

## Analysis of Alternative Fund Mobilization on Enhancing 21st Century Primary Education in Edo State

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### Abstract

This research takes a close look at elementary school funding in Edo State, Nigeria, with an emphasis on how well conventional and non-traditional methods work. This study examines how businesses deal with limited resources by drawing on Swanson's (2007) theory of restricted resources. Explores the influence of varied financing sources on the quality and accessibility of primary education. A thorough survey combining responses from 1458 teachers and 58 primary school head teachers examines this impact. The sources of funding include community funds, foreign grants, and charitable donations. The results show that although 47.1% of people think conventional government financing is good, 32.3% think it's bad. The quality of education and student enrollment are both positively affected by alternative financing mechanisms, the most important of which are grants and dues, which account for 56.8% of total funding. Further investigation into how 21st-century skills are being included into the curriculum reveals that elementary schools use different approaches, with digital literacy (25.8%), creativity/collaboration (43.2%), and critical thinking (31%). Notably, over half of those who took the survey believe that alternative financing helps educators better teach these skills to their students. This study concludes that elementary schools would benefit from a more secure and diverse financial foundation if they used a collaborative finance model that pooled public and private resources. In order to maximise the effectiveness of alternative funding methods, the results highlight the need for a model of strategic partnerships including the corporate sector, community stakeholders, non-governmental organisations (NGOs), and the government. In light of these findings, administrators and policymakers in Edo State will be better equipped to navigate the ever-changing landscape of elementary education.

## **Introduction**

Education has received a great deal of attention in the 21st century as a key component of social and economic advancement. Goal 4 of the United Nations' Sustainable Development Agenda (S.D.G. Report, 2023) is to ensure that all people have access to high-quality education that is both equitable and comprehensive, and to promote opportunities for lifelong learning. This target is set to be achieved by 2030. Unfortunately, these goals will not be achieved due to the lack of funding. On a global scale, elementary education faces challenges including outdated facilities, a lack of qualified teachers, and limited access to modern instructional resources. The difficulties encountered by educational institutions in several developing countries are exacerbated by the rapid expansion in their populations (Oguonu, 2017). Findings from the Global Education Monitoring Report (G.E.M. Report) and the UNESCO Institute for Statistics (U.I.S.) point to a severe lack of resources for achieving primary education goals. Thus, to secure the sustainability and enhancement of primary education worldwide, especially in developing countries, it is crucial to look into other ways of generating money. An important issue in Africa is the financing of education. Despite rising enrolment, some African countries still need help making their primary schools more welcoming and effective for all students. The African Union's Agenda 2063 stresses the need of investing in education and human capital development as a means to the continent's progress. The education sector often receives a lower share of African countries' GDP than other sectors. The development of robust educational institutions has been hindered by insufficient funding, in addition to political unrest, corruption, and economic challenges.

As mentioned by Oguonu (2017), African nations are looking into alternative financing sources for their education sectors, such as endowment funds, public-private partnerships (P.P.P.s), education bonds, and foreign donor support, to supplement government funding. There are a number of educational problems that Nigeria, the most populous country in Africa, represents. Despite having one of Africa's largest economies, the country has significant challenges in its educational system, especially when it comes to basic education. The demand for educational resources is higher than the supply, which has been worsened by the rapid growth in population since 2003, when the Universal Basic Education Act made elementary education free (Oguonu, 2017). Problems include a lack of resources, inadequate buildings, underqualified educators, and gaps in service between rural and urban areas (Osuala, 2017). Through a number of new policies and programmes, the government of Nigeria has lately shown a renewed commitment to education. Particularly concerning is the financing gap between policy objectives and their actual execution. We need to look at additional financing sources because depending on government money hasn't been enough. Education in Nigeria is a national crisis, and the situation in Edo State is emblematic of that. The Edo Basic Education System Transformation (EdoBEST) plan, which aims to improve elementary education across the state, is part of the state administration's larger effort to reform the education system. Fundraising efforts must be effective for these programmes to be sustained and improved (Abayomi, 2020).

If Edo State is serious about updating its primary schools for the modern day, it must investigate alternative revenue streams. Community funding, public-private partnerships (P.P.P.s), education-specific funds from international organisations, C.S.R. initiatives by private corporations, the use of technology for fundraising, and other creative financing possibilities are all part of the alternative fund mobilisation process. "Community participation fosters a sense of ownership and responsibility, encouraging community members to actively engage in the education of their children" (Uzoh, 2023, p.100). As a model for other parts of Nigeria and similar contexts globally, the success of these strategies in Edo State's unique socioeconomic context sheds light on how to achieve long-term educational improvement.

The Issue at Hand Many social, technological, and pedagogical forces are reshaping the elementary school industry in the twenty-first century. Just as it is in many parts of the world, primary education in Edo State is essential for shaping the generations to come. Despite this vital sector's importance, it often has several challenges, particularly in terms of funding. Modern primary education systems have complex and ever-changing needs, and traditional financing methods, which rely heavily on public funds, are struggling to keep up. As a result of budget cuts, schools are unable to provide their students with the modern, globally relevant curriculum they need.

"Analysis of Alternative Fund Mobilisation on Enhancing 21st Century Primary Education in Edo State" fills a significant informational need by examining how Edo State may make use of non-traditional funding mechanisms to improve its elementary schools. Despite the fact that funding is essential for educational advancement, in-depth research should centre on innovative and alternate ways of generating revenue in Edo State's primary school sector. Several forms of finance, including public-private partnerships, community grants, educational bonds, and philanthropic contributions, will be the focus of this study. The primary problem is that these alternative funding sources are not being used enough and, in certain cases, more education is needed on the subject. The long-term sustainability, accessibility, and quality of elementary education in Edo State are the foci of this project's investigation of potential alternative funding mechanisms.

The study will also look at the issues and outcomes of these various funding options. All of these things have an impact on educational content and structure, as well as on responsibility, fairness, and leadership. In order to meet the evolving needs of primary education in Edo State in the modern day, this project aims to get a thorough understanding of how alternative funding sources could be effectively exploited and overseen. Policymakers, educational administrators, and others with a stake in the education system are the intended recipients of this study's findings. The study's findings will help policymakers in developing more robust, diverse, and long-term budgetary strategies to enhance the quality and breadth of primary education in a dynamic and unpredictable world.

### **Research Questions**

1. How do alternative funding mechanisms impact the quality and accessibility of Edo State's primary education compared to traditional government funding methods?
2. What are the effects of different alternative fund mobilization strategies on integrating 21st-century skills and educational technologies in primary schools in Edo State?

### **Objectives of the Study**

1. To evaluate the impact of alternative funding mechanisms on the quality and accessibility of primary education in Edo State and compare these impacts to those achieved through traditional government funding methods.
2. To assess the effects of various alternative fund mobilization strategies on integrating 21st-century skills and educational technologies in primary schools in Edo State.

### **Literature Review**

#### **Concept of Primary Education**

According to Uzor (2023) "education is a means of increasing an individual's moral, physical, emotional, and intellectual power for social reforms in the society". The Federal Republic of Nigeria (2014) states that primary education is the education given to children in primary schools from the ages of six to eleven and a half. This foundational stage of the education system is crucial to its overall success or failure. All parties concerned must work together to ensure the long-term survival of elementary school education, which is widely believed to provide the basis for secondary and higher levels of learning. All subsequent levels of education build upon what a kid learns in elementary school, as both Saidu (2018) and Sen (2017) have pointed out. Considering these aims, the study delves into the perceptions surrounding elementary school, which is widely acknowledged as the cornerstone of society's educational system. Primary school also introduces children to formal education or literacy at the earliest, according to Olaniyan and Obadara (2018), who argue that the family is the first agent of socialisation.

Put another way, all later levels of education are built upon the basis of elementary school education. According to Armstrong (2018), the sector is not complete without elementary and secondary education, which are crucial for many reasons but primarily because they influence the calibre of higher education.

#### **Concept of Fund Mobilization**

Raising resources or funds from different entities, including people, organisations, or the financial markets, is known as fund mobilisation. Among the many possible applications of this method is the launch or growth of a company, the acquisition of capital for a specific project, or the purchase of an investment opportunity. Equity finance entails the issuance of stock or bonds; debt financing involves the borrowing of money through loans or other types of debt; crowdfunding involves the collection of cash from a large number of

modest donations; and alternative financing encompasses methods such as peer-to-peer lending or venture capital. Mobilising funds is the process of acquiring the money that is needed to accomplish a certain financial goal, such as starting a new firm, funding a new project, or expanding an existing one.

According to Abayomi and Olukayode (2016), children gain valuable skills via the usage of educational resources, hence their success in school is heavily reliant on these resources being available and managed properly. In a similar vein, Ayeni (2015) argued that the amount and quality of resources, as well as their utilisation, determine the success or failure of any educational institution. According to Allwright (2016), materials should not only provide teachers with a reason for their actions, but also educate students how to learn. Efficient management of human, functional, and material resources is crucial to the success or failure of any organisation, business, or venture. Maximising production is the goal of efficient resource mobilisation. If it were feasible, management would improve the attainment of organisational goals while keeping costs to a minimum, according to Ayeni (2015).

### **Management of Primary Schools**

The term "primary education" has a number of accepted meanings. Primary education is the bedrock of every good educational system, according to Ihekoromadu (2010). In this context, "primary" refers to the first stage of a process or development. Hence, for everyone who go on to high school, primary education is the steppingstone. One way of looking at primary school is as a form of preparation.

According to Diwunma (2017), all subsequent forms of education build upon the groundwork of basic education. Primary education, according to Ukamaka (2007), is where it all begins. Education provided in formal educational settings to students aged six and up is referred to as primary education in the National Policy on Education (F.R.N. 2004). Primary education is crucial to the success or failure of the whole education system, as stated in the National Policy on Education (F.R.N. 2004). To rephrase, the 6-3-3-4 educational system in Nigeria consists of six levels, the first of which is primary schooling. According to Maduewesi (2018), elementary education is essential, not just because it lays the groundwork for secondary education but also because it opens doors to everything that people are capable of becoming as a result of their education. According to Ede (2020), all other forms of education build upon the groundwork of elementary school instruction. Managing primary schools effectively is crucial for providing all students with a high-quality education. Developing and executing policies, strategies, and plans that cater to the requirements of learners is essential for effective administration of elementary education.

The evaluation and monitoring of educational quality is another essential part of managing elementary schools. The use of performance indicators to track student growth and evaluate the efficacy of instructional strategies is central to this approach. Ensuring that learners receive a high-quality education and identifying opportunities for improvement may be achieved through effective monitoring and assessment.

The impact of administration on Nigerian elementary schools. The calibre of our primary school kids and their subsequent research is heavily dependent on the calibre of our school's teaching staff (Ogbodo, 2016). The National Policy on Education (N.P.E., 2004) acknowledges that the Nigerian Certificate in Education (N.C.E.) should be the minimum qualification for entering the teaching profession. Primary school instructors, say Nwiyi and Uriah (2017), are often underqualified and a major hindrance to efficient school administration.

A thorough understanding of the different facets of the educational system is essential for effective school resource management (Uko, 2017). The ability of the principal to establish necessary goals, monitor the use of school facilities, develop procurement plans, and guarantee the proper administration and supervision of existing facilities in order to accomplish these goals is assessed. The heavy burden of ensuring the efficient functioning of the school rests on the head teacher, who is also the manager of the school organisation. A school's resources encompass not only the physical manifestation of its curriculum in the building's construction, interior and exterior layouts, grounds, and overall appearance, but also playgrounds, flower beds, paths, orchards, shrubs, classrooms, assembly halls, desks, and school farms. When we say "fund," what we really mean is money. The success of every educational project depends on adequate funding. In 2016, Onyeachu "agrees, stating that no organisation can do its work properly without sufficient funding." There is a severe lack of funding for education.

### **Empirical Review**

Research by Ayoti, Koteng, and Odhiambo (2016) sought to identify the monetary elements impacting the administration of educational resources in Vihiga County primary schools with the goal of raising student achievement. The researchers used a descriptive survey approach. The sample size for this study was 4,480 students, 1,120 teachers, 112 principals, and 9 country quality assurance/standard officers. The samples were selected using a variety of sampling techniques, including stratified sampling, simple random sampling, saturation sampling, and purposive sampling. Document analysis, observation schedules, questionnaires, and in-depth interview guides were used to gather data. The correlations between the variables were determined using Pearson's product-moment correlation coefficient. The study discovered that primary students' performance on national examinations was impacted by the absence of proper instructional materials procured by schools in Vihiga County due to insufficient funding. Fees, earnings from other kinds of income, contributions, fundraisers, scholarships, and government subsidies were found to be the primary means of acquiring resources. Students' KCSE exam scores suffer when these materials are not obtained in a timely manner. According to the research, local schools need to find ways to raise money so they can provide their students with enough resources. The findings will be useful for county officials as they work to establish and implement policies that will ensure primary schools are making good use of their educational resources.

The 2018 research by Cyril and Babatunde examined the relationship between the resource-gathering abilities of public primary school principals and the attainment of

school objectives in the Odukpani Local Government Area of Cross River State, Nigeria. The inquiry was guided by three null hypotheses. Out of a total of 940 teachers, 330 were selected using simple random selection for the study's survey research technique. An instrument called the "Head Teachers' Resource Mobilisation and Primary School Goals Attainment Questionnaire (HRMPSGAQ)" was used to gather data. A 4-point response scale was employed by the device. The instrument was pilot tested on 33 teachers who had similar traits with the study group but were left out of the final analysis. By applying the Cronbach Alpha reliability approach, a reliability coefficient of .93 was obtained, which means that there is enough reliability to evaluate the target construct. The data was analysed using Pearson's Product Moment Correlation Statistics, with a significance level of .05. According to the research, primary school objectives may be significantly advanced by the coordinated use of material, human, and monetary resources. There was a robust positive link between primary school goal attainment and head teachers' capacity to acquire resources for certain areas. According to the report, in order to improve student success, school administrators should look into non-governmental organisations (NGOs) as soon as possible for financial assistance.

Primary school principals in Kaduna State were the subjects of Aliyu's (2018) study on fiscal management. Two null hypotheses and four research questions served as the framework for the investigation. A survey research design was employed in the study. Government grant-aided elementary schools were chosen for the study, and 624 head teachers were included since the population was small and manageable. A total of 312 principals and 312 teachers filled out the 47-item survey. To test the two null hypotheses, we utilised t-test statistics; to answer the four research questions, we used standard deviation and mean rating. No statistically significant difference was found in the mean assessments of primary school head teachers in Kaduna State regarding the sources of cash and financial management, according to the test findings. According to the results, principals are always looking for new ways to bring in cash, whether it's through P.T.A. taxes, profits from school farms, proceeds from awards ceremonies, or even just the canteen. The money that comes in from these places is all tracked and recorded in the school budget. Unit leaders are involved in the budget planning process, but it is more important to adhere to the plan strictly while carrying it out. Ghost employees, sluggish cash releases, a lack of information and communication technology training at the bursary office, and a complete lack of interest in conducting internal audits were just a few of the issues uncovered by the investigation into the state of financial management.

Oche (2020) looks into how principals of primary schools in Nigeria's Okpokwu Education Zone handle school funds. The researchers in this study used a descriptive survey methodology. The inquiry was guided by four research questions. In order to answer the research questions, the mean was used. We used t-test statistics with a significance level of 0.05 to evaluate two null hypotheses. The FMPQ, or Financial Management Practices Questionnaire, was used to collect the data. In all, 734 people participated in the study. According to the research, primary schools in the Okpokwu Education Zone of Benue State get funding from the P.T.A., agricultural profits, and the

selling of handicrafts. Principals of elementary schools make good use of school funds. The ways in which principals of primary schools handle their schools' budgets cause serious problems. In order to run their schools more efficiently, administrators of elementary schools can improve their financial management techniques in a number of ways. School treasurers' and principals' average assessments of school financial management strategies are quite similar. On average, principals and treasurers of elementary schools do not differ in their opinions on how to better oversee their schools' budgets.

School administrators at a subset of Kuala Lumpur's public elementary schools are the focus of Yasin and Mokhtar's (2022) research of practices related to fiscal responsibility and openness. In order to tackle the research subjects, the researchers in the qualitative study utilised document analysis and semi-structured interviews. We used NVivo 12 to do thematic analysis on the collected data. Head teachers, members of the finance committee, and elected staff representatives all need instruction in financial management, according to the results. Major issues among these principals included the accountability and openness of school budgets. District offices needed to step in and provide greater support because this was causing stress. A concise discussion of the study's recommendations and outcomes follows.

### **Theory of Constrained Resources**

The focus of Swanson's (2007) theory of limited resources is on how companies manage and improve their resources when faced with constraints. In light of this theory's applicability to the research project "Analysis of Alternative Fund Mobilisation on Enhancing 21st Century Primary Education in Edo State," we may consider the following points:

Identifying the specific constraints on funding primary education in Edo State is the next step. Poor educational facilities, a lack of teaching resources, and limited government financing are all factors that might contribute to this. Within these constraints, the proposal suggests making the most efficient use of existing resources. To achieve this goal, it may be necessary to reorganise existing budgets, upgrade inefficient educational infrastructure, or make better use of existing faculty. Since the goal of exploring other finance sources is to increase the pool of accessible resources, it is consistent with Swanson's theory. A few potential approaches may be to seek funding from other countries, form partnerships with businesses, organise community drives to raise money, or even implement educational taxes.

The idea stresses the need of making good use of resources, whether they are already available or not. This includes making sure that funds are going into the primary education system in Edo State to improve facilities, hire more qualified teachers, or provide better learning materials in order to directly increase educational outcomes. When dealing with scarce resources, Swanson argues, one must be flexible and creative. This necessitates the development and implementation of fresh approaches to education,



cutting-edge technological tools for learning, and innovative methods of financial management.

Using Swanson's theory of constrained resources, we need to examine the primary education system in Edo State and its present resource limitations, devise a plan to make the most of those resources, find and use other sources of funding and make sure that every penny goes towards improving the quality of primary education. When thinking about strategies to collect money to upgrade primary education in Edo State in the 21st century, Swanson's theory of limited resources is highly relevant. Schools may ensure optimal resource utilisation and achieve maximum performance through strategic decision-making that takes into account the interdependence of resources and the need to balance opposing demands. To put this idea into practice, you must use cost-benefit analysis and find ways to save money.

### **Approach**

The research methodology of this study is a hybrid of documentary style and conventional survey research. In order to get a good cross-section of the population, the researchers used a survey methodology. The documentary method was also used to collect all the necessary material from secondary sources. Without requiring the researcher to exert control over their orientation, it assessed the correlation between two factors. In order to look at the connections between the two sets of data, this study used a survey approach. Primary and secondary resources will play critical roles in the study. Subjects covered by the study's secondary sources include the views of other academics on alternative fund mobilisation and elementary education, while primary sources include data gathered via questionnaires.

A total of 1,458 elementary school teachers and 58 principals from the Edo State Primary Teachers Board as well as staff members from the Teachers Service Commission's finance department filled out the surveys for the study.

A representative subset of the total subjects was provided by the 155 participants chosen for the study from a total of 1551 responses. To make sure the sample is representative of the complete population, we choose 10% of the overall population for statistical sampling based on the population's characteristics. A balanced sample size would be 10% as it would provide enough data points to reflect the population's diversity and characteristics without being too small.

### **Conclusions and Results**

How can alternative funding sources, as opposed to traditional government funding systems, impact the accessibility and quality of primary education in Edo State?

**Table 1:** Evaluations of educational quality under conventional public funding models

Responses	Frequency	Percentage (%)
Good	73	47.1
Average	32	20.6
Poor	50	32.3
<b>Total</b>	<b>155</b>	<b>100</b>

**Source:** Computed by Author, 2024

Responses on rating of the quality of education provided under traditional government funding revealed 73 (47.1%) of the respondents indicates good while 32 (20.6%) indicate average and 50 (32.3%) of the respondents indicate poor, from the data obtained, the quality of education provided under traditional government in Edo state is good.

**Table 2:** Responses on rating the quality of education under alternative funding mechanisms

Responses	Frequency	Percentage (%)
Exceptional quality	31	20
Moderate quality	59	38.1
Low quality	65	42
<b>Total</b>	<b>155</b>	<b>100</b>

**Source:** Computed by Author, 2024

Responses on rating the quality of education under alternative funding mechanisms revealed 31 (20%) of the respondents indicate exceptional quality while 59(38.1%) indicate moderate and 65 (42%) of the respondents indicate low quality.

**Table 3:** Responses on the key differences in educational quality between these two funding types

Responses	Frequency	Percentage (%)
Better with government funding	45	29
Better with alternative funding	36	23.2
No significant difference	74	47.7
<b>Total</b>	<b>155</b>	<b>100</b>

**Source:** Computed by Author, 2024

Responses on the key differences in educational quality between these two funding types revealed 45 (29%) of the respondents indicate better with government funding while 36 (23.2%) indicates better with alternative funding and 74 (47.7%) of the respondents indicate no significance difference.

**Table 4:** Responses on rating of the impact of different funding mechanisms on student enrollment and dropout rates in primary schools

Responses	Frequency	Percentage (%)
Significantly increases enrollment and decreases dropouts	68	43.8
Somewhat decreases enrollment and increases dropouts	53	34.2
Has no noticeable impact on enrollment or dropout rates	34	22
<b>Total</b>	<b>155</b>	<b>100</b>

**Source:** Computed by Author, 2024

Responses on rating of the impact of different funding mechanisms on student enrollment and dropout rates in primary schools revealed 68 (43.8%) of the respondents indicate significantly increase enrollment and decreases dropout while 53 (34.2%) indicate somewhat decrease enrollment and increase dropout and 34 (22%) of the respondents indicate has no noticeable impact on enrollment or dropout.

What are the effects of different alternative fund mobilization strategies on the integration of 21st century skills and educational technologies in primary schools in Edo State?

**Table 5:** Responses on sources of alternative fund mobilization strategies in Primary Schools in Edo State

Responses	Frequency	Percentage (%)
Community fundraising	25	16.1
Grants/Dues	88	56.8
Donations from Alumni	42	27.1
<b>Total</b>	<b>155</b>	<b>100</b>

**Source:** Computed by Author, 2024

Responses on sources of alternative fund mobilization strategies in Primary Schools in Edo State revealed 25 (16.1%) of the respondents indicate community fundraising while 88 (56.8%) indicate grants/ dues and 42 (27.1%) of the respondents indicate donation from alumni, thus from the data obtained it was deduced that grants/ dues form the major sources of alternative fund mobilization strategies in primary school in Edo state.

**Table 6:** Responses on strategies school employed to integrate 21st-century educational technologies to primary schools in Edo state

Responses	Frequency	Percentage (%)
Critical Thinking	48	31
Creativity/Collaboration	67	43.2
Digital literacy	40	25.8
<b>Total</b>	<b>155</b>	<b>100</b>

**Source:** Computed by Author, 2024

The respondents were asked to state strategies school employed to integrate 21<sup>st</sup> century educational technologies to primary schools in Edo state, the data obtained revealed that 48 (31%) of the respondents indicate critical thinking while 67 (43.2%) indicate creativity/collaboration and 40 (25.8%) of the respondents indicate digital literacy.

**Table 7:** Responses on ways funding (or lack of funding) impacted teachers' ability to teach these skills.

Responses	Frequency	Percentage (%)
Better with government funding	45	29
Better with alternative funding	72	46.5
No significant difference	38	24.5
<b>Total</b>	<b>155</b>	<b>100</b>

**Source:** Computed by Author, 2024

Responses on ways in which funding (or lack of funding) impacted teachers' ability to teaching skills revealed that 45 (29%) of the respondents indicate better with government funding while 72 (46.5%) indicate better with alternative funding and 38 (24.5%) of the respondents indicate no significant difference.

### Discussion of Finding

With the above information, we can have a thorough discussion on the pros and cons of using non-traditional funding models for elementary schools in Edo State, Nigeria, as compared to more conventional methods used by the government. Almost half of those who took the survey (47.1% to be exact) thought that traditional forms of state funding for education were enough. Still, 32.3% thought it was awful, and 20.6% thought it was average. Even while many people felt the quality was lacking, over half of those who took the survey had a good impression of traditional government funding.

When asked about alternative funding options, just 20% thought the quality was great, while 38.1% thought it was average, and 42.0% thought it was poor. Evidently, the efficiency of alternative funding strategies in ensuring high-quality education may not be as good as the respondents had hoped. Government funding is preferred by 29% of respondents for high-quality education, while alternative funding is preferred by 23.2%

and 47.7% do not see a significant difference. The divergent views show that neither of the funding methods is universally considered to be of higher quality.

Alternative funding choices significantly affect student enrollment and dropout rates, according to 43.8% of respondents. While 34.2 percent of people think these procedures have no discernible impact, 34.2 percent think they decrease enrollment and increase dropouts. Both enrollment and retention rates improve when schools use alternative funding methods. However, a sizeable portion of the populace views it as having either no effect or a negative one. Even though Edo State's high-quality education is commonly linked to traditional government funding, the data shows that there is room for improvement in this area as well. Many respondents think alternative financing options are inefficient, and the quality they supply varies. Still, they have the potential to affect enrollment and retention rates favourably. It appears that a one-size-fits-all approach would not be able to satisfy Edo State's educational needs, since the different responses show how complex education funding is and how it affects both quality and accessibility. Based on the findings, we can see how various non-traditional methods of raising capital affect primary schools in Edo State's efforts to include technology-based learning and skills into their curricula.

According to 56.8% of those who took the survey, the main alternative funding sources for primary schools in Edo State are grants and dues. A significant portion of the overall contributions – 16.1% and 27.1% – are made by alumni. Schools may have to reevaluate their funding strategies in light of the many potential sources of funding that are raised by this. Modern instructional technology is being integrated into Edo State classrooms through a variety of strategies. The survey found that the most popular strategies were encouraging critical thinking (31% of participants), digital literacy (25.8% of participants), and creativity and teamwork (43.2% of participants). This calls for a holistic approach to incorporating modern pedagogical practices, with an emphasis on both hard and soft skills like imagination and analysis.

Nearly half of the instructors surveyed (46.5%) said they were able to better educate students 21st-century skills after receiving alternative financing. This could be because, in contrast to general government expenditure, alternative finance allows for more precise targeting and more adaptability. Still, 29% of people think that the stability and predictability of government expenditure makes it better. Elements outside of funding, including teacher training or curriculum design, are just as important in skill growth, according to 24.5% of respondents who do not perceive a noticeable difference.

According to the results, primary schools in Edo State cannot afford to use 21st-century skills and instructional technologies without other funding sources. Schools are able to do a lot more to help students develop skills like critical thinking, creativity, collaboration, and digital literacy thanks to grants and dues. While it's true that various funding mechanisms may have varying degrees of success, no discussion of educational funding would be complete without mentioning the continued importance of public funds.

## **Conclusion and Recommendations**

In the end, the data shows how primary education in Edo State, Nigeria is impacted by various financing approaches. Although there is a widespread belief that traditional public funding provides a high-quality education, it also shows clear need for improvement. Despite having a favourable effect on student enrollment and dropout rates, alternative finance is perceived as having mixed effects on education quality. It has not been as effective as expected, according to several responders. Grants, dues, community fundraising, and alum donations are some of the alternative funding sources that have a positive effect on bringing instructional technology and 21st-century abilities into primary schools. This highlights their significance in current teaching methods. While various funding mechanisms have varied degrees of success, it is undeniable that public money play a major role in ensuring regular and reliable educational support. Meeting the multiple needs of primary education in Edo State requires a balanced and diversified finance approach due to its complexity.

Based on the results, the suggestions were made;

To tackle the issue of different financing sources' differing effectiveness, it is recommended that primary schools in Edo State adopt a more collaborative funding approach. This might include combining public and private funds through public-private partnerships, CSR programmes, social grants, community donations, donor money aimed at education, and other similar approaches. This model would provide a stable and diverse financing base, allowing for the targeted distribution of funds to integrate instructional technology and 21st-century skills. Involving community stakeholders, non-governmental organisations (NGOs), and the corporate sector in a concerted effort to streamline processes, increase transparency, and decrease bureaucracy could improve collaboration.

Since people have different views on whether alternative funding has been successful, it is wise to set up a solid monitoring and evaluation system. The quality of education, the use of modern educational technologies, and the development of skills appropriate to the modern world are all factors that this framework should assess. Ongoing evaluations help identify the best approaches, improvement opportunities, and the most effective utilisation of various funding sources. School administrators and legislators in Edo State may benefit greatly from evaluations in their pursuit of a more accessible and high-quality elementary education for all students.

The impact of various funding techniques on primary education in Edo State was examined by asking respondents about their familiarity with various sources of money, such as P.T.A. fees, alumni donations, and community fundraisers. The respondents' familiarity and prior experiences were shown by the frequency with which these sources were addressed. Successful means of obtaining finances, such as Public-individual Partnerships, donor grants, community funding, and individual donations, should be taught and made more aware to stakeholders in primary education.

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