

**Influence of Financial Support and Educational Resources Management for
Preprimary Pupils in Ojo Local Government Area of Lagos State.**

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Abstract

This study was conducted to examine the influence of financial support on the management of educational resources for preprimary pupils in Ojo L.G.A, Lagos State. To accomplish the study's objectives, three null hypotheses were established to guide the research. A descriptive survey design was used for the study, which involved a sample of five randomly selected preprimary schools, totaling 100 teachers as respondents. A self-developed instrument Influence of Financial Support and Educational Resources Management Questionnaire (IFSaERMQ) was used as the instrument for data collection. The data collected was tested using chi-square (X^2) inferential statistics, using 0.05 as the level of significance. The results of the hypothesis indicate a significant relationship between financing, the provision and maintenance of educational resources for preprimary pupils. Based on the findings, it is recommended that the government should sufficiently allocate funds for acquiring educational resources. Furthermore, a monitoring committee should be established to ensure that the provided educational resources are properly managed and maintained to prevent deterioration. Lastly, it was recommended that school administrators should constantly request for financial support in order to procure educational resources and develop the educational standard that can meet the yearnings and aspirations of the ever changing society.

Keywords: Financial Support, Educational Resources; Management; Preprimary Pupils.

Introduction

The adequacy and allocation of educational resources in preprimary schools has emerged as a significant issue in the field of education over the last twenty years. High-quality resources have been the focal point in numerous legal cases regarding school funding across various states. Furthermore, an expanding body of literature has delved into the connection between financial support and the caliber of school resources, which in turn has a direct influence on

pupils' academic achievements. Preprimary school resources encompass the entire physical infrastructure of educational institutions that school administrators, educators, and pupils utilize to facilitate the effective and purposeful delivery of educational experiences. In Nigeria, enrollment in public preprimary schools has been steadily rising without a commensurate increase in the provision of resources and the proper upkeep of existing resources. Maintaining school resources entails keeping them in their original condition as much as possible, which includes ensuring cleanliness in sports and football fields, conducting regular renovations of buildings, servicing school buses and generators, and making necessary repairs to ensure optimal functionality.

Asiyai (2012) states that school resources include all the infrastructure utilized by administrators, teachers, and pupils for the efficient management of educational institutions. Educational resources within preprimary schools are essential pillars that support efficient teaching and learning, thus giving purpose and significance to the educational process. These resources consist of both permanent and semi-permanent structures, including machinery, laboratory equipment, blackboards, teaching aids, and a variety of supplies, as well as consumables. Additionally, educational resources encompass both portable and stationary materials utilized for teaching, learning, and different school activities. The quality and standards of a preprimary school is significantly affected by the availability, sufficiency, use, and management of educational resources. Thus, as Akisolu (2014) stated, an effective educational curriculum cannot be realized without proper management of school resources, which encompass classrooms, laboratory equipment, consumables, electricity, water, visual and audio-visual aids, furniture, playgrounds, storage facilities, and sanitation amenities. Evidently, school resources comprise physical elements such as classroom blocks, laboratories, workshops, libraries, equipment, consumables, utilities, furniture, playgrounds with equipment, storage areas, and sanitation facilities that contribute to effective teaching and learning.

Odden, A. & Picus, L.O. (2018), says that the management of educational resources entails the strategic coordination, distribution and utilization of assets to elevate the efficacy and efficiency of academic establishments. This includes financial assets, human capital (such as educators and personnel), physical infrastructure (such as classrooms and facilities), and technological tools. Proficient management guarantees that these assets are utilized to their fullest potential in order to enhance educational achievements and uphold institutional objective.

Numerous research studies have demonstrated a significant connection between the school environment and pupils' attitudes towards education (Ikoya & Onoyase, 2008). Furthermore, research has indicated that the condition of school resources has a substantial influence on pupils' academic performance. Chan (2012) found that pupils educated in upgraded facilities consistently scored higher on standardized tests. Adeboyeje (2013) discovered that schools with efficient planning and maintenance strategies showed improved student performance. In contrast, Kett and Bowers (2010) noted that pupils in schools with modern and sufficient resources outperformed their peers in older, inadequately equipped schools. A supportive physical environment in schools can improve pupils' attendance, participation in academic activities, and overall performance. The provision of adequate school resources necessitates sufficient funding, proper maintenance, and the continuous advancement and modification of educational resources.

The funding of preprimary school resources is linked to education funding, which originates from various sources. The main source of funding for all government levels is public revenue derived from taxes and earnings from the petroleum industry. According to Balani (2013), education funding is allocated across preprimary and primary, secondary, and tertiary levels in the proportions of 30%, 30%, and 40%, respectively. Public funding includes direct government expenditures on teacher salaries and educational materials, as well as indirect costs such as household subsidies, which encompass tax deductions, scholarships, loans, and grants. The main sources of funding for the Nigerian government consist of federal taxes, earnings from the petroleum industry, revenue from imports and exports, allocations from the federal account, and centrally collected value-added tax introduced in 1996. The rapid development of education in Nigeria since gaining political independence has been unparalleled among African nations (Adeshina, 2015).

Funding of Preprimary Education

Preprimary education, commonly known as early childhood education, is essential for the cognitive, social and emotional growth of children. Access to financial assistance and educational resources is crucial in shaping the quality of education and outcomes for preprimary pupils. This study explores the influence of financial support and the effective management of educational resources on the learning and development of preprimary pupils in Ojo L.G.A., Lagos State. Early childhood is a vital stage for brain development. According to the Center on the Developing Child at Harvard University (2021), early experiences shape the architecture of the developing brain, establishing either a strong or a weak foundation for future

learning, behaviour and health. High-quality preprimary education is associated with enhanced academic performance, lower dropout rates and improved social and emotional skills (UNICEF, 2020).

An in-depth review of the earlier research in this area will surely make the study an interesting one. The review of relevant literature has been conducted under the following subheadings: Concept of Educational Finance, Financial Support and Enhancement of Educational Resources, Management of Educational Resources, Influence of Funding on the Advancement of School Resources, Influence of Funding on the Maintenance of School Resources, and Influence of Financial Support on Preprimary School Pupils.

Funding of preprimary education refers to the governmental and organizational processes involved in generating revenue through taxes, tuition, fees and donations, to support the operational and capital needs of formal preprimary education. James W. Guthrie and Patrick J. Schuerman (2015) argue that funding preprimary education should not be seen merely as a technical domain focused exclusively on complex financial formulas and budget classifications. The Right to Education Initiative (2017) states that fulfilling the right to preprimary education necessitates funding for constructing preprimary schools, paying teachers' salaries, providing training and supplying teaching materials, among other needs. Under international law, nations must utilize all available resources to uphold the right to preprimary education.

The significance of adequate funding for preprimary education resource development cannot be overstated. Without effective management of financial resources, preprimary education standard at any level would be nothing more than an illusion, akin to building castles in the air. Funds are crucial in preprimary schools for constructing buildings, purchasing necessary equipment, staff remuneration, maintaining resources and ensuring the continuity of services in Nigeria's preprimary education sectors. Regrettably, despite the pivotal role of the sector in training manpower for economic development, allocations to the education sector, in which preprimary education relies, have consistently been insufficient. Financial support is essential for ensuring access to quality preprimary education. It impacts several key areas like:

- * Infrastructure: Adequate financial resources allow for the construction and maintenance of safe, stimulating learning environments. This includes classrooms, playgrounds and sanitary facilities.

- **Teaching Staff:** Financial support ensures that preprimary institutions can attract and retain qualified teachers. Well-paid teachers are more motivated and can provide better educational experiences (Barnett, 2011).
- **Learning Materials:** Financially stable institutions can afford diverse and age-appropriate learning materials, such as books, educational toys and technology, which enhance the learning experience (Heckman, 2011).
- **Access and Equity:** Financial support can reduce barriers to access, particularly for disadvantaged groups. Subsidies, scholarships and free early childhood programs ensure that all children, regardless of socio-economic background, can benefit from preprimary education (OECD, 2012).

Management of Preprimary Educational Resources

Effective management of preprimary educational resources is crucial for maximizing the influence of financial support. Efficient allocation of resources ensures that funds are directed to areas where they can have the most significant impact. This includes prioritizing expenditures on teaching materials, training, and infrastructure improvements (World Bank, 2013). Yoshikawa et al., (2013) emphasized that continuous professional development for teachers is essential. Training programs enhance teachers' skills, enabling them to adopt innovative teaching methods and effectively use educational resources. A well-designed curriculum that integrates various learning materials and methods can significantly enhance learning outcomes. This includes incorporating play-based learning, which is crucial for preprimary school children's development (NAEYC, 2009). Effective management also involves engaging parents in their children's education. Providing resources and support to parents can help extend learning beyond the classroom and reinforce educational activities at home (Epstein, 2011).

The failure of various arms of governments to sufficiently finance preprimary education, compounded by growing awareness of preprimary education's importance and population growth, compels these preprimary schools to explore alternative funding sources. The inadequacy of infrastructure resources essential for effective teaching and learning is a glaring characteristic of the preprimary educational system. It is evident that financial constraints will inevitably limit the achievement of objectives at the federal, state and local government levels. Inadequate funding of preprimary schools and a lack of resources fail to meet the rising demand for educational services, thereby obstructing the achievement of national educational goals.

The importance of finance on the maintenance of preprimary school resources in order to achieve adequate and effective teaching and learning is fully dependent on a conducive environment and atmosphere in preprimary schools is needed but finance must be provided for maintenance of resources. However, the decline in educational outcomes cannot be entirely attributed to the shortcomings of preprimary school children and teachers, particularly given the rise in pupils' enrollment in preprimary schools. State governments must assure enough financing for the supply and maintenance of educational resources. The significance of funding for the provision and maintenance of school resources in meeting educational goals highlights the need for comprehensive empirical research to grasp the impact of finance on teaching and learning. Recommendations must be made based on the findings to meet the financial needs for preprimary school resources, including physical structures, classrooms, administrative buildings, libraries, laboratories, resource rooms and equipment, among others.

The National Policy on Education (FRN 2008) details the funding strategies for education in Nigeria, highlighting the importance of significant financial backing from all government levels to ensure effective programme implementation. Inadequate funding has been a fundamental challenge facing the educational sector in Nigeria, particularly in pre-primary schools and schools in Lagos State. Major problems associated with educational funding in Nigeria include inadequate budgetary allocations at all tiers of government, hindering the smooth operation of the preprimary education system at all levels. Preprimary schools cannot function optimally without adequate provision and maintenance of resources, which encompass fixed and movable materials essential for facilitating the teaching process, including classrooms, libraries, workshops, laboratories, assembly halls and teaching aids.

In an educational environment, particularly in preprimary schools, resources are essential for improving the teaching and learning experience. The type of resources required varies depending on the school type and curriculum programme. Resources such as classrooms, laboratories and resource room are instrumental in promoting the educational objectives of preprimary schools. However, lack of proper funding for the maintenance of preprimary school resources poses a significant challenge to achieving educational goals and objectives. Educational services are delivered at various levels of education, involving teachers, administrators, pupils, parents, policymakers and communities, each playing a distinct role in enhancing the educational system. The effective management and maintenance of preprimary school resources are essential in creating conducive learning environment, but this cannot be

achieved without adequate funding. Proper upkeep and utilization of school resources are crucial for improving the quality of education and realizing educational objectives.

Influence of Financial Support on Preprimary Pupils

The combination of financial support and effective resource management has a profound impact on preprimary pupils. Research indicates that children who attend well-funded and resource-rich preprimary programmes exhibit:

- **Improved Cognitive Skills:** Access to diverse learning materials and well-trained teachers enhances cognitive development, including language, literacy and numeracy skills (Heckman, 2011).
- **Better Social and Emotional Development:** Quality preprimary education fosters social skills, emotional regulation and resilience, preparing children for the challenges of formal schooling (Yoshikawa et al., 2013).
- **Long-term Academic Success:** Investing early in education results in improved academic outcomes in the future, decreasing the chances of grade repetition and student dropout (Barnett, 2011).
- **Equity in Education:** Financial support and resource management ensure that all children, regardless of background, have the opportunity to succeed, promoting social equity and inclusion (OECD, 2012).

Statement of the Problem

There is a growing concern regarding the declining quality of the educational system in Nigeria due to insufficient funds for acquiring educational resources in various educational institutions. The educational sector faces challenges of underfunding, leading to concerns that the educational system is losing its effectiveness in producing a skilled workforce. This is evident in the underwhelming performance of pupils, particularly pupils at preprimary level of education. Several factors contribute to this situation, including inadequate preprimary school resources and a shortage of qualified teachers. As a result, this study aims to investigate the effect of financial support and the management of educational resources on preprimary pupils in Ojo L.G.A, Lagos State.

Purpose of the Study

The purpose of this study is to investigate the influence of financial support and educational resources management for preprimary pupils in Ojo L.G.A, Lagos State.

In specific terms, the objectives are as follows:

1. To investigate how funding influences the availability of preprimary educational resources in preprimary schools in Ojo Local Government Area of Lagos State.
2. To verify the effect of funding on the maintenance of preprimary educational resources in preprimary schools in Ojo Local Government Area of Lagos State.
3. To assess the regularity of government funding for preprimary educational resources in preprimary schools in Ojo Local Government Area of Lagos State.

Research Questions

The following research questions have been formulated to guide the study:

1. How does funding impact the availability of preprimary educational resources in preprimary schools in Ojo Local Government Area of Lagos State?
2. To what extent does funding affect the maintenance of preprimary educational resources in preprimary schools in Ojo Local Government Area of Lagos State?
3. How regular is government funding on preprimary educational resources in preprimary schools in Ojo Local Government Area of Lagos State?

Research Hypotheses

The hypotheses for the study were developed as follows:

1. There is no significant relationship between funding and provision of educational resources in preprimary schools in Ojo Local Government Area of Lagos State.
2. There is no significant relationship between funding and the maintenance of educational resources in preprimary schools in Ojo Local Government Area of Lagos State.
3. There is no significant relationship between the regularity of government funding and educational resources management in preprimary schools in Ojo Local Government Area of Lagos State.

Methodology

The chosen research design is a descriptive survey design. The study's population consists of all the 1000 teachers in Ojo Local Government Area of Lagos State, who were selected randomly. A sample of 100 respondents representing 10% of total population was selected using a stratified random sampling method. The tool used for data collection was tagged “Influence of Financial Support and Educational Resources Management Questionnaire (IFSERMQ)” was used as the instrument for data collection. The data collected was tested using chi-square (X^2) inferential statistics, using 0.05 as the level of significance.

Testing of Research Hypothesis

Research Hypothesis 1: There is no significant relationship between funding and provision of preprimary educational resources in preprimary schools in Ojo Local Government Area of Lagos State.

Table 1: Summary of Chi-Square

S/N	Details	A	SA	D	SD	Total	df	Sig.	X ² cal	X ² tab	Decision
1.	Does the government procure educational resources for the school based on the funds allocated?	52	21	12	15	100	12	0.05	85.04	21.026	Rejected
2.	Are educational resources provided on yearly basis?	19	38	25	18	100					
3.	Is the fund allocated sufficient for the adequate provision of education resources in schools?	18	25	41	16	100					
4.	Does the government supply schools with educational resources based on the demand of the school?	12	41	35	12	100					
5.	Does the consistency of educational resources provided by the government bring about better educational outcome?	38	13	40	9	100					
	Total	139	138	153	70	500					

Source: field survey, 2024

Table 1 demonstrates that the calculated X² value (85.14) exceeds the table value (21.026) at 12 degrees of freedom and a 0.05 level of significance. As a result, the null hypothesis asserting that there is no significant relationship between funding and provision of educational resources in preprimary schools in Ojo Local Government Area is rejected.

Research Hypothesis 2: There is no significant relationship between funding and maintenance of preprimary educational resources in preprimary schools in Ojo Local Government Area of Lagos State.

Table 2: Summary of Chi-Square

S/N	Details	A	SA	D	SD	Total	df	Sig.	X ² cal	X ² tab	Decision
1.	Are the school resources renovated based on the fund allocated?	17	49	29	5	100	12	0.05	55.85	21.026	Rejected
2.	Does the funding of education bring the regular upgrading of educational resources?	33	51	16	—	100					
3.	Can good educational resources be properly maintained by funding allocated?	28	40	19	13	100					
4.	Does proper funding of educational resources bring about the advancement of these resources?	26	51	21	2	100					
5.	Does government allocate funds for regular renovation of educational resources?	17	71	12	—	100					
	Total	121	262	97	20	500					

Source: field survey, 2024

Table 2 reveals that the calculated X² value (55.85) exceeds the table value (21.026) at 12 degrees of freedom and a 0.05 significance level. Consequently, the null hypothesis, which claims that there is no significant relationship between funding and maintenance of educational resources in preprimary schools in Ojo Local Government Area of Lagos State, is rejected.

Research Hypothesis 3: There is no significant relationship between the regularity of government funding and preprimary educational resources in preprimary schools in Ojo Local Government Area of Lagos State.

Table 3: Summary of Chi-Square

S/N	Details	A	SA	D	SD	Total	D.F	L.S	X ² cal	X ² tab	Decision
1.	Does the regularity of government funding have an effect on the proper provision of educational resources?	45	29	25	1	100	12	0.05	106.9	21.026	Rejected
2.	Does the government consistently allocate funds for educational resources in schools?	6	38	28	8	100					
3.	Can the government achieve better educational structure by being consistent in the allocation fund?	13	49	26	12	100					
4.	Will the regulation of educational fund bring about improvement of educational resources?	24	43	31	2	100					
5.	Will the regularity of government funding have an influence on the upgrading of educational resources?	16	42	14	28	100					
	Total	104	221	124	51	500					

Source: field survey, 2024

Table 3 indicates that the calculated X² value (106.9) surpasses the critical value at 12 degrees of freedom and a 0.05 significance level. Hence, the null hypothesis asserting that there is no significant relationship between the regularity of government funding and educational resources in preprimary schools in Ojo Local Government Area of Lagos State, is rejected.

Discussion of Findings

The data analysis from the study indicates a necessity for the government to allocate sufficient funds for educational resources in preprimary schools in Ojo L.G.A, Lagos State. Adequate funding for educational resources is expected to enhance the educational system and academic performance of pupils in early childhood education centers.

The findings made from the analysis of hypothesis one in table 1 shows that there is significant relationship between funding and provision of educational resources in preprimary schools in Ojo Local Government. The findings are supported by Jaiyeoba (2014) and Owolabi (2015), who noted that inadequate funding for educational resources hampers the achievement of national educational objectives. Therefore, adequate funding for educational resources is crucial for meeting national objectives and ensuring effective teaching and learning in preprimary schools, ultimately influencing pupils' academic performance and society as a whole. The consistent provision of educational resources is essential for optimal educational outcomes, as emphasized by Mgbodile (2014), who highlighted the challenges faced by school administrators when funding falls short in improving educational resources for teaching and learning.

The findings made from the analysis of hypothesis two in table 2 shows that there is significant relationship between funding and maintenance of educational resources in preprimary schools in Ojo Local Government Area of Lagos State. This suggests that government funding would lead to the proper maintenance of educational resources through regular renovations, upgrades, advancements and modifications, thus facilitating effective teaching and learning. Additionally, the ongoing maintenance of educational resources would contribute to their longevity, aligning with Ogodo's (2015) assertion that properly funded school resources must be maintained to prevent premature deterioration.

The findings made from the analysis of hypothesis three in table 3 shows that there is significant relationship between the regularity of government funding and educational resources in preprimary schools in Ojo Local Government Area of Lagos State. This reveals that a significant relationship exists between the regularity of government funding and the management of educational resources in preprimary schools within the Ojo L.G.A of Lagos State. It was discovered that government consistent funding of education have an influence on educational resources. It was also discovered that for educational structure to be better, there is need for the government to regularly fund the sector. However, the improvement and upgrading of educational resources depends on the regular funding of the society. The education sector needs to meet the standard of the society, therefore there is need for regular changes of the educational resources used in schools and this is not possible without constant funding.

In conclusion, financial support and effective management of educational resources are critical components of successful preprimary education. They guarantee that children benefit from excellent learning environments, skilled educators and suitable educational resources, all of which support positive developmental outcomes. Educational resources must be adequately funded, maintained, and improved to create an effective learning environment. Proper funding of school resources is indispensable for achieving educational goals and objectives, ensuring quality education, and enhancing the overall educational experience for pupils and teachers alike. Funding early childhood education brings advantages not just to the children involved but also to society at large, resulting in significant long-term economic and social gains.

Recommendations

Following the study's findings and conclusion, the subsequent recommendations were proposed:

1. Government should realize that education is capital intensive and therefore respond effectively to the needs by regularly allocating adequate fund for the provision, management and development of educational resources.
2. The government should set up a monitoring committee to ensure that educational resources provided are well managed and maintained in order to avoid wear and tear.
3. School administrators should constantly request for funds for educational resources in order for them to procure advanced educational resources to fit into the changing method of teaching based on the constant changes that are occurring in the society.

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