



EDUCATIONAL FUNDING SYSTEMS AND QUALITY SERVICE DELIVERY IN UNIVERSITY OF CALABAR, CALABAR, CROSS RIVER STATE, NIGERIA

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ABSTRACT

The study aimed to examine educational funding systems and quality service delivery in the University of Calabar, Calabar, Cross River State, Nigeria. To achieve the aim of this study, two research questions were raised and two hypotheses were formulated to guide the study. A survey research design was adopted for the study. A total sample of 116 Heads of Department in the University of Calabar, Calabar, in Cross River State was selected for the study. The selection was done through the census sampling technique. The instrument used for the data collection was a questionnaire titled: Educational Funding Systems and Quality Service Delivery Questionnaire (EFSQSDQ) was developed by the researchers and was validated by experts in administration in higher education and measurement and evaluation. Data collected were subjected to statistical analysis using simple linear regression analysis (r) of the Statistical Package for Social Science (SPSS) version 25. The result revealed that quality service delivery in universities is related to educational funding systems. It was recommended that management of the universities should make adequate provision for effective funding of the university in order to encourage quality service delivery in the university.

KEYWORDS: Educational funding systems, quality service delivery in universities, Nigeria.

INTRODUCTION

Educational financing has become an integral part of the success or failure of any school system because of its significant role in ensuring quality service delivery in the university.

Educational funding refers to the financial resources, including money and other support, provided to individuals, educational institutions, and programs to cover the costs of education.

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This can include tuition fees, scholarships, grants, loans, and other financial aid for students, as well as funding for schools, universities, and educational initiatives. Gutries and Schuermann (2021) defined educational funding as governmental and organisational processes by which revenue is generated (through taxation, tuition fees, and philanthropy) and distributed and expended for the operational and capital support of formal schools. Funding education is primarily the responsibility of the government at all levels. To a great extent, the level of funding determines the quality of education. Through funding, relevant instructional materials are purchased, and an adequate number of human resources are provided to realise the objectives of the school.

Quality service delivery is a way or measure in which service is being satisfactorily delivered by the university workers (Wonah, 2019). Education can be funded through different sources, and this is based on the ownership and location of the institution as well as the economy (Altbach, Reisberg & Rumbley, 2019). Government subvention is another way of funding public institutions in a developing economy such as Nigeria. Thus, most of the institutions in Nigeria are public institutions that depend mainly on subventions from the central government. Education is the process through which individuals acquire knowledge that will enable active participation in the growth and development of their society. It is the system through which man becomes a moral agent capable of living in society peacefully and harmoniously among others. Funding should be considered paramount because education has been seen as a way through which individual realizes their potentialities and use them for self-fulfilment in the services of themselves and others (Ocho, 2015). Economic prosperity and development of the country depend on Education, which they see as the cornerstone of a nation. These make every household in Cross River State to have concerned about the condition of our educational system (Nsan, Wonah, Egbula, & Ngaji, 2024).

Ameh, Wonah, and Nwannunu (2018) viewed educational funding as a process of establishing creative ideas for the purpose of generating funds for schools. This can be done through the establishment of viable microfinance banks, the revitalization of school farms, setting up commercial ventures, sale of admission forms, and general services. Educational funding refers

to "the creation of either intangible or tangible funds within the confines of one entity, that is, funds generated internally, which are those funds that are realized through the efforts or operations of the school management themselves and other external means in order to ensure quality service delivery in the university.

Ekpoh and Okpa (2017) viewed educational funding as the process of diversified sources of funding, including: commercialization of physical facilities, part-time degree programmes, and consultancy services, among others. Ukpog and Edet (2019) stated that innovative alternative modes of funding include: the commercialization of school sports facilities, providing consultancy services, establishment of school farms, lease of school lands for private developers, expanded sources of endowment earnings, establishment of small and medium-scale industries, hostel services, among others. Thus, if these innovative sources of school financing are been implemented in the school, it may likely contribute to quality service delivery in the university.

Arenibi (2023) Education financing is part of implementing quality education in educational institutions or academic units that program their institutions to become quality institutions. However, the tug-of-war of interest in providing funding is often experienced by educational institutions, so that educational institutions stand idly by, waiting for donors to obtain funding to create quality educational institutions. The researcher's findings show that the cost of education has an important influence on improving the quality of education. The use of education costs evenly is expected to improve the overall quality of education in all circles of society. Furthermore, cooperation between the government, local government, and the community needs to support a qualified and high-quality learning process. The high cost of education will follow the qualified and high-quality education. The higher the quality of education, the higher the cost of education; and the lower the quality of education, the lower the cost of education.

Ineye-Briggs (2025) opined on inadequate educational funding and its implications for the quality of education delivery in Nigeria. In Nigeria, the problem of inadequate funding for education has become a recurring decimals which oftentimes results in strikes and the closure of institutions.

Apart from strike actions, school buildings, such as classrooms, libraries, workshops, hostels, etc., are dilapidated, and even teachers are demotivated as they have remained stagnant without undergoing promotions. The fact that these problems have remained unattended to by the government shows that our education system will not attain the required quality standard. However, it was therefore recommended that the federal government increase statutory allocations to education by at least 20%, bearing in mind the enormous challenges facing the education sector.

This state of affairs is gradually changing because several public or private schools have been established in recent times, and obviously, they are funded by fees collected from students. What this means is that funding of education worldwide has been done by governmental and individual sources (Jongbloed, 2018). Orkodashvili (2017) identified under-funding education as one of the main problems facing the education system in most of the African countries, with Nigeria not excluded. In Nigeria, the public educational system is presently funded largely from government allocation or subvention. With the continued dwindling economic and national fortunes, it is becoming increasingly difficult for the Nigerian government to meet its financial obligations towards its educational system, and that calls for internally generated ways of funding education. As a statutory responsibility, the government shoulders the costs of public-owned schools in the country, and political influences have frustrated efforts to raise funds through the payment of tuition fees and other levies.

In light of the many challenges facing the funding of education. Governments seem to contribute to the factor which makes it clear that they cannot continue the funding of public education solely; several scholarly suggestions, including ones coming from Nigeria, have evolved toward considering the concept of innovative ways of generating funds in the funding of education. For instance, Famurewa (2014) suggested several ways by which educational institutions can generate funds. These could include monies from donations from their alumni through their associations, renting of school physical facilities, Parent Teacher Association, Non- governmental Organizations, government grant, school community and sales of admission forms.

The Nigerian Institute of Management (2018) conducted a study on proposing a pragmatic funding model, which states that educational institutions can raise funds internally in three broad ways aside government grants and community assistance: they are Business Enterprises, Financial Aid, and Sale of Services. Famurewa (2014) in expatriating on Financial Aid subdivided it into three distinct areas, which are (i) Endowment fund and gifts, (ii) development appeal fund, and (iii) Alumni fund. According to Famurewa, the Endowment Fund is a scheme fund into which donors contribute for reinvestment. The beneficiary institution is expected to hold it in perpetuity.

Akinyemi (2012) opined on alternative sources of funding education by setting up commercial ventures such as: construction of modern toilets on campus, provision of concrete-made chairs at strategic places on campus for relaxation, and construction of lecture halls. The second major idea proposed and advocated for by Famurewa (2014) has to do with the sale of services. According to Famurewa, the sale of services can be divided into subdivisions, such as (a) Sale of admission forms and general services, (b) Rental of physical facilities, and (c) Consultancy services. Sale of general services includes, among others, the sale of admission forms, instructional academic records, academic robes, and examination and pre-degree forms. These services can yield substantial revenue to the tertiary institutions if properly harnessed.

According to Bakwai (2013), Traditional ruler agency can be established for a good school community relationship. Schools need the support of traditional rulers for community mobilization. Schools can also work in collaboration with traditional rulers by giving them some incentives. This will make the rulers call the attention of their followers towards co-operating and supporting the programmes of the school.

A study to investigate effective community agencies' relations as a key performance indicator (KPI) in secondary school administrators in Aba South District, Nigeria was conducted by Abraham & Ememe (2012). A descriptive survey method was adopted. All 248 teachers made up the population and sample in a purposive sampling technique, representing 100% of the entire population as the sample.

The result of the findings revealed, among others, that community agencies employed teachers in core subjects, built libraries, and donated land for building school facilities, and concluded that effective community agencies relation is a key performance indicator for the administrator. It was recommended that efforts be made to encourage community agencies' active participation in ensuring adequate academic performance of students.

Okunamiri (2012) described Education financing as a branch of knowledge that deals with important examinations of cost versus expenditure in the production of educational services. Since the government alone cannot adequately finance education. There is a need for the university to generate funds internally. It is against this background that the researchers intend to examine educational funding systems and quality service delivery in the University of Calabar, Calabar, Cross River State, Nigeria.

STATEMENT OF THE PROBLEM

Education all over the world has been described as the key factor that drives the socio-economic development of any country, and the future of any country lies in the quality of its education. It is on record that inadequate funding of education in Nigeria has been attributed to one of the major factors militating against the development and achievement of educational objectives. Observations and researchers' experience have shown that the quality of education at the university has been a subject of concern to the parents, stakeholders, and the general public. The major aspect of the complaint was the poor funding of university education in Nigeria. This seems to be evident in the poor quality of service delivery in the university. Observation has also shown that most of the universities lack the necessary facilities as a result of poor funding. In a worsening situation, the federal government allocation to the educational system is always very slim. This has manifested in the system, which now produces millions of virtually illiterate graduates who roam the streets and villages in search of employment that is not even available.

Several efforts were made, among which include granting autonomy to education institutions to generate internal revenue. Despite all the laudable efforts made so far, the problem of poor funding of education keeps persisting. It is against this backdrop that the researchers intend to examine

educational funding systems and quality service delivery in the University of Calabar, Calabar, Cross River State, Nigeria.

Purpose of the study

The main purpose of this study is to examine educational funding systems and quality service delivery in the University of Calabar, Calabar, Cross River State, Nigeria. Specifically, this study seeks to find out how:

- i. Funding through setting up commercial ventures significantly predicts quality service delivery in the University of Calabar, Calabar.
- ii. Funding through the involvement of community agencies significantly predicts the quality of service delivery in the University of Calabar, Calabar.

Research questions

The following research questions were raised to guide the study;

- i. In what way does funding through setting up commercial ventures predict the quality of service delivery in the University of Calabar, Calabar?
- ii. In what way does funding through the involvement of community agencies predict the quality of service delivery in the University of Calabar, Calabar?

Statement of hypotheses

The following hypotheses were formulated to guide the study:

- i. There is no significant prediction between funding through setting up commercial ventures and quality service delivery in the University of Calabar.
- ii. There is no significant prediction between funding through the involvement of community agencies and quality service delivery in the University of Calabar.

METHODOLOGY

The study adopted a survey research design. The study population comprises all the heads of departments in the University of Calabar. The total number of all the Heads of Department is 116. A census sampling approach was used to select all the heads of departments from the University of Calabar. Relevant data for the study was collected with a researcher-developed questionnaire titled: "Educational Funding Systems and Quality Service Delivery Questionnaire (EFSQSDQ). The instrument was

subjected to face and content validity by experts in the administration of higher education and

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measurement and evaluation, Faculty of Education, University of Calabar. The instrument was divided into two sections. A and B. Section A sought respondents' demographic data such as the name of the department, sex, rank, and qualification. Section B consisted of ten (10) items constructed in a four (4) point modified Likert scale ranging from Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Data

collected were subjected to statistical analysis using simple linear regression analysis of Statistical Package for Social Science (SPSS) version 25 was used for data analysis, and the results are presented as follows.

Results

Hypothesis one

There is no significant prediction between funding through setting up a commercial venture and quality service delivery in the university. The calculated result is presented in Table 1.

TABLE 1: Simple linear regression result of the prediction of funding through setting up a commercial venture and quality service delivery in the university.

Model	R	R. square	Adjusted R. Square	Std error of the estimate	
1	.782(a)	.611	.608	1.80980	
Model	Sum of squares	df	Mean square	F	p-value
Regression	587.400	1	587.400	179.338*	.001(b)
Residual	373.393	114	3.275		
Total	960.793	115			
Variables	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	p-value
(Constant)	2.447	.999		2.449	.016
Funding through setting up a commercial venture	.834	.062	.782	13.392	.001

* Significant at $p < .05$

Simple linear regression analysis results in Table 1 showed that $R = .782$, which implies that a strong positive relationship exists between funding through setting up commercial ventures and quality service delivery in the university. The prediction of funding through setting up commercial ventures and quality service delivery in the university produced an adjusted R^2 of .608. This indicates that funding through setting up commercial ventures accounts for 60.8% of the determinant quality service delivery in the university in the study area. This finding is a critical indication that funding through setting up commercial ventures is relatively high in the area

of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was $F = 179.338^*$ and the sig. value of .001 (or $p < .05$) at the degree of freedom (df) 1 and 114. Hence, the null hypothesis is rejected and its alternative upheld. This result implies that funding through setting up commercial ventures significantly predicts quality service delivery in the university.

Hypothesis:2

There is no significant prediction between funding through the involvement of community agencies and quality service delivery in the university. The result of the analysis is presented in Table 2.

TABLE 2: Simple linear regression result of the prediction of funding through the involvement of community agencies and quality service delivery in the university.

Model	R	R. square	Adjusted Square	R.	Std error of the estimate
1	.762(a)	.580	.576		1.88154
Model	Sum of squares	df	Mean square	F	p-value
Regression	557.212	1	557.212	157.397*	.001(b)
Residual	403.581	114	3.540		
Total	960.793	115			
Variables	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	p-value
(Constant)	3.123	1.013		3.084	.003
Funding through the involvement of community agencies	.790	.062	.762	12.546	.001

* Significant at $p < .05$

Simple linear regression analysis results in Table 2 showed that $R = .762$, which implies that a strong positive relationship exists between funding through involvement of community agencies and quality service delivery in the university. The prediction of funding through the involvement of community agencies and quality service delivery in the university produced an adjusted R^2 of .576. This indicates that funding through the involvement of community agencies accounts for 57.6% of the determinant quality service delivery in the university in the study area. This finding is a critical indication that funding through the involvement of community agencies is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was $F = 157.397^*$ and the sig. value of .003 (or $p < .05$) at the degree of freedom (df) 1 and 114. Hence, the null hypothesis is rejected and its alternative upheld. This result implies that funding through the involvement of community agencies significantly predicts quality service delivery in the university.

DISCUSSION OF THE FINDINGS

The result of the hypothesis one stated that there is a significant relationship between funding through setting up a commercial venture and quality service delivery in the university.

This result is in agreement with the finding of Akinyemi (2012), who opined that there is a significant relationship between funding through setting up commercial ventures and quality service delivery in the university. This implies that there should be extensive measures on how to seek alternative sources of funding for education, particularly setting up commercial ventures such as the construction of modern toilets on campus, the provision of concrete-made chairs at strategic places on campus for relaxation, and the construction of lecture halls.

The result of the hypothesis two revealed that there is a significant relationship between funding through the involvement of community agencies and quality service delivery in the university. This finding was supported by Abraham & Ememe (2012), who conducted a study to investigate Effective Community agencies' relations as a key performance indicator (KPI) among administrators in Aba South District, Nigeria. The findings revealed, among others, that community agencies employ staff in core subjects, build libraries, and donate land for building school facilities, and concluded that effective community agencies relation is a key performance indicator for the school administrator. It was recommended that efforts be made to encourage community agencies' active participation in ensuring quality service delivery in the universities.

CONCLUSION

Financing of education has played a significant role in the development of education in Nigeria because of the regard the country has for its Education. Education has been seen as the process through which individuals are to actively participate in the growth and development of their society. It is the system through which man becomes a moral agent capable of living in society peacefully and harmoniously among others, and gaining this significant benefit of education requires funding because school financing has been seen as an integral part of the school's success or failure. Based on the findings of the data collected and analyzed, the study concluded that funding through setting up commercial ventures significantly predicts quality service delivery in the university. Also, funding through the involvement of community agencies significantly predicts quality service delivery in the university.

RECOMMENDATIONS

Based on the findings and conclusion of the study, it is recommended that the management of the university should set up more commercial ventures as well as involve community agencies in order to generate more internal revenue for the university. Also, management of the universities should make adequate provision for effective funding of the university in order to encourage quality service delivery in the university.

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