

**MANAGING EDUCATIONAL FUNDS AND FACILITIES FOR THE EFFECTIVE
IMPLEMENTATION OF THE UNIVERSAL BASIC EDUCATION (UBE) IN IMO
STATE, NIGERIA.**

BY

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ABSTRACT

The focus of this study is to investigate the management of educational funds and facilities in the implementation of the Universal Basic Education programme in Imo state, Nigeria. A correlational survey research design was adopted for the study. The study had a target population that had to do with all the SUBEB staff and, head teachers of public Primary Schools in Imo State. Stratified sampling technique was used to select 20 staffs of SUBEB, 40 head teachers, and 110 teachers in primary schools in Imo State. The stratification gave a total of 170 respondents used for the study. The research instruments used for data collection was a structured questionnaire title "Education Fund and Facility Management Questionnaire (EFFMQ)". The questionnaire was made of two sections (Section A and B) while Section A handled the demographic variables of respondents such as gender, educational qualification, etc. Section B measured the main variables of the objective of the study such as raising funds for management of schools, strategies used in the management of education facilities, effect of education fund and effective implementation of universal basic education. The questionnaire was face and content validation by experts in test, measurement and evaluation in Imo State University. The reliability coefficient of the instrument obtained using the Cronbach alpha statistical tool was 'r'=0.80, considered high enough for the intended purpose. The researcher subjected the data generated for the study to appropriate statistical techniques such as percentage analysis used in answering the research question while multiple and simple regression analyses were used to test the hypotheses. From the data analysis, school fees" was rated the most adopted strategies of raising funds for management of schools in Imo State with the highest frequency and percentage of 71(41.76%) while "PTA Collections" was rated the least 5(2.94%) of the strategies of raising funds for schools. Hypothetically, the study affirmed that there is significant influence of the strategies used in the management of education facilities on effective implementation of universal basic education in Imo State and that education fund significantly affects the effective implementation of universal basic education in Imo State. The study concluded that the federal and state

governments are responsible for all educational policies, especially policies governing quality in education, adequacy of staff and equipment, staff discipline, the curriculum, evaluation of learning, financial administration and in general ensuring that the national objectives of education are pursued. One of the recommendations made in the study was that the school administrators and managers need to be efficient and pro-active in the management of facilities to ensure a hitch-free knowledge delivery and achievement of educational goals and objectives.

KEYWORDS: Education Fund, Educational Facilities, Universal Basic Education, Primary Schools and Imo State.

INTRODUCTION

Education is a key instrument that brings about sustainable development. Thus, educational funding constitutes a form of broad-based change and investment in the educational system. In response to the forgoing, the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2014) stressed that it is investment in human resources rather than physical capital and natural resources that constitute the main basis for the wealth of nations. A government policy on education is a good strategy towards effective financial management insufficient funds will lead to poor educational output. It will also pose a problem in the teaching/learning process thereby distorting the purpose of the National Policy on education (FRN, 2004) which states that the success of an educational system is hinged upon proper planning, efficient administration and adequate financing. If the learning environment is not conducive i.e, lack of basic amenities, electricity, portable water, good road network, unhealthy environment filled with microorganisms in which students come in contact with and will lead to poor academic performance and cause some health hazards for both teachers and students. Health is Wealth. Udoh (1980), said that students are able to study well when they are physically strong. A good environment will improve learning and discipline and will also be a source of to the teachers making them dedicated to their jobs.

Educational funding is that branch of public finance that accesses government revenue and expenditures in the public sector to achieve the desired goals in education. It is important to note that educational expenditure is an aspect of educational finance that deals with how the amount allocated to the education sector is spent. Expenditure on education is determined by budgetary allocations. The educational expenditure is categorized into capital and recurrent expenditure. Capital expenditure on education refers to the investment on real assets such as building of schools, institutions and other and other social and economic infrastructures that contribute to long term development while recurrent expenditure on education refers to the amount allocated to the education sector for payment of teachers' salaries and maintenance of already existing facilities.

However, education empowers individuals, strengthens communities, and fosters economic growth. In recognition of the importance of education, Nigeria, like many other nations, has taken significant steps to ensure access to quality education for all its citizens. One of these crucial initiatives is the Universal Basic Education (UBE) programme, which aims to provide free, equitable, and inclusive basic education for all children in Nigeria. Imo State, located in the southeastern region of

Nigeria, has made substantial efforts to implement the UBE programme effectively. However, the success of this initiative hinges not only on policy development but also on effective management of educational funds and facilities. Accordingly, Imo State, like all other states in Nigeria, has been striving to provide accessible and quality basic education to its citizens. Despite the fact that the implementation of the Universal Basic Education (UBE) policy in Imo State faces numerous challenges that can hinder its successful execution, including financial constraints and infrastructural deficits, low teacher morale, inadequate teaching materials, bureaucratic bottlenecks, security concerns, lack of monitoring and evaluation and parental and community involvement etc. (Izuka, Agwagah & Okoye, 2022). These challenges span various aspects of the education system and require concerted efforts to overcome, the state government is committed to realizing the objectives of the UBE programme.

Education can be defined as a method or practice that aims at teaching an individual a new skill or new principles. Furthermore, this sharpens the minds and builds moral principles in an individual. Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits (Lazarev, 2005). These aims may include the development of understanding, rationality, kindness, and honesty. Educare refers to "to bring up" or "to nourish", whereas the word "educere" means to "to bring forth" or "to drag out". Some others believe that the word has been derived from another Latin word "educantum" which has two components. "E" implies a movement from inward to outward and "duco" refers to developing or progressing. Education is the socially organized and regulated process of continuous transference of socially significance experience from the previous generations to the followings. The main way to receive an education is to receive a course training in the system of educational institutions. Forms of education are commonly divided into formal, non-formal, and informal education. Formal education takes place in education and training institutions, is usually structured by curricular aims and objectives, and learning is typically guided by a teacher. In most regions, formal education is compulsory up to a certain age and commonly divided into educational stages such as kindergarten, primary school and secondary school. Non-formal education occurs as addition or alternative to formal education (Singh 2015). It may be structured according to educational arrangements, but in a more flexible manner, and usually takes place in community-based, workplace-based or civil society-based settings. Lastly, informal education occurs in daily life, in the family, any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational, whether unintentional or intentional. According to Chazan (2022), Many agree that education is a purposeful activity directed at achieving certain aims, especially the transmission of knowledge. But they often include other aims as well, such as fostering skills and character traits.

Educational Management is the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research. (Bush 2003).

Educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategies, and implement structures to execute an education system. Educational management may be considered a (logy) by itself when it comes to the management of educational organizations (Cannolly, 2017). In essence, educational management is all about factual application of management principles in education fields. In the words of Mr. Gerald Ngugi Kimani (2011). Educational management is an applied field of management. One can therefore deduce that educational management refers to the application of theory and practice of management to the field of education or educational Institutions. Educational administration is a process of acquiring and allocating resources for the achievement of predetermined educational goals. Educational management has three major field study area; they are: (Tyagi 2009),

- *Human Resource*; Through the student, the educational personnel, the stakeholder and community as an education service user.
- *Learning Resource*; Such as tools through the planning which will be used as a media or curriculum.
- *Facility and finance resource*; as supporting factors which make the education held well.

The education system consists of political heads, principals, teaching staff, non-teaching staff, administrative personnel and other educational professionals working together to enrich and enhance the educational management system. At all levels of the educational ecosystem, management is required; management involves the planning, organizing, implementation, review, evaluation, and integration of an institution. The National Policies on Education seek to bring about a social, economic and cultural development in society by focusing on human resource development through education. Education, therefore, must have more relevant curricula, be dynamic, and empower students to bring about desirable social changes while preserving the desirable aspects of our existing culture. The national developmental goals require the professional management of education to bring about the effective and efficient functioning of educational institutions.

EDUCATIONAL MANAGEMENT AIMS AT: (PANDYA, 2009)

- Achieving an institution's objectives.
- Improving the processes of planning, organizing and implementing within the institution.
- Creating, enhancing and maintaining a positive public image of the institution.
- Optimal utilization of human resources (administrators, non-teaching staff, teaching staff and students).
- Enhancing the efficiency and effectiveness of infrastructure.
- Enabling job satisfaction.
- Creating and maintaining a congenial and cohesive atmosphere.
- Managing interpersonal conflicts, stress.

The Universal Basic Education Programme (UBE) encompasses primary and junior secondary education for all children (covering the first nine years of schooling), that is six (6) years of primary education and three (3) years of Junior Secondary Education. In addition, it caters for adult literacy and vulnerable groups through non-formal governmental programmes". Furthermore, Anaduaka and Okafor (2013) stated that UBE is an open and free educational programme aimed at eliminating any sort of discrimination either political, socio-cultural and environmental that deprives the Nigerian child from acquiring basic education. According to her, UBE is open to all citizens irrespective of ethnic, religion or location.

The Universal Basic Education's mission of Nigeria is to serve as a prime energizer of national movement for actualization of the nation's UBE's vision, working in concert with all stakeholders. The Universal Basic Education Commission in its annual report in 2005 listed the objectives to include: ensuring unfettered access to 9 years of formal basic education, the provision of free, universal basic education for every Nigerian child of school-going age, reducing drastically the incidence of drop out from the formal school system, through improved relevance, quality and efficiency and ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning. With the introduction of Universal Basic Education, it is believed that development of Nigeria will be accelerated because of inherent values in education. Attesting to this, Preece (2006) submitted that education is a proven contributor to reducing poverty. This will mobilize the nation's creative energies to ensure that education for all becomes the responsibilities of all (Ejere, 2011).

STRATEGIES OF GENERATION OF EDUCATION FUND

Finance is the power of education, which it has for its growth and progress. Education constitutes a vital flow in the management of human, physical and financial resources of a nation, especially in developing countries like Nigeria and growing states like Imo State. Most communities in Imo State are becoming increasingly aware of the importance of education and these communities play a vital role in educational awareness which is for the benefit of their children. In order to achieve this, communities contribute huge sums of money to meet the need for education. It is also obvious that communities fund education by donating their land for building of schools while some give their labour free towards the building of classrooms, teachers quarters, and clearing of bushes. There are some other ways through which more funds can be raised for education i.e., some alternative sources of funds e.g., producing crafts for sale to the public, voluntary and educational organizations, donations and fund raising and funds from government can serve as an effective strategy to disburse funds for education. Below are some of the strategies used for the management of education fund and educational facilities.

- **Assistance from Government:** Basic education is funded by the three arms of the government. It empowers the state government to develop basic education policies and strategies while local governments ensure service delivery and management. The federal government is responsible for setting national standards and maintaining regulations on them (Amoo, 2019). The act creates organs within the three arms of government to ensure basic education gets to citizens. Under the Federal Ministry of Education, we have an agency named the Universal Education Commission (UBEC). An agency under each state's ministry of education is the State Universal Basic Education Board (SUBEB), while its local government supervisor is the Local Government Education Authority (LGEA).
- **Assistance from Mission Outfits:** Despite the fact that, the government look over the school, mission fields still give assistance to their schools in form of revenue or by assisting in the provision of learning materials and sometimes scholarships.
- **School Fees:** Payments of fees have been one of the oldest forms of raising fund. It is also the most consistent method used to raise funds for education. The amount of fees charged especially at the secondary school level depends on the institution, Federal or state and the type of ownership, either public or private owned. School fees paid by each pupil are used to run the school's educational system. It is also used for administrative purposes, to pay teacher's salaries and to supply school facilities. Fees are generally used for the running cost of the school system.
- **PTA Collections:** Igwe (1990) noted that PTA may be defined as a voluntary welfare association of Parents/guardians and teachers aimed at ensuring the welfare of both child and school. It makes both parents and teachers conscious of their joint responsibility to produce good education for the community in which they live in. Igwe (1992) also observed that Parent Teacher Association (PTA) refers to an organization comprise of parents and teachers of a particular school whose major aim is to mobilize resources that are geared towards effective school administration.

EDUCATION FACILITIES MANAGEMENT STRATEGIES

Educational facilities management involve all the processes, principles, policies, programmes and projects put together to ensure there is a conducive learning environment. Management of facilities is one of the pivotal roles of the school administrator. Learning facilities are insufficient and so this calls for a careful and concerted effort by the school administrators to ensure that the available ones are effectively managed. Igbiniedion (2014) noted that facilities management opens up an avenue for workers in an organisation to carry out their primary duties well. The nature of the facilities of the school gives value on the school. It has a great impact on the level of satisfaction the students will experience. It determines how friendly the teaching and learning environment could be and all these account for the need to effectively maintain the available facilities.

Amanchukwu and Ololube (2015) noted that management of school plant entails good leadership, effective monitoring of both the users and the plant itself and also applying sound maintenance culture of those facilities and other things required for the school to give maximum services. Johnson (2007) opined that management of school does not only involve the vertical and horizontal management of men and women, academic and non-academic staff and students, materials, money, time, space and information. It also involves effective and efficient management of school facilities. Johnson noted that provision and management of school facilities is a vicious cycle. The facilities manager ensures that buildings and their services meet the needs of the people that work in them. They ensure maintenance of the facilities and daily or weekly cleaning schedules as well as determining and scheduling repairs, renovations, projects, waste reduction improvements and safety inspection. For school administrators, there are strategies that enables them to play their roles in the most effective way.

- **Proactivity:** The school managers need to be pro-active and identify facilities that need repairs, and establish repair inventory which will help in determining the particular school plant that needs urgent attention and the ones to be kept in view given the fact that resources are quite inadequate.
- **Maintenance schedule:** Put up a planned maintenance schedule which all stakeholders should stick to and act promptly when there is need for repair of damage to be carried out.
- **Regular visits:** Inspectors and supervisors should pay regular visits to school plant. The school administrator or his representative would do a regular check on the facilities by keeping a regular review on the condition of the facilities and to define priorities for expenditure (funding).
- **Users' involvement in management:** It is also advisable for the school management to involve the users of the facilities in the management and ensure that users of these facilities are answerable for the condition of the facilities.

IMPACT OF EDUCATION FUND AND FACILITIES MANAGEMENT ON EFFECTIVE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION

The federal and state governments are responsible for all educational policies, especially policies governing quality in education, adequacy of staff and equipment, staff discipline, the curriculum, evaluation of learning, financial administration and in general ensuring that the national objectives of education are pursued. In order to achieve the educational objectives, the Federal and State Governments established some parastatals and institutions such as the Universal Basic Education Board (UBEB), National Council in Education (NCE), Joint Consultative Committee on Education (JCCE), Local Education Authority (LEA) among others are charged with the responsibility for ensuring that educational policies are being implemented at various levels of the educational system. Thus, government policies, intentions and purposes reach down to all pupils, students and adults in the education system nomadic education and literacy and non-formal education in Nigerian. Olagboye (2004) noted that “educational facilities consist of audio and visual aids, graphics, printed materials, display materials and consumable materials, other include physical resources such as land, buildings, furniture, equipment, machineries, vehicle, electricity, and water supply infrastructure while human resources are manpower in the school like teachers, principals and others.” Thus, physical facilities are available and accessible resources, useful for teaching, learning and assessment of pupils/students in school which are vital to the achievement of the goals of UBE programme. Emphasizing on the need for school facilities, Ajayi and Adeyemi (2011) maintains that for standard education in Nigeria to be attained, the Nigerian education system needs sufficient facilities such as classroom blocks, furniture, laboratory, instructional material, libraries and other equipment. According to them, the above facilities are expected to be provided and equitably distributed among the schools irrespective of location for effective teaching and learning to take place.

Finance plays a vital role in educational development due to the fact that its availability as well as efficient and effective management will determine the quality of educational programs for sustainable national development. It is therefore, considered necessary that school managers should be actively involved in strategies of sourcing for funds to finance education in order to achieve the nation’s educational objectives. This corroborates Olagboye’s (2004) view that educational finance is a way of providing money for the development and maintenance of the entire education system. Educational finance also involves all the activities directed towards the process of sourcing, allocating and managing public school funds in providing educational service for the attainment of educational objectives.

Facilities should be designed to support and strengthen teaching and learning process. Adaralegbe (1972) is of the view that poor and inadequate facilities contribute to a poor quality of education and a poor educational system. Adesina (1977) observed that apart from the danger to which students are exposed to, when the school plant is deplorable, there is also the fact that a deplorable school environment offers little or no stimulus to learning. Teaching aids in Nigeria according to Byrne and Williams (1973) is a major determinant of academic attainment in schools. However, it is on the basis of finding solutions to the problem that prompted the researcher to carry out the study on the managing educational

funds and facilities in Imo State to ensure the successful implementation of the UBE programme. Specifically, the study will ascertain the strategies of raising funds for school management in Imo State, examine the influence of the strategies used in the management of education facilities on effective implementation of universal basic education in Imo State and determine the effect of education fund on effective implementation of universal basic education in Imo State.

STATEMENT OF THE PROBLEM

There is the general outcry that Universal Basic Education has not produced the desired objectives as stipulated in the Federal Republic of Nigeria National Policy on Education due to inadequate funding in Nigeria as a whole and in Imo State in particular. This has led to many problems, such as delay or nonpayment of Universal Basic Education teachers' salaries and allowances, inadequate school buildings for learning, poor supervision, poor environment among others, that have posed serious challenges to the implementation of the UBE which if allowed to continue could truncate the laudable objectives of the UBE scheme in Imo state. It is on the basis of finding solutions to the problem that prompted the researcher to carry out the study on alternative strategies of financing universal basic education for sustainable national development.

RESEARCH QUESTIONS

- What are the strategies of raising funds for management of schools in Imo State
- What is the influence of the strategies used in the management of education facilities on effective implementation of universal basic education in Imo State?
- Is there any effect of education fund on effective implementation of universal basic education in Imo State?

HYPOTHESES

- There is no significant influence of the strategies used in the management of education facilities on effective implementation of universal basic education in Imo State.
- Education fund does not significantly affect the effective implementation of universal basic education in Imo State.

METHODOLOGY

Correlational survey design was adopted for the study. The study was conducted in Imo State and the target population for this study had to do with all the SUBEB staff and head teachers of primary schools in Imo State. Stratified sampling technique was used to select 20 staffs of SUBEB, 40 head teachers, and 110 teachers in primary schools in Imo State. This gave a total of 170 respondents used for the study. The research instruments used for data collection was a structured questionnaire title "EDUCATION FUND AND FACILITY MANAGEMENT QUESTIONNAIRE (EFFMQ)". The questionnaire was made of two sections (Section A and B) while Section A handle the demographic variables of respondents such as gender, educational qualification, etc. Section B measured the main variables of the objective of the study such as raising funds for management of schools, strategies used in the management of education facilities, effect of education fund and effective implementation of universal basic education. Face and content validation of the instrument was carried out by an expert in test, measurement and evaluation to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.80, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as descriptive statistics used in answering the research questions while multiple and simple regression analyses were used to test the hypotheses. The test for significance was done at 0.05 alpha levels.

RESULTS AND DISCUSSION

Research Questions One: The research question sought to find out the strategies of raising funds for school management in Imo State. To answer the research question percentage analysis was performed on the data, (see table 1).

Table 1: Percentage analysis of the strategies of raising funds for school management in Imo State

STRATEGIES	FREQUENCY	PERCENTAGE
Assistance from Government	65	38.24
Assistance from Mission Outfits	29	17.06
School Fees	71	41.76**
PTA Collections	5	2.94*
TOTAL	170	100%

** The highest percentage frequency

* The least percentage frequency

SOURCE: Field survey

The above table 1 presents the percentage analysis of the strategies of raising funds for school management in Imo State. From the result of the data analysis, it was observed that "School Fees was rated the most adopted strategies of raising funds for management of schools in Imo State with the highest frequency and percentage of 71(41.76%), while "PTA Collections" was rated the least 5(2.94%).

The null hypothesis states that there is no significant influence of the strategies used in the management of education facilities on effective implementation of universal basic education in Imo State. In order to test the hypothesis simple regression analysis was performed on the data, (see table 2).

Table 2: Simple Regression Analysis of the influence of the strategies used in the management of education facilities on effective implementation of universal basic education in Imo State.

Model	R	R-Square	Adjusted R	Std. error of the	R
	Square		Square	Estimate	
Change					
1	0.64	0.41	0.40	1.15	0.41

*Significant at 0.05 level; df= 168; N= 170; critical R-value = 0.197

The above table 2 shows that the calculated R-value (0.64) was greater than the critical R-value of 0.197 at 0.05 alpha levels with 168 degrees of freedom. The R-Square value of 0.41 predicts 41% of the strategies used in the management of education facilities on effective implementation of universal basic education in Imo State. This rate of percentage is low and therefore means that there is significant influence of the strategies used in the management of education facilities on effective implementation of universal basic education in Imo State. It was also deemed necessary to find out the influences of the variance of each case of independent variable as responded by each respondent (see table 3).

Table 3: Analysis of variance of the influence of the strategies used in the management of education facilities on effective implementation of universal basic education in Imo State

Model	Sum of Squares	Df	Mean Square	F
	Sig.			
Regression	147.49	2	73.75	56.10
	.000 ^b			
Residual	212.96	162	1.32	
Total	360.45	164		

a. Dependent Variable: Universal Basic Education

b. Predictors: (Constant), Proactivity, user's involvement in management

The above table 3 presents the calculated F-value as (56.10) and the P-value as (.000^b). Being that the P-value (.000^b) is below the probability level of 0.05, the result therefore means that there are significant influences exerted by the independent variables being the strategies used in the management of education such as proactivity and users' involvement in management on the dependent variable universal basic education. To test for the contribution of each of the independent variables, coefficient analysis was performed (see table 4).

TABLE 4: Coefficient analysis of the influence of each of independent variable on the dependent variable.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	.667	1.463		.456	.649	-2.222	3.555
1 Proactivity	-.134	.157	-.148	-.858	.392	-.443	.175
Users' involvement in management	.852	.189	.776	4.509	.000	.479	1.225

a. Dependent Variable: Universal Basic Education

From the above table, it was observed that the most positive influencing factor was user's involvement in management (t: -4.509, B: .852) and the least influencing factor was proactivity (t: .858, B: -.134) as regards their influence on effective implementation of universal basic education in Imo State. Finding of this study in table 4 revealed that there is significant influence of the strategies used in the management of education facilities on effective implementation of universal basic education in Imo State. This is due to the fact that the calculated R-value (0.64) was greater than the critical R-value of 0.197 at 0.05 alpha levels with 168 degrees of freedom. The result agrees with the opinion of Johnson (2007) which stated that management of school does not only involve the vertical and horizontal management of men and women, academic and non-academic staff and students, materials, money, time, space and information. It also involves effective and efficient management of school facilities.

Hypothesis Two: The null hypothesis states that education fund does not significantly affect the effective implementation of universal basic education in Imo State. In order to answer the hypothesis, simple regression analysis was performed on the data (see table 5)

TABLE 5: Simple regression analysis of the effect of education fund on effective implementation of universal basic education in Imo State

Model	R	R-Square	Adjusted R	Std. error of the	R
	Square		Square	Estimate	
Change					
1	0.73a	0.53	0.53	1.02	0.53

*Significant at 0.05 level; df= 168; N= 170; critical R-value = 0.197

The above table 5 shows that the calculated R-value (0.73) was greater than the critical R-value of 0.197 at 0.5 alpha levels with 168 degrees of freedom. The R-Square value of 0.53 predicts 53% of the effect of education fund on effective implementation of universal basic education in Imo State. This rate of percentage is average and positive. It therefore means that education fund significantly affects the effective implementation of universal basic education in Imo State. It was also deemed necessary to find out the effect of the variance of each case of independent variable as responded by each respondent (see table 6).

TABLE 6: Analysis of variance of the effect of education fund on effective implementation of universal basic education in Imo State

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	190.85	1	190.85		
	183.42.000 ^b				
Residual	169.60	163	1.04		
Total	360.45	164			

a. Dependent Variable: Universal Basic Education.

b. Predictors: (Constant), Education Fund

The calculated F-value (183.42) and the P-value as (.000b). Being that the P-value (.000b) is below the probability level of 0.05, the result means that there is significant effect exerted by the independent variables i.e., education fund on the dependent variable which is universal basic education. The result therefore means that education fund significantly affects the effective implementation of universal basic education in Imo State. The result therefore is in agreement with the research findings of Anaduaka and Okafor (2013) who confirmed that universal basic education is an open and free educational programme aimed at eliminating any sort of discrimination either political, socio-cultural and environmental that deprives the Nigerian child from acquiring basic education. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

CONCLUSION

There is no doubt that effective financing of universal basic education influences the achievement of sustainable national development. The federal and state governments are responsible for all educational policies, especially policies governing quality in education, adequacy of staff and equipment, staff discipline, the curriculum, evaluation of learning, financial administration and in general ensuring that the national objectives of education are pursued. The study concludes that the following are the essential strategies to the management of school facilities: Proactivity, Maintenance schedule, Regular visits and Users involvement in management. Additionally, the study concludes that there is significant influence of the strategies used in the management of education on effective implementation of universal basic education in Imo State. And also, that there is significant effect of education fund on effective implementation of universal basic education in Imo State.

RECOMMENDATIONS

- The school administrators and managers need to be efficient and pro-active in the management of facilities to ensure a hitch-free knowledge delivery and achievement of educational goals and objectives.
- A handsome share of total expenditure of the government should be directed to the education sector in order to provide the desired skilled manpower for the long-term implementation of universal basic education.
- It is important for the educational institutions to setup monitoring team that will do a regular check on the condition of the school plants and the people using them.

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