



SURVEY ON PUBLIC RESPONSIBILITY FOR PUBLIC EDUCATION IN BUTEMBO CITY

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ABSTRACT

The education concept is described as one of the largest areas of concern in the planning of development for a country for human right and it cannot be taken for granted. The study used systematic random sampling method and a questionnaire was administered to selected 50 respondents for data collection. Results show that 38% of respondents aged between 43 and over, we find that in Butembo city the percentages are very high for those who studied at the university (44.0%); 28.0% say that government did good services to improve the program and train teachers. However, it was observed that there is no significance intervention from the government as far as the seniority and years of experience are concerned for education in the city. The salary is not attached to level attained for studies. The support to curriculum development was below 50.0% and infrastructures and materials were not supplied at the needs of the schools. Thus, the town of Butembio and surroung deserve better education programs as it is reveled, its population has more attraction on university level of study.

Key words: Public responsibility, government responsibility, public education, Butembo city

INTRODUCTION

The education concept is described as one of the largest areas of concern in the planning of development for a country. Education is fundamental to development and growth. The human mind makes possible development that can be achieved; health advances, agricultural innovations, efficient public administration and private sector growth. For countries to reap from education benefits, they need to release the potential of the human mind. And there is no better tool for doing so than education (King, 2011). Education is a human right, and like other human rights, it cannot be taken for granted. Across the world, 59 million children and 65 million adolescents are out of school. More than 120 million children do not complete primary education.

Behind big figures leading the world states, there are children and youth that are denied not only a right, but opportunities for education; a fair chance to get a decent job, to escape poverty, to support their families, and to develop their communities (Weforum, 2015). Public institutions have public responsibility for a helpful investing in our future and our present that are in our children. Unfortunately, the problems facing education are complex for Democratic Republic of Congo and generally come from the outside such as the

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effects of poverty on children and their families and the inequity of funding. There can be no race to the top without kids and where kids without accessing schools. There will never be a nation where every child succeeds until we are a nation where every child is given a fair chance to succeed and access education (Merrow, 2018).

In the Republic of Congo; education could be for free of charge for elementary level. The high school is organized by ministers such as primary and secondary department, vocational, technical and practical department, and health department. In Butembo city as a big town of about 1,000,000 citizens, education is organized at three levels: Primary, secondary and tertiary. Teachers in the two first levels likely don't receive same treatment as other state functions. They are always underpaid as the agreement of Mbudi stated kamaliro and Pius during a face to face interview held on 26-29 May 2018.

Therefore, this study was to investigate on the public responsibility for public education in Butembo city by presenting a survey questionnaire to a sample of citizen in this town. Within this scenario, the questions about the roles and contributions of higher education need to be posed. Does higher education have any contribution to make? What do higher education institutions have to contribute towards these challenges facing humanity?

LITERATURE REVIEW

Accordingly, social responsibility means producing knowledge, training professionals and making culture in and for the reality of which the educational institution is actively part. Therefore, universities must not only look outside, they must be rethought from the inside. It is not a question of bureaucratic and administrative reorganization, but of the importance of reflection on their significance and their role in the construction of the civilizing process in these new contexts (Sobrinho, 2009).

Historically, higher education has served the twin purposes of research and teaching. In its knowledge production function, higher education institutions have been the centers of innovation and creators of new knowledge in diverse fields of human activity. The knowledge production function is based on academic rigor and the intellectual apparatus within higher education institutions (Tandon, 2009). Tilak (2009) indicated that higher education is subject to severe pressures from domestic and international markets. The divide between public policy and commercial activities is at stake. In a sense, at the center of the current debate is a fundamental clash of values between traditional versus modern, state versus market, national versus global, and educational versus commercial.

In the urban context, dropout has more usually been interpreted as a preference for private schools. The government is likely to be not considering education, especially in some areas of the country. For Juneja (2007), on the contrary points out that this dropout could have been forced upon the poor by structural features introduced within the system of educational administration. On the other hand, if education is regarded as a strategy to strengthen national potential, as a public good that everyone has the right to enjoy, as a means of diminishing inequity and increasing social justice, then education for more people, if possible for everyone, admittedly requires quality to be raised, not lowered. If the criteria of equity and social justice that are associated with the concept of education as a public



good are considered, then it must be concluded that an education system that excludes certain groups or, as is often the case, most of the national population, is not a quality system.

External structural matters were largely responsible for most of the pressure exerted on higher education to give top priority to quality. Society, governments and, in particular, markets have exerted strong pressure to secure important changes to the very meaning of higher education and to its functions and powers within the global economy. These changes have also prompted a revision of quality-related concepts. Current moves in academia to redefine quality reveal the contradiction between, on the one hand, efforts to import the language, logic, strategies and practices used successfully in industry into higher education and, on the other hand, the struggle to preserve the academic ethos and its values in relation to its autonomy, the public interest and scientific specificities in the areas of research and education (Sobrinho, 2009).

The functions of higher education are recognized as noble and lying at the core of the very sustenance of societies (Tilak, 2009):

- higher education helps in the creation, advancement, absorption and dissemination of knowledge through research and teaching, establish that universities is an ideal, innovations and development and gradually they become reservoirs of knowledge.
- higher education helps in the rapid industrialization of the economy, by providing manpower with professional, technical and managerial skills. In the present context of transformation of societies into knowledge societies, higher education provides not just educated workers, but knowledge workers who are essential for rapid growth of the knowledge economies.
- universities are institutions that assist in building the character and morals of the individuals; they inculcate ethical and moral values, orderly habits and create attitudes, and make possible attitudinal changes necessary for the socialization of the individuals and the modernization and overall transformation of the societies, by protecting and enhancing societal values.
- higher education also helps in the formation of a strong nation-state, contributes to the deepening of democracy by producing a better citizenry which actively participates in the civil, political, social, cultural and economic activities of the society, with members who understand, interpret, preserve, enhance and promote national, regional, international and historical cultures, in a context of cultural pluralism and diversity.
- it also has the potential to produce social and political leaders of high caliber and vision. The nation-building role of higher education is one, that is considered as one of the most important functions by many.

Tandon (2009) reported that knowledge production is taking place only in higher education institutions; people's experiences and daily struggles in communities produce experiences, not knowledge. In their teaching function, higher education institutions have focused largely on the learning of theories in the classrooms. Students are discouraged from



engaged learning in real settings. Alternative approaches to learning are being attempted, largely at the margins of academia. Tilak (2009) said that conventionally, education has for a long period been regarded as a public good, producing a huge set of externalities (mainly positive externalities), benefiting not only the individuals but also the whole society. In case of higher education too, not only educationists, but also other social scientists and thinkers including economists, have recognized the public good nature: higher education constitutes a public good in itself, and also it produces public goods, benefiting simultaneously the individuals and the larger society.

Higher education institutions face several challenges if we are going to talk about participatory and sustainable development as an arena where institutions of higher education can contribute. The first challenge which starts from the perspective of multiple epistemologies that is called the power equalization challenge. Higher education institutions are sites of expertise, of domain knowledge (Tandon, 2009).

Basically, higher education is a public good; it is also recognized as a merit good. Besides being a public good in itself, it produces several public goods. The public goods that higher education produces, shapes and nurtures are also diverse. Beyond the question of why Ministers felt the need to underline that higher education is a public good and a public responsibility, a number of questions could be asked about the statement. The first one is in what sense the term "public good" is used. The problem here is that the term is well established in economic theory, where it denotes a good that is freely available to be enjoyed by all. In more technical terms - and that may be a risky undertaking on the part of a non-economist - a public good has been described as non-rivalrous and non-excludable, meaning that one person's consumption of the good does not prevent that of others, and that it is not possible to exclude anyone from enjoying the good (Stieglitz). It follows that public goods are not readily tradable, whereas their opposites - private goods - are essentially sold on the market for exclusive consumption by one person or a group of persons paying for the privilege (Bergan, 2009).

The social responsibility of higher education is also associated with the concepts of relevance and importance and, consequently, of quality that has public value. The quality of education that is committed to public values and objectives can never be a factor of unfairness and barbarity. On the contrary, education must encourage all possibilities and opportunities to increase social equity in order to achieve a loftier and more just civilization (Sobrinho, 2009).

Two essential factors explain the new trends that treat education as a marketable commodity and not as a public good. Both factors are also related to each other. First, higher education systems, even in economically prosperous countries, are under severe financial strain, with growing student numbers on the one hand, and a chronic shortage of public funds on the other. In recent years, most countries have inflicted serious cuts in state grants to higher education institutions. The resultant fall in public expenditures can be noticed in many countries in any or all of the following: total public expenditure on higher education, per student expenditures, share of public expenditure on higher education in the corresponding country's national income, or in the total government budget expenditure,





allocations in absolute and relative terms to important programs that include research, scholarships, etc. for quality education (Tilak, 2009).

Quality education is thus quite frequently associated with concepts such as efficiency, productivity, cost-benefit ratio, profitability and adjustment to the needs of the industry and the world of work, and quantitative expressions thereof. For central government, quality in education is associated more with student performance and output, training for employment, lowering costs and increasing the numbers of enrolled students. These aspects are more obvious and can be presented objectively to society, but they do not cover all of the meanings of quality (Sobrinho, 2009).

Given that there is agreement that public authorities have some kind of responsibility in higher education, this responsibility should at the very minimum extend to the make-up of the education system or, if you prefer, the framework within which higher education is delivered, regardless of by whom. One important part of the higher education system is the qualifications framework. There is agreement in Europe that public authorities decide the degree structure and its requirements. There seem to be two conflicting tendencies today: on the one hand, study programs give individual students possibilities to choose combinations that appeal to them for various reasons, whether of personal interest or judgments about career perspectives, and on the other hand there is increasing awareness that this diversity has to be fitted to an overall framework that can be described in a transparent way (Bergan, 2009).

The innumerable quality-related concepts found in literature on education have many important aspects and attributes in common but, from our point of view, none of these definitions has overcome the complexity of all of the possible meanings to the satisfaction of all academics and interest groups (Sobrinho, 2009). The common ground includes not only a set of responsibilities for public authorities but also the recognition that in some areas, there is no public monopoly. Here we are, of course, beginning to address the limits of public responsibility. The most obvious of these is that there should be no public monopoly on higher education provision. Higher education institutions may be required to operate within the framework established by public authorities but as long as they do so, it is difficult to argue that they have to be publicly run and financed (Bergan, 2009).

The quality of higher education is directly related to its capacity to contribute to personal and societal development. The comprehensive education of individuals correlates with social human development, which requires higher increases in the schooling of the population, in terms of coverage and quality, strong reinforcement of policies to increase equity and reduce poverty, strategies for the exploitation of natural resources and the application of knowledge to ensure sustainable development. This requires material and human resources, in other words, financing, political will and intellectual and ethical capacities on the part of the government, societies and institutions (Sobrinho, 2009).



METHODS AND TECHNIQUE

Sampling

The study selected 50 people a sample. The systematic random sampling method was used to select the sample in which only the first respondent was drawn randomly and for the following, we draw successively numbers to fixed intervals. This interval for selection was calculated as follows: $r = \frac{N}{n}$ the reason or this interval, $N =$ the size of the sample and $n =$ the size of the population.

$$r = N / n$$

$$r = 620/50$$

$$r = 12$$

The number 12 of each count was selected from the respondents.

Results show that 38.0% of respondents were aged between 43 years old and above. All the others were below 43 years old, 32% were between 37-42 years old, 12% were aged in the range 26-31 years, 12% aged between 32-36 years and 6% of them were aged between 17-25 years old.

Data collection instrument

The study used a questionnaire that includes series of questions that were answered to collect the data. For those who were unable to read and write, the researcher assisted in reading and get the response by asked directly the questions.

Data Analysis

Computer application for data analysis was used to organized the data such as frequencies and percentages for each of the respondents (values) in each selected variable and Pearson was used for the hypothesis test.

RESULTS

Level of study

Results in table 1 indicate the level of study is presented in our city of Butembo or the study levels in percentages, for this, 46.0% commit funds to study the University; 28.0% committed their fund to study high school, while only 26.0% attained elementary level of study.

Table 1:

Level of study

	Frequency	Percent
Elementary Level	13	26.0
Secondary Level	14	28.0
Tertiary Level	23	46.0

Government contribution to development of education

The table 2 results show the government contribution to education programs. Respondents (28.0%) said that the government had set up good preparation of the courses

for the program, 24.0% reported that the government managed to pay salary of the staff, 20% indicated that the government-built school infrastructures, 12% they show that the government has other many things, 8% show that the government provided schools with didactic material, and 8% said that the government provided good teaching staff.

Tableau 2:

Government contribution to development of education

	Frequency	Percent
Construction of school buildings	10	20.0
Payment of teachers and administrators' salaries	12	24.0
Providing schools aids	4	8.0
Preparing the curriculum	14	28.0
Providing good teachers and administrators	4	8.0
Other	6	12.0

Teacher seniority and government intervention in educational development

Pearson correlation was used to find out the significant of government intervention in educational development. The table 3 shows the tested results whether seniority in the career would depend on what the government has already done good for the development of education, according to which our Pearson Correlation (r) is equal 1 which is higher at 0.088 and that Sig. (Bilateral) (p) is greater than zero which means that teachers with seniority in the career positively what the government has already done good for the development of education, correlation exists between seniority in the carrier and what the government has already done good for the development of education in our country. According to Sobrinho (2009), the central government views quality in education as associated more with student performance and output, training for employment, lowering costs and increasing the numbers of enrolled students. These aspects are more obvious and can be presented objectively to society, but they do not cover all of the meanings of quality

Table 3:

Teacher seniority and government intervention in educational development

		Years spent in the occupation	What best thing the government has done for the development of education
Years spent in the occupation	Pearson Correlation Sig. (2-tailed)	1	.244 .088
What best thing the government has done for the development of education	Pearson Correlation Sig. (2-tailed)	.244 .088	1

CONCLUSION

Results show that 38% of respondents aged between 43 and over, we find that in Butembo city the percentages are very high for those who studied at the university (44.0%); 28.0% say that government did good services to improve the program and train teachers. However, it is observed that there is no significance intervention from the government as far as the seniority and years of experience are concerned. No matter what level you have attained it does not god in the same way of your salary. The curriculum is not yet even at 50.0% of planning, teachers, salary, school infrastructures, and school materials. Although the government is going its best to suppoert the eduation, it has a long way to go for improving Butembo education programs.

The town of Butembio and surroung deserve better education programs as it is reveled many people of this town have considerable high level of study, where many of them aim to go to university. Pearson correlation was used to find out the significant of government intervention in educational development. The table 3 shows the tested results whether seniority in the career would depend on what the government has already done good for the development of education, according to which our Pearson Correlation (r) is equal 1 which is higher at 0.088 and that Sig. (Bilateral) (p) is greater than zero which means that teachers with seniority in the career positively what the government has already done good for the development of education, correlation exists between seniority in the carrier and what the government has already done good for the development of education in our country.

There should a study that will find out the raisons of why the government does not perform its responsibilities for education programs in the country and particularly in Butembo.

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