

**INTERNATIONAL AGENCIES PARTICIPATION IN FUNDING OF PUBLIC JUNIOR  
SECONDARY EDUCATION FOR SUSTAINABLE DEVELOPMENT IN RIVERS  
STATE**

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**Abstract**

This study investigated international agencies participation in funding public Junior Secondary Education for Sustainable Development in Rivers State. A descriptive survey research was adopted. A sample of 168 principal consisting 119 male and 69 female principals representing 70% of the total population. An instrument titled “International Agencies Participation Funding Questionnaire (IAPFQ)”, with 36 items, was validated by the researchers; and the internal consistency was determined using the Pearson Product Moment Coefficient ( $r = 0.89$ ). The research questions were analyzed using mean score, standard deviation, and rank order. Z-test was used to test the null hypotheses at 0.05 level of significance, respectively. The findings, revealed that international agencies participation made a significant contributions in funding most public junior secondary education in the state. The following recommendations were made: policy statement and appropriate legal disciplinary action should be given to any staff that was caught involving in embezzlement of donor fund meant for sustainable development of UBE programmes in the state and there should be proper monitoring group or unit should be established in various public junior secondary schools to check all the resources that were donated to schools if they were properly directed and utilized for the purpose which they are provided for.

**Introduction**

Education is regarded as an instrument for effective national development, Oloko, (2014). It is a strong and reliable instrument for the social, political and economic development of nations. The belief in the efficiency of education for national development has resulted to government’s improved commitment at different levels in the establishment of various educational systems. According to Kolowole (2015) education is one of the social services a responsible government must provide for the citizenry; because education provides all round development and transformation of an individual (intellectually, emotionally and physically) to become useful member of the community he/she lives. Since it is not possible for every member of a community to have equal level of education, that is why the government of Rivers State on realizing this, decided to include provision among others in the philosophy of educational opportunity to all Rivers Children, irrespective of any real or imagined disability of each, and according to his/her ability, (Federal Republic of Nigeria (FRN) 2004. Adewole (2015) said a lot of countries around the globe view education as an important investment for national sustainable

development because of its capacity to develop the right type of man and power needed for the economy to grow. In the process of man-power development and the overall national development by an educational system, universal basic educational system is based and built upon. However, the only way the profession and practice of being a teacher and learning can be effective in junior secondary schools is to ensure the provision and adequacy of functional resources input and their optimal utilization to guarantee quality delivery of Universal Basic Education (UBE) program, since Rivers State Ministry of Education (2003) is set out to achieve UBE through making available basic education for all children in the state. The UBE programme of the federal government of Nigeria is an effort to repackage the provision of this level of education to meet the educational needs of the people as well as conform to the demand of the UN, expressed in the millennium development goals. The programme was designed to improve the skills, knowledge and abilities of school children to enable them live useful life, discharge their civic obligations as responsible citizens and make development impact on their immediate environment and the larger society. Universal Basic Education (UBE) was a policy born out of political will to achieve free education for all Nigeria children. The Federal government of Nigeria, under former president Olusegun Obasanjo, launched the UBE scheme in Sokoto on the 30<sup>th</sup> September 1999. Asodike (2009), added that basic education comprise wide range of formal and non-formal education for school children, youths and illiterate adults. Amanze (2008), opined that “UBE stresses the inclusion of girls and women member of underserved groups, the poor, street and working children, rural and remote populations, minorities, refugees”. The program irrespective of the height of successes recorded, still suffers some setbacks such as inadequate infrastructures, inadequate equipment, poor funding and insufficient or half-baked teaching force, etc. (Keziah, 2009), identified some challenges faced by the program as lack of political will and general instability, poor integration and partnership, inadequate funding and shortage of well-trained teaching and non-teaching staff, etc. The concept of Universal Basic Education differs from country to country. The UBE program is adopted for the learning experience of school aged pupils, from primary to junior secondary level, (Federal Republic of Nigeria, FRN, 2004). In Nigeria, UBE program, according to the Federal government of Nigeria, envisioned universal, free and compulsory education, which is the first level of education to promote the consciousness and commitment of the citizenry. Since, no economic sector can achieve its purpose if such sector is not well funded and educational sector is not left behind; thus this is because it requires a huge sum of resources and other facilities that will enhance teaching and learning objectives to be achieved (Adoyeye, 2014). One of the objectives of junior secondary education, as stated in the National Policy on Education, is to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. Therefore, for the objective to be achieved at the secondary school level education, there must be adequate funding and provision of resources which must be well utilized. funding can come in different forms such as monetary, sponsoring of capital project, provision of small health centers in schools, building and equipping of administrative blocks and classrooms, libraries, computer, granting of scholarship and grants to students. In line with Oloko, (2015),

funding is dimensional depending on the sources of the fund which will determine the objectives because it can be internally generated fund, or externally generated fund, and which can be divided into government funding or donor agencies funding; which mostly are the international agencies in the participation of funding at the educational level. This international development funding cut across the United State Agency for international Development (USAID). As an agency within US State Department, the United States Agency for International Development mandate includes assisting countries with current effort in basic education, which includes the basic demographic and Health survey education data for decision-making (DHS Ed Data); which builds no population based financing survey and provides data for planning and evaluation of education policy for less undeveloped countries. The Canadian International Agency (CIDA) assists on issues from health, education, agricultures, to peace building governance, human right, land mines, information technology and focuses its education, support on access, quality, retention and equality. Their initial strategies included strengthening and extending partnership by involving local communities in managing schools, reconstructing school systems in poor countries and promoting research to improve understanding of how education can contribute to the elimination of poverty. The Netherlands organization for international cooperation in higher education was created in the 1950s to promote an accurate image of Dutch higher education around the world with the mission for four major areas of interest: development cooperation, internationalization of higher education, credential evaluation and positioning Dutch higher education worldwide. Within these four areas, human resource and institutional development receive the most funding, followed by international academic relations communication and international credential evaluation. In line with Oloko (2013), revealed that some organizations cross borders and boundaries to bring quality education to every child. Many of them have lofty goals regarding global education, but many as well have earned a worldwide reputation for the work they have done to achieve these goals.

Association for Childhood Education International: The Association for Childhood Education International (ACEI) is a worldwide community of educators and advocates for education reform. Their mission is “to promote and support in the global community the optimal education, development and well-being of children. “To achieve this, they host the Global Summit on Childhood the Institute for Global Education Diplomacy. The summit invites professional to gather and discuss issues facing children and the state of childhood, from education to health and well-being. Through the institute, tentatively scheduled for 2015, ACEI brought together diplomats and professionals in education to find solutions to the problems preventing children from receiving suitable education.

#### Education International

A coalition of 30 million professionals in education, representing 400 organizations in 170 countries and territories, comprises education international. Their goal is to promote quality education, equity in society and the interests of other education employees. As part of their campaign, they combat racism and xenophobia that prevent children from receiving quality education. They challenge various kinds of discrimination, including exclusion on the basis of

gender, sexual orientation, socio-economic status, race and ethnic origin. They also reach out to other unions and global federations whose interests include furthering global education.

#### The Global Partnership for Education

The Global Partnership for Education (GPE) works in nearly 60 developing countries via a multilateral partnership that includes donor governments, international organizations and teachers. They hope to “galvanize and coordinate a global effort to deliver a good, quality education to all girls and boys; prioritizing the poorest and most vulnerable.” Along with their partners, they develop education strategies, promote collaboration in education, share solutions to challenges facing educators, finance the implementation of programs and monitor more children in school, increased literacy rates worldwide to 81 percent in 2010 and increased primary school completion to 75 percent in 2011. Since 2004 they have trained 300,000 teachers, built equipped 53,000 classrooms and purchased and distributed 50 million textbooks.

#### Plan International

Founded more than 75 years ago, PLAN international is one of the oldest and largest children’s development organizations in the world. Plan’s ideal world is one in which “all children realize their full potential in societies that respect people’s right and dignity.” They hope to gain lasting improvements in the quality of life of children in developing countries, by uniting people across cultures.

They aid deprived children, their families, and their communities by enabling them to meet their basic needs and building relationships to increase understanding amongst people of different cultures. In all of their endeavours, the rights of the world’s children take priority.

#### Save the Children

The goal of save the children is to promote global education and the rights of children around the world. To increase the quality of instruction and help to ensure lasting education, save the children, teaches strategies to instructors and trains them to engage students. They coach parents and caregivers to help foster learning early, and offer ways for parents to encourage schoolwork and continued learning outside of the classroom. They also hope to introduce children to artistic expression, encourage learning during and after crisis and invest in the health of children to ensure they don’t fall behind. In 2012, Save the children reached 9 million children.

#### Unesco

The United Nations Education, Scientific and Cultural Organization began in 1945 and is “committed to a holistic and humanistic vision of quality education worldwide, the realization of everyone’s right to education and the belief that education plays a fundamental role in human, social and economic development.” Their mission is to aid in the building of peace, eradication of poverty and lasting development. They seek to achieve these goals and create an intercultural dialogue through global education. Their membership includes 204 countries, 9 of which are associate members.

Unicef: Established in 1946, the United Nations International Children’s Emergency Fund, imagines a world in which the rights of every child are recognized. Their goals include inequalities and discrimination, fulfilling global education goals such as the 2 Millennium Goals

that focus on education, achieving gender equality and equity in education, ensuring that every child has the opportunity to learn and continuing education during and after a crisis. Besides the above, many others, adults, women and men are not educated enough to lead healthy, fulfilling lives. The cause-factors for low education consists of a pool of factors like poverty, gender, bias, inequality, geographic isolation, cultural force, all making education a distant dream for many from poor households especially in rural areas. 'Access was tested as the first goal in the Education Factor Analysis (EFA) in 2005, a collaborative project of the Federal Ministry of Education and several other international donors/partners.

### **Statement of the problem**

The pivotal role of education and particularly, junior secondary education in creating a bridge between basic education and the world of work or further education, can never be undermined. However, the quality and accessibility matter lot in the achievement of this goal because it is pertinent to note that qualitative and accessible junior secondary education is a function of adequate and right funding by those responsible (government and other relevant stakeholders). This is because, the need to recruit quality teachers in the right proportion, provide infrastructure and instructional resources for junior secondary education system, which is the guarantee for quality and accessible education, readily brings to mind the issue of funding. Despite the fact that government funds junior secondary education in many states, many Nigeria children are still found outside the school, in fact most children from low-income families dropout of school. One of the international global education support initiative is to advocate for the right of every child and every adult, to quality education throughout life, regardless of the setting ( formal, non-formal or informal), which can be achieved through adequate funding of the educational system with special emphasis on provisions of financial resources, infrastructural facilities, educational resources centers and other facilities that can support effective teaching and learning in most schools. In line with this empirical observation, the researcher were inspired to carry out a research report on the international agencies participation in funding of public junior secondary schools for sustainable development in Rivers State; which stand as the truth of the study. What was the gap this study filled?

### **Purpose of the Study**

The main purpose of the study is to identify the areas of international agencies participation in the funding of public junior secondary education for sustainable development in Rivers State. More specifically, the study seeks to achieve the following objectives;

1. Find out the extent to which international agencies participate in the provision of financial resources in public junior secondary education for sustainable development in Rivers State.
2. Find out the extent to which international agencies participate in the provision of infrastructural facilities in public junior secondary education for sustainable development in Rivers State.

3. Determine the extent to which international agencies participate in the provision of educational resources centers in public junior secondary education for sustainable development in Rivers State.
4. Find out the challenges facing the international agencies participation in funding public junior secondary education for sustainable development in Rivers State.

### **Research Questions**

To achieve the objectives of the study the following four (4) research questions were used to guide the study.

- RQ<sub>1</sub>:** In what ways can the international agencies participate in the provision of financial resources as a means of funding public junior secondary education for sustainable development in Rivers State?
- RQ<sub>2</sub>:** To what extent can international agencies participate in the provision of infrastructural facilities as a means of funding public junior secondary education for sustainable development in Rivers State?
- RQ<sub>3</sub>:** In what ways can international agencies participate in the provision of education resource centres as a means of funding junior public secondary education for sustainable development in Rivers State?
- RQ<sub>4</sub>:** What are the challenges facing the international agencies participation in funding public junior secondary education for sustainable development in Rivers State?

### **Hypotheses**

The following four (4) null hypotheses were tested in the study at 0.05 alpha levels of significance.

- HO<sub>1</sub>:** There is no significant difference between the mean ratings of male and female principals on the provision of financial resources by international agencies participation as a means of funding public junior secondary education for sustainable development in Rivers State.
- HO<sub>2</sub>:** There is no significant difference between the mean ratings of male and female principals on the provision of infrastructural facilities by international agencies participations as a means of funding public junior secondary education for sustainable development in Rivers State.
- HO<sub>3</sub>:** There is no significant difference between the mean ratings of principals in male and female areas on the provision of educational resources centers by international agencies participation as a means of funding public junior secondary education for sustainable development in Rivers State.
- HO<sub>4</sub>:** There is no significant difference between the experienced mean ratings of male and female principals on the challenges facing the international agencies participation as a means of funding public junior secondary education for sustainable development in Rivers State.

### **Methodology**

The study adopted the descriptive survey research design, with a total population of male (170) principals and female (98) principals given an overall population of 268 principals in the public junior secondary schools in Rivers State. The sample size consists of 119 male and 69 female principals and it gave a total sample size of 168 principals in the public junior secondary schools in Rivers State; which represented 70 percentage of the total population. The instrument for data collection was a researcher-developed questionnaire titled “International Agencies Participation Funding Questionnaire” (IAPFQ), with 36 items separated into 2 sections. Section A, consisted of six items on the demography variables and section B contained 30 items that sought information on the four research questions variables that address the international agencies participations in funding of public junior secondary schools in Rivers State. The items were structured on a 4-points Likert Scale that ranged from Strongly Agreed (SA) = 4 points; Agreed (A) = 3 points; Disagreed (D) = 2 points and Strongly Disagreed (SD) = 1 point. The instrument was designed and validated by the researches while the face and content validity was established and the internal consistency of the instrument was determined with a pilot survey of 20 sample of principals, which was not included in the sample used for the study. The test-retest method was used to determine the reliability index (r) of 0.89 using the Pearson Product Moment Correlation. A total of 188 questionnaire items were distributed and 170 were successfully filled and returned by the respondents, these represented 90% of high response rate. The research questions were analyzed using Mean Score ( $\bar{x}$ ), Standard Deviation (SD), Rank Order (RO) and Decision Rule; while the null hypotheses were tested with z-statistical tool at 0.05 level of significance.

## Results

The following tables below show the results of the analyses from the research questions and tested null hypotheses of 0.05 level of significance.

### Research Question 1

In what ways can the international agencies participate in the provision of financial resources as a means of funding public junior secondary education for sustainable development in Rivers State?

**Table 1: Mean scores, standard deviation, rank order and decision rules on ways international agencies can participate in the provision of financial resources as a means of funding public junior secondary education for sustainable development in Rivers State**

S/N	Items	Male		Female		$\frac{\sum x_1 x_2}{2}$	Rank	Decision Rules
		Principal $\bar{x}$	SD	principal $\bar{x}$	SD			
1	Funds for running of school services and activities	3.31	1.8	3.37	1.8	3.34	4 <sup>th</sup>	Agreed
2	Procurement of instructional materials	2.97	1.7	3.05	1.7	3.01	7 <sup>th</sup>	Agreed
3	Purchasing of textbooks	2.87	1.6	2.83	1.6	2.85	10 <sup>th</sup>	Agreed

4	Awarding of scholarship to students	3.51	1.8 7	3.47	1.8 6	3.49	3 <sup>rd</sup>	Agreed
5	Funds for the provision of electricity supply	3.68	1.9 1	3.62	1.9 0	3.65	1 <sup>st</sup>	Agreed
6	Provision of funds for the support of payment of teachers salaries and other incentives and welfare packages.	3.21	1.7 9	3.19	1.7 8	3.20	5 <sup>th</sup>	Agreed
7	Provision of funds for organizing of international and local conferences, seminars and workshop for both teachers and students	2.97	1.7 2	3.03	1.7 4	3.00	8 <sup>th</sup>	Agreed
8	Sponsoring of students excursion activities	3.01	1.7 3	3.07	1.7 5	3.04	6 <sup>th</sup>	Agreed
9	Provision of funds for transportation services for both teachers and students.	3.53	1.8 8	3.59	1.8 9	3.56	2 <sup>nd</sup>	Agreed
10	Granting of funds for teachers professional development training.	2.83	1.6 8	2.89	1.7 0	2.86	9 <sup>th</sup>	Agreed
<b>Aggregate Mean Score</b>			<b>3.19</b>		<b>3.21</b>			

The results in table one revealed that, mean scores, rank order and decision rule of the analysis in research question one are as followed; item 5 (3.65) 1<sup>st</sup> Agreed; item 9 (3.56) 2<sup>nd</sup> Agreed; item 4 (3.49) 3<sup>rd</sup> Agreed; item 1 (3.34) 4<sup>th</sup> Agreed; item 6 (3.26) 5<sup>th</sup> Agreed; items 8 (3.04) 6<sup>th</sup> Agreed; item 2 (3.01) 7<sup>th</sup> Agreed; item 7 (3.00) 8<sup>th</sup> Agreed; item 10 (2.86) 9<sup>th</sup> Agreed and items 3 ( 2.85) 10<sup>th</sup> Agreed. The average aggregate mean score of 3.20 is greater than criterion mean score of 2.50, this implies that international agencies can participate in the provision of financial resources as a mean of funding public junior secondary education for sustainable development in Rivers State.

### Research Question 2

To what extent can international agencies participate in the provision of infrastructural facilities as a means of funding public junior secondary education for sustainable development in Rivers State?

**Table 2: Mean scores, standard deviation, rank order and decision rules on the extent international agencies can participate in the provision of infrastructural facilities as a means of funding junior public secondary education for sustainable development in Rivers State.**

S/N	Items	Male Principal	Female principal	$\frac{x_1x_2}{2}$	Rank Orde	Decisio n Rules
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		$\bar{x}$	SD	$\bar{x}$	SD		r	
11	Building of schools	3.18	1.78	3.28	1.81	3.23	2 <sup>nd</sup>	Agreed
12	Construction of new classrooms	2.93	1.71	2.97	1.72	2.95	7 <sup>th</sup>	Agreed
13	Renovation of dilapidated classrooms buildings	3.05	1.75	3.07	1.75	3.06	3 <sup>rd</sup>	Agreed
14	Construction of modern toilet or VIP toilet	2.97	1.72	2.99	1.73	2.98	6 <sup>th</sup>	Agreed
15	Building and equipping of administrative offices	3.09	1.79	3.17	1.78	3.04	5 <sup>th</sup>	Agreed
16	Donation of recreational facilities	3.21	1.79	3.27	1.81	3.24	1 <sup>st</sup>	Agreed
17	Donation of physical facilities such as desks, chairs, white board etc.	2.91	1.70	2.97	1.72	2.94	8 <sup>th</sup>	Agreed
18	Building and equipping of dormitory for junior secondary schools	3.01	1.73	3.09	1.75	3.05	4 <sup>th</sup>	Agreed
<b>Aggregate Mean Score</b>		<b>3.05</b>		<b>3.11</b>		<b>3.08</b>		

The results in table two revealed that, mean scores, rank order and decision rule of the analysis in research question two are as followed; item 16 (3.24) 1<sup>st</sup> Agreed; item 11 (3.23) 2<sup>nd</sup> Agreed; item 13 (3.06) 3<sup>rd</sup> Agreed; item 18 (3.05) 4<sup>th</sup> Agreed; item 15 (3.04) 5<sup>th</sup> Agreed; item 14 (2.98) 6<sup>th</sup> Agreed; item 12 (2.95) 7<sup>th</sup> Agreed; item 17 (2.94) 8<sup>th</sup> Agreed. The average aggregate mean score of 3.08 is greater than criterion mean score of 2.50; this implies that international agencies can participate in the provision of infrastructural facilities as a means of funding public junior secondary education for sustainable development in Rivers State.

### Research Question 3

In what ways can international agencies participate in the provision of education resource centres as a means of funding public junior secondary education for sustainable development in Rivers State?

**Table 3: Mean scores, standard deviation, rank order and decision rules on ways international agencies can participate in the provision of education resource centres as a means of funding public junior secondary education for sustainable development in Rivers State**

S/N	Items	Male		Female		$\frac{\sum x_1 x_2}{2}$	Rank	Decision Rules
		$\bar{x}$	SD	$\bar{x}$	SD			
19	Provision of school library for junior	2.98	1.7	3.04	1.7	3.01	4 <sup>th</sup>	Agreed

	secondary schools		3		4				
20	Provision of information communication centers (ICT).	3.04	1.7	3.08	1.7	3.06	2 <sup>nd</sup>	Agreed	
21	Provision of basic technology workshops in schools	3.07	1.7	3.11	1.7	3.09	1 <sup>st</sup>	Agreed	
22	Provision of museum centres for cultural arts in each of the educational zone	2.87	1.6	2.93	1.7	2.90	5 <sup>th</sup>	Agreed	
23	Provision of basic science laboratory and home economics laboratory for junior secondary schools	3.01	1.7	3.07	1.7	3.04	3 <sup>rd</sup>	Agreed	
	<b>Aggregate Mean Score</b>		<b>2.99</b>		<b>3.05</b>	<b>3.02</b>			

The results in table three revealed that, mean scores, rank order and decision rule of the analysis in research question three are as followed, item 21 (3.09) 1<sup>st</sup> Agreed; item 20 (3.06) 2<sup>nd</sup> Agreed; item 23 (3.04) 3<sup>rd</sup> Agreed; item 19 (3.01) 4<sup>th</sup> Agreed; and item 22 (2.90) 5<sup>th</sup> Agreed. The average aggregate mean score of 3.02 is greater than the criterion mean score of 2.50; this implies that international agencies can participate in the provision of education resource centers as a means of funding public junior secondary education for sustainable development in Rivers State.

#### Research Question 4

What are the challenges facing the international agencies participations in funding public junior secondary education for sustainable development in Rivers State?

**Table 4: Mean scores, standard deviation, rank order and decision rules on the challenges facing the international agencies participation in funding public junior secondary education for sustainable development in Rivers State**

S/N	Items	Male Principal		Female principal		$\frac{\sum x_1 x_2}{2}$	Rank Order	Decision Rules
		$\bar{x}$	SD	$\bar{x}$	SD			
24	Lack of feedback on donated materials to donor agencies	3.17	1.78	3.21	1.79	3.19	3 <sup>rd</sup>	Agreed
25	Conversion of donated materials to private use	3.09	1.75	3.17	1.78	1.13	4 <sup>th</sup>	Agreed
26	Lack of organizing of educational programmes that will attract the interest of the public	3.18	1.78	3.24	1.80	3.21	1 <sup>st</sup>	Agreed
27	Inability to generate fund.	2.97	1.72	3.13	1.76	3.20	2 <sup>nd</sup>	Agreed
28	Political interference	2.53	1.59	2.93	1.71	2.70	7 <sup>th</sup>	Agreed
29	Poor monitoring of supplied educational resources.	2.93	1.71	2.97	1.72	2.95	6 <sup>th</sup>	Agreed
30	Bad management of school facilities	2.98	1.72	3.24	1.80	3.11	5 <sup>th</sup>	Agreed
	<b>Aggregate Mean</b>		<b>2.98</b>		<b>3.13</b>	<b>3.07</b>		

The results in table four revealed that mean scores, rank order and decision rule of the analysis in research question four are as followed: item 26 (3.21) 1<sup>st</sup> Agreed, item 27 (3.20) 2<sup>nd</sup> Agreed; item 24 (3.19) 3<sup>rd</sup> Agreed; item 25 (3.13) 4<sup>th</sup> Agreed; item 30 (3.11) 5<sup>th</sup> Agreed; item 29 (2.95) 6<sup>th</sup> Agreed; and item 28 (2.70) 7<sup>th</sup> Agreed. The average aggregate mean score of 3.07 is greater than the criterion mean score of 2.50, this implies that numerous challenges are facing the international agencies participation on funding public junior secondary education for sustainable development in Rivers State.

### Hypothesis 1

There is no significant difference between the mean ratings of male and female principals on the provisions of financial resources by international agencies participation as a means of funding the public junior secondary education for sustainable development in Rivers State.

**Table 5: z-test of is no significant difference between the mean ratings of male and female principals on the provisions of financial resources by international agencies participation as a means of funding the public junior secondary education for sustainable development in Rivers State.**

Items	N	$\bar{X}$	SD	df	Level of significance	z-cal	z-crit	Remarks
Male principals	100	3.19	1.78					Accepted
Female principals	70	3.21	1.79	168	0.05	1.51	±1.96	Significant
Total	170	6.20	3.57					

The result in table five revealed that the tested null hypotheses one has z-calculated 1.51 value, less than the z-critical ±1.96 value, at 0.05 level of significance with 168 degree of freedom. This showed that both the male and female principals accepted that financial resources employed by the international agencies participation in funding public junior secondary education for sustainable development in Rivers State have great significance.

### Hypothesis 2

There is no significant difference between the mean ratings of male and female principals on the provisions of infrastructural facilities by international agencies participation as a means of funding public junior secondary education for sustainable development in Rivers State.

**Table 6: z-test of no significant difference between the mean ratings of male and female principals on the provisions of infrastructural facilities by international agencies participation as a means of funding public junior secondary education for sustainable development in Rivers State..**

Items	N	$\bar{X}$	SD	df	Level of significance	z-cal	z-crit	Remarks
Male principals	100	3.05	1.75					(Accepted)
Female principals	70	3.11	1.76	168	0.05	1.37	±1.96	Significant
Total	170	6.16	3.51					

The result in table six revealed that the tested null hypotheses two has z-calculated 1.37 value, less than the z-critical value $\pm 1.96$ , at 0.05 level of significance with 168 degree of freedom. This showed that both the male and female principals accepted that provisions of infrastructural facilities employed by international agencies participation in funding public junior secondary education for sustainable development in Rivers State, have great significant.

### Hypothesis 3

There is no significant difference between the mean ratings of male and female principals on the provisions of educational resources centers by international agencies participation as a means of funding public junior secondary education for sustainable development in Rivers State.

**Table 7: z-test of significant difference between the mean ratings of principals in male and female areas on the provisions of educational resources centers by international agencies participation as a means of funding public junior secondary education for sustainable development in Rivers State.**

Items	N	$\bar{X}$	SD	df	Level of significance	z-cal	z-crit	Remarks
Male principals	100	2.99	1.73					(Accepted)
Female principals	70	3.05	1.74	168	0.05	1.34	$\pm 1.96$	Significant
Total	170	6.04	3.47					

The result in table seven revealed that the tested null hypotheses three has the z-calculated 1.34 value, less than the z-critical value $\pm 1.96$ , at 0.05 level of significance with 168 degree of freedom. This showed that both the male and female principals accepted that provisions of educational resources employed by international agencies participation in funding public junior secondary education for sustainable development in Rivers State play significant roles.

### Hypothesis 4

There is no significant difference between the mean ratings of male and female principals on the challenges facing the international agencies participation as a means of funding public junior secondary education for sustainable development in Rivers State.

**Table 8: z-test of no significant difference between the mean ratings of male and female principals on the challenges facing the international agencies participation as a means of funding public junior secondary education for sustainable development in Rivers State.**

Items	N	$\bar{X}$	SD	df	Level of significance	z-cal	z-crit	Remarks
Male principals	100	3.19	1.7					{Accepted}
Female principals	70	3.21	1.7	168	0.05	1.40	$\pm 1.96$	Significant
Total	170	6.20	3.5					

The result in table eight revealed that the tested null hypotheses four has z-calculated 1.40 value, less than the z-critical  $\pm 1.96$  value, at 0.05 level of significance with 168 degree of freedom. This showed that both the male and female principals accepted that numerous challenges facing international agencies participation as a mean of funding public junior secondary education for sustainable development in Rivers State.

### **Discussion of the Findings**

The findings in research question one and hypothesis one revealed that both male and female principals in public junior secondary schools in Rivers State agreed that international agencies participation help in the provision of financial resources for sustainable development. This finding is consistent with the position of Okoh (2014), in the study to determine the funding mechanism of public senior secondary schools in Abia State; that international agencies help in funding education through provisions of assistance in areas of awarding of scholarship to students, is a very strong motivational factor that will make both parents and students to be very serious with their academic work. When scholarship is being awarded to a child based on his or her good performance in exams, it will make the other students who are lagging behind to sit up in order to receive such a reward. According to Jimah (2014), scholarship can be provided to those students who are from a very low income background. Drawing reference from the scholarship that is given to the Ogun State indigenes who are schooling in the state public schools. Also in line with Oloko (2015), noted that reports have shown that parents and guardians are compelled to pay large amount of money as PTA/development levies, to purchase desks, benches, books and school uniform, which in most cases are not affordable by the parents. According to Nnaji (2014), international agencies funding to support the payment of teachers salaries and other incentives with welfare packages, was one of the areas in which the principals rated very high as a support which the international agencies can give to the education sector. Conclusively, the finding revealed that granting of funds for teachers development training, is an area in which international agencies can participate in regarding funding junior public secondary education.

The findings of research question two and hypothesis two revealed that male and female principals in public junior secondary schools in Rivers State agreed that international agencies participation help in providing infrastructural facilities for sustainable development. The findings revealed that international agencies help in providing facilities like well equipped classroom, management of the class size effectively, and help in planning teacher – students ratio of 1: 35 which has not been realized because of overcrowding of the classroom. According to Adewole (2015), effective teaching-learning process cannot be accomplished without good classroom management since the importance for the construction and renovating of classroom building is to ensure that the school achieves the purpose for which it was established through the teaching-learning process. According to Brown (2013), international agencies help in providing infrastructural facilities such as conducive classrooms, laboratories, libraries, electricity, water, health centers, sports and recreational centres, ICT, machine and furniture. In line with Kolawole's finding (2014), poor provision of infrastructures facilities, teaching and learning facilities and lack of improvement in existing facilities, are the challenges facing the

successful implementation of the Universal Basic Education programme in Oyo State; since education for sustainable development requires adequate provision of infrastructural facilities in order to enhance effective teaching and learning. This also has its root on what Adeyemi (2015), discovered; that building of schools, construction of new classrooms, renovation of dilapidated classroom buildings, construction of modern toilet, building and equipping of administrative building, donation of recreational facilities and donation of physical facilities such as desks, chairs, white boards, tables, etc, are the various infrastructural facilities which international agencies can provide to schools as a means of funding the education sector.

In line with finding of research question three and hypothesis three respectively; it was revealed that both the male and female principals agreed that international agencies help in providing education resource centres as a means of funding public junior secondary schools education for sustainable development in Rivers State. The finding of Scorti (2015), revealed that education resources centers like school, libraries, information and communication technology center (ICT), basic technology workshop in schools, basic science laboratory for junior secondary schools and home economics laboratory were the areas identified by Scorts in which the international agencies help in funding the secondary schools. The finding of Osakwe (2014), is in line with the study because he identified that provisions of ICT and innovative technology provided by the international agencies have a long way to go in improving effective teaching and learning as well as giving them necessary global skill needed for growth, improvement and development of the nation's social and economical goals. Finally, the provision of junior laboratory and home economics laboratory were also identified as a means of funding junior public secondary education. The findings of research question four and hypothesis four revealed the male and female principals agreed that numerous challenges are facing the international agencies participation on funding public junior secondary education for sustainable development in Rivers State. In this regard, Garba (2014), identified that poor monitoring of supplied educational resources and bad management of school facilities are challenges of funding public junior secondary education for sustainable development in Rivers State. According to Yusuf (2014), frequent changes in government hinder efficient management of resources in education industry because instability in government leads to instability in educational policies and frequent transfer of teachers (political victimization) do not give room for proper resources management; and these are some of the militating variables affecting the international agencies participating in funding education. Oloko (2014), also identified poor monitoring of supplied educational resources and bad management at schools facilities as the challenges of funding public junior secondary education for sustainable development since the success or failure of the educational system of any level of studentship depend highly on the type, quantity and quality of educational resources and facilities that are made available to the schools. Taiwo (2014), revealed that if the international agencies (donors) funds given to schools are not well managed, it will demoralize the spirit of the donors in donating more facilities. It has been observed that most school administrators lack the managerial skills foreffective and

efficient management of resources in their individual schools and the main purpose for providing these resources has not been achieved.

### **Conclusion**

The results were based on the findings revealed and some empirical evidences in respect of the four variables addressed above, on international agencies participation in funding of public junior secondary education for sustainable development in Rivers State; that international agencies have been partially involved in funding the universal basic education due to some militating factors discussed in the study.

### **Recommendations**

The study has the following four (4) recommendations based on the finding and other empirical evidences that were emanated.

- The Rivers State Universal Basic Education should provide or create a forum where international agencies donor(s) and other corporate or individual philanthropist can continue to render their support to UBE programmes in the State.
- There should be proper monitoring group or a unit should be established at various public junior secondary schools to check all the resources that were donated to schools if they were properly directed and utilized for the purpose which were provided for.
- Favourable organizational climate should be provided by the UBE monitoring and supervisory unit for effective and efficient execution of their tasks, and they should make sure that those involved in fund embezzlement and mismanagement of educational resources face the consequences. According to sanction and law.
- Policy statement and appropriate legal disciplinary action should be given to any staff that was caught involving in embezzlement of donor's funds meant for sustainable development of UBE programmes in Rivers State.

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