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A COMPARATIVE ANALYSIS OF FUNDING AND ADMINISTRATION OF BASIC EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA AND JAPAN.

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Abstract

This study analyzed comparatively Basic Education in the Nigerian and Japanese educational systems. Attempt was made to examine major similarities and differences in the funding and administration of Basic Education of both systems. A descriptive survey and historical research design was employed. Two instruments were developed, a questionnaire tagged "Questionnaire on Nigerian and Japanese Basic Education" (QNJBE) and a structured interview for personnel in the education unit at the Japanese Embassy in Abuja and teachers in some selected Basic Schools in Ilorin Metropolis. An observation schedule was also used and critical analysis of documents was done to gather necessary information. Because of the open-ended nature of the research 150 respondents were selected using a purposive sampling technique. Data collected for the study were analyzed using Chi-Square analysis to test the three hypotheses generated for the study while percentage was used to analyze the research questions. Findings showed that there were differences in the funding and administration of Basic Education of both countries. From the findings, lessons were drawn from Japan on how Nigeria can improve upon funding and administration of her Basic Education.

Keywords: comparative, analysis, funding, administration, basic education, sustainable development, Nigeria and Japan.

Introduction

Education is generally regarded as an

instrument for national integration and economic development. Igwebuike (2014) maintained that a nation cannot develop if there is no national integration and sustainable development through its basic education. It is through early years of education that an individual develops the values, attitudes and skills necessary for his survival in the society. These values are essential for the realization of a good society (Olorunju, 2015).

In the light of the above, the Universal Basic Education programme of the Federal Republic of Nigeria was formerly launched by President Olusegun Obasanjo on 30th September, 1999 in Sokoto, Sokoto State. The Federal Government has shown its commitment to the improvement of basic education through intervention of the government, which improved on the former Universal Primary Education (UPE) operated from the 1970s till early 2000. The mandate included achieving Education for All, reducing the rate of school dropouts and out-of-school children; improving quality and efficiency of basic education, as well as promoting the acquisition of literacy, numeracy, life skills and values for life-long education and useful living (Owasanoye, 2018). Section 18, sub-section 1 and 2 of the Nigeria constitution guarantees education as a right for every Nigerian child. This should be a free, compulsory basic education. The National Assembly raises a few important questions for the very inquisitive mind. The total fund allocated to the education sector is N605.79bn (10.1%), of which N544.07bn (89.9%) will service recurrent expenditure while the remaining 61.73bn

(10.1%) is reserved for capital expenses. The 2018 education budget, which is inclusive of Universal Basic Education Commission funds, constitutes only about 7% of the year 2018 budget of consolidation. Given the estimated 11.4 million out-of-school children, a UNICEF estimate that used to be at 10.5 million, have education budgets and funds disbursement reduced the number of Nigerian children out of school in the past few years (Owasanoye, 2018). As of March, 2017, according to information published on UBEC's website, over N59bn (exactly N59,744,722,935.10) remain not accessed by the states in UBEC funds, with states such as Delta, Ebonyi, Ekiti and Niger having left-over funds from as far back as 2011-2012. Owasanoye, (2018). UBE funds for the year 2018 stand at about N109.6bn. What becomes of these funds?

Purpose of the study

The purpose of this research was to: examine major specific differences and similarities inherent in the Nigerian and Japanese basic education in the area of funding and administration, assess any significant difference in the funding and administration of basic education in both countries.

Research Questions

The research aims at finding answers to the following questions:

What are the similarities and differences in the funding and administration of basic education in Nigeria and Japan?

Is there any significance difference in the funding and administration of basic education in Nigeria and Japan?

Hypotheses

For the purpose of this study, these hypotheses were tested:

There is no significant difference in the administration and funding of basic education in Nigeria and Japan.

There are no similarities and differences in the funding and administration of basic education in Nigeria and Japan?

Methodology

In this study, the historical and descriptive survey method of research was employed. The population for this study consisted of policy makers, teachers and educational administrators in the State and Federal Ministry of Education and officials at the Japanese Embassy in Abuja. The target population was the officials at the Federal Ministry of Education in Kwara State, basic school teachers and the officials in the education unit at the Japanese Embassy in Abuja. 150 respondents were selected using a purposive sampling technique. The study was carried out through the use of questionnaire and structured interview. Participants were allowed a free response to the questionnaire items on individual basis. The study involved comparison of two educational systems i.e. Japan and Nigeria. Quantitative and qualitative techniques were carried out. The Likert four point scale was employed. Percentage was used to answer the general questions without corresponding hypothesis while the Chi-Square analysis was used to test the hypotheses. Qualitative analysis was done on the documents and information got from the scheduled interview.

Data Analysis and Results

Analysis of Difference in the Funding and Administration of Basic Education in Nigeria and Japan.

Table 1.

Countries	Agreed	Disagreed	df	X ² Cal.v	X ² tab.v
NIGERIA	6(35.30)	63(33.70)	1	107.05	3.84
JAPAN	60(30.7)	0(29.3)			

(Significance Level) > 0.05

As shown on table 1 there is a clear indication that there is significant difference in the funding and administration of basic education in Nigeria and Japan. Calculated value (107.05) is higher than table value (3.84), hence, H_0 is rejected.

Table 2.

Item Analysis

Funding and Administration

S/N	ASPECT OF EDUCATION	RESPONSES AGREEMENT		TOTAL DISAGREEMENT		RESPONSES	
		NIG (PROP)(%)	JAPAN (PROP)(%)	NIG (PROP)(%)	JAPAN (PROP)(%)	NIG	JAPAN
1.	Remuneration	0	100	100	0	75	75
2.	Basic education: well funded	25.8%	71.7%	74.0%	28.3%	75	75
3.	Status of teaching	26.7	100	73.3	0	75	75
4.	Quality textbooks	60	100	40	0	75	75
5.	Supervision	6.67	100	93.3	0	75	75
6.	In-service training	73.3	100	33.3	0	75	75

Item 1: The Remuneration of basic school teachers is adequate- (0%) and (100%) respondents for Nigerian and Japan respectively agreed while (100%) and (0%) disagreed.

Item 2. Basic Education is well Funded- (25.8%) Nigerian respondents agreed that Basic education is well funded while (74.2%) disagreed. (71.7%) of the Japanese respondents agreed while (28.3%) disagreed.

Item 3: Status of Teaching- (26.7%) Nigerian respondents and (100% respondents and (0%) Japanese respondents disagreed that teaching is a reputable profession.

Items 4: Quality Textbook- (60%) of the Nigerian respondents and (40%) of the Japanese respondents agreed that government publishes quality textbooks at all levels while (73.3%) of the Nigerian respondents and (0%) of that of Japan disagreed.

Item 5: Supervision- (6.67%) of the Nigerian respondents and (93.3%) of the Japanese respondents agreed that supervision is adequate while (100%) of the Nigerian respondents and (0%) of the Japanese respondents disagreed.

Item 6: in-service Training- (73.3%) and (100%) for Nigeria and Japanese respectively

agreed that there is adequate in-service training. (33.3%) and (0%) for Nigeria and Japan respectively disagreed.

(33.3%) Japanese respondents agreed while (73.3%) Nigerian disagreed.

(a) The Funding and Administration of Basic Education in Nigeria and Japan.

Research Question 1: What are the Similarities and Differences in the Funding of Basic Education in Nigeria and Japan?

Similarities

The government of both countries fund basic education.

Both countries encourage their Basic Education level to acquire endowments to be used in augmenting their revenues, through productive investment in industry, trust etc.

Both country give loans and scholarships to staff members and students.

Both countries have bodies which render financial assistance to Basic Education.

Differences

Remuneration of Basic Education teachers is adequate in Japan but not adequate in Nigeria.

Basic education is well funded in Japan but not

well funded in Nigeria.

In the National Policy of Education NPE (2013) section 5, sub-section 40b, it was declared that Basic Education in Nigeria will be tuition free but no such declaration in Japan. The yearly budgetary allocation to Basic Education in Nigeria is low while that of Japan is moderate.

It was discovered from the findings that the government of both countries fund Basic Education, give loans and scholarships to students and staff alike. They both have bodies which fund Basic Education. The findings also indicated that the Japanese allocates 26% of their annual budget and 33.1% of their GNP to Basic Education. This is not so in the case of

Nigeria. From the findings, it was observed that the Basic School teachers in Japan are well paid while the remuneration for Basic School teachers in Nigeria is not adequate. It was also discovered from the findings that on how the funding of Basic Education could be more effective, some respondents suggested that the funds allotted must be managed appropriately and that the Basic Education level could organise frequent fund-raising activities. Others suggested that the government should reasonably fund Basic Education through the JUBEB in the case of Nigeria. The Basic Education level could also source for funds too and use the funds to improve infrastructure and educational facilities

Figure 1: Positive Responses on aspects of funding of basic education in Nigeria and Japan.

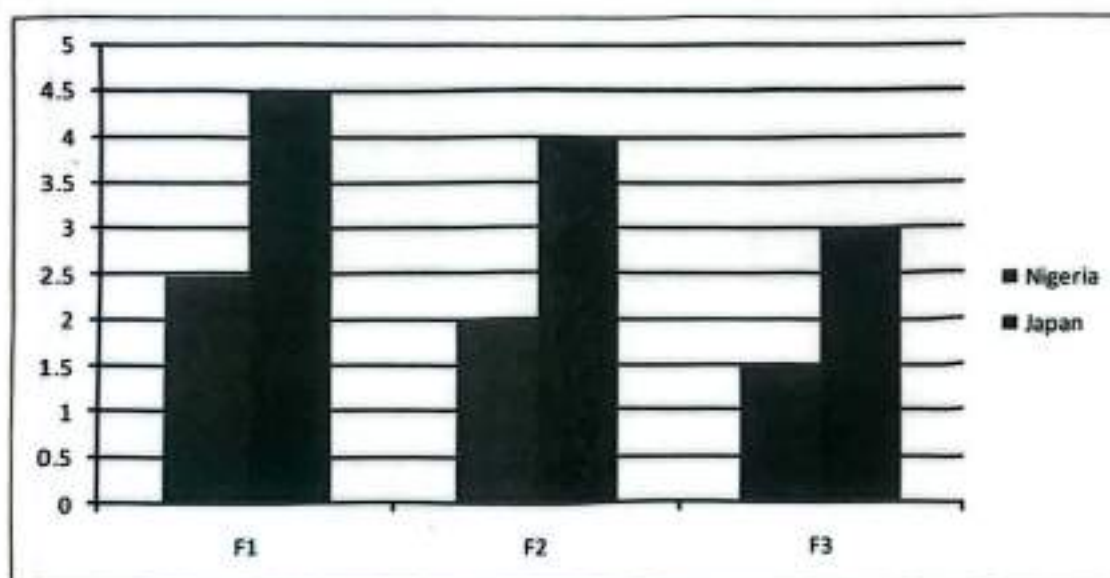


Figure 1 shows that Japanese respondents agreed more to the items on the funding of basic education than their Nigerian counterparts.

Research Question 2: What are the Similarities and Differences in the Administration of Basic Education in Nigeria and Japan?

Similarities

Both countries' Basic Education have superb supervision and in-service training for their staff.

Both countries' have bodies that regulate Basic School activities. JUBEC in Nigeria and

MEXT in Japan.

Basic school administration in Nigeria and Japan have scholarship policy designed to enable scholars to study anywhere in world.

(d) Selection of students, appointment of their staff, teaching selecting areas of research and disseminating the results of such research are done by the administration of both schools.

Differences

Remuneration of basic School teachers is adequate in Japan but not adequate in Nigeria. Basic Education is well funded in Japan but not well funded in Nigeria.

In the National Policy of Education NPE (2013) section 5, sub-section 40b, it was declared that Basic Education in Nigeria will be tuition free but no such declaration in Japan. The yearly budgetary allocation to Basic Education in Nigeria is low while that of Japan is moderate.

In an open-ended question on how the administration of Basic Education could be improved, some respondents declared that is

more advisable to appoint members of the administration from the teaching community and taking decisions based on surveys and tests and that the administration of Basic Education should be governed by excellent, talented and experienced personels. It was also pointed out that accountability and transparency is a vital key to good administration and that educational quality should be improved and new teaching methods developed.

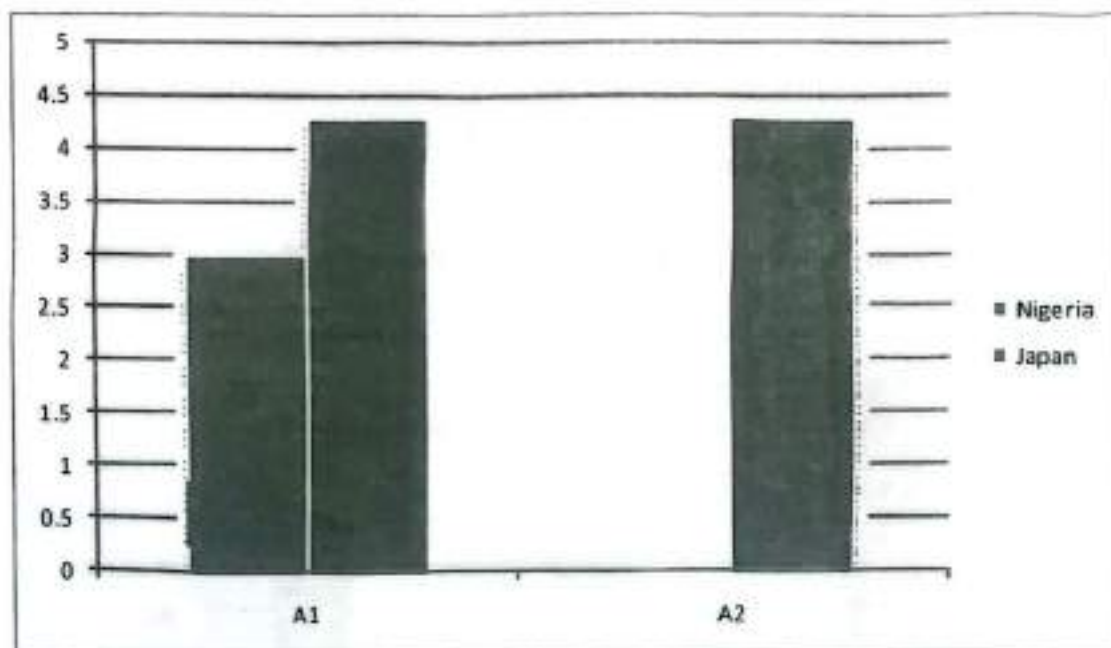


Figure 2: Positive responses on aspect of administration of basic education in Nigeria and Japan.

Figure 2 shows that the Japanese respondents succumb to the items on administration of Basic Education more than their Nigerian counterparts.

Summary of Findings

Having tested the hypotheses, it was discovered that there is significant difference in the funding and administration of Basic Education in the Nigerian and Japanese systems.

It was also discovered that Basic School teachers in Japan are very hardworking and diligent while poor remuneration of teachers hinders teacher's efficiency in Nigeria.

The data collected showed that Japan has licensed teachers that are well equipped, there is proper in-service training for Basic School teachers, funding is appropriate, the secondary school curriculum is geared towards the needs of the society, education is to make individual child functional and creative. To crown it all, there is proper implementation of policies and a maintenance culture in the educational system.

Conclusion

In concluding this study, references were made to how Japan made it through its Basic Education and why there are lapses in the Nigerian system. It was discovered that there are outstanding similarities and differences in the funding and administration of basic education in both countries. Funding of basic education is adequate and administration is superb in Japan. This is not true of Nigeria as

evident in the findings of this study and on the bar chart representation.

Recommendations

There should be financial contribution by all tiers of government and other stakeholders, however little, funding of basic education should be decentralized and be made directly to the schools.

Government should also publish textbooks which are adequate in quality and make them available to students at all levels.

There should be proper implementation of education policies. There should be a maintenance culture in the nation's educational policies. Effective in-service training for Basic School teachers would help boost their morale. Also appointment of school administrators should not be too political.

Proper evaluation, accountability and transparency should be ensured. Available funds should be utilized appropriately. Funding of basic education should be geared towards essential areas of needs. Funds allotted to basic schools should be properly monitored to ensure that it gets to the grass roots for effective usage.

Both federal and state government should co-fund basic schools adequately. Parents/guardians should assist the government in funding of basic schools. Attracting counterpart funding from organizations and world bodies would be of help. The government should fund the inspectorate division so that effective and efficient supervision would be a regular practice at all levels of education.

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