INFLUENCE OF BUDGETING ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN JIGAWA STATE, NIGERIA

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BY

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DECLARATION

I,FahadAhmadYAHAYA,hereby declared that this Dissertation titled “Influence of budgeting on the administration of secondary schools in Jigawa state, Nigeria has been carried out by me in the Department of Educational Foundations and Curriculum under the Supervision of Dr E.I.Makoju and Prof. B.A. Maina. The information derived from literature was duly acknowledged in the text and list of references provided. To the best of the researcher’s knowledge, Dissertation has not been previously presented or submitted by anyone anywhere either in part or whole for higher degree.

_____ _____

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CERTIFICATION

This Dissertation titled “Influence of Budgeting on the Administration of Secondary Schools in Jigawa State, Nigeria.‘’ submitted by Fahad Ahmad YAHAYA meets the regulations governing the award of DegreeofMastersin Education (Educational Administration and Planning) in the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria and is hereby approved for its contribution to knowledge and literature presentation.

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DEDICATION

This research work is dedicated to my beloved parents; my late father, Mal. Yahaya Ahmad Rigar Mama (May his soul rest in peace) and my mother Haj. HafsaMaigari as well as my late brother; Al-haisamYahya Ahmad Rigar Mama (May his soul rest in Peace).

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ABSTRACT

This study was conducted to assess the influence of budgeting on the administration of secondary schools in Jigawa State. The study has five objectives among which are to: determine the influence of budgeting on staffing in secondary schools in JigawaState;examine the influence of budgeting on staff development programmes in secondary schools in Jigawastate;ascertain the influence of budgeting on the provision of instructional facilities in secondary schools in Jigawa State;. In line with these objectives, five research questions were asked and, five null hypotheses formulated. Related literatures were reviewed along with three (3) empirical studies. Descriptive research design was adopted for the study. A total of 364 respondents were sampled from the total population of 7049. A structured questionnaire was used to collect data from the respondents. The data collected were presented in tables andanalyzed using weighted mean to answer the research questions. The five hypotheses were tested using One Way Analysis of Variance (ANOVA) for the null hypotheses at 0.05level of significance. Descriptive statistic was used to analyze the bio- data of the respondents. The major findings of the study are that: budgeting has led to employment of more staff, prompt payment of salaries and promotion of staff in secondary schools in Jigawa State,budgeting has enabled the state government to provide various staff development programmes for teachers in jigawa state, budgeting has influenced the provision of instructional facilities (library, laboratory and other to facilities).In Secondary Schools in Jigawa State, there was provision of welfare facilities due to proper budgeting in Secondary Schools in Jigawa State,budgeting has influenced the provision of games facilities in Secondary Schools in Jigawa State.. Recommendations were made which include;more funds should be made available to education sector in order to improve on the provision of quality of staff in secondary schools in Jigawa state. Serious attention should be paid to staff development programmes through effective budgetary allocation,available instructional facilities should be put for effective usage and teachers should have a way of improvisation to complement government efforts. Better welfare package should be provided for teachers in order to motivate them to do more.The government of Jigawa State should do more in the provision of games facilities in Jigawa State.

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OPERATIONALDEFINITIONSOFTERMS

Influence: It is the capacity or force an individual uses to induce or cause a change in the behavior, opinions, needs and values of another person. It can also be viewed as the force that changes the cause of things.

Budgeting: It is the processof drawing up strategic plans on the expected inflow and out flow of finances in an organization. It is a tool used for breaking down organizational financial plans into short term, medium term and long term.

Administration: is referred to all effort geared toward organizing, coordination of human and material elements, implementation of policies and programmes of a given organization with the aim of achieving predetermine objectives.

Staffing: This is the selection and training of individuals in an organization for specific job functions and assigning them with the associated responsibility

Staff Development: this refers to activities and programmes designed or prepared to help staff members learn about responsibilities, develop required skills, and competences needed for accomplishing personal and organizational goals.

Instructional Facilities: these refers to all relevant materials utilized by the teachers during teaching and learning process in order to ensure proper understanding and assimilation of the lesson.

Welfare Facilities: These are facilities, programmes and services provided in an organization or the purpose of creating friendly, conducive, convenient and organizational climate that will motivate staff to perform their duties effectively and efficiently.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Budgeting has been a very important and useful part of administrative strategy of organizations such as educational institutions right from ages. Budgeting is a process of preparing and using budgeting to achieve management objectives (Adedeji, 2000). It is a comprehensive and coordinated plan, expressed in financial terms, for the future. Ama (2001) regarded budgeting as a plan quantified in monetary terms, prepared and approved prior to a defined period of time, usually showing planned income to be generated and expenditure to be incurred during that period. It has the fundamental importance of controlling the behaviors of administrators in the school system and it prevents wastages or reckless spending of funds provided for various educational services. The reason is that the operators of budget are compelled to follow the appropriate estimate in spending funds. Budgeting has the technical function of authorizing expenditure and serves as a microscope in analysis of details.

Financial management in organizations, firms and institutions had been a sensitive issue over the years. This is because the government and the public are interested on how funds are planned, controlled and applied for specific assignment to achieve specific objectives. In educational institutions, the realization of the desired educational goals and objectives depends largely on the efficient planning and management of school funds by the school administrators. In view of this, Alabi (2010) regretted that it is quiet unfortunate that the little resources available are not effectively managed in Nigerian schools. One thing is to raise fund but the other is to ensure that the fund raised is well utilized by school managers.

However, to ensure judicious spending of funds and accountability, school administrators plan and prepare budget for their schools.

The budgeting practices in educational institutions follow a systematic procedure. This include: budget planning, budget defense, budget approval and adoption, budget implementation and evaluation. In Jigawa State, the budgetary practices are controlled by the Ministry of Education and Secondary Schools Management Board levels. These are agencies responsible for the management of education at the secondary schools levels. The principals of the schools are not involved in all the stages of the budgeting practices mentioned above. They are highly involved in the planning, defense and implementation stage while the secondary education management board and the ministry of education carry out budget approval, adoption and evaluation.

The ministry of education and secondary education management board do these through the account supervisors who monitor and verify the financial activities of educational administrators. However, Ani (1995) defined supervisors as professionals outside or within the school who work to improve the teaching and learning process. This shows that account supervisors are leaders who perform the periodic criticisms, verifications, clarifications and justifications of financial activities of the schools through checking of the financial account records kept in the schools so that educational resources will not be misappropriated by fraudulent administrators. In Nigerian school system, many principals had been accused of poor budgeting practices by the supervisors, teachers and parents. For instance, it has been observed by some authorities that the principals do not follow budget procedures in planning and implementation of budget nor keep and follow necessary financial records (Nzekwe, 2007). Little or no work is done on adequate staffing, staff development programmes, repair

of school buildings, provision of reagents and specimens for science practical, welfare/health facilities, sports and games/recreational facilities. Supporting this fact, Onyika (2009) laments that poor budgeting has accounted for the seeming neglect and dilapidation of buildings and infrastructure of a greater percentage of schools over a decade, particularly at secondary school level.

All the above cases breed mistrust and suspicion. The principals tend to lose their prestige as financial heads and also lose control on the staff and students. In extreme cases, the school administrators are called to pay back part of the misappropriated fund and nothing is achieved in the school in such situations. Olaofe, (2002) suggested that the school administrators should be knowledgeable and competent in the technique of management in the areas of budgeting, accounting and information management. Moreover, Nelson (2005) maintains that for efficient managerial ability, training and retraining of principals must evolve. This implies that principals of Nigerian secondary schools need administrative qualifications that will make them competent and confident before the staff they advise and guide. They are supposed to be well equipped through training in educational administration. This knowledge will help them to handle school budgeting effectively.

Okumbe (2008) believed that women may not measure success in performance with their male's counterparts for they try balancing work and family because of their primary responsibilities for children. Piana (2001) posit that females always under perform their male counterparts using a financial performance standard. This notwithstanding, some writers are of the opinion that women can perform well or even better than men. Despite the contributions of males and females in budgeting, the worry is whether the principals in

Jigawa State gear their budgeting practices towards the attainment of secondary education goals as stipulated in Nigerian National Policy on Education.

In any situation where resources such as money, effort, time, and space are limited but what to use the resources for are not only unlimited but simultaneously demanding attention, budgeting becomes the most rational approach to deal with such situations. Budgeting practices in secondary schools in Jigawa State have been facing a lot of criticisms from well meaning individuals and authorities. The principals in these states are accused of poor budgeting practices by the teachers, supervisors and parents. The poor budgeting practices may be due to the fact that most principals lack the technical know-how in school management and administration. This could also be as a result of adequate funding of secondary schools by the state government. Availability of funds determines to a large extent, the level budgeting activities and practices can go. The progressive increase in school's population needs to be followed with increase in the provision of funds to cater for the diverse problems that may come up without which the school objectives may not be achieved. Funso(2005) observed that schools lack adequate funds necessary to carry out their academic activities. The policy of controlling secondary schools budgets by the secondary education management board through budget guidelines has put the principals in a tight corner. The principals are not free to carry on the budgeting activities. They are under strict control of the school boards and as such may not have adequate time to plan and prepare their budgets.

In Jigawa State for instance, the principals provide the ministry of education with educational budget estimates containing programs reflecting educational policies which are analyzed in terms of inputs and outputs of the schools and educational system in general. The principals

after sending proposals of recurrent and capital expenditures, data and other information to the ministry of education have to wait for the approval of such in the total budget. The budget is then sent down to the school principals after approval for implementation. Usually the approvals may not necessarily be a reflection of the proposals in the budget. The school principals are therefore compelled to implement within a budget approval at variance at their disposal. This therefore is the problem which the school principals have to contend with from year to year. The school principals also have the responsibilities to appraise the budget. Consequently, the school principals are helpless in effecting improvement to the total resources when they are not approved in the budget. Similarly, discussions with some experienced budgetary experts suggest that the plight of school principals is due to the fact that they do not participate in the budgetary process at a level that can enhance what gets to the school. This means that school principals would wish to follow up their proposals to a higher level where such could be defended.

Therefore, it is on the strength of the problem situation faced by the secondary school principals that the researcher is motivated to find out influence of budget on the administration of secondary schools in the Jigawa State to explore the budgeting practices to affect the over-all administration of secondary schools in the state.

1.2 Statement of the Problem

The restriction of the school administrators to the lowest level of budgetary process in Jigawa state is what interested the researcher to undertake this study. Although, this allegation has not been proved empirically but it has brought to the public notice the issue of what is the cause of poor secondary schools administration in the state. The school principals provide only the primary data for costing the budget at the secondary school level but they have

nothing concerning the budgetary process at the higher level that will ensure effective funding of their proposal by the government. Though, they only receive recurrent expenditure which does not adequately relate to resource allocation to performance. This implies that outputs from the school system are not carefully itemized, deliberated and balanced against the available resources before any budget decisions are made.

Most of the budgetary decision and allocation does not capture key issues that affect school administration; consequently, this has affected the quality and quantity of staffing in secondary schools in JigawaState.In addition, staff development programmes are no longer accessible to staff due to in adequate budgetary allocation. Infrastructural facilities are grossly inadequate in most of the schools; welfare/ health facilities were near absent in most of the schools. Even game/ recreational facilities were in no way adequate for student usage.

This aforementioned problem has constituted serious hindrance to effective secondary school administration in Jigawastate.Consequently, a lot of schools projects are left uncompleted thereby leading to defiance of the over-all objectives. Power shift from one government to another is another factor which has affected proper implementation of budgetary proposals. The power shift lead to incumbency attitude of showing non-commitment to projects initiated by their predecessors which consequently results in faulty educational budget.

The focus of this research therefore, is to examine the influence of budgeting on the administration of secondary schools in Jigawa state in terms of staffing, staff development, provision of instructional facilities, provision of welfare/health facilities and provision of games /recreational facilities.

1.3 Objectives of the study

The study was set to achieve the following objectives:

1. determine the influence of budgeting on staffing in secondary schools in Jigawa state;
2. examine the influence of budgeting on staff development programmes in secondary schools in Jigawa state;
3. ascertain the influence of budgeting on the provision of instructional facilities in secondary schools in Jigawa state;
4. assess the influence of budgeting on the provision of welfare facilities in secondary schools in Jigawa state; and
5. determine the influence of budgeting on the provision ofrecreational facilities in secondary schools in Jigawa state.

1.4 Research Questions

The following research questions were posed:

1. Does budgeting influence staffing in secondary schools in Jigawa State?
2. Does budgeting influence staff development programmes in secondary schools in Jigawa State?
3. Does budgeting influence provision of instructional facilities in secondary schools in Jigawa State?
4. Does budgeting influence the provision of welfare facilities in secondary schools in Jigawa State?
5. Does budgeting influence the provision of recreational facilities in secondary schools in Jigawa State?

1.5 Research Hypotheses

The following null hypotheses were formulated for this study:

1. There is no significant difference in the opinions of teachers, principals and supervisors(respondents) on the influence of budgeting on staffing in secondary schools in Jigawa state;
2. There is no significant difference in the opinions of respondents on the influence of budgeting on staff development programmes in secondary schools in Jigawa state;
3. There is no significant difference in the opinions of respondents on the influence of budgeting on the provision of instructional facilities in secondary schools in Jigawa state;
4. There is no significant difference in the opinions of respondents on the influence of budgeting on the provision of welfare/health facilities in secondary schools in Jigawa state; and
5. There is no significant difference in the opinions of respondents on the influence of budgeting on the provision of games/recreational facilities in secondary schools in Jigawa state.

1.6 Significance of the Study

The study will be significant to the following people:

Budget Planners: The study would assist the budgeting planners to address the problems of budgetary allocation to secondary schools. It would also help in expounding the multitude exigencies of educational budgeting and effective school administrations.

Educational, Administrators: The study would equally explore various ways in which educational budgeting can influence school administration for efficient and solid educational

development and would also help the school administrators to be able to solve the problem of inadequate teaching and learning facilities in secondary schools in Jigawa State.

Researchers and Students : The recommendations of this study could assist the researchers and students in devising practical problems associated with educational budgeting in Jigawa State.

Government of JigawaState: The study would assist in addressing the problem of inadequate staffing and staff development progarmmes in Jigawa State.

Educational Planners and Administrators: The research would finally be significant to educational planners and administrators in allocating more budgetary resources to improve the standard of secondary schools in Jigawa state in particular and the Nigeria as a whole.

1.7 Scope of the Study

This study is limited to "Influence of Budgeting on the Administration of Secondary Schools in Jigawa State". It investigates how budgeting influences staffing, staff development programmes, provision of instructional facilities, provision of welfare/health facilities and provision of games/recreational facilities in secondary schools in Jigawa state. The study is limited to only public secondary schools within the twenty seven (27) local government areas in Jigawa State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed some related literatures under the following sub-headings:

2.2 Conceptual Framework;

2.2.1 Budgeting;

2.2.2 Administration;

2.2.3 Educational Administration;

2.2.4 Staff Development;

2.3 Theoretical Framework;

2.4 Influence of Budgeting on Staffing;

2.5 Influence of Budgeting on Staff Development;

2.6 Influence of Budgeting on Provision of Instructional Facilities;

2.7 Influence of Budgeting on Welfare Facilities;

2.8 Influence of Budgeting on Provision of Games Facilities;

2.9 Empirical Studies; and

2.10 Summary

2.3 Conceptual Framework

The researcher attempts to explain some concepts that are related to the study.

2.2.1 Meaning of Budgeting

Each government wants to undertake several economic and non-economic activities and pursue certain policies which have their financial counterparts in the form of revenues, borrowings and expenditures. No government can afford to take taxation, borrowings, expenditures and other fiscal decisions at random. On account of their inter-connections, all decisions and actions must form part of its over-all set objectives. Wildavsky (1975) asserts that "budgeting is an attempt to allocate financial resources through political processes to serve differing human purposes". He adds that it is not so much that traditional budgeting succeeds brilliantly on every intention but that does not fail on any one that is responsible for its longevity. Ani (1997) lamented that "budgeting can be seen as setting of expenditure priorities and the weighing of alternatives". He adds that it is a system of resource allocation hence it implies looking ahead and planning since decision involved in the process are of future orientation. In this sense however, budgeting involves the conversion of the multi-year plan of operations into more exact short term installments of inputs and outputs for the year ahead. On a broader basis, budgeting is not only an instrument of social and economic policy but also a planning tool, instrument for coordination and an instrument for communication.

The entire administration of schools may not however run on smoothly without adequate funds allocated to the schools for the execution of various activities and programmes of the schools. The total amount of expenditure allocated to education has a direct relevance on the administration of the schools. Lakdawala (1967) was on the opinion that "a good budget is one which is able to satisfy certain conditions and is formulated according certain well

drownprinciples". One of such principles is that the budget should be accompanied by an account of the performance of fiscal policies and programmes of government during the previous year. However, an economic and functional budget depicts its role in the working of the economy in a much clearer way than can be the case with only financial proposals under various departments such as education.

The totality of finance allocated to education helps to ensure proper functioning of the schools in terms of both human and material resources for better educational standard. This is why Guvan (2007) in a cross-country survey analysis of factors determining public expenditure, found out that, countries with higher per capita income levels and high economic growth rates allocated greater resources to their education expenditure/allocation. It also supports Adenuga's(2002) study that "educational expenditure is positively related to the income of the nation".

But Piana (2011) discovered that "public expenditure on education is determined by the political will of leading forces in the state". Many factors definitely come to play in public education spending across the globe but finance is a sine-quanon for educational development. The above statement supports Bello's (2000) assertion that finance is the sinews of war for all functional organizations in an economy. It is a pre-requisite which enable an organization, public or private to maintain itself and effectively meet its commitment to individuals and groups who consume its output of goods and services. The same argument was advanced by Ozigi (1977) that "no organization could carry out its function effectively without adequate financial resources at its disposals".

2.2.2 Meaning of Administration

There has been a sharp difference of opinion among scholars over the question of whether or not there was any difference between administration and management. Tead (1989) sees administration "as a comprehensive effort to direct, guide and integrate associating human strivings which are focused towards some specific ends or aims". In education however, administration is seen as a comprehensive effort intended to achieve some specific educational objectives and it deals with the educational practices. However, the purpose of administration in schools is to bring learners and teachers under such conditions that will more successfully promote the end of education. Management is usually used synonymously with administration in current literature. Administration may be considered to be broader term emphasizing the planning function, involving goal setting and major policy formulation with management variously limited to the process of coordinating certain functions and activities of an organization towards the accomplishment of its goals.

It is in line with the above assertion that Musaazi (1982) shares out his opinion that "there is no basic difference between management and administration and they are therefore interchangeable. If there is any difference, it may perhaps be in their usage in practice". In supporting the above assertion, McFarland (1968) maintains that "management is more comprehensive term which includes administration. Management involves "thinking" and administration involves "doing". He stresses that management is responsible for planning and organizing while administration is responsible for directing and controlling". Edem (1982:31) supports the above assertion and states that "management at times called

administration is a relatively recent discipline which theoretical study as a discipline began in the twentieth century.

The success of any organization to a large extent depends on how such organization is been managed. Administration involves planning activities which aimed at the fulfillment of the goal of a particular organization. The activities involve describing the tasks to be performed to accomplish certain objectives and assigning these tasks to carefully selected and trained personnel, making them perform efficiently by using the tools provided for them and coordinating some formal structure (administrative unit, system, office or department) which permits a hierarchical allocation of responsibilities and a communication flow (Edem, 1982). The main purpose of administration is that of coordinating the efforts of people towards the achievement of the set goals. In teaching, these goals are concerned with teaching and learning. This means that all the activities of the administrator should contribute to this end, whether the administrator is dealing with teachers, parents or non-teaching staffs, the school board and the staff of the ministry of education.

Peretamode (1985) recommends that "while management is basically concerned with the formulation of plan, programme and policies, administration is principally responsible for the execution or implementation of those policies, plans and programmes." To Beach (1975) administration "is that part of management which is concerned with installation and carrying out the procedures by which programs, plans and target are laid and communicated, and the progress of activities regulated and checked against them". Sergiovanni, et al (1980) points out that administration "is generally defined as the process of working with and through others to efficiently accomplish organizational goals. It is the art of science of getting things efficiently done".

2.2.3 Meaning of Educational Administration

Administration occurs in every organization. In education sphere, or school system, the process is referred to as educational or school administration. Educational administration therefore, is a process through which policies related to organizing and allocating human and material resources are executed to achieve educational objectives. An educational administrator or school administrator is a person who is concerned with implementing educational plans, programs and policies in educational enterprise such as a school. Nwankwo (1987) maintains that "educational administration is the systematic arrangement of human and material resources and programs that are available for education and carefully using them systematically within defined guidelines or policies to achieve educational goals". This may be the reason why Campbell et' al (1973) defined educational administration as the "management of institution designed to foster teaching and learning".

Peretomode (1991:28) asserts that educational administration is the "systematic arrangement of human and material resources and programmes that are available for education and carefully using them systematically with a defined guidelines or policies to achieve educational goals". Although, the educational administration may contribute in one way or other to planning, policy-making and program designing. It is important to note that his role rests with the effective and efficient implementation of such plans, policies and program for the benefit of education. Educational administration is relatively new field of study as compared to such older ones as philosophy, theology, medicine and other related disciplines. The basic purpose of educational administration involves the application of the various principles, typologies or taxonomies and theories of management or organization to education. Educational administration is a process of implementing educational policies, also

engage in planning, organizing, coordinating, controlling or leading and evaluating at a micro level and they also contribute to the policy formulation process. It should however be noted that educational administrators are those who carry out or implement educational policies and programs as soon as and after they are formulated.

But on the other hand, educational manager are those who plan and formulate educational policies and programs. Educational administrators in the process of implementing educational policies and programs also engage in planning, organizing, coordinating, controlling or leading and evaluating at a micro level and they also contribute to the policy formulation process.

Resser (1973) gives an insight when he suggested that educational administrators are the people who:

a) Set goals for using available educational resources
b) Formulate plans for achieving these objectives
c) Identify the activities to be performed
d) Organize the activities into groups
e) Define the tasks to be performed in each group
f) Group the tasks into jobs or programs
g) Staff the job within people
h) Initiate work activities
i) Supply incentives to stimulate productivity
j) Set up goals to measure achievement of objectives
k) Take remedial actions if the objectives are not been met.

He added that the functions listed above are not only applicable to educational managers but also managers of other fields.

2.2.4 Concept of Staff Development

According to Lawal (2004), staff development programmes for teachers are important aspects of education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of staff development programmes is that it ensures the promotion of professional growth, helps to improve pedagogical skills, keeps teachers abreast with new knowledge, meets particular needs, such as curriculum development and orientation, helps in leadership responsibility, helps new teachers to adjust to teaching field, helps to promote mutual respect among teachers and recognizes the need for modern teaching methods.

Professional development is a process of enhancing the capacity of the teachers to be effective and efficient in their ability to accomplish the predetermined objectives of the school system. Hence, varieties of development are initiated in the school system to ascertain the objectives of the national policy on education. For instance, in-service programme represent a veritable medium which aim at correcting certain deficiencies in order to accelerate technological advancement through the educational system. Moreso workshops/conferences/seminars serve as effective measure of dissemination of information concerning academic practice. It is a form of networking, exchange of ideas and, reflects on others opinions which strengthen inter-institutional collaboration, increase publication records and development of career path endowment. The human component forms the most important of all the resources therein. In the absence of adequate human resources, the best

infrastructure, sufficiency of finances and other material inputs will produce unsatisfactory results.

The need for professional development can be explained from the growing concern among various institutions of learning. This is because the teachers and other members of the institution are mandate to carry out a heavy load of academic instruction that will propel the development of individual to be useful member of the society and the development of the nation. This made professional development very predominant and imperative for teachers to be developed and made more versatile and competent enough to converge and transform the system in consonance with the societal expectations. Therefore, focus is shifted to an increasing knowledge, skills and technical rationality.

Adesina (2004) cited that professional development focuses on those with teaching responsibilities, developed perspective in which the predominant focus is in the professional capability of individual partners, thereby ensuring effective and efficient curriculum delivery and implementation. Quality and competency were built into our educational system by embarking on professional development of the teachers which alter individual with improved productivity in its specialization and invariably contributes to the growth of the system as well as vocational capabilities. Ihunda (2004) states that it makes sense to train and develop the academic staff not only because of gains in productivity, work quality, employee morale, waste reduction but an organization that fails to develop its present employees seriously jeopardizes the future of the organization.

In-service training is directed towards the improvement of teachers and the focuses are areas where skills are inadequate. It is also for the purpose of upgrading and bridging the gaps with much interest to provide the need for creativity and flexibility in academic

activities. In other words, ability is stimulated thereby creating an environment in which it becomes easier to explore, becoming more proactive and commands changes in the organization.

Awosika (2009) describes in-service training as all professional development activities in which one engages after initial certification and employment and does not conclude until there is a termination of services. It is a development opportunity that gives to a staff for job enrichment and widens of knowledge, skills and techniques. The programme creates an atmosphere where every individual in the organization strives to be proud of its professions, thereby making interaction proved more fertile field.Teacher development is not only a tool of progress but also a symbol of faith in the improvement of the individual's talents

2.3 Theoretical Framework

This study relied on the following theories for its theoretical framework.

Budget theory is the academic study of political and social motivation, behind government and civil society budgeting. Classic theorists in public budgeting include Henry Adams, and WilliamWiloughby while recent theorists include Baungertner and Jones. Most modern organizations have budgets , of which school is not an exception. This study therefore examined and adopted the following theorist for it's theoretical framework.

Goal Setting Theory, Locke(1990) and Latham (2002).This theory was developed inductively within industrial organization psychology over 25 year period based on 400 laboratory and field studies.These studies shows that specific high (hard) goal lead to a higher level of task performance than do easy goals or pause abstract goal such as the exhortation to "do ones best".

A budget therefore, is a way of setting an organization of goals for a specific period of time, such goals positively affect, the performance of individual's groups organization units as well as entire organization and over period long as twenty five years.

School budget therefore provide direction and standard inform which progress can be monitored. It also enables people to guide and reline their performance by leading people to focus their attention on specific objectives. This theory therefore suggest that budget should be set in away that staff members see their achievements as challenging. Simple to achieved budget have not been seen to motivated staff to achieve, rather, setting high goals set the bar higher to obtain self-satisfaction, attaining goals create a heightened sense of efficiency.

Critical Marxist theoryon budget (1975): From the Marxist perspective, budget is inspections tool used by capitalists to rationally justify the subjugation of the working class. Budget limits are prepared after guaranteeing profit and surplus value for company owners. Management then uses a budget to mask this embezzlement and build consent and compliance from labour. Yearly budgets are management experiment top help capitalists set labour wages as low as possible without instilling labourunrest.Management involvement in budget preparation also diffuses responsibility for capitalist action. Manager can lay off worker and absolve responsibility by blaming it on the budget". Once again, budget are not contract, and can also be changed whenever profit or set objective are threatened

2.4 Influence of Budgeting on Staffing in Secondary Schools

At times of rapid expansion of the education system, additional strain is generally placedon teacher supply and bottlenecks are increasingly highlighted. These bottlenecks in teacher supply vary from state to state in Nigeria. The term staffing may be defined as the managerial function of hiring and developing the required personnel to fill in various positions in an

organization (Gupta, 2008). Koontz and O'Donnell (1972) assert that, staffing involves managing the organizational structure through proper and effective selection, appraisal and development of personnel to fill the roles designed into the structure. This function involves the determination of the size and categories of staff requirement. It is also concerned with employing the right type of people and developing their skills through training. The staffing function focuses on maintaining and improving the manpower in an organization.

Similarly, Green (2001) maintains that, staffing is the process of identifying work requirements within an organization, determining the number of people and the skills necessary to do the work, recruiting, selecting and promoting the qualified candidates. All these cannot take place with an empty hand but rather with adequate funding to make the realization very possible. It is the selection process of screening and hiring new employees, which include functions like resume reviewing, interview, medical testing, assessment and background experience. Okumbe (1998) adds that staffing is the whole personnel function of bringing in and training the staff and maintaining favourable condition of work. Thus, staffing involves the process of recruiting, selection, deployment, training as well development and performance assessment of individual workers in organization.

The determining factor for the selection of staff is the total amount of money allocated to our educational institutions. Low or inadequate funding to the education sector may not yield positive result in staffing process. Staffing is an important managerial function. Staffing function is the most important managerial acting along with planning, organizing, directing and controlling. The operations of these four functions depend upon the manpower available, because staffing is the process of matching people with jobs (Dyers, 1998). Therefore, the following are some of features of staffing: staffing is a universal activity. This

implies that it is performed by all managers, depending upon the nature of institution, size of the institution, qualifications and skills of managers (Gupta, 2008). In small institution, the top management generally performs this function. In medium and large scale institution, it is performed especially by the personnel department of that concern. For example, the heads of the schools are appointed by the Zonal Directors (temporary appointment) after which confirmation comes from the service board (permanent appointment). As in the case of secondary schools, staffing is done in most states of Nigeria at the teachers' service board in collaboration with the state ministry of education. In Jigawa state in particular, staffing in schools is a join hand responsibility between the teachers' service board and the Jigawa State ministry of education. This is why the ministry of education in Jigawa state nearly takes lion share of state annual budget. Basically, all organizations-business, political, cultural and social are involved in staffing because it is the staffing which helps an organization and education in particular towards accomplishment of a definite purpose. However, setting universal norms can be a problematic. Thus, there has to be a general acceptance of the methods used to arrive at the norms (Fafunwa, 1986).

Nevertheless, staffing is a dynamic function; which is a never ending process. With changes in the size and environment of the organization, changes take place also to the personnel required to accomplish the organization tasks. For instance, the splitting process of larger school into two or more small schools simplifies the management and administration of the schools. Staffing is a continuous activity. This is because staffing function continues throughout the life of an organization due to the transfers and promotions that take place. Beer (1985) describes staffing as a process that governs the flow of people into, through and out of the organization. It also encompasses the whole arena of interrelated activities of the

organization, such as human resource planning, job analysis, mobility, evaluation and career planning and development. Being a process, it also consists of other several activities such as estimating man power needs, recruitment, selection, training and development, deciding on remuneration for work to be performed, transfer, promotion and performance appraisal. It is therefore, rightly to say that an educational institution without staffing is simply like an unproductive shell. Education as lifelong learning is purposefully continuous activity undertaken by people keen on increasing their knowledge developing and adapting their skills as well as modifying their attitudes (Funso,2005). All teachers regardless of their previous training, education and experience must be given further training and development. This is because the competence of workers will never last forever, due to such factors as curriculum and technological changes, transfers and promotions (Okumbe, 1998). Okumbe (1998) points out that, recruitment refers to the process of making a worker interested in a particular job, so as to apply for it. Likewise, Cole (2002) asserts that, recruitment is to attract sufficient and suitable potential employees to apply for vacancies in the organization. Therefore, the need to give greater priority on the education sector especially during budget allocation is of utmost important. Jigawa state in particular needs to intensify more efforts in ensuring adequate funding to education sector. This would invariably help in the recruitment of more staffs thereby upgrading the standard of secondary schools in the state.

2.5 Influence of Budgeting on Staff Development in Secondary Schools

Organization should realize and recognize that staff development offers ways of developing skills, enhancing productivity and quality of work and building workers loyalty to the organization. It is based on the above statement, Bello (2003) emphasizes that “no matter the level of funding, provision of infrastructure and teaching/learning materials, goals of

educational program can hardly be achieved without qualitative, competent and well-motivated teaching force in educational organization. Indeed, the need for staffs/teachers development has become imperative given the growing complexity of the working environment, the rapid change in organizational and technological advancement which further necessitated the need for training and development of personnel to meet the challenges".

The above assertion is in line with what Fafunwa (1986) recommends that "staff development is necessary to ensure that organization possesses the requisite knowledge and skills needed to perform their jobs effectively, take new responsibilities and adapt to changing condition. It is now generally accepted that well developed staffs will give their best towards the success of the organization especially with proper motivation as suggested in Maslow's theory of the workers' needs. Specifically, the motivation which entails finding the incentives that satisfy workers' needs and increasing their commitment and effort toward the goals of the organization (Ojo, 1998). Jibiya (1994) recommends that "professional development program help to keep teacher up–to-date on new research on how children learn, emerging technology tools for the class rooms, new curriculum resources and much more". Supporting the above assertion, Lassa (2001) disputes that "professional development of teachers can no longer just be about exposing teachers to a concept in one time workshop, or giving teachers basic knowledge about teaching methodology, instead, professional development in an era of accountability requires a fundamental change in a teachers' practice that leads to increase in student learning in the classroom". Fafunwa (1986) asserts that "mastery comes only as a result of continues practice despite awkward performance and frustration in the early stage". Alabi (2001) maintains that "regardless of whether teachers are

working with watches or in professional learning committees, teachers need to be working with the contents they teach, this necessitates the further training for their development so as to take care for the character and moral development of the child". Olaofe (2002) supported that "staff development that focuses on teachers analyzing the specific skills and concept they will teach in their discipline is not only well received by teachers, but has also been shown to improve both teacher in practice and student learning".

The quality of human resource in any organization is frequently the most important factor that determines whether or not the organization is going to be successful, whether it will realize a satisfactory return on its investment and whether it will achieve its basic objectives. Rensislikert as quoted by (NPEC, 2004) supports the above by saying that "in human organization, all activities of any enterprise are initiated and determined by the person that makes that organization". Added that plants, offices, computers, automatic equipment and all those modern firms are unproductive except for human's effort and direction. Therefore, the better way of achieving educational objectives is by training and development of teachers and competent supervisors with the support of qualitative teaching materials good ventilated classrooms and qualified school administrators are all factors necessary for the achievement of educational goals. Staffs training are often used interchangeably with staff development even though they have different connotations, staff trainings are those activities which are designed to improve the overall competence of the employee in a specific direction and beyond the job he now holds. Crowford (1984) views staff development as ''the ways in which specific knowledge and skills necessary to perform a specific job are taught and learnt". All these cannot take place without proper and adequate funding to education. This is why the need to allocate more fund to education becomes necessary.

McFarland (1968) also views that ‘’staff professional development is the process through which organizations build the skills and abilities of non-managerial employees”. He adds that training is the procedure by which employees acquire knowledge and skills for a definite purpose. Banjoko (1996) maintained that “staff training is also used in relation to the process of helping managerial employees who perform non-routine jobs to improve their managerial, administrative, and decision–making abilities and competence”. Ojo (1998) argues that “employees’ training refers to training given to employees in the areas of operations, technical and techniques of management administration, organization and allied areas”. He adds that other terms sometimes use includes: employee development,” “man power development” or “education and development”, Therefore, the place of budget on the administration of secondary schools especially in the area of staff development cannot be over-emphasized. The aims of staff development according to Crowford (1984) are to:

1. Boost the morale of teachers
2. Promote teachers commitment to work and
3. Promote unity and cooperation among teachers of the federation

Adequate funding to education helps teachers to develop themselves professionally through the following:

a. Initial conventional or pre-service training
b. Distance learning and
c. Part-time (L.V.T) program (source: Local Government Education, Gusau zonal office).

These trainings program for primary school teachers can be explained in details below:

a. **Initial conventional or pre-service training:** Farant (1981) mentions that "it has been available to teachers, in such institution as teachers' colleges, advanced teachers' colleges and institutes of education and universities faculties of education". Initial or conventional teacher training is today that kind of educational training received by teachers in colleges of education and faculties of education in the universities and similar institutions that will enable them to become professional teachers.

b. **Distance learning:** this is applied to any training that enables students to carry on their studies without the need to attend a school or college regularly. The lessons are carried to students either by broadcast or through post so that the student can receive it at home or any other convenient place. Distance learning is important to teachers because they need not to leave their jobs to pursue education.

c. **Part time (L.V.T) program:** this a kind of further training teachers to acquire additional qualifications, the course is carried out during long vacation, it is offered by some universities such as Ahmadu Bello University and University of Jos e.t.c to the serving NCE teachers to acquire B.Ed degree. Ezenne (1998) emphasis that the part time program which is spread over five contact sessions is the same as the two or three year's full time programmes. The status of the B.Ed degree from the two programmes is the same. Some colleges of education offer similar programmes for the serving grade two teachers to acquire N.C.E.

d. **Seminar:**Altalib (1993) opines that "a seminar is a topic-oriented event designed to education and informs the audience about a broad subject of interest". The programme usually consists of series of lectures and lecturers that will form a panel

of discussion on topic within the seminars'. It aims updating the teacher's knowledge and skills with the new ideas and methods of teaching on a particular subject.

e. **Workshop:** A workshop is a gathering like a working meeting where the participants are actively involved. The aim is to acquire new knowledge that relates to the work of the participants. Altalib (1993) asserts that "an effective workshop is built around what is practiced and relevant from the learners' perspectives".

The sole aim of the above training program is to improve teacher professionally achieve the set objectives.

2.5.1 Advantages of Staff Training and Development

Training and development activities are integral and important aspects of human resource management. Such activities make it possible to adjust as well as enhance the skills of the worker ranging from the lowest to the highest set of employees. No organization can for long ignore the training needs of its works without serious impairing productive efficiency. Therefore, to encourage training and development of staff in organization Ojo (1998), Crowford (1984) and Beach (1998) emphasized on the benefits as follows:

a) It provides initial training for new employees, professional, technical and other skills and some skilled personnel (introduction training)

b) It helps in training new employees without specific skills that is in form of apprenticeship training (remedial training)

c) It helps in fulfilling coverage areas where there are difficulties in recruiting sufficient personnel e-g computer programmers, tools makers, mechanist e.t.c such shortages may lead an enterprise to establish its own training programme or sponsor training in other establishments.

d) It provides opportunities to re-train employed workers to perform new and changed jobs. This may be necessitated by technological change or introduction of new product (in service training)

e) Training helps to acquire correct operation skills as such it will solve operational problems. Thus; to reduce accidents e-g training in proper use of equipment and in safety attitude, regular supervision, and poor customer service and poor work methods.

f) It keeps supervisors and managers up to date on the techniques of management and supervision

g) It encourages the professional development of workers and improves their benefits. Promotion training is an example of employees' new knowledge and job skills gained through training to increase their marketability earning capacity, enhance their job security, poor performance is not affected by problems such as alcoholism, poor motivation or training. Some low performance could be victims of poor training received when recruited or a supervisors unwillingness to show the way in the inter case. Transfer and training might turn poor performance to good performance andIncreasing organizational flexibility and stability is another advantage of training, flexibility relates to ability to adjust to show run variations in volume of work while stability can sustain cooperate effectiveness despite lose of some key personnel.

2.6 Influence of Budgeting on the provision of Instructional Facilities in Secondary Schools

Schools exist for the purpose of teaching and learning. Human and material resources are deployed for this purpose. School instructional facilities are the material resources provided

for staff and students to optimize their productivity in the teaching and learning process. The realization that the transfer of knowledge does not only take place in the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes. Schools exist to serve socio-economic and political needs of the ever-changing society; consequently, they are in constant interaction with their external environment. They receive inputs from the external environment in the form of human and material resources, process them and empty same into the society as finished products and services. All these cannot be done without adequate and sufficient budget to the field of education. Commenting on education facilities, Denga (1997) further maintains that "educational facilities have lamentably dwindling and the reading materials in our library have become obsolete". He observed that rush quick money rather than quality education appears to be the main objectives. Money indeed is needed to provide sufficient educational facilities for the betterment of our education system. To put up new buildings and other learning and teaching facilities as well as maintain the existing ones was aptly argued by Aghenta (1984) that all other vital elements in the school can be obtained if adequate fund is made available. The quality of the products bears a direct relationship with the quality of the instructional facilities deployed in the process of the production it also has a direct relevance with the total amount of expenditure allocated to it to make teaching and learning more effective. However, the provision of education materials for effective teaching and learning remains a major challenge of Nigeria's public schools system. In spite of national imitative titled "operation save our school programme" established in 1992 to mobilize and involve

civil society in planning, management, monitoring and funding of schools, the state of public education leaves much to be desired.This demands that state of the art facilities are provided in schools to prepare school leavers for life in the global village. According to Propst (1972, .107) useful types of resources to be contacted by the planners and the management team are acoustical design engineering, audiovisual design engineering, behavioural sciences, building systems design, community and press relations, ecological studies, electronic data processing of hardware specifications, electronic data processing for programme development, use of facilities training and financial planning. Others include food service planning, graphic design, health care planning, information management, installation supervision, interior design, laboratory planning and engineering, lighting design, management consulting, project planning, safety engineering, site planning, technical equipment specialization, and urban planning.

This implies that provision of instructional facilities is a collective responsibility of the federal, state, local government authorities, staff and students of the individual schools and the community where the school is located. The Federal Government through the Federal Ministry of Education provides the policies that guide the educational system and also oversees the implementation of these policies at the State level. On the other hand, the State Government ensures the actual implementation of the National Policy on Education by providing the enabling environment for effective teaching and learning.

The school plant is a major component of the school instructional facility. Knezevich (`1975, p.562) described it as “the space interpretation of the school curriculum”. He emphasized that the curriculum finds its physical expression in construction and arrangement of the school plant, which is a controlled environment that facilitates the teaching and learning process and

also protects the physical well being of the occupants. This demands urgent and adequate provision of funds to education sector. He further stated that since teaching and learning does not take place in a vacuum, school instructional facilities give meaning to the planned curricula and extra-curricular activities. A discussion of the school plant starts with the conceptualization of the educational programmes to be offered in the school and the amount of money budgeted to the school determines very clearly the success of its educational programmes. The nature and types of the educational programme will determine the nature and types of the school plant to be provided. Unruh (1974) emphasized that both teachers and students need places to search, read, write, confer, interact, view, listen, think, experiment, and record. Students need places to transact student affairs or to gather for social purposes. Teachers need office space, conference rooms for team planning, facilities for diagnosis of pupil's needs, and facilities for preparing instructional presentation. New views of the teaching-learning process that move beyond memorizing of knowledge towards involvement of students in applying, analyzing, synthesizing, and evaluating knowledge stress the need for flexibility of space in the schools. The complexity of the learning environment requires flexibility in the design of the school plant. Modern instructional facilities are designed for diverse academic and social activities. This was why the United Nations Education Scientific and Cultural Organization (UNESCO, 2008) on its part, laments that for education sector to be properly rejuvenated and offer the much needed impact, government of member countries ought to channelof their national budget to Education. This may help to provide the needed facilities in schools.

Multipurpose facilities used for academic activities during school hours, may be available for community use during or after school hours. Such facilities may be used for continuing

education programmes, social activities and recreation. Through appropriate scheduling multipurpose facilities may be accessible to the community during school hours. In my opinion, this will eliminate the burden of duplication of such facilities as conference halls, gymnasium, library, theatre and sporting facilities. Such integrated effort is cost effective and brings the community closer to the school. Some buildings are over fifty years and therefore require modern facilities for teaching and learning. Renovation and modernization of old and dilapidated buildings should be carried out to ensure that facilities for team planning areas, office space, clerical space, workrooms, professional development libraries, school dining area, storage space, students conference areas, guidance services area for large group instruction, spaces for instructional media, library resource centers, science facilities, arts and music studios, individual study area and physical education facilities. Equipment and supplies are essential for the attainment of educational goals and objectives. Simpson and Anderson (1981: 139) defined equipment as "items that last a minimum number of years or cost more than a certain amount" and supplies as items such as microscope slides, glass tubing, and cotton swabs, that are quickly consumed and that are usually less expensive than equipment items". Some equipment performs specific functions while others such as computers perform multiplicity of functions.

Proper budget to education sector may lead to the provision of various forms of school instructional facilities. The facilities may be fixed or movable and they serve various purposes in the educational system. They can be used in the classrooms, laboratories, offices, workshops, cafeteria, toilets, laundry, library, and for sports etc. The supplies are the accessories for operation of various equipments. Furniture may also be available in the

classrooms, offices, cafeteria, laboratories and workshops, outdoor, residential halls, common rooms, and those designed for the physically challenged. The application of the software requires that the school managers should be exposed to necessary in-service training to enable them make maximum use of the soft wares. Facilities are materials designed to serve specific purposes. In the school system, there are multiplicity of facilities, which facilitate teaching and learning. They are used;

1. To illustrate concepts
2. Provide opportunity for firsthand experience
3. for experimentation and demonstration
4. for scientific investigation and discovery
5. To provide diversity of thoughts
6. for observation and inquiry
7. for development of scientific attitudes and skills
8. To protect students and also provide them with comfort

The indirect or teaching support facilities such as offices, cafeteria, acoustics, toilets, laundry, mowers, residential halls, common rooms, cleaning materials ground and similar items satisfy the individual's physical and emotional needs. They are used to:

1 Increase instructional effectiveness
2. Improve the cleanness, orderliness and safety of facilities
3. Reduce the operational cost and life cycle cost of a building
4. Extend the useful life of a building
5. Increase efficiency and effectiveness of the staff and students
6. Improve building appearance

7. Use data collection and analyses for decision making

2.7 Influence of Budgeting on the Provision of Welfare Facilities in Secondary Schools

The lack of clear over-all responsibility for the welfare of teaching and non-teaching staffs in schools has seriously undermined teachers' morale over the years. In fact, this is because Nigeria has a highly decentralized education system due to its federal system of government. As a result, no single tier of government in Nigeria has absolute control over public education. Primary education is on the concurrent legislative list while secondary education is managed and financed by the state government with the exception of federal government colleges.

There are two of these colleges in each of the 36 states of the federation. There have also been occasions when teachers' salaries been diverted to meet expenditures in other sectors of government. Consequently, teachers have waited long periods for their salaries to be paid and have been forced to find other sources of income. This may not yield positive result in the administration of secondary schools or any other educational institution of learning. Typically, male teachers go into farming and female teachers start small trading enterprises just to meet their daily needs. But now philosophers like John Dewey, Rousseau and Pestalozzi gave the centre position to the students. So it is necessary to understand those factors which abolish or nourish the child's achievement. As a gardener, must know or should have sought to know which soil is more suitable to the plant and when and how much water should be required by plant. But actually this system has two integral personalities and they are the teacher and the students. But similarly a teacher must know how a child learn, how the factors like motivation,and,readiness facilitates the teaching process. Man must

perfect the finest qualities of his soul, if he wants to proceed on; otherwise, it will rot and mix up with dust for ever with absolutely no possibility of rising to a spiritual regeneration in the hereafter.X-raying the plights of teachers generally occasioned by poor funding, Denga (1997) observed that "inadequate salary paid to teachers make teachers vulnerable to ridiculous lifestyle. Some of them, he observed still manage to teach without salary for months while most of them cannot do any honest work". They engage therefore, in low cost behavior such as negotiating grades with students for financial exchange as well as sale of examination papers etc. this has resulted into poor educational standard in the country, lots of out of school children and dilapidated structures of existing schools which have remained unmaintained as a result of inadequate budget to education.

After a long and arduous journeys of six years at the secondary school level and the university; if a young man finds himself groping about in darkness, he is sure to feel bitterly cut up. Right after basic education every young boy or girl should have a direction in his or her career so that he or she should know where he or she is going. If the goal is visible and concrete and the proper, on-time motives have been utilized, our children work more enthusiastically and cheerfully because their destination is within sight. Therefore the central figure in the realization of this is the school administrator who is, by virtue of his position responsible for the total administration of the school. On the other hand, if they are not sure what they are going to do and why they do and what they do; their heart are seldom in their work in right earnest. David (1996: 297) stated that "welfare as a need or desire that serves to energize behavior and to direct it towards a goal." According to this definition welfare is a source to move the person to the task. Harmer (1988: 51) writes in his book "English Language Teaching" that motivation or welfare is some kind of internal drive which pushes

someone to do some things in order to achieve something. Harmer explains that motivation motivates the person to reach the goal. However, the planning, construction, and use of facilities for school should consider the following health facility planning: validity, utility, accessibility, isolation, departmentalization, safety (hygiene and sanitation), supervision, durability and maintenance, beauty, flexibility, expansibility, economy and acoustics. It could be said that with proper funding and maintenance culture, a facility will last longer, provide a healthier and safer environment, be less costly, and provide a more satisfying experience for user groups.Jones, George (2000: 427) defined welfare as "psychological forces that determine the direction of a person's behavior, a person's level of effort, and a person's level of persistence in the face of obstacles". The above assertions clearly dictate the need for adequate provision of fund to education sector to uplift the standard of secondary schools in particular and other educational institutions in Jigawa State in general.

2.7.1 Importance of Staff Welfare in Schools

The impact of welfare on learning of students in education is important. Without welfare of staffs and motivation of students learning is not possible. So in education the role of motivation/welfare is effective on students learning. Due to motivation students do any task and achieve the goal. Welfare increase speed of work and a person is doing everything to achieve goal. Welfare increases the performance of learning. Welfare is a factor of high or low of the goal and it is the ingredient which boosts the morale of the staffs (Brown, 2001). Teachers motivate the students and achieve their task without motivation this is difficult to achieve. Motivation is helpful for reaching the objective for teachers. Administration improves the performance of teaching staff and non-teaching staff. For example on the bases of performance, increase the salary, increase the grade and promotion. Administration can

make the school environment healthy. Welfare influence on the teaching process and the teachers use it as a weapon for successful teaching. Welfare of a teacher develops the interest of students in subjects.

Before teaching any topic teacher motivates the students for learning. There is extensive debate about the introduction of performance-related pay for teachers, and the efficacy of financial incentives in motivating teachers. Critics argue that the characteristics of education as a product and teachers as professionals are likely to make financial incentives at best ineffective, and at worst to generate unintended consequences. Most advocates identify the same characteristics as critics, but argue that they mean that financial or material incentive schemes have to be carefully designed rather than meaning schemes will necessarily be ineffective. Advocates believe that carefully and appropriately designed incentive schemes can improve performance in schools (Hannaway, 1996 and Kelley, 1997).These commentators argue that education is characterized by team work, with improvements in pupil attainment dependent on the inputs of a number of teachers. There is no consensus about the factors leading to effective teaching, and how they should be measured (Murnane and Cohen, 1986). They recommend that the nation should consider education at the upper most in its annual budget. Some commentators argue that teachers are motivated by intrinsic rather than extrinsic reward.

Some scholars have argued that the design of merit award must be such that they are integrated with other aspects of the school environment, including its existing PerformanceManagement structure. As noted by Storey (2000), performance-related pay is not an "independent variable which, when introduced into a situation, produces a predictable set of effects. Performance pay has to be managed and it forms merely one part of a wider set

of factors in a reward system number also argue that financial incentives will motivate teachers only if they are perceived to be fair and if the goals are believed by teachers to be legitimate (Hanushek et al., 1994).

2.8 Influence of Budgeting on the provision of Games/Recreational Facilities in Secondary Schools

Traditionally, at the secondary schools level, recreational facilities are usually the responsibilities of those persons who are in-charge of physical education and sports programme. The facilities for which they are responsible include outdoor facilities – such as playgrounds, pools, skate parks, courts and fields – and indoor facilities – such as lockers and shower rooms, natatorium, racket, sport courts, weight and exercise rooms, arenas, climbing walls, and gymnasiums, their supplies and equipment. The Supplies of such facilities depends to a very large extend on the amount of funds received by the school. Sometimes, the provision and management includes not only the effective scheduling, operation, and maintenance of such facilities, supplies and equipment but also, at times, planning new structures to keep pace with the demand for participation in physical activities and sports programmes of the school.(Crompton 2005; Cohen 1996; Spiegel 1993; Welberge et al 1997).The recreational facilities in secondary school are characterized by individual and lifetime sports as well as by team game activities. This emphasis, together with the popularity of recreational and interscholastic sport, and the fact that facilities, supplies and equipment are typically needed for recreational use and this can only be achieved if there is adequate funding in education. The cost of materials and labour is rising as a result of inflation, making it very difficult for new capital building projects to go forward. High interest rules

make it difficult to get bond issues passed for facility construction. Energy conservation and sustained maintenance and repair costs must also be taken into consideration. Supplies are those materials that are expendable and have to be replaced at frequent intervals such as shuttle cocks, and tennis balls that are not considered expendable, but are used for a period of years, such as parallel bars, volleyball standards, soccer goals, strength training equipment are all needs to be considered in the managerial budgeting of the sports administrator. The Place of recreational facilities in Secondary Schools Sports development recent studies and experimentations have yielded new trends in design for the construction of physical education facilities, supplies and equipment. Although basic concepts, such as that of having teaching stations remain the same, current innovations in design are producing teaching stations that are more functional and less expensive. In order to catch them young, Nigerian secondary schools game requires a variety of sports facilities, supplies and equipment both indoors and outdoors, this calls for the need to allocate sufficient fund to education sector. The relative needs of the students and athletes should be recognized in the planning of recreational facilities, scheduling for their use and the purchase of the supplies and equipment. Supplies and equipment needs vary according to a wide range of factors, including the level of programme or participants, age of the user group, type of activities being offered, number of participants, and, of course, finance. (Arnhein& Prentice, 2000; Athletic Business, February, 2000 and Athletic Business, August, 2000). The provision of recreational facilities is important to the sports management of the school. Excellent program is the key word in games and sports competitions in schools and this requires well equipped good play-ground for training. This will no doubt help to ensure good administration of the school. Standard facilities and equipment are essential pre-requisites to good and impressive

performance. Lack of adequate and standard facilities and equipment hampers sports programmes in many ways in the school. Adedeji (2000), also pointed out that there must be sufficient provision of fund in the form of attractiveness of facilities, to captivate athletes' interest to participate in sports or games. He further stated that the recreational facilities in this country are simply not good enough and are hindrance to physical education and sports development; this is lack of adequate funding to schools. The effective performance of recreational facilities and sports programmes in secondary schools involves the determination, allocation and development of funds for the achievement of the school sports programmes. The programme requires a large amount of money every year. This is because facilities such as courts and pitches are constructed and maintained for the use of the students. Also equipment and supplies such as balls, nets, javelin, rackets, hockey sticks, bats, gymnastic and athletic (track and field) materials require either purchasing, replacement or repairs. Bucher and Krotee (2002) opined that recreational facilities should be planned and constructed with an eye to the future. Too often, recreational facilities are constructed and out-grown their use within a very short time. Most facilities constructed in our secondary schools are very difficult to expand or exchange. It is noticed in today's schools, the increased population, rising school enrolments, city life, limited space, and skyrocketing labour and material costs, are all altering games and sports facilities and equipment production and management in most of our secondary schools. Awosika (2009) and Pate et al (1997) resonate that "it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or of sub-standard. The scarcity of recreational facilities in our schools constitutes a big cog in the successful administration of secondary schools. It is noted that most of our athletes lack exposure to modern sophisticated

sports/physical education infrastructural facilities and equipment for training. Bucher and Krotee (2002) opined that games and recreational facilities should always be maintained in a serviceable condition. Procedures for caring for facilities should be reutilized so that repairs are provided as needed. A great emphasis should be on maintenance culture by the administrators as to achieve the best results. The provision of recreational facilities for schools must follow the established checklist for facility planners. Planning and constructing recreational facilities in secondary schools are team efforts. If properly funded planned, constructed, and materials are selected, then maintenance should be made easier. Therefore, no effort should be spared in encouraging every able bodied person to participate in the financing of schools for the purpose of providing meaningful recreational facilities in secondary schools. The primary and secondary schools are the fertile ground for mass participation and sports. It is at primary and secondary schools that the aim of the slogan "Catch them young" will be achieved. The importance of recreational facilities in this country has been demonstrated by the level of patronage from the government, individuals, private sectors and even the spectators. Excellent sports programmes have been matters of interest to many people and government, because facilities that are meant for recreational purpose have been the avenue through which great nations of the world exhibit their supremacy over others. There is strong evidence that every state of the federation spends a great proportion of her revenue to either resuscitate or maintain and improve upon the levels already attained in sports and games activities. Doing so may help to encourage the school administrators to intensify more efforts in running the affairs of the schools.

2.9 Empirical Studies

Caleb (2012) conducted a research on assessment of the impact of budget on the administration of secondary schools in Delta State, Nigeria. The objectives of the research were to identify ways of enhancing secondary schools administration in Delta State. 420 respondents were randomly selected from the population of 89,630 groups. The instrument used for the collection of data was questionnaire administered to teachers, principals and students to fill in the questionnaire. A descriptive survey design was used for the study. The research questions were raised and answered using percentages. Five hypotheses were formulated and tested using chi-square at 0.05 level of significance. The study revealed that secondary schools teachers are dedicated to duty because of proper considerations of government in the welfare of staffs. The study is very relevant to the present research because it tried to find out how the state budget affects the administration of secondary schools in Delta State.

Mu'azzamu (2009) undertook a research on the impact of budget on the provision of facilities in secondary schools in Kebbi State. 368 respondents were used for the study from the population of Nine Thousand Six Hundred and Twenty (9,620). The study employed the ex-post-facto research design. The questionnaire was the instrument used for the collection of data through stratified sampling techniques from all the public secondary schools in State. The findings further revealed that secondary schools facilities in the state were not adequately provided due to inadequate funding to education sector in the state. The study is relevant because it tallies with the objectives number three, four and five of the present research.

Moter (1998) conducted another study on the roles of stakeholders on the provision of recreational facilities in secondary schools in Nasarawa metropolis, Nasarawa State. The objective of the study was to find out the role played by stakeholders in the provision of recreational facilities in Nasarawa State metropolis. The population of the study was 4319 out of which 261 were selected for the study using purposive sampling technique. The questionnaire was used to collect data for the study and t-test was used to analyze the data collected. The findings of the research revealed that recreational facilities are not readily available in the study area because of lack of collaborative efforts by the relevant stakeholders on the provision of such facilities. The study is relevant because it directly tallies with objectives number five of the present research work.

2.10 Summary

This chapter reviewed the concepts of budget, administration and educational administration as they relate to the topic under study.. The chapter equally presented explanations on the influence of budget on staffing, staff development programmes, provision of infrastructural facilities, provision of welfare/health facilities and provision of games/recreational facilities all in secondary schools in Jigawa State. The chapter basically discussed the position of budget on the administration of secondary schools in Jigawa State.

From the reviewed literature, it is obvious that staffing involves managing the organizational structure through proper and effective selection, appraisal and development of personnel to fill the roles designed into the structure. This function involves the determination of the size and categories of staff requirement. It is also concerned with employing the right type of people and developing their skills through training

School instructional facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process. The realization that the transfer of knowledge does not only take place in the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes.

Welfare is some kind of internal drive which pushes someone to do some things in order to achieve something. welare motivates teacher to achieve the goal set for education. The impact of welfare on learning of students in the education is important. Without welfare of staffs and motivation of students learning is not possible.

The provision of recreational facilities is important to the sports management of the school. Excellent programmes is the key word in games and sports competitions in schools and this requires well equipped good play-ground for training

However, the chapter further highlighted some empirical studies that are related to the topic of the research. This shows that the topic is researchable and can pave another way for the subsequent researcher.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

It is usual for any research to discuss the methodology used in the research as well as the procedure for data collection. Therefore, this chapter presents an explanation on research design, population, sample and sampling technique, validity and reliability of the instrument, pilot testing, method of data collection and administration of the instrument.

3.2 Research Design

A survey research was adopted for this study to enable the researcher examine the influence of budget on the administration of secondary schools in Jigawa State, Nigeria. The survey design is descriptive in nature. According to Ary, Bucher and Krotee (2002), a descriptive survey design is used to obtain information concerning the current position of a phenomenon. Welberge and Bowen (1977) supported that a survey design "is appropriate for any study that involves a large population of respondents".

3.3 Population of the study

The population of this study consisted of all the teachers, principals and supervisors in Jigawa state. Therefore, the total aggregate population for the study was seven thousand and forty nine (7049),which comprises six thousand three hundred and twelve (6312) teachers, five hundred and eighty three (583) principalsand one hundred and fifty four (154) supervisors in Jigawa State (Department of Planning and Statistics, Jigawa state, 2016) .There are nine education zones namely,Hadejia, Gumel, Ringim, Kafin Hausa, Jahun, Dutse, Kazaure, BirninKudu,andBirniwa.The distribution of the population is hereby presented on table 3.1

Table 3.1 Population of the Study

S/N	Educational Zones	No. of Principals	No. Of Teachers	No. of Supervisors	TOTAL
1.	HADEJIA ZONE	51	838	14	923
2.	GUMEL ZONE	64	769	17	870
3.	RINGIM ZONE	105	1062	23	1205
4.	KAFIN .HAUSA ZONE	25	372	6	417
5.	JAHUN ZONE	43	462	6	521
6.	DUTSE ZONE	102	937	32	1073
7.	KAZAURE ZONE	92	509	23	651
8.	BIRNIN KUDU	65	759	19	858
9.	BIRNIWA ZONE	36	604	14	666
total	**9**	**583**	**6312**	**154**	**7049**

Source: Department of Planning, Research and Statistics,2015/2016Jigawa State Ministry of Education.

3.4 Sample and Sampling Techniques

In selecting the sample size of Educational Zones in Jigawa State, the researcher used 30%. This gives a total of three Educational Zones out of the nine Educational Zones in the State. The nine Educational Zones include: Hadejia, Gumel, Ringim, Kafin Hausa, Jahun, Dutse, Kazaure, Birnin Kudu and Birniwa educational zones. But for the purpose of this study, Dutse, Birnin Kudu and Ringim Educational Zones were randomly selected to represent the entire State. The choice of this sample size is in line with Krejie and Morgan (1970) sample size table as cited in Cohen,L. Manion, A.L. and Marrison k. (2000). This is also in agreement with the table of Research Adviser (2006). Both tables opined that a population of 7000 should have a sample size of 364 or 365 respectively. Proportionate distribution method was used to share the sample size among the three sampled education zones. The table 3.2 presents the distribution of the sample size of the study:

Tables 3.2 Sample Table

S/N	Educational zones	Principals	Teachers	Supervisors	total
1.	Dutse Zone:	7	105	6	118
2.	Birnin Kudu Zone:	9	88	7	104
3.	Ringim Zone:	10	124	8	142
	Total	**26**	**317**	**21**	**364**

The selection of these local government areas is subjected to their being among the most populous local government areas in the state and also the presence of adequate number of schools and schools' administrators which will be of immense help to the process of research item distribution and data collection processes.

3.5 Instrumentation

The research instrument that was used for this study is questionnaire (comprising 50 items) with the Likert five point scale options for the collection of data. The Likert five (5) options include: Strongly Agree, Agree, Undecided, Strongly Disagree and Disagree, were designed to gather data/responses. The questionnaire included: section one request letter, section two personal data of the respondents, Section three contains item statement on Influence of Budgeting on the Administration of Secondary Schools in Jigawa State.

3.5.1 Validity of the Instrument

The content validity was determined by giving to the researcher's supervisors and other experts in educational administration and planning to check whether the instrument would be able to measure what it is expected to measure and it was ascertained. Kerlinger (1986) and Gay (1976) both hold the view that the validation of the content of the research instrument by experts is an important and acceptable technique.

3.5.2 Pilot Study

This is very important because it informs whether the instrument was able to measure what it was meant to measure, this serves as a guarantor or security to the final result of the study. A pilot study was conducted in some secondary schools in Kirikasamma local government area of Birniwa Educational zone, Jigawa state. A total of 40 copies of the questionnaire was be distributed. The questionnaire consist three sections such as request letter, bio-data, and statement sections which will be designed to test the opinions of the respondents based on the hypothesis of the research. The data collected was subjected to statistical analysis through the use of reliability coefficient.

3.5.3 Reliability of the Instrument

The reliability of the instrument was obtained at reliability coefficient 0.86. This means that the instrument could be considered reliable and wouldbe able to constantly measure what it was meant to measure. Spiegel (1992) and Steven (1986) supported that "an instrument will be considered reliable if it lies between 0 and 1 and that the closer the calculated reliability coefficient to zero, the less reliable is the instrument and the closer the calculated reliability coefficient to 1, the more reliable is the instrument". This therefore confirms that the instrumentsdesigned for this study was highly reliable.

3.6 Procedure for Data Collection

The researcher made consultations with the state ministry of education to assist him to have the correct number of the population for the study. A letter of introduction was received from the Department of Educational Foundations and Curriculum, Educational Administration and Planning Section, Ahmadu Bello University, Zaria to facilitate the above mentioned process. For the successful distribution and administration of the research instrument, eight sections of questionnaire was designed to generate data which would help to answer the research questions. The questionnaire was designed in such a way to help in finding the information which will analyze the research questions and test the postulated hypotheses. The researcher personally distributed the questionnaire through the assistance of teachers and Principals of the sampled secondary schools within the state educational zones respectively.

3.7 Methods of Data Analysis

The data was collected from the respondents and analyzed using frequency counts and percentages. These were presented in tabular forms. Interpretations of data analysis were made after every table. The raw scores from the frequencies were converted to percentages through the descriptive statistical techniques such as mean and percentage which later provided answer to the research questions. The overall frequencies and percentages for the items in the instrument was computed and shown in tables in chapter four. Frequency and percentage distribution was used to show the respondents' contributions on a given item on the table. Lastly, to test the postulated hypotheses of this research, ANOVA statistical technique was used.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The researcher presents the analysis and interpretation of results in this chapter. The analysis of data focused mainly on the respondent's opinions on the influence of budgeting on the administration of secondary schools in Jigawa State, Nigeria. The Data analyzed was based on the personal data of the respondents, the research questions and the null hypotheses. A total number of three hundred and sixty four (364) copies of questionnaire were distributed and successfully completed and retuned. Table of frequency and percentage were used to analyze personal data of the respondents. Weighted mean of 3.0 was used to answer the research questions. By implication, a bench mark of 3.0 and above was set for agree and a score of less than 3.0 was set for disagree. One way Analysis of Variance was used for the Analysis at 0.05 level of Significance

4.2 Analysis of Personal Data of the Respondents

Table 4.1: Bio-Data of Respondents

s/n	Bio-Data	Category	Frequency	Percentage	Cumulative Frequency
1.	Status	Principals Teachers supervisors	26 317 21	7.1 87.1 5.8	7.1 94.2 100
2.	Gender	Male female	224 140	61.5 38.5	61.5 100
3.	Qualification	M.ED B.ED NCE Others	20 63 260 21	5.5 17.3 71.4 5.8	5.5 22.8 94.2 100

Table 4.1 shows that 26 principals, 317 teachers and 21 supervisors representing 71%

87.1% and 5.8% respectively participated in the study. A total of 224 respondent representing 61.5% were male while 140 representing 38.5%were females. qualification 20 had M.ED, 63 had B.ED, 260 had and NCE

4.3 Answers to Research Questions

The researcher used 3.0 as the mean (weighted mean) otherwise known as decision mean since the instrument was structured along a modified five point Likert scale to take decision on whether to accept or reject the research questions. Therefore, a mean score of 3.0 and above indicates positive responses to the research questions and showing acceptance; while a mean score below 3.0 indicates negative answer to the research questions implying rejection. This is shown below.

SA = 5 points

A= 4 points

UD= 3 points

D= 2 points

SD= 1 point

$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.0$$

4.3.1 Research Question One: What is the influence of budgeting on staffing in secondary schools in Jigawa state?

Table 4.2: **Mean scores of respondents on the Influence of Budgeting on Staffing in Secondary Schools in Jigawa State.**

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
1	Payment of staff salaries is influenced by budgeting	Principals Teachers Supervisors	8 97 5	12 215 13	- 5 -	2 - 2	4 - 1	26 317 21	3.7 4.3 3.9
12	Employment of staff is a function of budgeting	Principals Teachers Supervisors	10 115 3	14 202 12	- - -	- - 6	2 - -	26 317 21	4.2 4.0 3.6
3	The number of skilled personnel recruited is influenced by budget allocation	Principals Teachers supervisors	5 141 11	18 170 10	1 - -	1 - -	1 6 -	26 317 21	3.9 4.4 4.5
4	Budgeting influenced how manpower is maintained	Principals Teachers Supervisor	6 86 6	10 163 9	3 15 -	4 31 4	3 22 2	26 317 21	3.5 3.8 3.6
5	Staff development is influenced by adequate budgeting	Principals Teachers Supervisors	9 85 6	8 138 8	4 10 3	3 34 2	2 50 2	26 317 21	3.5 3.5 3.7
6	Staff promotion is influenced by availably budget allocation	Principals Teachers Supervisor	10 164 5	16 153 9	- - 3	- - 4	- - -	26 317 21	4.3 4.5 3.7
7	favourably working condition is influenced by good budgeting	Principals Teachers supervisor	4 72 10	9 164 4	3 12 -	4 40 2	6 29 5	26 317 21	2.9 3.7 3.6
8	Staff retrenchment is influenced by poor budgeting	Principals Teachers supervisors	10 86 10	8 224 3	3 1 2	2 4 3	3 3 3	26 317 21	3.9 4.2 3.7
9	Good budgeting can influenced recruitment of skilled, semi-skilled and unskilled manpower	Principals Teachers Supervisor	14 102 5	10 200 15	- - -	1 8 1	1 7 -	26 317 21	4.3 4.2 4.1
10	Response to problems of staff adequately is influenced by budgeting llocation	Principals Teachers Supervisors	4 73 9	10 96 7	6 20 -	4 69 3	2 59 2	26 317 21	3.2 3.2 3.9

From table 4.2, item 1 revealed that it was retained by all the respondents with principals having mean score of 3.7, teachers 4.3 and supervisors 3.9. This implies thatPayment of staff

salaries is influenced by budgeting. Item 2 showed that principals have mean score of 4.2, teaches 4.0 and supervisor 3.6 which indicate acceptance. Item 3 was also accepted with the mean score for principals 3.9, teacher4.4 and supervisors 4.5. Item 4 was further accepted with the mean score of 3.5, 3.8 and 3.6 for principals, teachers and supervisors representatively. Item 5 had mean score for principals 3.5, teachers 3.5 and supervisor 3.7 which imply it was accepted. Item 6 showed that principals had mean score of 4.3, teachers 4.5 and supervisor 3.7 which was accepted. Item 7 was rejected by principals but was accepted by teachers and supervisors with the respective mean scores of 2.9, 3.7,and 3.6. Item 8 have the mean score of 3.9, 4.2 and 3.7 for principals, teachers and supervisors accordingly. Item 9 have the means score of 4.3, 4.2 and 4.1 for principals, teachers and supervisors respectively and was accepted. Similarly, item 10 was accepted with the corresponding mean score of 3.2, 3.2 and 3.9 for principals, teachers and supervisor.

By this analysis, it was revealed that budgeting has influence on staffing secondary schools in Jigawa state.

4.3.2 Research Question Two: What is the influence of budgeting on staff development programmes in secondary school in Jigawa state?

Table 4.3: Mean scores of respondents on the Opinions of respondents on the Influence of Budgeting on Staff development programme in Secondary Schools in Jigawa State

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
1	All staff development programmes can only succeed with good budgeting	Principals Teachers Supervisors	12 118 10	7 196 8	- - 2	3 2 1	4 1 -	26 317 21	3.8 4.4 4.3
2	Good budgeting influences in-service training programmes	Principals Teachers Supervisors	5 200 6	3 54 5	6 12 3	7 21 4	5 30 3	26 317 21	2.8 4.2 3.3
3	Distance learning programmes can only be accessible by teachers if there is enough fund	Principals Teachers supervisors	4 45 3	5 76 6	- 8 -	10 146 10	7 42 2	26 317 21	2.6 2.8 2.9
4	LVT programmes can be accessible to staff through efficient budgeting	Principals Teachers Supervisor	3 32 5	2 46 7	5 - -	10 139 8	6 100 1	26 317 21	2.5 2.3 3.3
5	Regular seminar for staff development is influenced by good budgeting	Principals Teachers Supervisors	10 135 14	14 112 7	2 10 -	- 40 -	- 20 -	26 317 21	4.3 4.0 4.7
6	Budgeting influenced staff development through regular workshops.	Principals Teachers Supervisor	6 210 8	18 86 10	- - -	2 11 2	- 10 1	26 317 21	4.1 4.5 4.0
7	Organizing conference for staff development require efficient budgeting	Principals Teachers supervisor	13 164 12	10 99 9	- 14 -	3 30 -	- 10 -	26 317 21	4.3 4.2 4.6
8	Quality workshop requires sufficient budgeting	Principals Teachers supervisors	4 164 5	20 125 8	- 8 2	- 14 5	- 6 1	26 317 21	3.2 4.3 3.5
9	Skill development can only be achieved with good budgeting	Principals Teachers Supervisor	8 64 10	16 212 9	- 6 -	2 20 2	- 15 -	26 317 21	3.8 3.9 4.3
10	Poor budgeting hinders effective staff development programmes	Principals Teachers Supervisors	14 126 6	12 182 12	- 2 -	- 4 2	- 3 1	26 317 21	4.5 4.3 4.0

From table 4.2, item 1 revealed that it was retained by all the respondents with principals having mean score of 3.8, teachers 4.4 and supervisors 4.3. This implies that all staff

development programmes can only succeed with good budgeting. Item 2 showed that principals have mean score of 2.8, teaches 4.2 and supervisor 3.3 which indicate rejection by principals and acceptance by both teachers and supervisors. Item 3 was rejected with the mean score for principals 2.6, teachers 2.8 and supervisors 2.9. Item 4 was further accepted by principals and teachers with the mean score of 2.5, 2.3 and was accepted by supervisors with the mean score of 3.3. Item 5 had mean score for principals 4.3, teachers 4.0 and supervisor 4.7 which imply it was accepted. Item 6 showed that principals had mean score of 4.1, teachers 4.5 and supervisor 4.0 which was accepted. Item 7 was also accepted by principals, teachers and supervisors with the respective mean scores of 4.3, 4.2,and 4.6. Item 8 have the mean score of 3.2, 4.3 and 3.5 for principals, teachers and supervisors accordingly. Item 9 have the means score of 3.8, 3.9 and 4.3 for principals, teachers and supervisors respectively and was accepted. Similarly, item 10 was accepted with the corresponding mean score of 4.5, 4.3 and 4.0 for principals, teachers and supervisor. i.e. scheme of work were adequately provided.

By this analysis, it was revealed that budgeting has influence on staff development programmes.

4.3.3 Research Question Three: What is the influence of budgeting on the provision of instructional facilities in secondary schools in Jigawa state?

Table 4.4: mean scores of respondents on the influence of Budget on the provision ofinstructional facilities in Secondary Schools in Jigawa State

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
1	Good budget allocation influences the provision of adequate library facilities	Principals Teachers Supervisors	10 126 12	15 160 10	- 4 -	1 20 -	- 7 -	26 317 21	4.3 4.2 4.8
2	Well-equipped laboratories are function of good budgeting allocation	Principals Teachers Supervisors	14 167 8	9 130 11	- - -	3 10 2	- 10 -	26 317 21	4.3 4.4 4.2
3	Availability of chats and maps in school is influenced by the budgeting allocation	Principals Teachers supervisors	5 200 10	6 86 11	3 15 -	- 6 -	12 10 -	26 317 21	3.0 4.5 4.5
4	Projectors are not provided in schools due to poor budgeting	Principals Teachers Supervisor	8 102 16	16 84 5	- 12 -	2 65 -	- 54 -	26 317 21	4.2 3.4 4.8
5	Inadequacy off classrooms furniture is influenced by poor budgeting	Principals Teachers Supervisors	6 115 8	12 175 13	- 10 -	4 7 -	2 10 -	26 317 21	3.4 4.2 4.4
6	Workshop machines can not be procured because of poor budgeting	Principals Teachers Supervisor	8 171 6	12 130 13	- 4 2	6 10 -	- 2 -	26 317 21	3.4 4.4 4.2
7	The provision of sporting equipment is influenced by budget allocation	Principals Teachers supervisor	8 145 3	14 134 12	- 18 -	1 16 4	1 4 2	26 317 21	3.8 4.3 3.5
8	Budgeting influences the number and quality of audio-visual aids provided in the school	Principals Teachers supervisors	4 196 6	22 218 15	- 3 -	- - -	- - -	26 317 21	4.2 4.6 4.3
9	Poor budgeting hinders the use of tape recorder as teaching aids	Principals Teachers Supervisor	6 49 4	18 263 17	- - -	- 5 -	2 - -	26 317 21	4.0 4.1 4.2
10	My school does not have specimen preservation device due to insufficient budgeting	Principals Teachers Supervisors	2 79 3	5 119 4	- 16 3	10 103 6	9 - 5	26 317 21	2.3 3.4 2.9

From table 4.2, item 1 revealed that it was retained by all the respondents with principals having mean score of 4.3, teachers 4.2 and supervisors 4.8. This implies that Good budget allocation influences the provision of adequate library facilities. Item 2 showed that principals have mean score of 4.3, teachers 4.4 and supervisor 4.2 which indicate acceptance by principals, teachers and supervisors. Item 3 was also retained with the mean score for principals 3.0, teachers 4.5 and supervisors 4.5. Item 4 was further accepted by principals and teachers and supervisors with the mean score of 4.2, 3.4 and 4.8. Item 5 had mean score for principals 3.4, teachers 4.2 and supervisors 4.4 which imply it was accepted. Item 6 showed that principals had mean score of 3.4, teachers 4.4 and supervisor 4.2 which was accepted. Item 7 was also accepted by principals, teachers and supervisors with the respective mean scores of3.8, 4.3, and 3.5. Item 8 have the mean score of 4.2, 4.6 and 4.3 for principals, teachers and supervisors accordingly. Item 9 have the means score of 4.0, 4.1 and 4.2 for principals, teachers and supervisors respectively and was accepted. however, item 10 was rejected by principals and supervisors but was accepted by teachers with the corresponding mean score of 2.3, 3.4 and 2.7 for principals, teachers and supervisor.

By this analysis, it was revealed that budgeting has influence on the provision of instructional facilities in Secondary Schools in Jigawa State**.**

4.3.4 Research Question Four: What is the Influence of Budgeting on the Provision of WelfareFacilities in Secondary Schools in Jigawa state?

Table 4.5: Mean scores of respondents on the Influence of Budgeting on the Provision of Welfare Facilities in Secondary Schools in Jigawa State .

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
1	Good budgeting allocation influences prompt salary payment	Principals Teachers Supervisors	8 100 6	14 184 13	- 6 -	4 10 -	- 17 2	26 317 21	4.0 4.1 4.0
2	Delay in salary payment is influenced by poor budgeting	Principals Teachers Supervisors	4 84 10	8 194 8	2 15 -	6 14 3	6 10 -	26 317 21	2.7 4.0 4.2
3	Provision of sanitary facilities is a function of efficient budgeting	Principals Teachers supervisors	3 84 3	4 69 6	3 9 1	10 151 3	6 4 8	26 317 21	2.5 3.2 2.7
4	Non-provision of staff accommodation is influenced by poor budgeting allocation	Principals Teachers Supervisor	4 34 4	3 107 6	2 20 -	10 130 11	7 26 -	26 317 21	2.5 3.0 3.0
5	Budgeting influences the provision of good and comfortably furniture	Principals Teachers Supervisors	6 95 5	14 136 12	- 16 -	4 45 1	2 25 3	26 317 21	3.7 3.7 3.7
6	School clinic is provided in the school as a result of sufficient budgeting	Principals Teachers Supervisor	4 96 6	8 126 7	5 17 5	3 54 2	6 24 1	26 317 21	3.0 3.7 3.7
7	Fringe benefits are paid promptly due to influence of budgeting	Principals Teachers supervisor	4 75 7	6 135 4	5 18 2	8 49 6	3 40 2	26 317 21	2.8 3.5 3.4
8	Staff motivation is influenced by effective budgeting system	Principals Teachers supervisors	2 40 3	3 62 -	- 8 -	15 173 18	6 34 -	26 317 21	2.2 2.7 2.4
9	Salary diversion is influenced by poor budgeting	Principals Teachers Supervisor	- 26 3	6 39 6	- 10 -	18 149 12	2 93 -	26 317 21	2.4 2.4 3.0
10	Effective budgeting leads to procurement of durable facilities	Principals Teachers Supervisors	4 48 -	2 84 8	- - 2	15 180 11	5 5 -	26 317 21	2.4 3.0 3.1

From table 4.2, item 1 revealed that it was accepted by all the respondents with principals having mean score of 4.0, teachers 4.1 and supervisors 4.0. This implies that Good budgeting allocation influences prompt salary payment. Item 2 showed that principals have mean score of 2.7, teaches 4.0 and supervisor 4.2 which indicate acceptance by teachers and supervisors but was rejected by 2.7. Item 3 wasaccepted by teachers with the mean score of 3.2 but was rejectedby principals and teachers with the mean score 2.5 and supervisors 2.7. Item 4 was further accepted by teachers and supervisors with the mean score of 3.0 and 3.4 but was rejected by principals with mean score of2.5. Item 5 had mean score for principals 3.7, teachers 3.7 and supervisor 3.7 which imply it was accepted. Item 6 showed that principals had mean score of 3.0, teachers 3.7 and supervisors 3.7 which also imply acceptance. Item 7 was accepted by, teachers and supervisors with the respective mean scores of3.8, 4.3, but were rejected by the principals with the mean score of 2.8. Item 8 was however rejected by all the respondents with mean score of 2.2, 2.7 and 2.4 for principals, teachers and supervisors accordingly. Item 9 have the means score of 2.4, 2.4 which indicate rejection, by the principals and teachers, but was accepted by supervisors with the mean score of 3.0. However, item 10 was rejected by principals and accepted by both the teachers and supervisors with the corresponding mean score of 2.4, 3.0 and 3.1.

By this analysis, it was revealed that budgeting has influence on the provision of welfare facilities in Secondary Schools in Jigawa State**.**

4.3.5 Research Question Five: Determine the influence of budgeting on the provision of games/recreational facilities in secondary schools in Jigawa state.

Table 4.6: Mean scores of respondents on influence of Budgeting on the provision of Games and Recreational Facilities in Secondary Schools in Jigawa State

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
1	School budgeting influences the provision of volley ball court	Principals Teachers Supervisors	4 56 8	7 73 2	- 8 -	10 160 10	5 21 1	26 317 21	2.8 3.0 3.3
2	Basic games facilities are inadequate as a result of poor budgeting	Principals Teachers Supervisors	12 103 15	2 45 -	- 3 -	8 100 3	4 66 3	26 317 21	3.4 3.1 4.0
3	Inadequate budgeting allocation influences the non-provision of track and field event facilities	Principals Teachers supervisors	8 143 5	14 86 9	- 15 -	4 44 5	- 29 2	26 317 21	4.0 3.9 3.5
4	Football, volley ball and handball facilities are not provided due to influence of poor budgeting	Principals Teachers Supervisor	3 61 11	9 153 4	- 10 -	12 51 6	3 42 -	26 317 21	3.0 3.4 4.0
5	Inter school competition is done due to influence of good budgeting	Principals Teachers Supervisors	5 104 8	11 26 7	8 7 -	2 150 5	- 30 1	26 317 21	3.7 3.1 3.7
6	Lack of adequate and standard facilities in school are influenced by poor budgeting	Principals Teachers Supervisor	18 96 5	4 93 6	- 5 -	3 74 10	1 49 -	26 317 21	4.3 3.4 3.3
7	Allocation of funds to sport influenced students participation in games and sporting activities	Principals Teachers supervisor	6 126 8	8 93 12	5 8 -	5 50 -	2 40 1	26 317 21	3.4 3.2 4.2
8	Non supply of games facilities is caused by poor budgeting	Principals Teachers supervisors	8 72 3	16 118 14	- 10 -	2 67 3	- 50 1	26 317 21	4.2 3.3 3.7
9	The scarcity of games facilities in the school is as a result of non-inclusion of games in budget allocation	Principals Teachers Supervisor	2 40 -	4 36 4	- 7 -	18 164 17	2 70 -	26 317 21	2.5 2.4 2.4
10	The provision of sport facilities is influenced by good budgeting allocation to schools	Principals Teachers Supervisors	7 51 2	2 49 5	- 12 -	14 172 12	3 33 2	26 317 21	2.8 2.7 2.7

From table 4.2, item 1 revealed that it was accepted by two of the respondents, teachers and supervisors and rejected by principals with the corresponding mean score of 3.0,3.3 and 2.8. This implies that School budgeting influences the provision of volley ball court. Item 2 showed that principals have mean score of 3.4, teachesr 3.1 and supervisor 4.0 which indicate acceptance by all the respondents. Item 3 was accepted by principals, teachers, and supervisors with the mean score of 4.0, 3.9 and 3.5 respectively. Item 4 was further accepted by principals, teachers and supervisors with the mean score of 3.0, 3.4 and 4.0 accordingly. Item 5 had mean score for principals 3.7, teachers 3.1 and supervisorss 3.7 which imply it was accepted. Item 6 showed that principals had mean score of 4.3, teachers 3.4 and supervisors 3.3 which also imply acceptance. Item 7 was accepted by principals, teachers and supervisors with the respective mean scores of 3.4, 3.7,and 4.2. Item 8 was however rejected by all the respondents with mean score of 4.2, 3.3 and 3.7 for principals, teachers and supervisors accordingly. Item 9 have the means score of 2.5, 2.4 and 2.4 which indicate rejection, by the principals,teachers and supervisors. In the same way, item 10 was rejected by all the respondents with the corresponding mean score of 2.8, 2.7 and 2.7.

By this analysis, it was revealed that budgeting has influence on the provision of games facilities in Secondary Schools in Jigawa State**.**

4.4 Hypotheses Testing

In this section, all results and outcome of the null hypotheses raised and tested in line with the objectives of this study were summarized and presented. Data obtained as responses from the respondents (principals, teachers, and supervisors) from the questionnaire administered were tested. The test of hypotheses was carried out using one way Analysis of variance (ANOVA). This was determined at 0.05 level of significant and statistical package for social

sciences (SPSS) was used to analyze the data. In all, five hypotheses were tested and acceptability or rejection of the Null Hypothesis was determined by comparing the p-value against the significant set by the study (F-value). Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study.

4.4.1 Null Hypothesis 1(HO1): There is no significant difference in the opinions of respondents on the influence of budgeting on staffing in secondary schools in Jigawa State.

Table 4.7: Summary of Analysis of Variance (ANOVA) on the opinions of teachers, principals and supervisors (respondents) on the influence of budgeting on staff development programmes secondary schools in Jigawa state

staffing

status	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.360	2	4.180	10.331	0.000
Within Groups	146.063	361	.405		
Total	154.423	363			

From table 4.7, the F-value is 10.331 and the P-value is 0.000 at 0.05 levelof significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significance difference in the opinions of principals, teachers and supervisor on the influence of budgeting on staffingin secondary schools in Jigawa state.

Table 4.8Result of the Scheffe-Hoc-test on the mean score of the respondents on the influence of Budgeting on Staffing in Secondary Schools in Jigawa State.

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Teacher	Principal	-.36524*	.12976	.020	-.6842	-.0463
	MOE Official	-.53807*	.14333	.001	-.8904	-.1858
Principal	Teacher	.36524*	.12976	.020	.0463	.6842
	MOE Official	-.17284	.18662	.652	-.6316	.2859
MOE Official	Teacher	.53807*	.14333	.001	.1858	.8904
	Principal	.17284	.18662	.652	-.2859	.6316

* The mean difference is significant at the 0.05 level.

The result of the Scheffe post-Hoc test indicated that the observed significant difference was between principals and supervisors; teachers and supervisors; principals and teachers.

4.4.2 Null Hypothesis 2(HO2): There is no significant difference in the opinions of respondents on the influence of budgeting on staff development programmes in secondary schools in Jigawa State.

Table 4.9: Summary of Analysis of Variance (ANOVA) on the opinions of teachers, principals and supervisors (respondents) on the influence of budgeting on staff developmentprogrammes secondary schools in Jigawa state

Staff development programmes

status	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.786	2	1.893	3.503	0.031
Within Groups	195.077	361	.540		
Total	198.862	363			

Source: Researcher's SPSS computation

From table 4.8, the F-value is 3.503 and the P-value is 0.031 at 0.05 levelof significance. Since the P-value is less than the level of significance set for the study, the hypothesis is

therefore rejected, thus, there is significance difference in the opinions of principals, teachers and supervisor on the influence of budgeting on staff development programmes in secondary schools in Jigawa state.

4.10 Summary Analysis of the result the Scheffe-Hoc test on the mean score of the respondents on the influence of budgeting on staff development programme

Multiple comparisons

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Teacher	Principal	-.28732	.14996	.161	-.6559	.0813
	MOE Official	-.32355	.16564	.150	-.7307	.0836
Principal	Teacher	.28732	.14996	.161	-.0813	.6559
	MOE Official	-.03623	.21568	.986	-.5663	.4939
MOE Official	Teacher	.32355	.16564	.150	-.0836	.7307
	Principal	.03623	.21568	.986	-.4939	.5663

The result of the Scheffe post-Hoc test indicated that the observed significant difference was between principals and supervisors; teachers and supervisors; principals and teachers.

4.4.3 Null Hypothesis 3(HO3): There is no significant difference in the opinions of respondents on the influence of budgeting on the provision of instructional facilities in secondary schools in Jigawa State

Table 4.11: Summary of Analysis of Variance (ANOVA) on the opinions of teachers, principals and supervisors (respondents) on the Influence of Budgeting on the Provision of Instructional Facilities Secondary Schools in Jigawa State provision of Instructional Facilities

status	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.566	2	1.783	3.205	0.042
Within Groups	200.820	361	.556		
Total	204.386	363			

Source: Researcher's SPSS computation

From table 4.11, the F-value is 3.205 and the P-value is 0.042 at 0.05 levelof significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significance difference in the opinions of principals, teachers and supervisor on the influence of budgeting on the provision of instructional facilities in secondary schools in Jigawa state.

4.12 Summary Analysis of the result of the scheffe –Hoc Test on the mean score of the respondents on the influence of budgeting on staff development programme

Multiple Comparisons

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Teacher	Principal	-.32785	.15215	.100	-.7018	.0461
	MOE Official	-.24776	.16806	.338	-.6608	.1653
Principal	Teacher	.32785	.15215	.100	-.0461	.7018
	MOE Official	.08009	.21883	.935	-.4578	.6180
MOE Official	Teacher	.24776	.16806	.338	-.1653	.6608
	Principal	-.08009	.21883	.935	-.6180	.4578

Source: Researcher's SPSS computation

The result of the Scheffe post-Hoc test indicated that the observed significant difference was between principalsand supervisors; teachers and supervisors;principals and teachers.

4.4.4 Null Hypothesis 4(HO4): There is no significant difference in the opinions of respondents on the influence of budgeting on the provision of welfare Facilities in Secondary Schools in Jigawa State

Table 4.13: Summary of Analysis of Variance (ANOVA) on the opinions of teachers, principals and supervisors (respondents) on the Influence of Budgeting on the Provision of Welfare Facilities Secondary Schools in Jigawa State

provision of welfare Facilities

status	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.694	2	1.847	2.773	0.064
Within Groups	240.461	361	.666		
Total	244.156	363			

Source: Researcher's SPSS computation

From table 4.13, the F-value is 2.773 and the P-value is 0.064 at 0.05 levelof significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance difference in the opinions of principals, teachers and supervisor on the influence of budgeting on the provision of welfare facilities in secondary schools in Jigawa state.

4.4.5 Null Hypothesis 5(HO5): There is no significant difference in the opinions of respondents on the influence of budgeting on the provision of Games Facilities in Secondary Schools in Jigawa State

Table 4.14: Summary of Analysis of Variance (ANOVA) on the opinions of teachers, principals and supervisors (respondents) on the influence of budgeting on the provision of Games Facilities Secondary Schools in Jigawa State.

provision of Games Facilities

Status	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.273	2	1.136	0.698	0.498
Within Groups	587.814	361	1.628		
Total	590.087	363			

From table 4.14, the F-value is 0.698 and the P-value is 0.498 at 0.05 levelof significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance difference in the opinions of principals, teachers and supervisor on the influence of budgeting on the provision of games facilities in secondary schools in Jigawa state.

4.5 Summary of Hypotheses Testing

The summary of the five Null Hypotheses tested for this study is hereby presented in table 4.17.

Table 4.15: Summary of Hypotheses testing

s/n	H0 statement	Statistical Tool used	Result	Level of sig.	Decision
1	There is no significant difference in the opinions of respondents on the influence of budgeting on staffing in secondary schools in Jigawa state.	Analysis of variance (ANOV)	F-ratio is 10.331, While the p-value is 0.000	0.05	H01 was rejected. this mean that there is significant difference in the opinions of respondents
2	There is no significant difference in the opinions of respondents on the influence of budgeting on staff development programmes in secondary schools in Jigawa state.	Analysis of variance (ANOV)	F-ratio is 3.503, While the p-value is 0.031	0.05	H02 was rejected. this mean that there is significant difference in the opinions of respondents
3	There is no significant difference in the opinions of respondents on the influence of budgeting on the provision of instructional facilities in secondary schools in Jigawa state	Analysis of variance (ANOV)	F-ratio is 3.205, While the p-value is 0.042	0.05	H03 was rejected. this mean that there is significant difference in the opinions of respondents
4	There is no significant difference in the opinions of respondents on the influence of budgeting on the provision of welfare Facilities in Secondary Schools in Jigawa State	Analysis of variance (ANOV)	F-ratio is 2.773 While the p-value is 0.064	0.05	H04 was retained. this mean that there is no significant difference in the opinions of respondents
5	There is no significant difference in the opinions of respondents on the influence of budgeting on the provision of Games Facilities in Secondary Schools in Jigawa State	Analysis of variance (ANOV)	F-ratio is 0.698, While the p-value is 0.498	0.05	H05 was retained. this mean that there is no significant difference in the opinions of respondents

4.6 Summary of major findings

The study revealed that budgeting has:

1. Led to employment of more skilled and semi-skilled staff, prompt payment of salaries and promotion of staff in secondary schools in Jigawa State.
2. Enabled the state government to provide various staff development programmes(in-service, LVT Programme, distance learning, conferences, workshops) etc for teachers in Jigawa State;
3. Influenced the provision of instructional facilities such as (library, laboratory and other facilities) in Secondary Schools in Jigawa State**;**
4. Influenced the provision of welfare facilities such as (prompt payment of salaries, sanitary facilities, school clinic, good furniture) etc in Secondary Schools in Jigawa State**;** and
5. Influenced the provision of games facilities such as (volley ball court, track and field events, and football, volleyball and hand ball facilities) in Secondary Schools in Jigawa State**.**

4.7 Discussion of the findings

Payment of staff salaries was influenced by the budgetary allocation to education sector i.e staff salaries are only paid regularly because the budgetary allocation is adequate in Jigawa State. It further revealed that employment of teachers is determined by the amount of money available. The study also revealed that the number of skilled staff in secondary schools in Jigawa State is determined by the budgetary system. It is further revealed that the maintenance of man power is secondary schools in Jigawa State are a function of the budget.

Staff development is influenced by the budgetary allocation to education sector i.e staff development programmes are regularly organized because the budgetary allocation is provided for that purpose in Jigawa State. It further revealed that in-service training for secondary school teachers is determined by the amount of money available. The study also revealed that distance learning of staff in secondary schools is encouraged in Jigawa State. It is further revealed that LVT programme is only accessible by staff of secondary schools in Jigawa State if there is adequate budget.

Infrastructural facilities like the library is only provided in secondary schools as a result of influence the budgetary allocation to Education sector i.e libraries are only provided if budgetary allocation is provided for that purpose in Jigawa state. It further revealed that maps charts are made available to school when the budgetary allocation to school is reasonable enough. The study also revealed that the provision of adequate classrooms and other facilities to secondary schools in Jigawa state is determined largely by the budgetary allocation. It is further revealed that salaries diversion is as a result of poor budgeting.

Prompt payment of salaries is to staff in secondary schools in Jigawa State is as a result of influence of the budgetary allocation to Education sector. It further revealed that the inadequacy of sanitary facilities in most secondary schools in Jigawa State is due to poor budgeting. The study also revealed that the provision of school clinic in Jigawa State is determined largely by good budgetary allocation. It is further revealed that sporting facilities are provided minimally due to inadequate budgeting schools in Jigawa State.

Provision of volley ball, basketball, football fields in secondary schools in Jigawa State is due to good budgeting system. It further revealed that most secondary schools in JigawaState

lack tracks and field event facilities due to inadequate budgeting. The study also revealed that poor student's participation in sport activities is due to the inadequacy of most of the needed sporting facilities. It is further revealed that sporting facilities are provided minimally due to inadequate budgeting for schools in Jigawa State.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is presented under the following sub-headings:

- Summary
- Conclusions
- recommendations
- Suggestions for further study

5.2 Summary

This study was conducted to examine the Influence of Budgeting on Staff Development Programmes in Junior Secondary Schools in Jigawa State. In order to achieve the objectives of the study, five specific objectives were raised, in line with these objectives, five research questions and five null hypotheses wereformulated. Related literatures were reviewed along with three (3) empirical studies. Descriptive statistic research design was adopted for the study, a total of364 respondents were sampled from the total population of 7049. A structured questionnaire was used to collect data from the respondents. The data collected were presented in tables and were analyzed using weighted mean to answer the research questions. The five hypotheses were tested using one way analysis of variance (ANOVA) for the null hypotheses at 0.05 alpha level of significance. Descriptive statistic was used to analyze the bio- data of the respondents. The major findings of the study were; it was revealed that budgeting has influence on staffing, staff development programmes, provision of instructional facilities, provision of welfare facilities and provision of games facilities in secondary schools in Jigawa State.

5.3 Conclusions

Based on the findings of this study, it can be concluded that:

1. Effective and efficient budgeting system give room for adequate staffing in school system;
2. Staff development programmes are only accessible to staff when there is proper budgeting;
3. Instructional facilities are provided based on the strength of budget provision in Jigawa State;
4. There is improvement in staff welfare due to improvement in budgetary allocation; and
5. Most schools have one or two games facilities but could have more with improved budgeting.

5.4 Recommendations

In view of findings, the following recommendations were made:

1. More funds should be made available to education sector in order to improve on the provision of quality staff in secondary schools in Jigawa State;
2. Serious attention should be paid to staff development programmes through effective budgetary allocation;
3. Available instructional facilities should be put to effective usage and teachers should have a way of improvising to complement government efforts;
4. Better welfare package should be provided for teachers in order to motivate them to do more; and
5. The government of Jigawa State should do more in the provision of games facilities in Jigawa State.

5.5 Contributions to Knowledge

The research investigated the influence of budgeting on the administration of secondary schools in Jigawa state, between the years 2013 – 2017. Taking a look at the findings of the study. The study will benefit both government, educational administrators, teachers and most importantly the pupils or students of these schools. Hence we can simply conclude that the study was able to uncover some certain problems affecting the educational development of the area. Besides, it also provided solutions to these problems. Therefore the study have contributed to the stock of knowledge, meaning it has uncovered some issues that have negative effects on educational development.

5.6 Suggestions for Further Studies

The researcher suggested the following areas for further studies:

1. Investigate the impact of staff development programmes on teachers competence in secondary schools in Jigawa State; and
2. Similar research should be conducted in other parts of the country in order to affirm or debunk the findings of this study.

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APPENDIX A

INFLUENCE OF BUDGETINGON THE ADMINISTRATION OF SECONDARY SCHOOLS IN JIGAWA STATE, NIGERIA

Department of Educational Foundations
and Curriculum,
Educational Administration and
Planning Section,
Faculty of Education,
Ahmadu Bello University,
Zaria.
20th May, 2016.

Dear Respondent,

I am a postgraduate student from the above named university carrying out a research on "Influence on Budget on the Administration of Secondary Schools in Jigawa State, Nigeria". Therefore, your contributions in bringing about your honest opinion will definitely enhance the validity and reliability of this research work. Your response will also help in improving the standard of education in the state and the nation in general as well as in the fulfillment of the requirements for the award of a master's degree in education (M.Ed) to the researcher.

All information given will be treated strictly confidential.

Thank you.

Yours faithfully,

FahadYahaya Ahmad

SECTION TWO

Personal Data of the Respondent

Please tick (√) as appropriate in the column provided

Sex: (a) Male ( ) (b) Female ( )

Marital Status: (a) Married ( ) (b) Single ( )

Age: (a) 20-35 ( ) (b) 36-45 ( ) (c) 46 and above ( )

Qualification: (a) PhD ( ) (b) M.Ed ( ) (c) B.Ed ( ) (d) NCE ( ) (e) others please specify

_____

Years of experience: (a) 1-20 ( ) (b) 21-30 ( ) (c) 31-35 ( )

SECTION THREE

Guidelines

Beside each statement are possible options of SA (Strongly Agree), A (Agree), U (Undecided), SD (Strongly Disagree) and D (Disagree). Please tick (√) any that tallies with your opinion.

SECTION FOUR

Opinions of respondents on the Influence of Budget on Staffing in Secondary Schools in Jigawa State

S/N	Statement	SA	A	U	SD	D
1.	Payment of staff salaries is influenced by budgeting					
2.	Employment of staff is a function of budgeting					
3	The number of skilled personnel recruited is influenced by budget allocation					

4	Budgeting influenced how manpower is maintained					
5	Staff development is influenced by adequate budgeting					
6	Staff promotion is influenced by availably budget allocation					
7	favourably working condition is influenced by good budgeting					
8	Staff retrenchment is influenced by poor budgeting					
9	Good budgeting can influenced recruitment of skilled,semi skilled and unskilled manpower					
10	Response to problems of staff adequately is influenced by budgeting llocation					

SECTION FIVE

Opinions of Respondents on the Influence of Budgeting on Staff Development in Secondary Schools in Jigawa State.

S/N	**Statement**	**SA**	**A**	**U**	**SD**	D
1.	All staff development programmes can only succeed with good budgeting					
2.	Good budgeting influences in-service training programmes					
3.	Distance learning programmes can only be accessible by teachers if there is enough fund					
4.	LVT programmes can be accessible to staff through efficient budgeting					
5.	Regular seminar for staff development is influenced by good budgeting					
6.	Budgeting influenced staff development through regular workshops.					
7.	Organizing conference for staff development					

	require efficient budgeting					
8.	Quality workshop requires sufficient budgeting					
9.	Skill development can only be achieved with good budgeting					
10	Poor budgeting hinders effective staff development programmes					

SECTION SIX

Opinions of Respondents on the Influence of Budget on the Provision of Instructional Facilities in Secondary Schools in Jigawa State

S/N	**Statement**	**SA**	**A**	**U**	**SD**	D
1.	Good budget allocation influences the provision of adequate library facilities					
2.	Well-equipped laboratories are function of good budgeting allocation					
3.	Availability of chats and maps in school is influenced by the budgeting allocation					
4.	Projectors are not provided in schools due to poor budgeting					
5.	Inadequacy off classrooms furniture is influenced by poor budgeting					
6.	Workshop machines can not be procured because of poor budgeting					
7.	The provision of sporting equipment is influenced by budget allocation					
8.	Budgeting influences the number and quality of audio-visual aids provided in the school					
9.	Poor budgeting hinders the use of tape recorder as teaching aids					
10	My school does not have specimen preservation device due to insufficient budgeting					

SECTION SEVEN

Opinions of Respondents on the Influence of Budget on Welfare Facilities in Secondary Schools in Jigawa State.

S/N	Statement	SA	A	U	SD	D
1.	Good budgeting allocation influences prompt salary payment					
2.	Delay in salary payment is influenced by poor budgeting					
3.	Provision of sanitary facilities is a function of efficient budgeting					
4.	Non-provision of staff accommodation is influenced by poor budgeting allocation					
5.	Budgeting influences the provision of good and comfortably furniture					
6.	School clinic is provided in the school as a result of sufficient budgeting					
7.	Fringe benefits are paid promptly due to influence of budgeting					
8.	Staff motivation is influenced by effective budgeting system					
9.	Salary diversion is influenced by poor budgeting					
10	Effective budgeting leads to procurement of durable facilities					

SECTION EIGHT

Opinions of Respondents on the Influence of Budget on the Provision of Games Facilities in Secondary Schools in Jigawa State.

S/N	Statement	SA	A	U	SD	D
1.	School budgeting influences the provision of volley ball court					
2.	Basic games facilities are inadequate as a result of poor budgeting					
3.	Inadequate budgeting allocation influences the non-provision of track and field event facilities					
4.	Football, volley ball and handball facilities are not provided due to influence of poor budgeting					
5.	Inter school competition is done due to influence of good budgeting					
6.	Lack of adequate and standard facilities in school are influenced by poor budgeting					
7.	Allocation of funds to sport influenced students participation in games and sporting activities					
8.	Non supply of games facilities is caused by poor budgeting					
9.	The scarcity of games facilities in the school is as a result of non-inclusion of games in budget allocation					
10	The provision of sport facilities is influenced by goodbudgeting allocation to schools					