8	3.03	1.7	3.2	H
10	The objective of the UBE towards reducing drastically the rate of drop out from the formal school system cannot be achieved without adequate control measures.	3.43	1.8	3.03	1.7	3.2	H
Grand mean		3.3	1.7	3.1	1.7	3.2	

Source: Author's computation, 2019

Data presented in Table 2. reveals that, head teachers and UBE evaluators agreed to a high extent that, there is no significant difference on their mean opinion score relating to the influence of control on the reduction of dropouts from the formal school system in River State with the mean score of 3.2, 3.3, 3.1, 3.2 and 3.2 respectively in answer to research question 6, 7, 8, 9, and 10 which cumulated to a grand mean of 3.2.

DISCUSSION OF FINDINGS

The study reveals the following major findings:

Head teachers and UBE Evaluators to a high extent opined that planning influences the provision of free universal Basic education in Rivers State. Head teachers and UBE Evaluators to a high extent agree that no educational programme can succeed without planning. When educational programmes and policies are executed without proper planning definitely the outcome will be poor as this the case in Rivers State. There has always been wrong data on the number of persons to plan for.

Head teachers and UBE Evaluators agreed to high extent that controlling influences the reduction of drop outs from the formal school system. When the learning needs of students are met and the enabling environment is created student are likely to remain and complete their schooling. Control measures like

regular supervision and monitoring of the school activities will help to ensure that standards are maintained and efforts are geared towards the achievement of the goals of the Universal Basic Education.

CONCLUSION

Based on the discussions above, the following conclusions were made:

Head teachers and UBE Evaluators to a high extent opined that planning influences the reduction of drop out from the formal school system in Rivers State because planning is what makes policy makers and educational administrators to allocate educational resources of the society like funds, personnel and learning materials rationally among the various groups demanding for education. Head teachers and UBE Evaluators to a high extent agreed that no educational programme can succeed without planning.

Head teachers and UBE Evaluators agreed to high extent that control is what measures the performance of educational stake holders against aims, objectives and standard of education with the view of corrective actions to be taken where necessary to keep educational plans on course.

RECOMMENDATIONS:

Based on the findings of the study, the following recommendations were made:

1. For effective policy implementation to take place in the schools, government should consider all stake holders in education during the planning process.
2. The government should put in place effective control measures and ensure that they are implemented by the UBE evaluators to the later in both the Rural and Urban schools in Rivers State.

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