

**PERCEPTIONS OF STAKEHOLDERS ON THE IMPACT OF FUNDING
ON THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN
NIGERIA**

BY

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Ph.D/EDU/4846/2009-2010**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND
CURRICULUM, AHMADU BELLO UNIVERSITY, ZARIA.**

JUNE, 2014

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**DISSERTATION SUBMITTED TO THE SCHOOL OF POST GRADUATE
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BELLO UNIVERSITY, ZARIA.**

JUNE, 2014

DECLARATION

I hereby certify that this dissertation had been written by me and that it is a record of my research and to the best of my knowledge, it has never until now been presented for a higher degree of Ahmadu Bello University, Zaria. All quotations are indicated by quotation marks or indentations and the sources of information are duly acknowledged by means of references.

CERTIFICATION

This dissertation titled "Perceptions of stakeholders on the Impact of Funding on the Management of Public Secondary Schools in Nigeria" by Dayu Sunday Bashi meets the regulations governing the award of the Ph.D Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

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Date

DEDICATION

This dissertation is dedicated to my Late Father, Mr. Dayu Bashi and to my mother, Lyop Dayu Bashi for their upbringing and overwhelming support both morally and financially to my attainment of this level of education.

The study is also dedicated to my wife, Mrs. Esther Dayu, and children, Patience, Dennis and Tislo, respectively for their understanding, support and encouragement.

Dayu Sunday Bashi

Date

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I express my gratitude, deep appreciation and indebtedness to my parent, wife and children, who denied themselves the good things of life in order to give me this certificate. I honestly acknowledge their tireless prayers both physically and spiritually, their patience and encouragement which enable me to complete this dissertation successfully. In all I sincerely thank Almighty God for his infinite mercy and blessings showered on me during my academic career.

ABSTRACT

The adage that says "if education is expensive, try ignorance" is not a mere saying but an axiom of life. Penny wise, pound foolish. It is the wisdom drawn from this adage that has made the various governments to give priority to funding of education in Nigeria. In spite of the compendium of sums been allocated to education, the education system is bedeviled by a lot of financial inadequacies. This study assessed the Impact of Funding on Management of Secondary Schools in Nigeria. This is with the view to identifying and correcting the lapses and inadequacies in the area of funding secondary education in Nigeria. 9 research questions and 9 hypotheses were raised. Related literature was reviewed in the area of funding and management in secondary schools. The survey method was used in the study with a population of 18,238 Principals, 7,065 Ministry of Education Officials and a total of 270,650 teachers. This represent a total of 295,944 respondents. The random sampling was adopted to give every State and respondents a chance of been selected. The sample sizes comprised 65 education officials, 13,360 Principals and 910 teachers, giving a total of 1,105 sampled respondents for the study. Here 10% Krejcie and Morgans (2004) Table was used in determining the sample size of the population while 30% of the states were used as sample size as recommended by Roscoe (1969) in Aderoumu (1985). A structured questionnaire was the instrument used. Similarly, the analysis and interpretation of data led to rejection of 3 hypotheses and the acceptance and retention of 6 hypotheses, that were stated in null form, using Analysis of Variance (ANOVA) statistical test of 0.05 significant level set for the study. To ascertain the ANOVA test, the Scheffe Post-Hoc multiple comparison test was employed, which confirm the test. The findings revealed that funding of secondary schools is inadequate in all critical areas of management. Some of the recommendations include 26% budgetary allocation to education, Principals to effectively tap other sources of funding.

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OPERATIONAL DEFINITION OF TERMS

Stakeholders: Group of persons that are involved in eliciting their opinions for the study. They include Ministry of Education officials, principals and teachers.

Perception: A cognitive process of eliciting the opinions of Ministry of Education officials, Principals and teachers which interconnects impact of fundings on management of secondary schools in Nigeria.

Funding: Providing resources such as human, financial, material and other valuables for management of secondary schools in Nigeria.

Daily and General Management: Involve the identification of educational goals, the direction to be followed and how to implement these education goals using human, financial and material resources effectively and efficiently towards attainment of these educational goals.

Policy Planning and Implementation of Decisions: Processes of preparing a set of education decisions for implementation towards the achievement of educational goals.

Staff Motivation and Retention: The process of influencing and stimulating the principals and teachers to take action that will enable them accomplish desired educational goals.

Effective Communication: The act of transmitting educational policies, knowledge, ideas, facts and intents effectively towards influencing the achievement of educational goals.

Teacher Quality and Staff Development: Provision made by education authority to improve and attract top quality of teachers and principals from initial employment to retirement.

Instructional and Learning Facilities: Instructional facilities are materials that aid the teacher to clearly impart knowledge, skills and experience to his learners, while learning facilities aid the learner to vividly have a clear vision and understanding of the teacher.

Educational Infrastructure: Material that facilitate teaching and learning e.g. Land, Building, Furniture, Classrooms, Machines, Vehicles etc.

Academic and Welfare Services: These are services provided by the school management to help students support, develop and focus on their performances and personal needs. These services include guidance and counseling, clubs and societies, games, health services, library services, student assessment, orientation and academic advice.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The changing nature of the society in which the education system exists, is saddled with strong competition with the various sectors of public life. This is so because education today is accepted as an instrument per excellence. It is the live wire that gingers the machinery of scientific and technological development. Education is also a hallmark of incorporating and transmitting man's improved ideology, culture and traditions, towards shaping man's mind to develop his human resources and potentials for harnessing his environmental resources.

The indispensable role of education in nation building and intellectual development therefore, suggests the need for adequate participation in management, control and funding at all levels by its citizens and government. This is further emphasized in Article 26 of the United Nations, Universal Declaration of Human Rights of 1948. The Declaration stated in very clear terms the right to education, so that citizens can become useful to themselves and to the society at large.

Today education is the largest and fastest growing industry in the world. This is so, because education has attracted some significant amount of human, financial and material resources (man, material and money), on the part of governments, organizations and individuals. It is in view of this that a prominent African pedagogue, Moumoun (1980:242) is quoted as saying:-

The goal of education is to continue to raise the culture, technical and scientific level of the people and train the greatest number of specialized cadres with high

qualifications, in order to have an uninterrupted expansion of production in all fields and construct the society.

Marshall (1990) stated that world leaders at various levels have expressed the importance of education. Brezhnev to her citizens, the late Soviet Head of State in an address to teachers in 1968, expressed that the greatest achievement of their country was educating the people. Furthermore, Marshall (1990:216) emphasized the importance of education as a national investment and the most valuable of all capital investments in human beings. The need for human resource development as a process of increasing the knowledge, skills and capacities of all people in a society is always stressed by economists. The goals of modern society are political, cultural as well as economic. Human resource management is a necessary condition for achieving all of them.

Curle (1992:100) opined that countries are underdeveloped because most of their people are underdeveloped, having no opportunities of expanding their potentials and capacities through education in the service of the society. Also Herbison (1984:14) further asserted that

A nation and its potential for economic, political and cultural growth stem from the power to develop and effectively utilize the innate capacities of its people. Human resources management therefore may be more realistic and reliable indicators of modernization and development than any other single measure.

In Nigeria, right from the colonial era the importance of education for development of the human resources in order to effectively harness the country's

wealth and potentials has been stressed. Even after independence, education has continued to occupy a priority status in our national developmental plans.

According to Famade (2009) the Nigerian educational system has expanded tremendously within the last three decades. This is manifested in the number and size of schools. Likewise financial resources allocation to education seems to be on the increase. The priority attention accorded education may be based on the view that government adopts the social demand approach in the provision of education to the citizenry. However financial resources available to government have failed to cope with the growth in education and the demand of the various competing ends. This could be linked to the economic depression of the early 1980's. The increasing evidence of financial constraints faced by government has resulted in the decline of funding education adequately. The present insufficient funds and the escalating cost of funding the education sector, has placed government in a dilemma. This has raised a lot of concern to stakeholders and Nigerian citizen especially on the funding of public secondary schools, the educational system in the public secondary schools has for sometime now become a source of concern to Nigerians. The concern is focused on the declining quality of education. The rate of the decline is alarming and embarrassing; various factors have been attributed to this rapid decline. Some social critics, educationists and stakeholders identify the major cause as inadequate funding of secondary education in Nigeria, while Government on the other hand is claiming that it is funding secondary education adequately based on the resources available but interpret the problem to be as a result of poor management of the funds.

As asserted by Gidado (2000), that inadequate funding has resulted in improper planning and implementation of educational, policies and decisions in secondary schools. Also the dearth, decay and the sordid state of infrastructure is another evidence of inadequate funding. Similarly, staff motivation, retention and development is also affected by poor funding as seen in poor remunerations. Teachers and principals are not sent on refresher courses, seminars, workshops, conferences and in-service training to update and increase their technical know-how. Furthermore the problems of inadequate teaching and learning materials in our secondary schools are another indicator of poor funding.

Similarly Nnole and Sulaiman (2000) asserted that a new dimension is rearing its ugly head in our secondary school which is also tied to inadequate funding. This includes the decline in the reading culture by students due largely to absence of libraries, high cost of books, widespread examination malpractices, opening of passing centres in order to exploit the unsuspecting students, cultism and secret societies among students which divert their attention away from academic work, the incessant strikes by secondary school teachers due to non-payment of salaries and allowances and finally, inadequate job opportunity and few admission vacancies for secondary school leavers into tertiary institutions.

The scenario described above coupled with the increase in enrolment and explosion of students population due to the introduction of Universal Primary Education (U.P.E.) and Universal Basic Education (U.B.E.), without the corresponding increase in fund allocation to secondary schools will definitely lead to decline in the quality of education.

To achieve educational goals of secondary schools, adequate funding has become imperative. Adequate funding is needed in the area of students' academic, welfare and extra-curricular activities. This includes academic and vocational training, students assessment, library services, students' accommodation and classrooms, health services, clubs and games. These services will facilitate increase in student performance and quality, thereby reducing the prevalent rate of examination malpractices, cultism and school dropouts.

Increase in student enrolment also means the need for employment of more teachers. Government should provide funds to employ, train and retrain teachers, by organizing orientation programmes for newly employed teachers. For the old and experienced teachers, funds are needed to help them develop further skills through organization of workshops, seminars, conferences and in-service training. Funds should also be provided to motivate teachers in order to put in their best; salaries should be paid promptly and regularly. Similarly, funds should be set aside for teachers' accommodation, health services and recreational facilities.

Another area of school management that needs adequate funding is the provision of infrastructure and learning facilities. However, the challenges of funding in these area cannot be over-emphasized, due to poor and dearth of infrastructural and learning facilities, as vividly seen in our secondary schools. Government should increase funding in the area of building and maintenance of classrooms, school furniture, libraries, laboratories, workshops and equipment. Similarly, funds should be provided for provision of teaching aids like audio visual aids, graphics, books, chalk and other consumables.

The judicious use and utilization of these scarce resources by school management in the day to day running of the school becomes imperative. Funds are needed to implement government policies and decisions. The implementation of the National Policy on Education (NPE) 6-3-3-4 was a big challenge to our education system. The 6-3-3-4 system which was introduced in 1982, is seen as a lofty idea, the best thing that has ever happened to our educational system. If properly implemented, it would transform the Nigeria education system.

However, the President along with others reasoned that the National Policy on Education (NPE) has failed. Recently, during the National Education Summit held on Monday 4th October 2010, The Nation Newspaper of Tuesday 5th October 2010 cited the President of Nigeria thus:

The 6-3-3-4 system has failed, says Jonathan. It has failed so the proponents should apologize to Nigerians. The system lacks consistency and other short comings. The problem lies with poor implementation.

To the researcher as a educationist, has the 6-3-3-4 system actually failed? Do the problems lie with the implementation alone? The Minister of Education, Prof. Ruqayat Rufa'i responded during the same summit and reasoned that:

...expansion in the educational system has not been by a similar degree with resources allocation. The declining financial allocation to the system and insufficient management of these resources by ministries had led to the present adverse consequences on the quality of our education.

The researcher tend to agree with the submission of the Honorable Minister of Education than that of the President that the failure does not hinge only on poor

implementation, but the real issue is that of inadequate funding. Every aspect of the 6-3-3-4 system require proper funding to implement especially the first 3 years in particular, requires more funding because it provides a broad based education after which a student will finally decide which vocation he will pursue to further his education. Funding is required in implementing the curriculum, communications, coordinating, supervising and evaluation of the policy by school management. If secondary education is properly funded it will lead to achievement of educational goals.

However, Ogunsanju (2005) argued that, it is not only provision of funds, infrastructure, staff remuneration and so on that can restore sanity expected in secondary schools. He went further to say that the solution to the problem of secondary education is effective management practice of the resources available in the secondary schools. Therefore good management practices like planning, organizing, influencing, controlling, good decision-making processes and communication between human, material and financial resources will, to an extent actualized the achievement of educational goals in secondary schools. But there is widespread criticism and loss of confidence by the general public on how school managers manage these resources.

The principal is the person responsible for managing these resources at his disposal. If managed effectively these resources will definitely achieve educational goals. The tasks of the Principal include directing and organizing the teachers and students in an environment conducive to the maximum development of the learners. No wonder Adesina and Ogunsanya (1984) stated that principalship should not only be for every teacher, who has the requisite academic qualification, but rather it should be for those who in addition to the necessary academic and professional qualifications,

should have also the essential qualities of been tactful, patient, imaginative, creative, responsible, dependable, initiative and rational in judgment.

Dele (2000) observed that, there are allegations that many Principals do not devote time and effort in performing their primary responsibilities of directing, planning, controlling, leading, organizing and supervising school activities, but in most cases sit in the office receiving visitors, collecting school fees and visiting Area Offices. This results in wastage in the management of these resources.

Similarly, suffice to say that the poor performance of secondary school students in internal and external examinations, the quality of teachers based on motivation, retention, staff development programmes and performance which is low. So also, the inadequate and poorly maintained classrooms, followed by dearth in schools infrastructure, one is forced to ask the question, Does the huge funds allocated yearly to education, have some positive impact on the management of secondary schools or could it be that the management of these resources cannot be fully realized?

The contention in this study is that if secondary education is adequately funded by government and the funds allocated are effectively managed by the school managers, the realities on ground could have been quite better than what meets the eyes. Thus the thrust of this thesis is to undertake an in-depth investigation on the perception of stakeholders on the impact of funding on management of public secondary schools. The researcher attempted to see if resources allocated to secondary education were adequate and if they were expended wisely and more equitably, and whether the management strategies adopted in managing these resources were

adequate, and if better management strategies could be adopted and also if alternative means of funding outside government allocations could be the solution.

1.2 **Statement of the Problem**

The importance of secondary education in the development of human resources in order to effectively harness the country's wealth and potential cannot be overemphasized. Secondary education occupies an importance place in the Nigeria education system. It is the link between primary and tertiary education and also a means of producing semi-skilled and sub-professional manpower. This is why secondary education has continued to occupy a priority status in Nigeria.

Fafunwa (1994) contended that since the establishment of the first government owned secondary school, the Kings College Lagos in 1909, government owned secondary schools have for long been in the forefront in the provision of good, sound and quality education. The government secondary schools were adequately funded, managed and controlled by government. The public secondary schools then had the best facilities, such as classrooms, libraries, science laboratories, sports equipment and hostels. The secondary schools were better staffed, teachers were well motivated, and in fact the community looked up to teachers for leadership, discipline and respect. The teacher was seen as an epitome of the society. No wonder it was assumed that teachers' *"reward was in heaven."*

Immediately after Nigeria's independence in 1960 the various regional governments followed by the newly created states, addressed the issue of education by establishing more secondary schools as reasoned by Fauna (1974). This marked the turning point in the standard and quality of secondary education. According to Taiwan

(1989) most of the secondary schools were established to satisfy political agitations, rather than maintaining standards and quality as the issues of proper funding was not taken into consideration. To worsen the educational situation, in the 1970's many of the state governments took over secondary schools from missionaries and communities. The missionary schools were regarded as having high standard and academic achievement. This take-over as reasoned by Taiwan has greatly increased government burden on management, control and funding of secondary education. The consequence of this policy marked the beginning of the steady decline in the standard and quality of our secondary education. The last straw that broke the camel's back was the introduction of the Universal Primary Education (U.P.E.) in 1976, followed by political declaration by many state Governments that secondary education was free.

The introduction of the Universal Primary Education (U.P.E.) and the seemingly opening of the doors of our secondary schools as free enterprises, coupled with the introduction of the new system of education 6-3-3-4 which needed adequate funding came along with compendium of challenges. The challenges and problems came in the area of planning, implementation and interpretation of the policy, provision and availability of schools infrastructure, learning facilities, teacher's motivation, retention, welfare and staff development, communication and student enrolment and expansion.

As Andesine (1982) affirmed that hence, with increase in school enrolment without expansion in educational facilities, the phenomenon of large schools and overcrowded classroom have become apparent in the secondary schools in Nigeria, also the teachers who are to teach are few and not motivated. Of all the multifarious problems facing public secondary education in Nigeria today, none is as persistent and virulent as the

one relating to provision of sufficient funds for proper management and achievement of secondary education goals.

It is a truism, according to Agenda (1984) that, money is needed to attract, retain and develop secondary school teachers, to put up new school buildings and maintain the existing ones, procure equipment and other learning materials for effective functioning of the schools. Contributing to the importance of funds to the management of secondary schools system, Mesas (1982) argued that:

For schools to function effectively, sufficient funds
Is needed to buy textbooks, build and maintain buildings,
Pay teachers' salaries buy science equipment and learning
Materials, maintain other services that are required by a
School to carry out its functions effectively.

In his contribution, Ozigi (1978) affirmed that "No organization can survive or carry out its function effectively without adequate financial resources at its disposal."

In the constitution of the Federal Republic of Nigeria funding of secondary education falls under the responsibility of the states and federal government. Based on budgetary allocation to education, compares with other sectors, allocation to education in most states come first and federal allocation to education is always next to defence. Apart from budgetary allocation, government also fund education through alternative sources like the first line charge from the consolidated account for funding UBE and Profit after tax e.g. ETF and PTDF, similarly through Surep, Millennium Development Goal, (MDG's) and Social Development Programme (SDP). So also, other sources of funding secondary education include funds from the students, parents, NGOs and International donors. As a stakeholder, one feels that there is a deliberate efforts by government in funding secondary school. But if you visit the secondary schools, you

are confronted with dilapidated infrastructures, non functioning teaching and learning facilities, dearth and few unmotivated and qualified teachers, *therefore something is fundamentally wrong* comparing government efforts in funding education and the facilities in the secondary schools, so stakeholders are bound to start asking many questions. These huge budgetary allocations and other sources of funding are they actually approved? If they are approved, are they actually released? If they are released, are they actually adequate? If they are adequate, could it be the management practices by the school management is the problem? Actually, inadequate funding affects the provision of the following services:

The physical and spatial infrastructure which enhance teaching and learning in the context of secondary schools are classrooms, laboratories, libraries, furniture, technical workshops, offices, staff quarters and indeed the entire school. These infrastructure and learning facilities are inadequate or poorly maintained due largely to poor funding of our secondary schools leading to not achieving the goals of teaching and learning by producing poor graduates. Even when these infrastructures and facilities are available, the lack of commitment of our educational managers, teachers and students in handling and safeguarding these facilities terming them as "*government property*". The government finds it difficult to provide funds to maintain these facilities and the school management cannot maintain them, due to their non-challant attitudes and inadequate funds, leading to dearth and poorly maintained infrastructure and facilities.

The issue of brain drain is very prevalent in our secondary schools today. Most people use the teaching profession as a stepping stone to greener pasture. Well

trained and qualified school managers and teachers, immediately leave the class when a better opportunity for exit exists, leaving poorly trained, non-qualified and unmotivated teachers and weak leadership in the schools. This problem is tied to inadequate funding of secondary schools, Teachers' salaries are not paid as and when due. Funds are not provided for staff development and motivation like provision of health services, accommodation, in-service training, workshops and seminars, therefore teachers' retention is low. This makes teachers to leave when ever there are little opportunities.

The over blown explosion and increase enrolment in our secondary schools, has made it difficult in funding and managing of students academic and welfare services. The little funds available cannot provide for effective activities of students like games, classroom assessment, health services and accommodation. The explosion in student population require adequate funding to recruit and train teachers, build more classrooms and procure more classroom equipment, but the funds are not available to provide these facilities even if the facilities are available they are not adequate or properly managed.

It is evidently clear from the above that the secondary schools are confronted with dearth and inadequate infrastructure, inappropriate qualified and motivated staff and gross deficit in learning facilities and allied resources (Gidado 2000). Equally critical are problems of non-availability of funds to ensure the day to day effective operations of the schools.

The implication is poor production of graduate students from our secondary schools, who cannot read and write, poor SSCE (WAEC and NECO) results, constant

examination malpractice in both internal and external examinations. Opening of passing centers to teach students how to cheat. Most Universities have no alternative but to conduct post UME Exams, because they no longer trust the examination results of these students nor examination bodies like JAMB, WAEC and NECO.

This unwelcome trend motivated the researcher to find out from stakeholders their perceptions on the impact of funding on management of public secondary schools. The researcher wants to find out if public secondary schools are properly funded. The researcher also wants to find out if funds available to secondary education are not properly managed by school managers for effective attainment of secondary schools goals. Thus this study examined the perceptions of stakeholders on the impact of funding on management of public secondary schools in the following critical areas of management in secondary schools, (i) General and daily management practices in secondary schools (ii) Policy Planning, implementation and decision making processes (iii) Staff motivation and retention, (iv) Effective Communication (v) Teacher's quality and staff development (vi) Provision of instructional and learning facilities, (vii) Provision infrastructural facilities (viii) Students academic and welfare services, (ix) Other sources of funding outside government funding. Similarly it will try to proffer solutions and suggestions on better management strategies and alternative sources of funding.

1.3 **Objectives of the Study:**

The study is expected to achieve the following objectives; To

- i. ascertain the perceptions of stakeholders on the Impact of funding on general and daily management practice in secondary schools in Nigeria.

- ii. examine the perception of stakeholders on the impact of funding on policy, planning and implementation of decisions in secondary schools in Nigeria.
- iii. assess the perceptions of stakeholders on the impact of funding on staff motivation and retention in secondary schools in Nigeria.
- iv. find out the perceptions of stakeholders on the impact of funding on effective communication in and out of secondary schools in Nigeria.
- v. investigate the perceptions of stakeholders on the impact of funding on teacher quality and staff development in secondary schools in Nigeria.
- vi. ascertain the perceptions of stakeholders on the impact of funding on the provision of instructional and learning facilities in secondary schools in Nigeria.
- vii. examine the perceptions of stakeholders on the impact of funding on provision of infrastructural facilities in secondary schools in Nigeria.
- viii. investigate the perceptions of stakeholders on the impact of funding on students academic activities and welfare services in secondary schools in Nigeria.
- ix. find out the perceptions of stakeholders on the impact of other sources of funding on the management of secondary schools in Nigeria.

1.4 **Research Questions**

For this, it is therefore necessary for the researcher to address these problems by asking the following questions:

- i. How does funding have impact on general and daily management practices in the secondary schools in Nigeria?
- ii. How does funding have impact on planning and implementation of decisions in secondary schools?

- iii. Does government funding have any impact on staff motivation and retention in secondary schools in Nigeria?
- iv. What impact does government funding have on communication management in secondary schools in Nigeria?
- v. What impact does government funding have on teachers' quality and staff development in secondary schools in Nigeria?
- vi. What impact does government funding have on provision of instructional materials and other consumables in secondary schools in Nigeria?
- vii. How effective does funding have impact on infrastructural development in secondary schools in Nigeria?
- viii. Does government funding have any impact on student academic activities and welfare services in secondary schools in Nigeria?
- ix. How effective are other sources of funding outside government funding, a necessary factor to improve funding in secondary schools in Nigeria?

1.5 **Research Hypotheses**

- i. There is no significant difference in the perceptions of stakeholders on the impact of funding on general and daily management practices in secondary schools in Nigeria.
- ii. There is no significant difference in the perceptions of stakeholders on the impact of funding on planning and implementation of educational policies and programmes in secondary school in Nigeria.

- iii. There is no significant difference in the perceptions of stakeholders on the impact funding on teachers motivation and retention in secondary schools in Nigeria.
- iv. There is no significant difference in the perceptions of stakeholders on the impact of funding on communication in and out of secondary schools in Nigeria.
- v. There is no significant difference in the perceptions of stakeholders on the impact of funding on teacher's salaries, welfare and staff development.
- vi. There is no significant difference in the perceptions of stakeholders on the impact of funding on provision of instructional materials and other consumables in secondary schools in Nigeria.
- vii. There is no significant difference in the perceptions of stakeholders on the impact of funding on infrastructural development in secondary schools in Nigeria.
- viii. There is no significant difference in the perceptions of stakeholders on the impact of funding on students academic activities and welfare services in secondary schools in Nigeria.
- ix. There is no significant difference in the perceptions of stakeholders on the impact of other sources of funding outside government funding on the management of secondary school in Nigeria.

1.6 **Basic Assumptions**

This study hereby assumes that:-

- i. general and daily management practices are properly funded by government in secondary schools in Nigeria.

- ii. Policy Planning and Implementation of Decision are adequately funded by government in secondary schools in Nigeria.
- iii. staff motivation and retention programmes are adequately funded by government in secondary schools in Nigeria.
- iv. provision of communication gadgets and activities are properly funded by government in secondary schools in Nigeria.
- v. teacher's quality and staff development programmers' are properly funded by government in secondary schools in Nigeria.
- vi. provision of teaching and learning facilities are adequately funded by government in secondary schools in Nigeria.
- vii. provision of infrastructural facilities and maintenance are properly funded by government.
- viii. student's academic activities and welfare services are properly funded by government in secondary schools in Nigeria.
- ix. other sources of funding outside government funding are a necessary factor for management of secondary schools in Nigeria.

1.7 **Significance of the Study**

This study is significant because it will enable government to realize that achievement of educational goals depends to a large extent on adequate financial support through the provision of teaching and learning materials, infrastructural development, communication, decision making, staff motivation and retention, staff quality and development and student academic welfare service.

In addition, the study is significant because, it will make the educational administrators and all citizens realize how government prioritizes allocation to education compared with other sector. It will create awareness on how funds are approved and how the budget is released accordingly. The stages of implementation and management of resources in secondary schools.

The study is significant to principals and teachers because it would make them realize that resources available to education were limited and scarce due to competing demands by other sectors. Therefore, there is the need for proper management of these financial resources and also cost saving devices would be a necessary factor in the secondary schools in Nigeria.

More so, through this study, government is made to be aware of the fact that due to inadequate funding of secondary education compared with other sectors of education, facilities in term of libraries, laboratories, staff accommodation, games equipment, furniture, instructional facilities and a host of others are lacking in the secondary schools, and therefore recommend how government could improve funding and also source for alternative funding.

Similarly, the study is intended for both teachers and students to be more aware of the limited financial resources available to government and therefore they should limit unrealistic demands.

Furthermore, the study is intended to draw attention of parents, the public and private individuals, private and public cooperation and philanthropic bodies to the noble role of secondary education and its predicaments and urge them to make additional contributions financially and other wise towards recurrent and capital projects.

Finally, it is hoped that the study will create a future reference point for students, researchers, private, public organizations and the government in the study of funding and management in Nigerian secondary schools.

1.8 The Scope Study

The study examines funding of government owned Secondary Schools in Nigeria and the management techniques adopted in managing these scarce resources.

In doing this, the researcher focused his attention on all federal and state public secondary schools in Nigeria. Similarly, the study examined some choice Government secondary schools in Nigeria where the entire country is given a fair representation through the geographic zones.

In addition the study focuses mainly on Principals, Ministry of Education officials and teachers on their perception on the impact of funding on the effective management of secondary schools in Nigeria.

Finally, the study was limited by challenges and constraints of data. Some principals and Ministry of Education official may be cautious and suspicious about offering the needed information and records.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examined and reviews some related literature on concepts, issues and studies relevant to government funding on management of Government Secondary Schools in Nigeria, especially on the impact of funding on the management of critical areas in secondary schools in Nigeria

(I) Concept of perception

(ii) Nature of funding in Government Secondary Schools

(iii) Government Alternative funding of Education outside budgetary allocation

(iv) Concept of Budget

(v) Educational Budget in Secondary Schools in Nigeria

(vi) Concept of Management

(vii) Educational Management

(viii) Some cost saving devices in Secondary Schools Management

(ix) General and Daily Secondary School Management

(x) Policy Planning, Implementation and decision making processes

(xi) Staff motivation and retention

(xii) Effective Communication

(xiii) Teacher quality and staff development

(xiv) Instructional and learning facilities availability

(xv) Managing educational infrastructure in secondary schools

(xvi) Student academic and welfare services

(xvii) Other sources of funding secondary education in Nigeria

(xviii) Goals and objective of secondary education in Nigeria

(xix) Management and control of Government Secondary Schools and Empirical studies on impact of funding on management of Nigerian Universities.

2.2 **Conceptual Framework**

The educational system of any country is influenced largely by its economy and the prudent use of allocated resources. A highly productive stable economy and effective management of resources to education would ensure a qualitative education for the country's citizens. In contrast, an unstable economy and poor management of resources would usually lead to inadequate funding of vital sectors of the economy, such as education, the consequences of which would be the failure of the attainment of educational goals.

The fundamental principle in funding education is first of all knowing how much money is allocated to the educational sector and planning how well the available funds could be effectively utilized. Adesina (1980:146) opined that:

The importance of educational funding in the management of schools is hardly contestable since every funding involves some forms of expenditure analysis. In particular educational funding may be used only as instruments for analyzing financial aspects of education i.e. their diagnostic function. But also as parameter for projecting the trend of an educational system prognostic function.

Financial resources should be allocated adequately to meet management requirements, and implementations should be according to financial plans.

The provision of required funds and the expenditure of funds on education according to plans become the point through which educational funding and resources management is translated into action. Edem (1982:62) pointed out that:

Financial allocations are therefore made to items on which money is to be spent rather than on what is to be achieved by the money. In consequence effectiveness comes to be assessed more in terms of money spent rather than by how much has been achieved, thus leaving schools inadequately, equipped and staffed.

2.3 **Concept of perception**

Robert (1981) defined perception as a cognitive process, a way of knowing about something, which interconnects the cognitive activities with reality. He went further to state that perception is a complex process which involves taking information into our mind in respect or as we view the surrounding or environment; before we can take a decision. Lazerson (1975) explained that perception deals with how we gather and interpret information from our environment without being aware of what we are doing. He states further that perception starts when we imagine that our sense send copies of images or pictures of an external world over a pathway of nerves to some sort of central switchboard, where the images or pictures are displayed on a screen of consciousness that reflects our awareness or understanding of the surrounding or environment.

According to Wikipedia (2011) the word perception comes from the Latin word "Perception" which is the process of attaining awareness or understanding of the environment by organizing and interpreting sensory information depending on the

complex activities of the nervous system, the process seem subjectively, mostly effortless and happen outside conscious awareness.

This study intends to elicit the perception, which deals with the understanding, awareness, views and opinion of stakeholders on the influence of government funding on the management of public secondary schools in Nigeria.

2.4 **Concept of Funding**

According to Wikipedia, (2011) funding is to provide resources, usually in form of money, financial or other values such as effort or time for a project, a person, a business or public institution. The Oxford Advanced Learners' Dictionary defines funding as money for a particular purpose; the act of providing money for such a purpose. The verb funding is derived from the word fund which means the process of providing money or a sum of money for special purposes.

2.4.1 **Nature of Government Funding of Secondary Education in Nigeria**

National Policy on Education NPE (1994) stated that funding of secondary education is done by the Federal and State. This is so because Nigerian government recognizes education as all expensive venture, a social service which requires adequate financial provision. Other bodies that are involved in funding secondary education include the individual, parents, private and public organizations, communities, international organizations and philanthropic bodies. The Government of Nigeria funds secondary education through:

- i. Budgetary allocation to education
- ii. Alternative sources of funding outside budgetary allocation

Educational management in secondary schools involves a careful determination of priorities and a proper assessment of the means of accomplishing them. It is on this basis that funding constitutes an integral part in the process of management in secondary schools. Education today is a complex venture in Nigeria. As a result of this; a lot of financial resources are annually allocated to it. Similarly, the enrolment of students have continued to increase in our secondary schools, more sophisticated material and facilities are being purchased, more professional and specialized teachers are recruited. In addition the public is becoming more aware and more curious about how the resources available to the school system are being allocated and utilized. All these call for a careful management of funds allocated to secondary education.

According to Pandit (1984), no government funding in education can please everybody. Government funding should not be aimed at general contentment of the people but should be aimed at equal distribution of resources particularly among competing educational sectors. The importance of equal distribution of resources to square up the demands of the citizens where the citizens cannot afford it, have been stressed by world leaders, during budget speeches. Abraham Lincoln once said:

A legitimate objective of a government is to do to the people what need to be done where the individual cannot do so well or at all.

His fellow former president Franklin D. Rosevell collaborated by saying that: as new problem arises beyond the power of citizens to meet their individual needs, it becomes necessary as the duty of government to find solutions.

From the statements of these world leaders, it is believed that it is the responsibility of the government to provide for its citizens. However because of the dwindling resources

and competing demands, by various sections, citizens needs to complement government efforts. Pandit (1984) explained that the funding of Education is not the business of government alone, but the responsibility of all citizens. The funding of education is shared by governments and citizens as follows. The contribution of government is called institutional cost. Private individuals and parents are called Household cost and contribution of the public, private organizations philanthropies and members of the society is called social cost.

Therefore, funding of education as defined by Pandit, (1984) is the monetary value of resources used in the production of human capital. In analyzing the funding of education, he states further that educational managers must first decide on what is to be done and then forward it to the Economist or Educational Economist who will work out how much is to be raised. The funding of education is determined by three investment decision-making bodies. The Government, individual, parents and the society respectively.

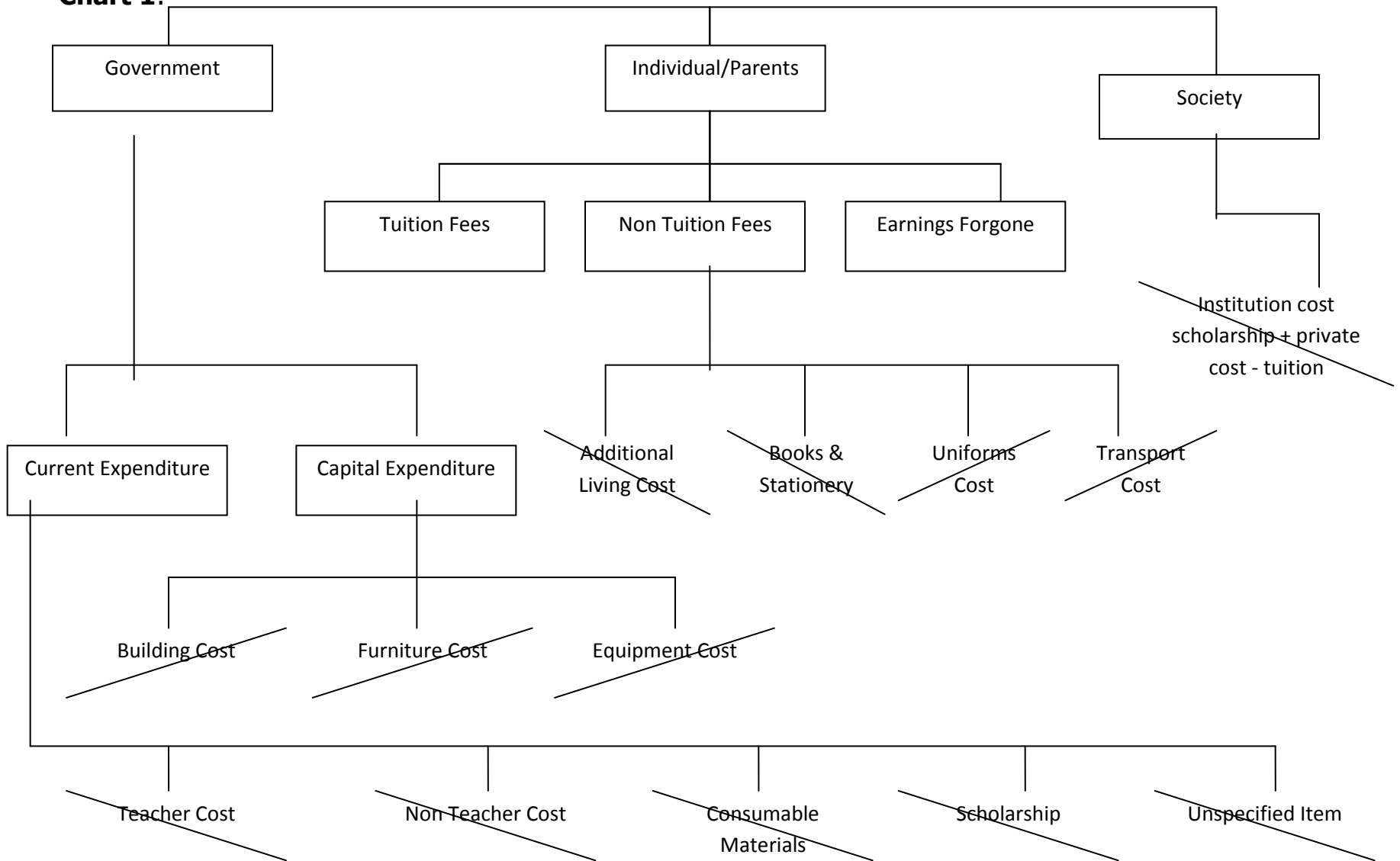
As asserted by Uyanga, (1989), the funding of education is further analyzed by using the Cost Benefit Analysis (C.B.A.) where all forms of investment involve a sacrifice of present consumption in order to secure future benefits. Cost is hereby defined as opportunity cost. Investments in one line of educational development involve sacrifice in the other, with the hope of enjoying the product of such investment in the future. Money investment therefore, may not be the only significant expenditure in education even though it provides the purchasing power. Other investments though most often ignored but which are important in computation of cost of education is the time the student themselves spend in school, which could otherwise have been invested in other things like farming, trading, working and paying tax to government. This affects the national economy. By schooling, a student deprives the government of this manpower services for the period he is in school.

This is with the hope that at the end of his schooling, he would have emerged a more competent and skilled individual to render greater services in the society.

The above mentioned apart, cost benefit looks into the land and other facilities foregone by the locality in which the school is sited, and which may have been engaged in alternative developments. Though the above may not be computable, it should be noted that they constitute a major component of education funding.

AN ANATOMY OF FUNDING OF EDUCATION

Chart 1:



Funding of education by Government consists of government investment in education. The financial policies of the government are a reflection of the values of choice of the people and the order of priorities the government established in the allocation of these resources depends on the political philosophy of the country. Education is an expensive social service and requires adequate financial provision from all tiers of government for the successful implementation of educational programmes. The 1999 Constitution of the Federal Republic of Nigeria states clearly the role of each tier of government in funding and management of education.

Education is listed under the concurrent list, which mean that education is both the responsibilities of Local, State and Federal Government. The State and Federal Governments have the constitutional responsibilities of establishing and making budgetary allocation to manage secondary schools.

Therefore, there is no gain-saying that successful educational achievements depend to a large extent on the funding and the allocation of other resources to education by government. Government accepts education as a very productive and an important venture; this is why the National Policy on Education (1981) recognizes education as an instrument for national development and National Unity. The policy consequently requires government to allocate a substantial part of her budget to education. It states further that education is no longer a private enterprise but a huge government venture that must witness a progressive, dynamic intervention and active participation of government and citizen. Thus, successive governments both Federal

and States have at various periods through yearly budgetary allocation and various interventions, allocate huge funds to meet educational needs.

These allocations are divided into two:

- (i) **Capital Expenditure:** This refers to stock existing at a given time that yields a stream of services overtime. At the secondary school level, capital stock consists of such items as the school buildings, the land on which the school is located, equipment, audio and visual aids, furniture and books. The stock has a long life span, which implies that the value of its usage is spread over a given life span period (Adesina 1984).
- (ii) **Recurrent Expenditure:** Are running cost that relate to personnel service and to consumable materials that are utilized within one school academic year and therefore regularly renewed. Recurrent cost is considered as that which consists of the varying element of cost. Item under recurrent cost include, salaries and allowances for teaching and non-teaching staff, utility services, stationeries and printing, maintenance of vehicles, office equipment, telephone and postal services, (Adesina 1984).

Over the years, various governments have been committed to the pursuance of education as seen in the past decades of budgetary allocation to education. Furthermore, the government has continued to extend educational opportunities to those that are deprived of formal education through adult education and mass enlightenment campaigns. In order to achieve their objectives, governments have continued through yearly budget and special grants to make provision in form of allocation to education.

Table 1 and table 2 summarize budgetary allocation to education over the years 1955-1986.

Table 2.1:

Allocation of funds to Education in Nigeria's Development Plans 1955-1985

	1955-6	1962-68	1970-74	1975-80	1981-85
1	2	3	4	5	6
Total Projected Expenditure	£235m	£676.8m	£1,025m	₦43.3m	₦8b
Projected Expenditure	£18.8m	£68.76m	£138.89m	₦3.22b	₦7,703,079m
Education expenditure on percentage of total planned expenditure	8.0	10.3	13.5	12.0	9.3

Sources: Compiled from the National Development Plans 1962, p.35; 1970 pp.6 & 273; and 1981 p.259

Table 2.2:

Federal Government Capital and Recurrent Expenditure on Education in figures and Percentages of Total Expenditure 1979-1986

1 Year	2 Total Recurrent Expenditure	3 Recurrent Expenditure on Education	4 3 as % of 2	5 Total Capital Expenditure	6 Capital Expenditure on Education	7 6 as % of 5
1979	3,187.2	360.4	11.3	4,837.4	306.7	6.3
1980	4,781.2	597.2	12.5	10,654.0	925.6	8.7
1981	4,975.5	543.7	10.9	9,644.9	630.0	6.5
1982	5,506.0	541.3	9.8	6,896.2	402.8	5.8
1983	5,278.8	620.8	11.8	6,807.3	346.6	5.1
1984	6,275.7	657.9	10.5	5,411.0	87.6	1.6
1985	7,215.3	697.3	9.7	8,153.8	126.2	1.5
1986	7,641.5	599.5	7.9	5,000.5	399.5	8.0

Source: Central Bank Annual Report and Statement of Account 1979-1986.

Table 1 and 2 show that immediately Nigeria got her Regional Independence in 1954, through the independent decade to the military era of Buhari/Babangida regime education was used to address the problems of manpower development. National unity and National integration through the allocation of between 10-13% of the total budget.

Tables 3 – 5 shows the summary of Federal Governments budgetary allocation to education compared with other sectors between 1995-2009.

Table 2.3:
Federal Government Total Expenditure Recurrent and Capital Expenditure on Education and Compared with Some Sectors (Naira Million)

YEAR	1995	1996	1997	1998	1999
Total Budget	306,659.3	337,217.6	428,215.2	487,113.4	947,660.0
Recurrent Expenditure	132,899.7	124,291.3	158,563.5	178,097.8	449,662.2
Education	9,746.4	11,667.0	12,983.1	14,034.8	23,047.2
Defence	6,597.6	11,902.3	13,342.5	15,460.3	20,769.2
Agriculture	1,510.4	1,818.1	2,421.2	2,978.6	5,238.8
Health	3,320.7	3,175.3	4,702.3	5,333.6	8,793.2
Information & Communication	1,080.9	1,198.6	2,185.2	1,439.2	2,631.5
Capital Expenditure	173,759.6	212,926.3	269,651.7	309,015.6	498,027.6
Education	2,426.4	3,215.7	3,808.2	10,579.3	8,516.6
Defence	2,762.8	3,784.0	4,943.4	9,701.6	3,797.7
Agriculture	2,414.2	3,894.8	6,249.4	6,064.6	6,912.6
Health	1,312.3	1,659.6	2,623.8	8,307.2	7,386.8
Transport and Communication	2,510.5	8,618.8	1,162.5	8,525.5	3,316.7

Source: Federal Ministry of Finance and Central Bank of Nigeria.

Table 2.4:
Federal Government Total Expenditure, Recurrent and Capital Expenditure on Education and Compared with Some Sectors (Naira Billion)

YEAR	2000	2001	2002	2003	2004
Total Budget	701.1	1,018.0	1,018.2	1,226.0	1,062.7
Recurrent Expenditure	461.6	579.3	696.8	984.3	716.0
Education	39,034.0	39,884.6	100,240.2	64,755.6	76,527.7
Defence	31,046.4	47,071.6	86,053.8	51,043.6	76,324.4
Agriculture	11,579.6	7,071.6	12,439.4	7,534.3	11,256.6
Health	2,427.6	24,523.5	50,579.4	22,669.8	8,072.2
Transport & Communication	239.5	33,935.1	36,579.4	22,669.8	8,072.2
Capital Expenditure	239.5	438.7	321.8	241.7	346.2
Education	6,444.0	19,860.0	9,210.0	14,680.2	9,053.1
Defence	8,803.2	16,400.0	22,093.8	10,679.7	8,723.0
Agriculture	8,803.2	57,879.0	32,364.0	8,510.0	38,669.8
Health	8,865.6	20,128.0	12,608.0	6,431.0	18,207.6
Transport & Communication	7,177.2	19,241.0	17,083.2	6,639.6	973.8

SOURCES: Federal Ministry of Finance and Central Bank of Nigeria Annual Report and Statement of Accounts.

Table 2.5:**Federal Government Allocation to Education Compared with Some Sectors (Naira Billion)**

MINISTRY	2005	2006	2007	2008	2009
Total Budget	1,919.7	2,038.0	2,450.7	3,240.8	3,456.9
Recurrent Expenditure	1,321.3	1,390.2	1,589.3	2,117.4	2,456.9
Education	82.8	119.0	150.8	164.0	137.1
Defence	71.7	84.2	72.1	95.8	54.8
Agriculture	16.3	17.9	32.5	65.5	80.0
Health	55.7	62.3	81.9	98.2	90.2
Transportation and Communication	8.0	9.8	32.2	64.4	90.0
Capital Expenditure	519.9	552.4	759.3	960.9	1,132.8
Education	31.9	32.7	46.8	48.8	43.4
Defence	16.8	15.8	24.3	32.3	47.3
Agriculture	60.3	89.5	94.1	106.0	138.9
Health	21.8	32.2	98.9	97.2	52.2
Transportation and Communication	15.6	8.2	31.4	80.1	106.2

Source: Federal Ministry of Finance and Central Bank of Nigeria Annual Report and Statement of Account

The tables show that federal government budgetary allocation to education has increased significantly from millions to Billions of Naira. Also budgetary allocation to education compared to other sectors shows that allocation to education is either the highest or occupied the second position.

Table 6 and 7 show a summary of state government budgetary allocation to education compared to other sectors between 2000-2009.

Table 2.6:

State Governments and FCT Total Expenditure, Recurrent Expenditure and Capital Expenditure (Naira Million) on Education compared to Other Sectors

YEAR	2000	2001	2002	2003	2004
Total Expenditure	359,670.60	596,956.40	724,537.20	921,159.70	1,125,057.00
Recurrent Expenditure	196,784.00	294,709.50	424,195.50	545,308.70	556,812.30
Education	40,441.00	20,045.50	55,636.40	83,750.90	79,886.20
Agriculture	11,319.30	9,581.50	13,658.90	18,111.60	17,077.20
Health	17,860.20	7,835.10	26,308.20	36,711.10	46,998.70
Commerce	1,366.60	7,695.60	1,524.00	1,896.80	2,860.70
Finance	13,903.60	10,541.10	27,763.00	24,265.70	19,208.60
Information	-	-	6,181.30	6,329.70	9,465.60
Water Supply	-	-	5,516.30	6,445.80	18,492.50
Housing	-	-	4,121.80	5,093.80	5,531.80
Capital Expenditure	158,895.60	235,241.70	283,473.80	324,019.90	412,926.20
Education	10,300.40	15,790.00	16,090.60	17,839.20	35,882.00
Agriculture	6,289.80	5,988.90	6,682.10	9,581.90	20,875.40
Health	6,395.50	7,371.90	8,750.40	15,515.60	21,171.10
Commerce	2,588.30	9,896.40	3,193.60	3,257.30	11,911.50
Finance	615.70	1,055.70	2,275.40	11,623.90	3,375.70
Information	-	-	5,782.90	5,464.40	12,930.10
Water Supply	-	-	12,840.20	13,467.40	16,302.30
Housing	-	-	10,137.40	8,645.80	20,557.9

Source: State Government Accountant General Report

Table 2.7:

State Governments and FCT Total Expenditure, Recurrent Expenditure And Capital Expenditure (Naira Billion) on Education compared to other Sectors

YEAR	2005	2006	2007	2008	2009
Total Budget	1,478.6	81,586.8	2,116.1	3,021.6	2,776.5
Capital Expenditure	514.7	584.0	854.8	1,455.7	1,284.2
Education	44.7	50.8	63.2	88.3	93.5
Agriculture	26.0	29.9	37.3	46.7	52.5
Health	26.4	29.8	31.2	59.2	72.4
Commerce	4.1	4.7	5.6	10.0	29.4
Finance	27.2	31.0	38.1	45.5	31.4
Information	16.1	18.5	16.6	11.1	10.8
Water supply	20.3	23.2	26.0	35.9	52.1
Housing	25.6	29.0	31.6	33.3	28.0
Recurrent Expenditure	789.1	894.3	1,217.4	1,505.6	1,426.1
Education	111.8	126.3	101.4	146.4	140.8
Agriculture	44.2	27.8	30.8	44.3	59.3
Health	65.2	73.0	54.7	58.4	77.3
Commerce	4.1	4.7	5.6	10.0	29.4
Finance	27.2	31.0	38.1	45.5	37.4
Information	13.4	15.3	6.5	8.4	8.9
Water supply	26.2	29.7	22.7	28.0	47.7
Housing	7.8	8.9	5.4	6.0	35.7

Source: State Government's and FCT Accountant General Reports.

From the analyses of tables 6 and 7, it is evidently clear that state government and the federal capital territory allocation to education have increased substantially. The analyses also show that all states and F.C.T give education the highest allocation compared to any sector.

Table 8 shows a summary of President Goodluck Jonathan budget for 2010 and 2011.

Table 2.8:

Federal Government Allocation to Education Compared with Some Sectors (Naira Billion)

Total Budget	2010	2011
Nigeria	N4.07 trillion	N4.485 trillion
Education	N249,086,254,059	N7,248,537,091
Defence	N231,99 billion	N21,944,014,313
Agric	N312,92 billion	N19,965,484,163
Health	N161,84 billion	N1,489,662,649
Finance		N6,085,887,287
Capital Expenditure		
Nigeria	N1.37 trillion	N1.147 trillion
Education	N53,667,933,553	N3,132,588,612
Defence	N39,450,000,000	N838,170,085
Agric	N117,131,713,104	N13,565,866,724
Health	N49,990,000,000	N257,820,979
Finance	N3,702,437,582	N2,068,681,919
Recurrent Expenditure		
Nigeria	N2.011 trillion	N2.425 trillion
Education	N195,418,320,506	N4,115,9448,479
Defence	N192,594,871,801	N21,105,844,227
Agric	N31,583,59,848	N6,399,617,440
Health	N111,855,511,090	N1,231,841,670
Finance	N9,594,336,506	N4,017,205,368

Source: www.budgetoffice.gov.ng

From the analyses of the two budgets it clearly shows that the federal government has shifted its priority allocation to education as education now occupies the second and third position in budgetary allocation respectively.

It is pertinent to note that as argues by Akpa (2006) university, tertiary and secondary education is the responsibilities of states and federal government. The states

allocates about 60-70% of budgetary allocation to education to secondary schools while the federal government allocate 10-15% of budgetary allocation to education to secondary schools.

It is also observed that personnel cost (teachers salaries) constitute the dominant cost in the recurrent cost profile of Government Secondary School system. This is because of the cost creep built into teachers salary structures in the form of automatic salary increments and promotions based on years of service. The implication of this is that even if staff strength is fixed, cost will continue to rise.

However, Edem (2006) observed that if monies allocated to education sector were properly used the quality of education would have improved more than what is obtainable presently. Most of the budgetary allocation to education are usually diverted to different uses or used on unprioritized educational ventures. Even though over 80% of the total budgets allocated to education are spent on recurrent expenditure, teachers are still being poorly paid and not on time. There also exist poor and inadequate equipment in our secondary schools dilapidated classrooms and furniture. It has also been observed that substantial part of the impressive rise in education expenditure is not real but rather a reflection of the galloping inflation of price and wages due to malfunctioning of the macro economy.

2.4.2 Government Alternative Funding of Education outside Budgetary Allocation

Looking at the trend of government allocation to education, one wonders why government's huge investment in education cannot correct these anomalies. Grapple with the escalating problems of education financing in the country, and to arrest the

imminent collapse of the public education sector, government in response to the recommendation of some eminent Nigerians promulgated the Education Tax Decree No. 7 of 1993. To raise fund for the education sector, this is in realization that the private sector as the main beneficiary of the product of the education should directly be shared in the burden of its finance. (Peratomode, 2004).

Peratomode, (2004) further spelt out the provision of the decree which stated that companies are to pay 2% of their profit to the education fund; and that fund should be shared as follows: 25% to University Education, 25% to be shared by Polytechnics, Colleges of Education and other tertiary institutions. The remaining 50% of the fund would be shared by Primary and Secondary Schools in Nigeria. It is believed when implemented to the later this would be a bold attempt by government to finance education outside the traditional budgetary allocation to education.

The aim of establishing the fund has actually achieved its goal, as it can be clearly seen in the improvement of construction and renovation of classrooms, provision of furniture and equipment in both Primary, Secondary, Polytechnics, College of Education and Universities. Another critical area is through staff development by giving scholarships to teachers, organizing conferences, workshops and seminars.

Table 2.9:

Education Tax Fund Expenditure on Education (Naira Billion)

YEAR	1995	1996	1997	1998	1999	
ETF	1,845.0	1,000.00	907.0	2,655.3	3,621.7	
YEAR	2000	2001	2002	2003	2004	
ETF	81.9	117.8	144.9	119.4	245.5	
YEAR	2005	2006	2007	2008	2009	2010
ETF	3,986.2	4,290.7	5,374.4	7,644.6	7,258.0	44,341

Source: Federal Ministry of Finance and Central Bank of Nigeria

Table 9 provides a breakdown of Education Tax Fund between 1995 to 2010.

Another giant stride taken by government to source for alternative ways of funding education outside the yearly budgetary allocation to Education was the introduction of the U.B.E. launched by the then President Olusegun Obasanjo on September 30th 1999 in the historic city of Sokoto. The programme is to be funded by the Federal, State, Local Governments and International donors. The Federal Government is the major financier of the U.B.E., Funding it from funds accruable from the Consolidated Revenue Funds and other monies from Internal and External Partners’.

According to Gidado, (2000) the Federal Government through its Executive Council decision (EC (99) 347/3/1/200) decided that it would intervene in basic education to supplement in the following areas:

1. Pre-primary, primary, junior secondary Non formal education
2. Provision of classroom, offices, toilets (construction/rehabilitation)
3. Provision of instructional materials and equipment
4. Support to teachers in-service training and
5. Support to curriculum/material development activities

It has also gone the extra mile by providing what was seen then as the expenditure formular for the disbursement of federal grant to its partners. The formular is as follows:

- i. 50% on equality
- ii. 15% on the basis of enrolment
- iii. 10% on the basis of population

iv. 25% to the educationally disadvantaged states, which are then shared on the basis:

- a. 50% on equality
- b. 25% on enrolment
- c. 25% on population

However, the partners are State Universal Basic Education Boards (SUBEB), Non-Governmental Organizations (NGO's) and Community Based Organizations (CBO's).

For any of the partners to access the U.B.E Funds it must open an account in the Central Bank of Nigeria. Each beneficiary agency must develop a budget for executing a U.B.E. activity. Then signing of memorandum of understanding (MOU), which should include, among other things work schedules, evaluation frame and time frame for accomplishment.

It should be underscored that the Federal Fund will only be disbursed only on payment of counterpart equivalent into the U.B.E. Central Bank Account. Between 2000-2001 the Federal Government allocated more than 12 billion to the U.B.E. Fund.

Table 2.10

Federal Government Expenditure on Universal Basic Education U.B.E.

(Naira Billions)

YEAR	2005	2006	2007	2008	2009
U.B.E.	24.30b	30.05b	35.30b	44.00b	39.30b

Source: Federal Ministry of Finance and Central Bank of Nigeria Annual Report and Statement of Account.

Table 10: Provides a breakdown of Federal Government allocation from the Consolidated Revenue Fund to U.B.E. between 2005 to 2009.

Funding of education by parents and individual is cost incurred or borne by individual students and or their families on their education at school. Even when the Federal and State governments provide free tuition, private individual still bear part of the total cost of their own education. This may include provision of Books, transport, uniforms, meals and opportunity cost in form of income forgone while attending school which would otherwise have been employed or for other economic activities.

Social funding is cost that includes contributions from the public, private organization, philanthropies, members of the society and International organizations.

2.5 Concept of Budget

According to Ovwigho (1991), budget is a process of mapping out how to obtain and utilize the resources, usually expressed in monetary term, in an organization over a period of time which is normally a year. Similarly, Roe (1961) defined budget as a specific plan for implementation of organization objectives, policies and programmes for a given period of time. It involves the description of all activities and services required to attain the goals of an institution. Budgets are physical resources available for implementation of the programme of an institution during a year.

However, Peretomode (2004) argued that a highly detailed plan about a project in the future is not yet a budget until we specify how much money we are willing to commit to the project. He goes further citing Knamor, (1977) who defined budget as a special kind of plan because it is concerned with money. It deals with how much money government, school, board or an individual school plans to spend and how the expenditure is to be financed.

Uyanga, (1989) defines budget as ways and means usually employed to provide for expenditure incurred in the staffing, equipment and maintenance of organizations. Edem (2000) also collaborates this by defining budget as the statement which describes how various programmes outlined for a year or another stated period of time are to be financed. It usually contains details of carefully prepared estimates of the anticipated receipts, expenditure and balance for the period for which it is calculated. According to Encyclopedia Britannica, budget is a kind of a financial Master Plan of Government, depicting unified views of the scope and character of its administration and policies.

2.5.1 Educational Budgeting in Secondary Schools in Nigeria

Ogbodo (2004), opined that Educational Budgeting deals with Expenditure and revenue that will accrue to a school within a specific future time period. The fiscal year in a school calendar is twelve months. According to Schack (1966) a budget has three main use; control, management and planning.

A budget seeks to tie the Educational Administrator to the stated policies and objectives formulated by the Ministry or School Administration. Control is enforced by accounting practices and reporting procedures that restrict the transfer of funds from an account to another. The management aspect of a budget involves efforts to carry out effectively and efficiently the plan and policies that have been approved while the planning aspect involves the determinant of objective, the evaluation of alternative courses of action and the actualization of selected programmes.

Also Ovwigbho, (1991) asserted that Budgeting is essentially for all efficient management of an education institution since through it, the goals of the school and

the means of attaining them are determined. It focuses the mind of the Educational Administrator or Planner on what is to be done in his school within the period. A good education budget of a school serves as an instrument for equitable distribution of available resources to the essential departments and among the activities of the school. This implies that with budgeting the principal is made to understand the needs for an orderly planning and effective coordination of the affairs of the school.

In addition, school budgeting makes it possible for the principal to assess his priorities and ensure that his Expenditures are restricted as much as possible to the appropriation voted. Through educational budgeting the various sources of funds, the anticipated expenditure and the allocation of authority for administering budget items are clearly indicated. Budget helps to reduce areas of conflict within the school. Ovwigho goes further to state that Educational budgeting makes it possible for members of the public to be informed about educational activities and programmes of the school. Moreso, budget serves as a means of comparing the services of a given school with those that was rendered in the past. Finally, an effective budget is designed to reflect careful planning, highlight the needs to establish a system of control and permit a judicious and effective expenditure of available funds. Budgeting within the context of Educational System portrays relationship of the Federal, State and Local Governments in supporting education. It is on this basis that budget can properly guide the educational philosophy of the country.

Uyanga, (1989) views school budgeting as the processes of depicting the step by step action employed by school Administrators and their assistance in planning and

administering their schools budget within a fiscal year. This is more or less a short term plan (call it tactical plan) involved in schools financing and which mostly end up with a financial document, that guides the action of the principals.

He postulates the processes of budget planning as follows:

Step 1. The Principal should determine the educational objective and programme of the year of the school, which in turn must have some relationship with the national educational objective. The principal must first of all prepare the educational Plan of the School. The second step is followed by the expenditure outlay of the Educational Plan; this prepares the cost for Educational services and translates them into a workable financial plan. The financial plan essentially relies on past budget and comparing it with the current budget. It gives detailed ways and means of meeting the cost of the outline of educational services. It brings to focus the entire schools income and the sources of such income. In Nigeria, most secondary schools are financed by the government except privately owned secondary schools. The third step is the presentation and defending the proposed financial plan in the Area Offices or the Ministry of Education for approval. Finally, the last stage is the implementation of the approved budget.

2.6 **Concept of Management**

Management is both a field of practice and a field of study. As a field of practice it is traceable to the ancient times while, as a discipline, the systematic study of the field, began relatively recently in the twentieth century. Peretomode (2004) defined management as an activity concerned with facilitating the accomplishment of the objectives of an organization through a systematic management of constraints and

Careful utilization of the available limited resources which include human, material, equipment, supplies, finance, space and work technique or technology. Agbonifoh, (2005) asserts that management is responsible for the work of other people. It is getting things done through and with others. He went further to explain that management is the process of taking charge of the affairs of a group of people in order to accomplish some task.

For Griffin, (1990) he defined management as a set of activities, including planning and decision-making, organizing, leading and controlling, directed at an organization where there is interaction between human, materials, physical, financial and information resources with the aim of achieving organizational goals in an efficient and effective manner. Ejiofor (1987) describes management as the art of working particularly through people for the achievement of the broader goals of an organization. In trying to achieve these goals, the manager has to map out his strategy, find the people and the materials to do the job, assign different people to accomplish different jobs, ensure that these jobs are being done as planned, and report the result of work to his boss.

These definitions view management in terms of the various activities or functions which are involved in the process of running the affairs of an organization. They make the important point, that management involves the performance of activities with the use of different kind of resources. However, many writers have adopted in different ways the definition of Fayol, who describes management as "to forecast and plan to organize, command, coordinate and to control. For example Stoner and Wankil (1986)

as cited by Obagdoyo (2004) stated that, management is the process of planning, organizing, leading and controlling the effort of organization members and of using all other organizational resources to achieve organizational goals. Also, Cole (1986) viewed management as a process which enables organizations achieve objectives by planning, organizing and controlling their resources, including gaining the commitment of their employees motivation.

Similarly, Drucker (1977) as cited by Indor, (1990) asserts that management is taste. Management is a discipline. But management is also people. Every achievement of management is the achievement of a manager. Every failure of a manager is the failure of management. The vision, dedication and integrity of management determine whether there is management or mismanagement. Furthermore, Wikipedia defines management as all business and organization activities. That is the act of getting people together to accomplish desired goals and objective using available resources efficiently and effectively. Management comprises planning, organization, staffing, leading or directing, and controlling an organization effort for the purpose of accomplishing a goal, using resources which encompasses the deployment and manipulation of human, financial, technical and natural resources.

2.6.1 Educational Management

Educational management is also seen as a field of study and practice concerned with the operation of Educational organizations. Educational management is centrally concerned with the purpose or aims of education, Wikipedia. Peretomode (2004) viewed Educational management to involve the identification of Education goals, the

direction to be followed and how to implement these educational goals using human, material and financial resources effectively and efficiently towards attainment of organizational goals. Houghton (1975) defined educational management as a mixture of concept and techniques borrowed from other fields. To understand Educational Management, Cautions Campbell (1977), one must acquire some sense of the development of management generally.

Educational management emphasizes the mobilization of the effort of a number of people towards the achievement of a common goal. According to Nwankwo (1983) Educational management is the process concerned with using methods, principles and practices to establish, develop and execute the goals, policies, plans and procedure necessary to achieve the objective of education. To Shaw (1971), it is a function, a set of task shared by persons in the educational institution. Ozigi (1981) felt that it involves all activities directed toward the attainment of the goals of teaching and learning and all people working in the institution will have to contribute towards the accomplishment of these goals. Knezevich (1975) summed up these by asserting that:

Educational management is a social process concerned with creating, maintaining, stimulating, controlling and unifying and formally organized human and material energies within a unified system designer to accomplish predetermined objectives.

According to him, "Educational management is the influencing of one group of people the learners (students) to grow towards being learned; the utilizing of the second group of people (the teachers) as agents and operating within the third group (society) using school facilities". However, agreeing Morphet, (1994) looked at both

education and educational management as more complex and have many more facets than was previously recognized. This is so because the practice of Educational management is becoming more scientific, because this body of pertinent knowledge is being increased by scientific study.

2.6.2 Some Cost Saving Devices:

The cost of running and maintaining of infrastructures is enormous, government cannot leave this in the hands of contractors or private individuals, therefore some State Governments and Schools have devised some ways of cost saving.

One way of saving cost in schools is for the government to establish companies responsible for the manufacturing of some materials and equipment. This will reduce cost and make them available. The Relevant Technology Board charged with the responsibility of producing and maintaining both woods and metal equipment like, Beds, Desks, Chairs, Tables and other school equipment. The Science Development Centre is charged with the responsibility of producing science equipment; another centre is the Education Resource Centre, for the production of teaching aids, examination materials and in conjunction with other companies produces books. These materials and equipment are distributed to schools either free or on a non-profit basis.

Another cost saving device is to train, retrain and employ retrain teachers, education managers who are vast in management techniques. This will enable them utilize equipment, materials and resources effectively and efficiently to save some cost. It is now evident that competence in operations research along with modern technique like programme planning and budgeting system (PPBS) cost Benefit Analysis (CBA) and

Programme Evaluation Review Technique (PERT) could yield better result in the management of our school resources.

Furthermore, there is the need to enhance the internal efficiency of the educational system by minimizing the economic waste of resources on account of dropouts and repeaters in the educational process. The low quality of teachers, the functional illiteracy of the school leavers, over populated schools and overcrowded classrooms, out-dated teaching techniques, poor supervision and administration. Therefore it is good to maintain the internal efficiency by reducing cost. Towards this end the shift (day) school system and neighbourhood school will bring about effective use of resources. It is also cost effective for schools to have proportionate students class, and student teacher ratio.

Accordingly to John and Morphet, (1975) those involved in the study of school finances should make alternative projections of educational cost for at least five to six years in advance. These alternative projections of educational cost should be based on alternative assumptions with respect to at least the following variables.

- (a) Analysis of the state of demography
- (b) Cost differential for the target population
- (c) Quantity and quantity level of education to be provided and strength of the country's currency in the international market along with her fiscal stability.

Schools should also be involved in direct labour and purchases to reduce cost.

2.7 Impact of Funding on the Management of the Following Critical Areas in Secondary Schools

2.7.1 General School Management

According to Ohehe (2004), the school is a formal organization and like every formal organization, elements of management must be used in running the school. Some of the elements of management include identifying educational aims and objectives of the country, hierarchy of authority, unity of command, delegation of authority, effective communication, division of labour and co-ordination. In the school system, the responsibility of co-ordinating these activities fall on the school manager called the principal.

It is the duty of the principal to oversee the proper management of the school in terms of developing and implementing education policies, staff development and welfare, students academic and welfare services, provision of proper instructions, discipline and proper keeping of school records. Other duties of the principal include student's admission, proper documentation of school finances and creation of conducive learning atmosphere (Olele 2004).

In order for the school manager or principal to perform these duties effectively, funds should be provided by government to the principals. The principal requires funds to develop and implement educational policies and programmes from the government. In addition, the principal needs fund for the purpose of implementing the curriculum, instructions as well as communication in and out of the school. Furthermore, the principal needs funds for the purpose of staff development welfare and motivation. Similarly, the principal should recommend teachers for refresher courses; organize in-

house orientation for new teachers. For the old and experienced teachers the principal needs funds to send them for workshop, seminar, conferences and in-service training.

In the area of students academic and welfare services, the school manager require funds for the provision of instruction, discipline, health services, excursions, games, inter-house and inter-school competitions, continuous assessment records and examinations. Same applies to the provision and maintenance of learning and infrastructural facilities. The principal needs funds in order to provide learning materials like chalk, Biro, lesson note books, scheme of work records, log books, science equipment and chemicals, textbooks, teaching aids and other relevant school equipment.

On the issue of professional development, Nigeria has a total of 18,238 principals. The analysis on principal's professional development based on Education Digest (2000) showed that to ensure that principals are kept up-to-date in management techniques and adequately empowered to offer quality delivery, majority of the sampled principals (72.6%) had attended workshops, seminars, and conferences. There are improvements of training of principals over the years. Another 35.0% had in addition of been exposed to seminars or workshops attended induction course, while 55.1% had been trained on school management and administration. Up to 31.0% had attended training on school record keeping and 14.6% had participated in cluster meetings. Although the situation with regards to principal's professional development is gradually improving, there is still the need to ensure regular development of principals.

2.7.2 Policy Planning, Implementation And Decision-Making Processes:

Uyanga defined planning as a process of preparing a set of decision for action in the future, directed towards the achievement of goals. Agabi in Peretomode (2006) contributed by defining planning as a process of determining in advance, what is to be done, including classification of goals, establishment of policies, mapping out of programmes, campaigns and fixing day to day schedules. Ovwiegho (2004) stated that planning is a process of mapping out in advance a pattern of actions which when implemented could lead to attainment of the goal of the organization.

From the above definitions it showed that the major interest of planning or educational planning are in preparing of alternative decisions that could help policy makers and implementers to making rational choices and effect steps at enhancing educational cum national development. Planning and Policies are related. Policies according to Kontz et al (1980) are regarded as general planning statements or understanding which guide or channel thinking and action in decision making. Policy ensures that decision made will be consistent and contributed to objectives. Policies predict issues and tie them with plans.

A policy is a guiding principle or a course of action considered being expedient, prudent or advantageous. Policy is a statement of these objectives that guides the action of a substantial portion of the organization. It specifies and sets a limit to a course of action, Adepoju (2000). He further stated that a policy is a projected programme of goals, values and practice. A policy is the foundation on which planning and implementation of decisions are laid.

Education policy is therefore a projected programme, which specifies the goals, values and practices of educational system. It is a statement which guide and direct all actions and decisions that are directed at achieving national development through educational sector says Edem (1982) Adepaju (2000) also asserted that educational policy regulates and controls the conduct of national educational system, which must be geared to the special needs and aims of a nation. Any official statement made by the government either state or federal and which guide the practice of education is being referred to as educational policy. The National Policy on Education (NPE) is the present Education in Nigeria.

The process of policy planning and implementation of decision entail the step by step description of the course of action, which the planner or policy maker propose way and form the education should take, the step by step decision-making processes in implementing the policy in order to achieve some definite objectives.

The planning and implementation policy decisions require funding, that is why the planning and implementation of the Nation Policy on Education requires funding. Section 13 of the National Policy, states that education is an expensive social service and requires adequate financial provisions by government and private individuals. Similarly, calling on educational experts, stakeholders for meetings and seminars to plan and formulate policy needs adequate funding. Implementing the decisions taken on the policy also requires funding as workshops; seminars and meetings have to be organized to train the implementers of the policy, even though when implementing the policy in our schools proper funding is required to purchase materials and employ teachers who

will implement it. Funds are also needed to monitor, supervise and evaluate the implementation of the policy.

Today, the implementation of the National Policy on Education is faced with a lot of criticism from educational experts, the general public and students, indicating that the aims of the policy have not been achieved due largely to inadequate funding.

2.7.3 Staff Motivation and Retention

Robbins (2005), defined motivation as the process that accounts for an individual intensity, direction and persistence of effort towards attaining a goal. Motivation is the driving force that energizes a worker to show more commitment to work and to improve his performance. This is in form of incentives such as increased salaries, transport, recreational facilities, free medical services, regular and prompt payment of salaries and provision of all necessary school facilities and equipment which will reduce frequent strike actions. Thus the principal and teacher must be seen as capable of self direction, capable of assuming responsibilities and be seen as capable of being creative, having worth and dignity and possessing potential for growth in ability as explained by Nwankwo (1982). In addition Aquinas (2005), states that motivation is a process which seek to satisfy the basic needs and drives, perceived needs and personal goals which trigger human behaviour. Motivation is the will to work. Peretomode (2006), asserted that motivation is the degree of readiness of an organization to pursue some designated goals. Motivation influence and stimulate a person to take action that will accomplish desired goals.

Dare (2000) summed it up by stating that motivation energizes and sustains behaviour stating further that behaviour is selective if one is motivated and also that motivation makes staff voluntarily continue to perform their work well. He further states that motivation promotes sense of belonging among the workers. It makes the worker feel that the enterprise belongs to them. Finally, Dare concludes that motivation is the best remedy for resistance to change.

The importance of motivation in the management of members of an organization cannot be over emphasized. As organizations become more complex, systematic and result oriented, many theories of motivation have evolved over time in order to get the best out of the workers. Among these theories are the scientific management theory by Fredrick Taylor, Henry Fayol, Lurther Gullet and Urwick. The second groups are the human relation theorists. The proponents of this approach are Mary Parker, Follet, Elton Mayo, Douglas, McGreggo, William Duch, and Abraham Maslow.

Among these advocates of motivation for job satisfaction is Abraham Maslow, whose theory on motivation is very explicit. Abraham Maslow, a renowned psychologist and sociologist, contributed knowledge in understanding teachers motivation based on five hierarchies of needs. According to Peretamode (2006), and Dare (2009) who explained that school management should satisfy these needs in order for their teachers to be effective.

The first needs are the physiological needs which are known as biological needs. They include teacher's needs for food, shelter, good health and exercise. Therefore to satisfy this need, school management should pay salaries and allowances regularly and

promptly. Provision of good accommodation, health services and recreation facilities to teachers for enhance performance is also needed. The safety needs are ranked second which are regarded as needs for security, protection, safety, comfort and peace. The school management should design a good working atmosphere that is accident free to enable teachers put in their best. The school management should also provide insurance policy, stability of personnel tenure and in addition, dialogue should be encouraged while threats of dismissal should be avoided. The belongingness needs are referred to as social needs. The school management should involve teachers in decision making as well as delegation of authority in committee systems. These are some of the various ways of fulfilling belongingness needs by school management. The self esteem needs is characterized by self recognition, prestige, confidence and leadership potentials. School management should encourage this by offering teachers the opportunity to go for further studies, attend conferences, seminars and workshop to update and increase their technical knowledge. The last needs are associated with self fulfillment or self actualization of potential to challenge situation, intellectual curiosity and ambition for power and authority. Therefore to satisfy these needs, the school management should always consult these senior teachers before decisions are taken and given them authority to discharge some responsibilities.

In view of the indispensable role of motivation in the achievement of management and education, good and proper funding becomes imperative in order to motivate the directors of education, Principals, teachers, non-teaching

staff and students working towards attainment of educational goal. Funding is required in our secondary schools, in order to attract and retain qualified teachers who are needed to meet the educational goals. Funding is also required to train and retrain qualified teachers who are already in the school, through organization of workshops, seminars and courses. Similarly, funds are required in order to provide staff incentive such as increased salary, transportation, recreational facilities, free medical services, insurance policy, retirement benefits, death benefits, regular and prompt salaries and accommodation. All these services and incentives need proper funding by the states and federal governments as good management strategies are expected from the school management.

2.7.4 Effective Communication Management in Secondary Schools

In every organizational set up communication is an indispensable management tool. Ovwigho (2004) defined communication as the transfer of information and understanding from one person to another, such information may be ideas, attitudes, thoughts, opinions, fact and feelings. Communication is effective, when as result of it, there is a successful transfer of information, meaning and understanding from the sender to the receiver. It is incomplete until the receiver has responded to the message sent.

Any act of conveying useful information from one person to the other implies communication. The transmission of ideas, feelings, insights, facts, attitudes or intents to the others with the aim of influencing their behaviours. Peretomode (2006) summed it up by saying communication is the ingredient which makes organization possible. It

is the vehicle through which the basic leadership functions are carried out. School heads direct, coordinate, plan, and control through communication. Hardly an action is taken in any organization without communication leading to it. These definitions connote the sharing of an orientation towards a set of information sign. The performances of all other functions of management such as planning, organizing, directing, controlling and coordinating depend on effective system of communication.

As Udeozor (2004) put it, effective communication generates organizational climate, while a breakdown of communication generates mutual distrust, suspicion, conflict, resentment, gossips, insecurity and fear. School management involve more than 70% of the working hours communicating either, writing, reading, speaking or Listening. Therefore, when there is effective communication, organizational goals, programmes, rules, regulations and other activities are easily carried out. In the school system all activities of Principals, teachers, non-teaching staff, students, supervisors, inspectors and Directors of education is guided by effective communication. This means that communication is the life blood or life wire which gingers the activities of the school.

According to Ovwigho (2001) the channel of communication in the school is through classroom teaching, school assembly, bulletin Board, letter or memoranda, staff meeting, sign post, suggestion box, school rules and regulations. The medium of communication may be through oral, written, sign and symbols. But today with the advancement in technology and the use of I.C.T. a new concept of communication is now introduced in our schools. This medium is through electronics, like telephones,

radio, television, internet, telex, e-mail and power point. The introduction of I.C.T. in our school means there is the need for proper funding of communication in our schools. This is a big challenge to our schools, as most of them are not properly funded.

Funding is needed to buy stationeries for written communication. As electronics communication plays a vital role in management in our secondary schools, funds are needed to buy and maintain computers, internet and telex facilities. In the area of security, communication plays a vital role too. Funds are needed to buy communication gadgets for the chief security officer who is the Principal and other security men.

2.7.5 Teacher's Quality and Staff Development

No education system can rise above the quality of its teachers as the standard of teachers' quality invariably affect the performance of the students. Out of a total of 270650 teachers in our secondary schools only 191,517 are qualified teachers while 79,133 are unqualified. This indicates that there is the need to attract top talents in the teaching profession. As argued by Udeozor (2005), staff development is a sure way of helping the staff to satisfy their needs for status, recognition, personal and professional growth. Musaaazi (1989), defined staff development as provision made by education authority to improve the quality and performance of teachers from initial employment to retirement. It is a means to an end, the end being the improvement of the quality of students' learning experience.

Staff development equips staff with modern skills, knowledge and attitudes required on the job. As explained by Adesina and Ogunsaju (2000), staff development has the tendency of impacting positively on the learners through the involvement of

other people whose primary responsibility relates to teaching and learning. This is because no practitioner gets into the job as a finished product. Staff development programmes should assist teachers to develop skills in modern visual aids, techniques of teaching, knowledge of subject matter, team work, and develop understanding in teachers to function effectively in the society. Peretomode (2005), asserted that some of the means of encouraging staff growth and development may take the form of workshops, seminars, demonstration teaching programmes, professional writings, visits to other schools to observe teaching methods and aids, staff meetings, post graduate work, participating in the evaluation of school programmes.

Staff development programme must be relevant and based on staff experience, training, nature of students, population and curriculum.

In this light, funding becomes imperative. Funds are needed to organize orientation and induction for newly employed teachers. There are many things a newly employed teacher needs to know; the community around the school, the school itself, the students, fellow teachers, teaching materials, teaching methods, and work procedures generally. Udeozor (2000) believed that orientation help newly employed teachers to settle down fast and may help to avoid mistakes and embarrassing situations. Funds are also required to help old and experience teachers to develop further teaching skills, to correct deficiencies, to make staff members to keep abreast of current trends in their areas of specialization and to also upgrade their skills to meet the requirements of new reforms.

A report on education system analysis 2009 shows that a significant proportion of secondary school teachers have never been exposed to any form of workshop or training since appointment. Among the few who have attended workshops, only about 19.4% were organized by state, 16.9% by federal, followed by in-house school based workshop 18.4%. An appreciable proportion of 43.8% had benefitted from workshop organized by development Partners (UNICEF, UNESCO, World Bank etc). This therefore, calls for proper funding by state and federal governments.

2.7.6 **Instructional and Learning Facilities Availability**

Instructional and learning facilities are materials that aid the teacher to clearly impart knowledge, skills and experience to his learners, and also aid the learner to vividly have a clear vision and understanding of the teacher. According to Tahir (2006) instructional facilities refer to all materials that can help the teacher to accomplish his task of teaching. Effective teaching and learning has a close relationship with facilities available to the teacher. These materials include audio-visual materials, chalk, paper, textbooks, globes, chalkboard and so on. Ogbogo in Peretomode (2006), categorized instructional materials into six broad groups.

- (a) **Audio Aids:** This include audio-tape/cassette recorders, radio sets, record players and records.
- (b) **Visual Aids:** This includes television, video sets and tapes, slides and computers.
- (c) **Graphics:** This includes charts, posters, pictures/photographic, cartoons, graphs, maps e.t.c.

- (d) **Printed:** They include textbooks, supplementary readers, reference books, fiction books, newspapers, journals, magazines.
- (e) **Display materials:** Chalkboards, flannel Board, magnetic board etc.
- (f) **Real things:** They include living things like man, goats, and non living things like cars, bicycles etc.

All of these need to be provided for if the school would operate at its maximum capacity for the convenience of the teacher and student. Beynon (1997), states that instructional facilities increase learning effectiveness, concretize learner's experience and make learning real and imaginative, it helps to individualize instructions, it also helps to motivate learners in getting their attention and enhance better understanding and mastering of events and concepts. It is pertinent to note that these facilities need to be purchased and supplied; also some of the facilities need to be serviced, overhauled or replaced with new ones. The school materials are purchased by the Ministry of education or the school. It becomes imperative to note that funds need to be provided to purchase these facilities, funds are also needed to service, overhauled or replaced them and for general maintenance. Funds are also needed to train teachers that will use these facilities.

However, problems usually arise because there are no enough funds to provide these facilities, or the cost of maintenance is as high as procuring a new one or fund provided by government is too small. The role of instructional and learning facilities is indispensable, government need to make adequate provision of funds for their

materials. Studies and reports shows that these instructional and learning facilities are in short supply in secondary schools. However it is to be noted that states and federal governments have started providing computers to our schools. If this commitment to providing computer is sustained the aim of incorporating computer education into our secondary school programme will be achieved. Government should also pay much attention in providing funds for other instructional and learning facilities.

2.7.7 Managing Educational Infrastructures in Secondary Schools

According to Ogbodo (2004), School Management in the traditional sense is often thought of as involving the management of men (teachers and students) and perhaps money (school finance). The buildings, school space and equipment are usually taken for granted as given, for they are there or 'on the ground' as it were and therefore should not be given attention. But this assumption is unwarranted for they are actually not there."

Educational facilities also referred to "School plant; educational facilities are the "things of education." These include school buildings (classrooms, assembly halls, laboratories and workshops, libraries, teaching aids and devices such as modern magnetic tapes, films and transparencies. Educational facilities therefore are the material things that facilitate teaching and learning processes in the school. According to Castaldi (1977) educational facilities are those things in education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. The 'things of education' or educational facilities

are therefore numerous. Whatever materials and or services that helps to facilitate teaching and learning rightly fall under the term school plant or educational facilities.

Educational facilities therefore are directly related to the school curriculum. Mgbodile et al (1986) described the School plant as the space interpretation of the school curriculum. The programmes of the school are expressed as it were through the school site, the buildings, play grounds, the arrangement and design of the buildings etc. A well designed functional school building with a wide array of teaching aids therefore provides effective delivery of the school's curriculum and is positively related to academic achievement (Ezewu, 1983; Bloom, (1978); McCabe et al; (1975). Thus, Olagboye (2004) identified some of the school facilities as:

- i. **Land:** Site/land housing all the buildings/structures of any educational enterprise or organization including school farmland and sports and games field.
- ii. **Buildings:** This include classroom block, library building, office blocks, laboratories, workshops, hostel/dormitory, dinning hall, staff residential quarters, assembly halls, lecture theaters, etc.
- iii. **Furniture and fittings:** Classroom furniture, office furniture, hostel/dormitory furniture, etc.
- iv. **Equipment:** These include laboratories and workshop equipment, agriculture science tools and implements, office equipment (e.g. typewriters, computers photocopiers, etc.)
- v. **Machinery:** These are workshop machine and tools, etc.
- vi. **Vehicles:** Cars, Buses, etc. belonging to the school.

vii. **Electrical infrastructure:** These are overhead electrical conductor, lines, materials, generating sets, air condition and fans, etc.

viii. **Water supply infrastructures:**

Educational sector analysis (2009) contended that the availability and adequacy of infrastructure is a contributory factor in determining the conduciveness of our secondary schools. Nigeria has about 18,238 secondary schools with about 98,077 classrooms, the physical state of infrastructure in the secondary schools are very poor with floors full of holes and ceilings broken. The overall assessment shows that the fabrics are in a poor state of repairs. Windows have shattered at best but these doors are not often locked, so the schools lack security. Many of the schools lack the essential infrastructure like classrooms, offices, laboratories, workshops, hostels, assembly halls, furniture, equipment and machinery to enable them function as safe, efficient and effective schools. Few of the schools have parameter fences, which expose them to intruders and vandalism. In some cases the furniture are stolen and the classrooms are used as toilets.

The scenario calls for proper funding. Funds are needed to build and purchase these educational infrastructures. Funds are also needed to service and maintain them.

2.7.8 **Student Academic and Welfare Services**

These are services provided by school management to help students support, develop and focus on their academic performance and personal needs. These services assist students to improve and enhance their academic and social life. These services are either provided confidentially through effective advice that would help them resolve

some conflict or through practical exercises that will help assists in improving their capability, ability, aptitude and values.

These services are the basic facilities or amenities which will give students the necessary love, care, guidance and counseling and also assist students resolve their problems. These services include Guidance and Counseling, clubs and societies, games, health care services, library services, student assessment, orientation and academic advice.

To promote smooth effective and efficient learning and harmonious relationship school management should provide these services. These require timely allocation of funds for these services. Students academic and welfare services are expensive ventures. Therefore government and schools should make adequate provision of funds for these services, failure of which may stifle the progress and effective organizational climate of the school.

2.7.9 Other Sources of Funding Secondary Education in Nigeria

Educational development in Nigeria has been so rapid that it now consumes a substantial portion of its revenue. The Federal and State Governments use the common post system of revenue collection, from statutory allocation from the Federation account, value-added tax, loans and grants. These sources are usually reflected in the yearly budgetary allocation.

However, due to increase demand and expansion of educational facilities, government funding alone cannot cope to give quality and affordable secondary education. Therefore other sources of funding and generating revenue for education in

Nigeria becomes necessary which if effectively utilized will help improve the quality of education in secondary schools in Nigeria.

The need for sourcing other avenues for funding education becomes imperative under the prevailing circumstances. This is clearly stated by Peller (1974) and Akangbou (1985), who while discussing the financial flows model for analyzing educational expenditures, say that the expenditure on education by the public sector is only a part of the total funds available for educational activities. This is because the education sector also derives its financing from the private sectors through the payment of tuition fees, purchase and sale of books and uniforms et cetera. In some cases there are other external financing organizations such as UNICEF, World Bank, Commonwealth projects. This means households; enterprise and the rest of the world also act as suppliers of finance to the educational sector.

Akangbou (1985) further warned on funding education by external agencies. He advised that the Federal Government should not depend much on external funding of education as strings are usually attached to such assistance. From the foregoing, the sources of funding education outside government budgetary allocation include tuition fees, donations, endowment, trust fund, Educational Development Banks and other investments into the educational sector.

i. School or Tuition Fees:

For now, even the protagonists of free education have been mindful of its value, that it is not possible for a country to sustain a free education programme. Considering the nation's fiscal capacity, staggering enrolment, inflationary trends

in the micro economy and particularly in the cost of educational inputs in the country, fees need to be charged to supplement government efforts. It has been noted that government is heavily being depended upon to fund education, but the depression in the economy has become a serious constraint on the part of the government, especially with constant increase in enrolment. The situation, therefore, calls for contributions by beneficiaries of education in form of payment of fees and other levies. In some States between ₦5,000 to ₦8,000 is paid per term as boarding school fees, while ₦1500 – ₦2500 is paid per term by day students.

ii. Education Levies and Endowment Fund:

There are some members of the society, who do not have children, or whose children are not in government schools, so they do not contribute to the funding of education through the payment of school fees, therefore, government may introduce education levies payable by all taxable income earners in the society, as a way of assisting the schools.

iii. Taxes:

Income, profit, property, general taxes and special taxes could be charged to fund education. An example is the Petroleum (special) Trust Fund (PTF). Such funds are used for special funding of education, especially in the development of facilities. However, Akpa and Agba (1989) noted that to support education from general tax is better and more egalitarian than paying school fees which may discourage some poor people from going to school.

iv. School Commercial Activities:

Dyke (1972) contended that students should be partially involved in commercial ventures or self supporting ventures in order to improve the financial base of the school. This makes them recognize the dignity of labour and be responsible. Such activities include sales of agricultural products, arts and craft, school magazine, raffles, drama and bazaars, cultural shows, bob-a-job, alumni' activities and launching of endowment funds. Schools could also raise money from sale of school uniforms, books and stationery, as well as rents collected from hiring of halls, use of school field and furniture. Some State governments have authorized all government schools in their States to generate revenue in order to supplement government allocation.

v. Grants-in-Aids:

Educational institutions do receive aids from internal and external sources. External aids for instance, could be from foreign countries or international organizations like the World Bank, UNICEFF, USAD, et cetera. The forms of aids include:

- (a) Supply of expatriate teachers as well as teaching and learning materials. Example is the World Bank books aid and vehicles in support of the implementation of the Universal basic education programme.
- (b) Scholarships for studies abroad, an example is the commonwealth scholarship, USA, British, Canada scholarship programme.

(c) Financial donations and aids to support specific educational programmes could come from multinational companies, Parents Teachers Association, Old Students and a host of others.

vi. Parents Teachers' Association (PTA) and Old Students Associations:

These two bodies are very active in funding education in Nigeria. Funds are contributed through levying of members, appeal funds in order to undertake projects in schools. In some States one of the prerequisite for the establishment of new secondary schools are undertaken by the community and Parent's Teachers' Association is to construct and furnish some classroom and offices. Ninety per cent of school buses in government owned secondary schools are bought and maintained by the PTA and Old boys. They also assist in supplementing feeding in schools. Most secondary schools in Nigeria have P.T.A. teachers, who are employed and paid by PTA and old students.

vii. Loans: Schools could obtain internal or external loans from banks, financial institutions and other sources to undertake projects. However, schools should be restrained or take precaution from obtaining loans, which may cause some problems during payment.

2.8 Goals and Objectives of Secondary Education in Nigeria

Secondary education follows immediately after primary education and is also referred to, as post primary education. The 2 tier, 3,3 system consisting 3 years of junior and senior secondary schooling respectively, was introduced in 1982 following the introduction of the 6-3-3-4 education system of education. Prior to this, secondary

education was for duration of 5 years followed in most cases by a 2 year higher school certificate which also existed then.

In Nigeria, as elsewhere in the world, secondary education is 'the second stage traditionally found in formal education, beginning about ages 11 to 13 and ending usually at age 15 to 18.' It is thus the education for the adolescent years, i.e. from about 12 to 18 years of age. The National Policy on Education (NPE) (1999) defines secondary education as the education children receive after primary education and before the tertiary stage. Institutions that provide secondary education feature under four main nomenclatures: Secondary School, College, Grammar School, and High School.

The National Policy on Education also spells out the broad goals of secondary education as being 'to prepare the individual for (a) useful living within the society, and (b) higher education.' In order to achieve this goal, the document further states that secondary education shall:

- a. Provide all primary school leavers with the opportunity for education of higher level, irrespective of sex, social status, religious or ethnic background;
- b. Offer diversified curriculum to cater for the differences in talents, opportunities, and future roles;
- c. Provide trained manpower in the applied science, technology and commerce at sub-professional grades;

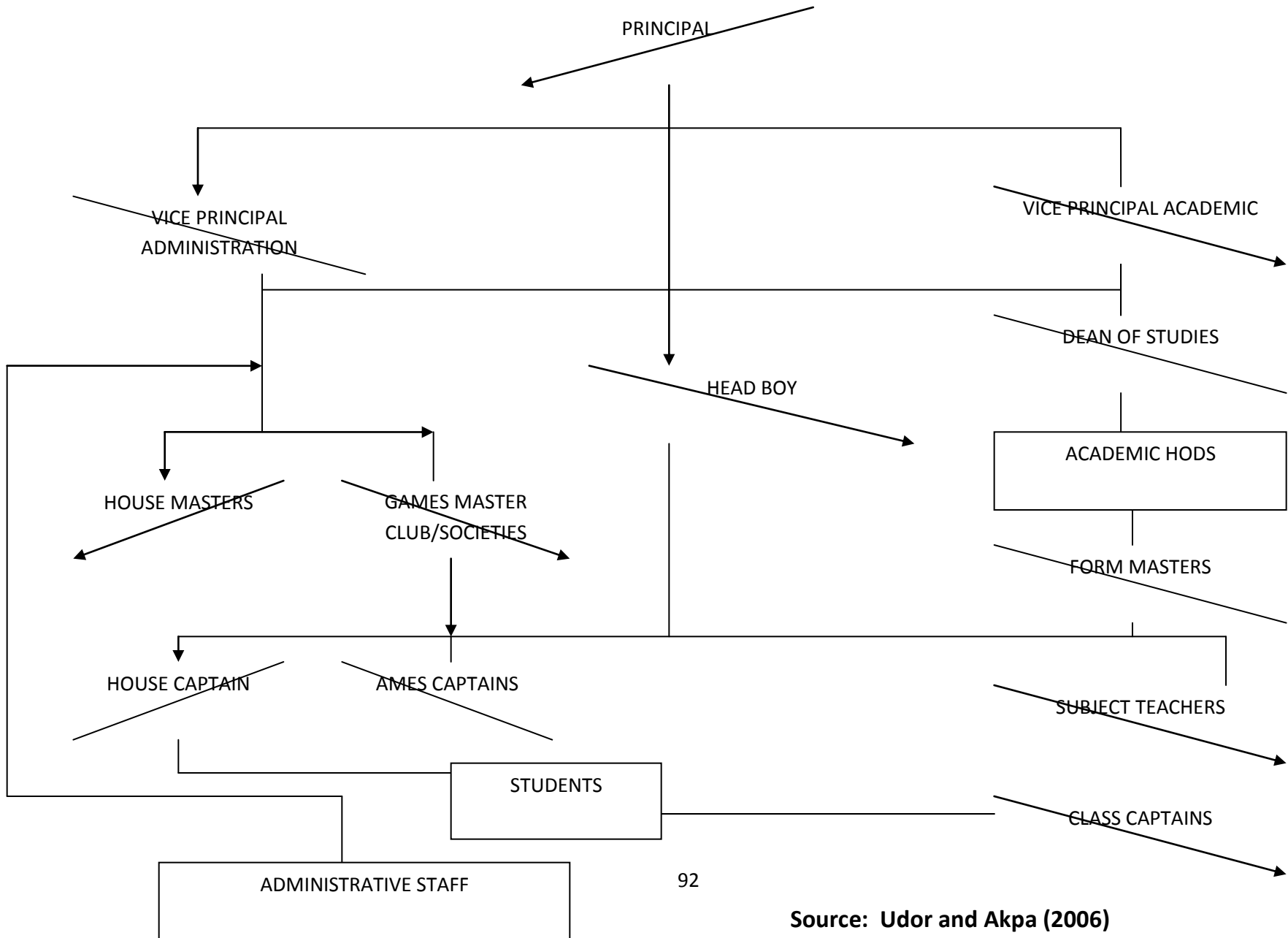
- d. Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- e. Inspire its students with a desire for self-improvement and achievement of excellence;
- f. Foster national unity with an emphasis on the common ties that unite us in our diversity;
- g. Raise a generation of people who can think for themselves, respect the views and feelings of others, and respect the dignity of labour;
- h. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

During the colonial era and up till 1976, secondary education was in just one phase of six years in the South and seven years in the North. However, with the 1976 introduction of the 6-3-3-4 system, the six-year secondary education was split into two, constituting the junior and secondary levels. Thus, most students at the junior secondary level are aged between 12 and 15 years. With the introduction of the Universal Basic Education (UBE) programme, covering the first nine years of formal schooling, i.e. the six years of primary school and the three years of junior secondary school, the sharp distinction between primary and secondary education has become less marked. Thus, the Britannica's statement that 'the dichotomy between elementary education and secondary education has gradually become less marked, not only in curricula but also in organization' is quite applicable.

Secondary education came into what is now Nigeria in the mid 19th century largely through the effort of the Christian missions. The government for a very long time did not complement the efforts of the Christian missions. It was only in 1909 that the colonial government established its first secondary school the King's College, Lagos. However, the colonial government contributed to, and influenced, the development of secondary education by promulgating a number of ordinances, edicts and bylaws regulating the management of schools.

Throughout the colonial period that ended in 1960, secondary education was available to only a few as the figures for the numbers of secondary schools in the years before independence would show: 161 in 1955; 275 in 1956; 297 in 1957; 303 in 1958; 305 in 1959; and 312 in 1960. Immediately after independence, the various regional governments addressed this issue by establishing more schools. Thus, some two decades after independence, the figures of secondary schools in the country had risen to 1928 in 1977/78, 2,249 in 1978/79, 2,778 in 1979/80, 5,191 in 1980/81, 5,401 in 1981/82, and 5740 in 1982/83. (Osokoya, 1989). The sharp rise in the figures from 1979 to the 1980's should be noted. As at 2010 Nigeria had about 18,238 secondary schools (National School Census 2010).

Chart 2: ORGANIZATIONAL CHART OF GOVERNMENT SECONDARY SCHOOLS



2.9 Management and Control of Government owned Secondary Schools

The first secondary schools to be established were private institutions, owned by the missionaries. The establishment of the first government owned secondary school, King's College in 1909 marked the beginning of the dichotomy between public and private institutions. As conceived and administered, King's College and the other similar ones that followed, constituted a model for the private schools. The public schools had the best facilities, such as libraries, science laboratories, and sports equipment. They were better staffed, qualitatively as well as quantitatively, since in most cases only university graduates were recruited while private schools often employ Grade II and I teachers, holders of Advanced Level Certificates, and other School Certificate leavers with good results. Because of the rather elitist posture of such government schools, candidates faced a stiff competition to secure an admission, which only a few ever secured. Between 1953-1966 the regional governments soon followed the federal government by establishing a few 'Government Schools,' usually in the regional capitals. The schools, like those of the Federal Governments, were model to others. As before, admission into such schools was stiffly contested.

Apart from the original mission secondary schools, another set of private schools soon emerged; those set up by the communities, by local churches or mosques and later those set up by private individuals. With the two systems of secondary schools running side by side, the public – private, dichotomy in education was entrenched in the system with the public schools clearly having better and more facilities. That was the situation until after independence when the various state governments took over the

private secondary schools in the late 1960s and 1970s. However, the exercise did not raise standards largely because of inadequate facilities. This has accounted for the establishment of many private schools in the last two decades in many states. Thus, the public – private dichotomy is very sharp. Within each state, the government still maintained some control through edicts to check possible excesses by the private school owners.

Standards vary considerably across the schools. The Federal Government Secondary Schools, including the newly established ones in the states, usually tagged unity schools, are still the models. They tend to be well funded, provided with facilities for learning and well staffed. So, when studies are conducted to focus on standards and performances in the various categories of schools, researchers usually do not classify such Federal Government Colleges (FGCs) with public schools. They are treated as in a class of their own. On the other hand are the various types of private schools, many of them founded by individuals or firms, e.g. the oil mining companies. Within the whole gamut of these private schools, standards vary considerably.

Prior to the declaration of the UPE, access to secondary school education was highly restricted and competitive. Pupils who passed prescribed entrance and consequent interview examinations were placed in the relatively few available secondary schools. Following the declaration of the UPE however, and the upsurge in enrolment in the primary schools, several state governments commenced the expansion of access to secondary schools preparatory to receiving products of the UPE. In most cases as became evident, such arrangements were still not enough to absorb the

teaming population of primary school completers. However, in 1979, and following the institution of the first civilian government (after an intervening period of military rule (1966-1979), several state governments in redeeming pledges made during electioneering campaigns, commenced return of secondary schools that were taken over back to the missionaries and private owners and the establishment of a large number of secondary schools especially day secondary schools, particularly in the south-west and other states. Subsequently, entrance into secondary schools became less stringent while almost every child that completed primary schooling was offered a place in a secondary school. The upsurge in enrolment at this level, except for the construction in some cases of new classrooms blocks and employment of new teachers, was not however, followed by adequate and proper planning. This oversight was by and large one of the major contributory factors to the still enduring deterioration in quality and efficiency of secondary education delivery.

Prior, to the launching of the UBE in 1999, secondary education was not considered an aspect of basic education as evidenced in the definition of basic education within the Jomtien Declaration on Education For All (1990) and the subsequent Dakar goals on EFA which restricts basic education to pre-primary, adult/non-formal and primary education. For this reason, secondary education did not attract much attention from development partners who in the spirit of the Jomtien declaration concentrated their resources in the development of primary and apparently diverted attention from the prevailing inadequacies and consequently increasing challenges of secondary education provision.

It is however imperative to note that, the situation is gradually receiving attention with the merger of junior secondary section with primary school to form the 9 year structure of the U.B.E. as the country is currently engaged in the absorption from 2007 of the primary VI equivalence of the UBE programme into the Junior Secondary 1 equivalence of the nine year compulsory schooling. The junior secondary tier of the 3-3 system would then become an aspect of the 9-year basic education while secondary education would assumable be for a three year duration.

2.10 Empirical Studies

Anefu (2006) conducted a study on the impact of funding and management of Nigerian University. The researcher raised three major questions on funding and management of Nigerian Universities (1) whether Universities can manage effectively and efficiently the funds allocated to them by the Federal Government, (2) whether additional source of funding can be a necessary factor? and (3) whether better management technique can be an effective solution to the problem of funding.

A questionnaire was developed to test the hypotheses raised on internal allocation procedure, adequacy and inadequacy of funds. Recruitment, capital budget and control system, income generation ventures. Enrolment trends and teacher, student ratio versus non-academic staff. Alternative sources in view of gross inadequacy of funds and any advice or additional information on how to generate funds.

The study revealed that, Nigerian Universities witnessed a considerable increase in funding from the Federal Government; however some of the Universities lack proper

management practices to manage these financial resources, thereby creating an atmosphere of mistrust within the University community and contractors. The study also indicates that there are no serious efforts on the part of the management of Nigerian Universities to source for alternative and additional revenue. Similarly the study identifies that the Federal Government does not properly fund Nigerian Universities. Finally, the study revealed that the Federal Government contributes about 90% of funds allocated to Universities.

Analyzing its recommendation, the study recommended that the Federal Government should increase subventions allocated to Universities, also government should increase research funds to Universities, the present research fund is grossly inadequate. In the same vein research grants must be properly used for research purpose and must be accounted for by beneficiaries before additional ones could be granted. Similarly, the Federal Government should increase allocation for ICT programmes, library services, staff development and welfare packages like housing, roads, good salary and better recreational facilities. Furthermore, the study recommends better internal mechanism for fund allocation to faculties and departments need to be overhauled. Allocation of funds within the faculty and department should be based on actual number of teachers and students per department.

Suffice to say, the study show that centers for continuing education and institutes of education generate a lot of funds to the Universities. This is as a result of courses and programmes offered in the centers and the institutes, therefore these vital arms of the University should be strengthened with provision of qualified staff and

essential teaching and learning materials. The activities of Alumni, philanthropic bodies, individual and cooperate organization to fund specific projects that are dearly needed by the University is highly recommended in the study.

Finally, the study recommends other sources of funds to the University. This include increased charges on admission forms for postgraduate and non degree programmes, expansion of consultancy activities in line with the private sector participation and contribution of LGA in the localities, education levies and endowment fund, Taxes and University commercial activities. In view of the above, this dissertation is set to investigate the perception of stakeholders on the influence of government funding on the management of public secondary schools in Nigeria.

2.11 Summary of the Reviewed Literature

The review of related literature has shown that most researchers and writers on funding and management of education focused their attention on broad general funding of education or writing on funding and management of primary education and tertiary education due to availability of enough data and information on financial expenditure at those levels. However, the present study attempted to move away from these areas and focused on government funding of public secondary schools in Nigeria, while at the same time drawing examples from financial expenditure to education in Nigeria in general.

The review also touched on various sources government of funds that are available to secondary education, and other financial supports available to secondary education as well as some cost saving devices that school managers could use to manage the scarce resources.

The issue of inadequate funding cuts across all sectors of education that are engaged in the advancement of knowledge, teaching, training, research and community service. Therefore, the need for effective and efficient management techniques in such institutions should not be over emphasized. Various management techniques and principles were discussed and their relevance and effectiveness in managing secondary schools in Nigeria.

The yearly increase in student enrollment in secondary schools due to the introduction of the U.B.E. 9:3:4, brought with it enormous demand on the existing facilities, teachers and financial resources. The review looked at the existing funding practice by the Federal and State Governments as well as alternative parameters and norms of funding the new education system through allocation of 2% consolidated fund by the Federal Government and Counter-part funding by state government and the Education Trust Fund (E.T.F.)

Similarly efficiency of principals on applying the different management techniques in managing their schools was also discussed.

Finally, problems and needs of secondary schools were highlighted to serve as a pointer to the need for adequate funding in these schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to explain and discuss the methodology and procedures through which the research was conducted. The main focus of the chapter include research design, population of the study, sample and sampling techniques, instrument for collection of data, validation of the instrument, pilot study, reliability of the research instrument, administration of research instrument and procedure for data analysis.

3.2 Research Design

The survey type of descriptive design was used for this study. Perterson and Nisenhols (1991) stated that descriptive survey method deals with contemporary issues and also about factual information. This type of survey research investigates a target population. Contributing further, Sambo (2005) reasoned that descriptive survey research is appropriate when the total population cannot be accessed, in such instances, information is gathered on a representative sample from which inferences are made on the whole population. Since the problem investigated focused on the perceptions of stakeholders on the impact of funding on the management of secondary schools in Nigeria, the method was most appropriate for conducting the research work, because the variables to be covered and the respondents were scattered in different parts of Nigeria and have one or more characteristics in common.

3.3 Population of the study

The population of this study was made up of all Government owned Secondary Schools in Nigeria. The groups of respondents that were involved in this research include a total of 18238 principals, 7056 Ministry of Education officials and a total of 270,650 teachers. This represents the total number of 295,944 respondents.

Table 3.1: Total Number of Respondents

S/NO	NAME OF RESPONDENTS	POPULATION
1.	Principals	18,238
2.	Teachers	270,650
3.	Ministry Officials	7,056
4.	Total population of the study	295,944

Source: Education Digest (2009) and Bureau for Statistic Digest (2009).

3.4 Sample and Sampling Techniques

This research study used the stratified random sampling; stratified random sampling is applied where the population is made up of homogenous group, which need to be represented in the study. Jen (2002), went further to explain that in stratified random sampling, the population is divided into two or more sub-groups (strata) which are known to possess special characteristics or features relating to the phenomena being studied.

Random sampling was also applied apart from stratified sampling; this was to give every state a chance of being selected. Random sampling is a process in which participants or individuals are chosen in such a way that everybody has equal chance of being selected and each choice is independent of any other choice. This means that in random sampling, everybody has the probability of being selected and the selection of an individual does not affect the selection of another. This can be done through raffle

draw or by means of a table of random number. Raffle draw was used for this research.

Nigeria has 36 States and the Federal Capital Territory with (6) six geo-political zones. The researcher decided to randomly select and study 2 (two) States in each of the geo-political zones giving us 12 (twelve) States with the Federal Capital Territory selected as a State. This gave a total of 13 States, so as to have a fair representation of the entire population. This was in line with the recommendation made by Roscoe (1969) in Maichibi (2000) that 30% of total population can be used as a sample for study. The zones, States, sampled State Ministry of Education and sampled Schools are shown in the Table below:

Table 3.2: Geo-political zone according to states, sampled state ministries and schools.

Geo-political zone	State	Sampled state Ministries of Education officials	Sampled schools in the two states
1. North-West	Sokoto Zamfara, Kebbi, Kaduna, Katsina, Kano & Jigawa	Katsina, Kaduna	20
2. North-Central	Kwara, Kogi, Plateau, Nasarawa, Benue & Niger	Plateau, Kogi	20
3. North-East	Taraba, Adamawa, Borno, Yobe, Bauchi & Gombe	Bauchi, Gombe	20
4. South-East	Anambra, Enugu, Ebonyi, Imo & Abia	Enugu, Anambra	20
5. South-South	Edo, Delta, Rivers, Bayelsa, Cross-River & Akwa-Ibom	Rivers, Akwa Ibom	20
6. South-West	Lagos, Ogun, Oyo, Osun, Ondo & Ekiti	Oyo, Ekiti	20
7. FCT	Federal Capital Territory	Abuja	10

The states were randomly selected from each of the zones, after writing on pieces of paper names of each State according to zones. The method of Random sampling according to Aderounmu (1986) is appropriate because of its objectivity in obtaining sample size. The names of selected States, sampled Ministry of Education

officials, actual number of schools and sampled schools, actual number of principals and sampled principals, actual numbers of teachers and sampled teachers are reflected on the table.

Table 3.3: Total and Sampled Respondents

Sampled States	Sampled Ministry's officials	Total number of schools	Sampled schools	Total number of principals	Sampled principals	Total numbers of teachers	Sampled teachers
Katsina	5	774	10	774	10	2,899	70
Kaduna	5	1246	10	1246	10	9,188	70
Plateau	5	1196	10	1196	10	6,193	70
Kwara	5	992	10	992	10	7,380	70
Bauchi	5	788	10	788	10	1,980	70
Gombe	5	471	10	471	10	2,943	70
Enugu	5	898	10	898	10	6,083	70
Anambra	5	904	10	904	10	8,570	70
Rivers	5	1,066	10	1,066	10	9,389	70
Akwa Ibom	5	1,009	10	1,009	10	7,939	70
Oyo	5	1,929	10	1,929	10	12,482	70
Ekiti	5	1,539	10	1,539	10	9,118	70
Abuja	5	609	10	609	10	6,668	70
TOTAL	65	13,360	130	13,360	130	91,032	910

Source: Federal Ministry of Education 2010/statistical Digest on Teachers in Nigeria (2009) vol. No. 5.

A total of ten (10) secondary schools were selected from each of the Thirteen States for the study. In each State picked, 10 questionnaires each were distributed to Principals, 5 to Ministry of Education officials and 70 to teachers of secondary schools. The total respondents for the study were One thousand one hundred and five (1,105).

It is assumed that 130 sampled secondary schools and sampled ministries do not have a population of more than 91227 respondents. Based on this the researcher used the guidelines given by Krejcie and Morgan (2004) in their articles on determining sample size for research. They argue that 10% of the total population covered is very suitable. However Nwana (1982) disagrees by arguing that there is no fixed and inviolate rule regarding the size of the sample. To him, no fixed percentages and number is ideal rather it is the circumstances of the study situations that determine what number of respondents. However, the researcher adopts Krejcie and Morgan guidelines to determine samples of the respondents.

3.5 Instrumentation

A structured questionnaire was the instrument used for data collection for this study. The questionnaire was divided into two sections: A and B - J. Section A contains questions on the bio-data of schools or Ministries and that of the Principals Ministry of Education officials and teachers. Section B - J. was made up of ninety six (96) questions asked to elicit information from respondents with the belief that the information gathered were quite adequate for the purpose of the research.

The questionnaire was made up of closed ended items. According to Aremu (2011) closed ended questions are asked to verify and confirm, usually eliciting only simple and specific answers. It is designed to obtain the following information from respondents.

- (i) The perceptions of stakeholders on the impact of funding on general and daily management practices in secondary schools in Nigeria.

- (ii) The perceptions of stakeholders on the impact of funding on educational policy planning and implementation of decision.
- (iii) The perception of stakeholders on the impact of funding on teacher's quality and staff development in secondary schools in Nigeria.
- (iv) The perceptions of stakeholders on the impact of funding on provision of infrastructural facilities in secondary schools in Nigeria.
- (v) The perceptions of stakeholders on the impact of funding on staff motivation and retention in secondary schools in Nigeria.
- (vi) The perceptions of stakeholders on the impact of funding on effective communication in secondary schools in Nigeria.
- (vii) The perceptions of stakeholders on the impact of funding on provision of teaching and learning facilities.
- (viii) The perceptions of stakeholders on the impact of funding on students academic and welfare services.
- (ix) The perceptions of stakeholders on the impact of other source of funding outside government funding on management of secondary schools in Nigeria.

The Likert scale was used to gather information from the respondents. The questions were asked to enable the researcher to know the degree of agreement or otherwise of the respondents. The items were structured and allocated the 5 point Likert scale point as follows:

Strongly agree (SA)	=	5 points
Agree (A)	=	4 points
Undecided (U)	=	3 points
Disagree (D)	=	2 points
Strongly Disagree (SD)	=	1 point

3.6 **Validation of Research Instrument**

Olaofe (2010) defines validity as the ability of the research instrument to measure as adequate as possible the variables purported to be measured. The content validity method was used to determine the validity of the instrument. The instrument used for this study was submitted to the thesis supervisors and educational statisticians for inputs in order to confirm the validity of the research instrument. The approval by the Thesis supervisors and statisticians was seen as confirmation of the validity of the instrument.

3.7 **Pilot Study**

To further validate the instrument, a pilot study was carried out in Plateau State to determine the reliability of the instrument. Ten Directors of Education twenty principals and one hundred teachers of Secondary Schools in Plateau State were used to ascertain the reliability of the instrument. The reliability of the instrument becomes also necessary because according to Olayiwola (2009) reliability ascertain the degree of accuracy of an instrument to measure what it intends to measure.

3.8 Reliability of the instrument

Reliability is the ability of an instrument to consistently measure what it is supposed to measure. According to Olayiwole (2009) reliability of an instrument is the degree of accuracy with which the instrument measures what it is measuring. To ensure the reliability of the research instrument for this dissertation, the Cronbach Alpha coefficient statistics through the Statistical Package for the Social Science (SPSS) co-efficient was used for test. The calculated level of consistency was 0.8935 at a significant level of 0.05. From this result the significance of the reliability of coefficient was positive, since it can be approximated to 1. This in line with Owotunde (2002) and Akuezuilo's (1993) suggestion that a correlation that is close to one (1) is high. Therefore the instrument is reliable and valid for data collection of this study.

3.9 Administration of the Instrument

The questionnaire was administered by the researcher and assisted by one research assistant from each of the selected States; who were trained before administering the questionnaire. The target group was the Ministry of Education Officials, Principals and teachers of selected secondary schools in the selected States.

3.10 Method of Data Analysis

The data obtained from the questionnaire was analyzed and interpreted using descriptive statistics of frequency and simple percentages to answer research questions. To test the hypotheses, the parametric statistics of one-way analysis of variance (Anova) at a critical level of 0.05 level of significance was used. This is in line with Borg and Gall (1989) assessment; that analysis of variance is used to determine whether the

groups under study differ significantly or not in their perceptions. Also Best (1981) states that the use of 0.05 level of significance is considered very appropriate for studies in Arts, Social Sciences and Education. The Scheffes and LSD test of multiple comparison were used to confirm or otherwise of the Anova and also to determine the difference which particular group means differ significantly from one another.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

4.1 Introduction

In this chapter, data are comprehensively presented, analyzed and interpreted according to issues raised in Chapter one. These issues are divided into three main sections. The Bio Data variables, analysis of nine research questions and testing of nine research hypotheses. In addition the chapter presents discussion of findings on the following areas:

- i. Impact of funding on general and daily management practices in Secondary Schools in Nigeria.
- ii. Impact of funding on Policy planning and implementation of decisions in Secondary Schools in Nigeria.
- iii. Impact of funding on staff motivation and retention in Secondary Schools in Nigeria.
- iv. Impact of funding on effective communication management in Secondary Schools in Nigeria.
- v. Impact of funding on teacher quality and staff development in Secondary Schools in Nigeria.
- vi. Impact of funding on provision of infrastructure in Secondary Schools in Nigeria.
- vii. Impact of funding on provision of Teaching and learning facilities in Secondary Schools in Nigeria.

- viii. Impact of funding on provision of students academic and welfare services in Secondary Schools in Nigeria.
- ix. Impact of other sources of funding outside Government Funding on management of Secondary Schools in Nigeria.

A total of 1,105 copies of questionnaire were distributed, however, 1,069 questionnaires were returned while 36 questionnaires were not returned due to reasons beyond the control of the researcher.

4.2 **Analysis on the Research Questions**

This section analyses responses of stakeholders on issues raised in chapter one, particularly presentation, analysis and interpretation of item statements in the following areas.

4.2.1 **Perceptions of Stakeholder on Impact of Funding on General and Daily Management Practices in Secondary Schools in Nigeria**

This section dealt with responses obtained from item statements 1-14. The items relate to the above statement. The items are presented, analyzed and interpreted by scores, percentages, mean ratios, standard deviation and standard error in Table 4.1.

Table 4.1: Frequencies, percentages, mean rating and standard deviation of opinions of stakeholders on Impact of Funding general and Daily Management Practices in secondary Schools in Nigeria

S/N	Statement	RESPONSE FREQUENCY						\bar{x}	S.E	S.D
		SA	A	U	D	SD	N			
		%	%	%	%	%	%			
1.	Inadequate funds affect principals from performing their general and daily managerial duties such as, keeping school records, maintaining discipline, assigning responsibilities to staff etc. effectively in the secondary schools.	507 47.4	399 37.3	16 1.5	82 7.7	46 4.3	1050 98.2	4.18	0.03	1.08
2.	Vice Principals are provided with sufficient funds for their daily managerial duties, such as, routine staff affairs, supervision of smooth running of the school routine, keeping record of school work and syllabus etc. This enable them perform their duties effectively.	173 16.2	212 19.8	71 6.6	390 36.3	206 19.3	1052 98.4	2.76	0.04	1.40
3.	Funds from income of internally generated revenue such as school fees, levies are used for day-to-day management of schools by principals.	324 30.3	307 28.7	82 7.7	71 6.6	276 25.8	1060 99.2	3.31	0.04	1.58
4.	Funds budgeted for payment of teaching and non teaching staff comes directly from the ministry of Education.	149 13.9	150 14	62 5.8	386 36.1	315 29.5	1062 99.3	3.45	0.04	1.40
5.	Insufficient funds affect the provision of security gadgets and security men in the schools. This contributes to insecurity of life and properties of staff and student in the school.	301 24.2	475 44.4	85 8	182 17	13 1.2	1056 98.8	3.82	0.03	1.06
6.	The malfunctioning of the macro Economy (inflation) affect funds meant for management of schools.	468 43.8	331 31	93 8.7	117 109	53 5	1062 99.3	3.98	0.03	1.19
7.	Sufficient funds are provided by government to the zonal inspectorate offices for monitoring, supervision and evaluation of the schools. This makes principals and teachers to perform their duties effectively.	85 8	83 7.8	64 6	521 48.7	305 28.5	1058 99	2.17	0.03	1.16
8.	The Parent Teachers Association adequately provides funds for daily	71 6.6	97 9.1	71 6.6	461 43.1	363 34	1063 99.4	2.10	0.03	1.16

	management of school activities, which assist in effective management of the school.									
9.	Late payment of school fees and levies by Parents affect the daily management of schools.	435 40.7	372 34.8	51 4.8	87 8.1	110 10.3	1055 98.7	3.88	0.04	1.31
10.	Late release of subventions and grants to the school affects the daily management of schools.	483 45.2	381 35.6	43 4	108 10.1	45 4.2	1060 99.2	4.08	0.03	1.13
11.	Lack of sufficient funds makes principal to use their personal funds in the general and daily management of the school.	23 2.2	22 2.1	91 8.5	461 43.1	458 42.8	1055 98.7	1.75	0.02	0.86
12.	Due to insufficient funds principals adopt some management technique such as PPBS, CBA, MBO and PERT to judiciously manage school funds.	141 13.2	350 32.7	54 5.1	391 36.6	123 11.5	1059 99.1	2.99	0.04	1.30
13.	Due to inadequate funds for daily management of the schools, principals usually adopt some cost saving devices, such as direct labour and direct purchases in their daily management.	429 40.1	412 38.5	61 5.7	48 4.5	103 9.6	1053 98.5	3.96	0.03	1.23
14.	Lack of provision of sufficient funds by Government makes principals tap other sources of funding such as charging extra or illegal levies in order to manage the schools.	453 42.4	317 29.7	71 6.6	123 11.5	96 9	1060 99.2	3.85	0.04	1.32

From Table 4.1, the first item sought to find out whether inadequate funds affect principals from performing their daily duties. A total of 507 and 399 or 47.4% and 37.3% representing opinion of majority stakeholders who strongly agreed and agreed. 16 or 1.5% respondents were undecided, perhaps due to lack of knowledge or interest on the subject matter, while 46 and 82 or 4.3% and 7.7% respondents, representing views of minority respondents who strongly disagreed and disagreed. The findings revealed that shortage of funds affect Principals from performing their general and daily

managerial duties such as delegating authority and responsibilities, maintaining discipline between staff and students and so on. This has made Principals not to be effective in discharging their duties.

Item 2 sought to find out whether Vice Principals are provided with sufficient funds for their daily managerial duties. It found out that a total of 206 and 390 or 22.4% and 36.5% representing opinion of majority of stakeholders who strongly disagreed and disagreed respectively. 71 or 6.6% respondents did not express their opinion while 173 and 212 or 19.3% and 16.2% strongly agreed and agreed forming opinion of minority. The results mean that Vice Principals are not provided with sufficient funds to perform their daily duties such as; routine checking of teachers on duty, in the class teaching, supervision of smooth running of students routine, checking teachers' scheme and records of work and so on. In most states, duty post allowances are not paid to the Vice Principals.

As illustrated in item 3, it sought to find out whether Directors of studies or senior masters are provided with sufficient funds to discharge their duties. A total of 324 and 307 or 30.3% and 28.7% representing opinion of majority respondents who strongly agreed and agreed. 82 or 7.7 who did not express their opinion perhaps due to lack of interest, while 275 and 71 or 25.8% and 6.6% representing the opinion of minority respondents who strongly disagreed and disagreed. This suggests that Directors of studies or Senior Masters are not paid duty post allowances and Principals do not give them sufficient cash to discharge the daily duties such as preparation of duty rosters for staff, students time table, allocation of class to teachers and students,

typing of answer sheets; this results in uncoordination of academic activities by the Senior Master or Directors of Studies.

Item 4 sought to find out whether games and form masters are provided with sufficient funds to discharge their responsibilities. A total of 315 and 385 or 29.9% and 34.0% representing opinion of majority stakeholders who strongly disagreed and disagreed, 62 or 5.8% respondents who did not express their opinion maybe due to lack of interest, while 148 and 150 or 13.9% and 14.0% representing views of minority respondents who strongly agreed and agreed. The finding indicates that form masters and games masters are not paid duty post allowance and other stipend. This affects the form and games masters from discharging their responsibilities of maintaining general discipline in the classroom, calling roles and organizing students for inter-house games and interschool games effectively.

Item 5 sought to find out whether sufficient funds are provided for purchasing of security gadgets and employment of security men. A total of 301 and 475 or 28.2% and 44.4% representing opinion of majority stakeholders who strongly agreed and agreed and 85 or 8.0% respondents were undecided, 13 and 182 or 1.2% and 17.0% who strongly disagreed and disagreed. The result suggests that insufficient funds affect the provision of security gadgets and employment of security men to guard and protect lives and property of staff and students.

Item 6 sought to find out whether funds released by government are usually mismanaged or not effectively used by principals. It presented a total of 468 and 331 or 43.8% and 31.0% representing opinion of majority stakeholder who strongly agreed

and agreed, 93 or 87%% respondents did not express their opinion, perhaps due to lack of interest of the subject matter while 52 and 117 or 5.0% and 10.9% who strongly disagreed. This means that most Principals mismanage or do not put into effective use the little funds they get from government and the internally generated revenue. This is seen in the absence of basic facilities for effective managements of schools activities.

Item 7 sought to find out whether sufficient funds are provided for monitoring and supervising of schools by school Inspectors. It showed a total of 521 and 304 or 28.5% and 48.7% representing opinion of majority respondents who strongly disagreed and disagreed, 64 or 6.0% who did not express their opinion may be due to lack of information and 85 and 83 or 8.0% and 7.8% who strongly agreed and agreed. The findings indicate that Zonal Inspectors do not constantly monitor, supervise and evaluate, programs and activities in schools due to insufficient funds provided to them.

Analysis of Item 8 presented a total of 365 and 461 or 34.0% and 43.1% respondents representing view of majority who strongly disagreed and disagreed. 70 or 6.6% respondents did not express their opinion while 71 and 97 or 6.6% and 9.1% strongly agreed and agreed. The result suggested that levies and dues from Parent Teachers Association greatly assist Principals in general and daily running of Secondary Schools.

Item 9 sought to find out whether late payment of schools fees by parent affects daily management of school. It illustrated that 435 and 372 or 40.7% and 34.8% representing opinion of majority stakeholders who strongly agreed and agreed with the

statement, 51 or 4.8% who are undecided, perhaps due to lack of interest in the subject matter while 44 and 110 or 10.3% and 8.1% strongly disagreed and disagreed. These findings suggest that parents mostly pay their children school fees late or they do not pay at all, this definitely affect planned school programmes, as most Principals depend on internally generated revenue for day-to-day running of schools. Without payment of school fees and levies, Principals cannot run the school effectively.

Item 10 sought to find out whether late release of subventions and grants by government to schools affects daily management of schools. It presented a total of 483 and 381 or 45.2% and 35.6% representing views of majority respondents who strongly agreed and agreed with the statement, 43 or 4.0% respondents did not express their opinion, perhaps due to lack of interest of the subject matter while 44 and 108 or 4.2% and 10.1% strongly disagreed and disagreed. The result reveals that subventions and grants are not released to Secondary Schools. On rear occasions that little fund released, the funds are released late and not adequate, as Principals mostly depend on school fee and PTA levies for day-to-day running of schools.

In item 11, a total of 458 and 461 or 42.8% and 43.1% representing opinion of majority respondents who strongly disagreed and disagreed with the statement, 91 or 8.5% respondents did not express their opinions probably due to lack of interest while 23 and 22 or 2.2% and 2.1% strongly agreed and agreed. The findings suggested that Principals did not use their personal money to run school activities when there is shortage of funds, as some Principals are not paid duty post allowance.

Item 12 sought to find out whether insufficient funds make principals to adopt some management technique. It showed a total of 123 and 391 or 11.5% and 36.6% who strongly disagreed and disagreed, 54 or 5.1% did not express their opinion, perhaps due to lack of interest on the subject matter while 141 and 350 or 13.2% and 32.7% strongly agreed and agreed. These results reveal that there were sharply shared views on the subject matter between respondents who agreed and those who disagreed. The research then deducted that half of the Principals adopt some management techniques in planning and implementing school programmes and activities while half planned and implement school programmes without adopting those techniques.

Item 13 illustrated that a total of 428 and 412 or 40.1% and 38.5% representing opinion of majority respondents who strongly agreed and agreed, 61 or 5.7% respondents did not express their opinion while 120 and 48 or 9.6% and 4.5% who strongly disagreed and disagreed with the statement. The findings revealed that due to shortage of fund, most Principals adopt some cost saving devices such as the use of direct labour and direct purchases in their daily management.

In item 14, a total of 452 and 317 or 42.4% and 28.7% representing opinion of majority respondents who strongly agreed and agreed, 71 or 6.6% respondents did not express their opinion, probably due to lack of interest on the subject matter while 96 and 123 or 9.0% and 11.5% representing minority views of respondents who strongly disagreed and disagreed with the statement. The findings indicated that due to insufficient funds available to Principals, most Principals tap other sources of revenue to

fund daily management of schools activities such as endowment funds, loans, soliciting for funds and assistance from Old Students Association, Parent Teachers Association, International Organizations like the Common Wealth, World Bank, USAID, Sales of Agricultural Products, arts and craft, school uniforms, exercise books, textbooks and so on.

4.2.2 Perceptions of Stakeholders on Impact of Funding on Educational Policy Planning and Implementation of Decisions in Secondary Schools in Nigeria

This section dealt with responses obtained from item statements 15-24. The items relates to the above statement. The items are presented, analyzed and interpreted by scores, percentages, mean rating, standard deviation and standard error in Table 4.2.

Table 4.2: Frequencies, percentages, mean rating and standard deviation of opinion of Stakeholders on the Impact of Funding on Educational Policy Planning and Implementation of Decisions in Secondary Schools.

STATEMENT		RESPONSE FREQUENCY						\bar{x}	S.E	S.D
		SA	A	U	D	SD	N			
		%	%	%	%	%	%			
15.	Insufficient funds affect planning of academic programmes in secondary schools. This makes teaching and learning not very effective.	413 38.6	439 41.1	90 8.4	88 8.2	28 2.6	1058 99	4.05	0.03	1.02
16.	Adequate funds are provided by Government for implementation of academic programmes in secondary schools. This improves the quality of instructions by teachers.	62 5.8	107 10	68 6.4	361 33.8	457 42.8	1055 98.7	2.01	0.03	1.19
17.	Shortage of funds prevent teachers from participating in decision making on implementation of academic programmes. This makes teachers not to give proper informed instructions to the students.	472 44.2	437 40.9	80 7.5	9 0.8	59 5.5	1057 98.9	4.18	0.03	1.01
18.	Sufficient funds are provided to principals and teachers for day-to-day running, such as organizing staff and students activities. This helps in directing actions at achieving educational goals.	127 11.9	102 9.5	106 9.9	409 38.3	300 28.1	1044 97.7	2.37	0.04	1.31

19.	Insufficient funds affect the training and employment of competent staff in the area of planning, research and statistics.	526 49.2	281 26.3	31 2.9	101 9.4	122 11.4	1061 99.3	3.93	0.04	1.39
20.	Insufficient funds affect organizing meetings, workshops and seminars both in-house and where expert in educational policy planning are invited to train and retrain teachers and principals.	363 34	462 43.2	91 8.5	51 4.8	84 7.9	1051 98.3	3.92	0.03	1.15
21.	Shortage of funds affect principals from holding meetings regularly with teachers to take decisions on implementation of curriculum in the school. This has affected the implementation of national policy on education.	337 31.5	423 39.6	57 5.3	77 7.2	159 14.9	1053 98.5	3.66	0.04	1.38
22.	Adequate funds are provided for regular meetings between principals and Ministry of Education official in order to monitor, supervise and evaluate the implementation of decision on schools curriculum and programmes. This has led to proper achievement of educational goals of the school.	78 7.3	106 9.9	64 6	344 32.2	450 42.1	1042 97.5	2.05	0.03	1.25
23.	Lack of sufficient funds affects Area Inspectorate and Ministry of Education officials from monitoring, supervising and evaluation of the implementation of schools' curriculum and programmes. This has lead to failure of achievement of educational goals of the school.	446 41.7	312 29.2	85 8	112 10.5	100 9.4	1055 98.7	3.84	0.04	1.32
24.	Funds are adequately provided to organize staff meeting, briefings etc to take decisions on day-to-day running of the school. This has made the organizational behaviour in the school to be conducive.	101 8.02	81 4.2	71 6.6	411 46.2	403 44.5	1041 97.4	1.61	0.01	0.61

In Table 4.2, item 15 sought to find out whether insufficient funds affect planning of academic programmes. It showed a total of 4135 and 439 or 38.6% and 41.1% representing opinion of majority stakeholders who strongly agreed and agreed with the statement, 91 or 8.4% did not express interest in the subject matter while 27 and 87 2.6% and 8.2% strongly disagreed and disagreed. The findings suggest that proper planning of academic programmes in Secondary Schools is hampered by inadequate funds at the disposal of Principals. This means that the National curriculum is not properly broken down into subjects, termly, weekly and daily activities for effective teaching and learning.

Item 16 sought to find out if adequate funds are provided for implementation of academic programmes, it showed a total of 457 and 361 or 42.8% and 33.8% representing opinion of majority who strongly disagreed and disagreed with the statement, 68 or 6.4% respondents were undecided, probably due to lack of interest on the subject matter while 61 and 107 or 5.8% and 10.0% strongly agreed and agreed. The result reveals that even when educational programmes are properly planned, funds are not adequately provided for implementation of decisions for improvement of quality and standard of instructions.

Item 17 presented a total of 472 and 437 or 44.2% and 40.9% representing opinion of majority respondents who strongly agreed and agreed with the statement while 80 or 7.5% respondents were undecided on their opinion 59 and 8 or 5.5% and 0.8% strongly disagreed and disagreed. The findings depict that shortage of funds prevent teachers from proper implementation of decision made on school academic

programmes such as breaking down the curriculum into scheme of work, then breaking the scheme into topics and lessons and finally teaching the lessons effectively to the students.

Item 18 intended to find out if shortage of funds prevents teachers from participating in implementation of decisions in the school. It showed a total of 300 and 409 or 28.1% and 38.3% respondents representing opinion of majority who strongly disagreed and disagreed with the statement while 106 or 9.9% did not express their opinion, probably due to lack of interest, 126 and 102 or 11.9% and 9.5% strongly agreed and agreed. This suggest that shortage of fund prevent Principals from allowing teachers participate in joint decision making on day-to-day expenditure and running of the schools.

Item 19 presented responses of respondents where 526 and 281 or 49.2% and 26.3% forming views of majority respondents who strongly agreed and agreed while 31 or 2.9% did not express their opinion then 121 and 102 or 11.4% and 9.4% strongly disagreed and disagreed. The findings depict that insufficient funds prevent Principals and teachers from implementing secondary school curriculum properly, such as teaching all subjects in the 3-3 National Policy on education.

Item 20 sought to find out whether lack of enough funds affect the provision of materials to aid teachers in their subject areas. It showed that a total of 363 and 462 or 34.0% and 43.2% representing opinion of majority respondents who strongly agreed and agreed, 91 or 8.5% respondents did not express their opinion while 83 and 51 or 7.9% and 4.8% strongly disagreed and disagreed. The result revealed that even when

these technical workshops and laboratories are built, funds are not adequately provided for teaching and learning aids to help teachers clearly impart knowledge and to assist students have vivid clear vision and understanding of the teacher.

Item 21 illustrated total of 337 and 423 or 31.9% and 39.6% representing majority opinion of respondents who strongly agreed and agreed while 57 or 5.3% did not express their opinion, then 158 and 77 or 14.9% and 7.2% strongly disagreed and disagreed. The finding suggested that shortage of funds affect Principals from holding meetings regularly with teachers to monitor and take decisions on feedbacks from implementation of the 3-3 National policy and to look for possible and suitable alternatives.

Item 22 presents a total of 450 and 344 or 42.1% and 32.2% representing opinion of majority respondents who strongly disagreed and disagreed, 64 or 6.0% did not express their opinion, while 78 and 106 or 7.3% and 9.9% strongly agreed and agreed. The result reveals that inadequate funds affect Principals, teachers and inspectors from meeting regularly to monitor and take decisions on feedbacks they observed during the process of implementing and supervising the 3-3 curriculum so that they can make suitable and possible alternatives for adjustment.

Item 23 presented a total of 446 and 312 or 41.7% and 29.2% representing opinion of majority respondents who strongly agreed and agreed 85 or 8.0% did not express their opinions perhaps due to lack of interest while 99 and 112 or 9.4% and 10.5% strongly disagreed and disagreed. The finding suggested that inadequate funds affects the ministry of Education officials from monitoring, supervision and evaluating

decision on implementation of the 3-3 curriculum and programme in order to make adjustments on the feedbacks to seek for suitable alternative.

Item 24 sought to find out if principals regularly organized staff meetings and briefings etc. to take decisions jointly. It showed that a total of 403 and 405 or 40.5% and 40.2% representing the opinions of majority respondents who strongly disagreed and disagreed with the statement while 71 or 6.6% respondents did not express their opinions, then 101 and 81 or 8.0% and 4.2% representing opinion of minority of respondents strongly agreed and agreed. The findings suggested that school Principals do not regularly consult their Vice Principals and teachers when ever they are taking decisions on income and expenditure for day-to-day running of the school.

4.2.3 Perceptions of Stakeholders on Impact of Funding on Teachers' Quality and Staff Development in Secondary Schools in Nigeria

This section dealt with responses obtained from item statements 25-34. The items relate to the above statement. The items are presented, analyzed and interpreted by scores, percentages, mean rating, standard deviation and standard error in table 4.3.

Table 4.3 Frequencies, percentages, mean rating and standard deviation of opinions of Stakeholders on Impact of Funding on Teacher's quality and Staff Development in Secondary Schools in Nigeria

S/ N	Statement	RESPONSE FREQUENCY						\bar{x}	S.E	S.D
		SA	A	U	D	SD	N			
		%	%	%	%	%	%			
25.	Sufficient funds are provided to aid teachers' professional development. This has made teachers to be more effective in their subject areas.	74 6.9	117 10.9	99 9.3	411 38.4	347 32.5	1048 98	2.19	0.03	1.21
26.	Inadequate funds affect the planning and execution of in-service programmes for staff regularly. This makes it difficult	523 48.9	382 35.7	22 2.1	24 2.2	99 9.3	1050 98.2	4.14	0.03	1.19

	for teachers to improve on their education.									
27.	Enough funds are provided by Government to regularly conduct demonstration lessons for teachers with deficiencies. This makes teachers to be competent in their areas of specialization.	139 11.8	56 4.5	70 5.4	201 24. 1	603 68. 4	1047 97.9	1.35	0.01	0.58
28.	Sufficient funds are regularly provided for experienced teachers to assist new and inexperienced teachers improve instructions in their subject area. This has made instructions delivery in the subject areas effective.	79 7.8	87 8.2	52 4.9	377 42. 7	465 50	1043 97.6	1.58	0.01	0.59
29.	Inadequate funds affect principals and teachers from attending professional meetings, so teachers are mostly unaware of new development in their profession.	346 31	365 34.1	76 7.1	156 14. 6	118 11	1046 97.8	3.60	0.04	1.35
30.	Sufficient funds are provided for teachers to write professional papers regularly. This makes teachers to publish articles in journals on their subject areas regularly.	104 10.1	96 9.2	64 6	308 30. 1	461 43. 8	1061 99.3	1.49	0.01	0.60
31.	Insufficient funds make principals not to organize orientation courses for newly posted teachers. This makes newly posted teachers finds it hard to settle down to perform their daily duties property.	437 40.9	346 32.4	83 7.8	96 9	99 9.3	1061 99.3	3.87	0.03	1.29
32.	Shortage of funds affects principals and teachers from keeping abreast with new changes in Education through provision of ICT and other new innovations. This makes teachers no to be versatile in the use of ICT.	370 34.6	396 37	78 7.3	97 9.1	115 10. 8	1056 98.8	3.76	0.04	1.31
33.	Sufficient funds are provided for regular sponsors of teachers to workshops and seminars. This has widened the scope of teacher's knowledge in their subject areas.	100 9.4	108 10.1	26 2.4	352 32. 9	471 44. 6	1057 98.9	2.06	0.04	1.31
34.	Enough funds are regularly made available for introduction of modern methods of teaching to teachers. This has made teachers to use different modern methods of teaching.	115 10.8	68 6.4	55 5.1	352 32. 9	471 44. 1	1061 99.3	2.06	0.04	1.31

In Table 4.3, item 25 sought to find out whether sufficient funds were regularly provided to aid teachers professional development. It showed a total of 347 and 411 or 32.5% and 38.4% representing opinion of majority respondents who strongly disagreed and disagreed with the statement, 99 or 9.3% did not express their opinion while 72 and 117 or 6.9% and 10.9% representing opinion of minority respondents who strongly agreed and agreed with the statement. The result indicated that teachers are not paid special allowances such as books, chalk allowances that will aid them in their professional development, so that they will become more effective in instructional delivery.

Item 26 sought to find out if inadequate funds affect planning and execution of In-service programmes regularly. It showed a total of 335 and 381 or 48.9% and 35.7% representing views of majority respondents who strongly agreed and agreed, 31 or 2.1% respondents did not express their opinion perhaps due to lack of interest on the subject matter, while 98 and 24 or 9.3% and 2.2% representing opinion of minority respondents strongly disagreed and disagreed. The finding revealed that very few teachers are sponsored for in-service training programmes to various institutions to upgrade their education.

Item 27 illustrated that a total of 603 and 201 or 48.4% and 24.1% representing opinion of majority respondents, 70 or 5.4% respondents did not express their views while 139 and 56 or 11.8% and 4.5% strongly agreed and agreed. The finding depict that schools do not organize regularly in-house training or invite guest lecturers to

conduct demonstration lessons for teachers with deficiencies in their subject areas due to shortage of funds.

Item 28 wished to find out whether sufficient funds are regularly provided for experienced teachers to assist new and inexperienced teachers improve their instructions. It showed a total of 465 and 377 or 41.2% and 36.4% respondents, representing opinion of majority who strongly disagreed and disagreed with the statement, 61 or 6.8% of respondent did not express their opinion while 87 and 79 or 8.2% and 7.8% strongly agreed and agreed. This mean that programmes or trainings are not regularly organized by the school to assist new and inexperienced teachers in their subject areas by long serving and experienced teachers, due to insufficient funds.

Item 29 presented a total of 346 and 365 or 31.0% and 34.1% representing opinion of majority respondents who strongly agreed and agreed with the statement, 76 or 7.1% did not express their opinion while 118 and 156 or 11.0% and 14.6% strongly disagreed and disagreed. The finding suggested that Principals and teachers do not regularly attend professional meetings like Association of Nigerian Conference of Principals of Secondary Schools (ANCOPSS) and Academic Staff Union of Secondary School (ASUSS), Science Teachers Association of Nigeria (STAN), Association of Educational Administrators and Planners (AEAP) which will expose them to new development in their profession, due to insufficient funds.

Item 30 wished to find out if sufficient funds are provided for teachers to write professional papers regularly. It showed a total of 461 and 306 or 43.8% and 30.1% representing opinion of majority respondents who strongly disagreed and disagreed

with the statement, 64 or 6.0% did not express their opinion while 104 and 98 or 10.1% and 9.2% strongly agreed and agreed. The finding suggested that government do not regularly provide allowances or sponsor teacher write professional papers, also government do not pay for these papers to be published in Local and International Journals.

Item 31 illustrated a total of 438 and 346 or 40.9% and 32.4% representing opinion of majority respondent who strongly agreed and agreed with the statement, 83 or 7.8% respondents did not express their opinion while 98 and 96 or 9.3% and 9.0% strongly disagreed and agreed. The result indicated that Principals do not regularly organize orientation courses for newly recruited and posted teachers in order to enable them settle down fast to start performing their duties due to insufficient funds.

Item 32 sought to find out whether shortage of funds affects principals and teachers to keeping abreast with ICT. It showed a total of 371 and 396 or 34.6% and 37.0% representing majority opinion of respondents who strongly agreed and agreed with the statement, 91 or 7.3% respondents were undecided while 115 and 97 or 10.8% and 9.1% strongly disagreed and disagreed. This finding suggested that most Principals and teachers are not ICT compliant, they cannot operate and get information in the computers, internet, e-mail and so on in order to keep abreast with new changes and innovations in their subject area, education and the world in general. This is blamed on shortage of funds available to the schools to purchase computers and link with internet and also to train Principals and teachers on how to operate these gadgets.

Item 33 presented a total of 471 and 452 or 44.1% and 32.9% representing opinion of majority respondents, who strongly disagreed and disagreed with the statement, 28 or 2.4% respondent were undecided while 100 and 108 or 9.8% and 10.1% strongly agreed and agreed. The result indicated that government does not regularly provide funds to sponsor Principals and teachers to workshops and seminars and so on. This affected Principals and teachers from widening their scope in their subject areas and in school administration.

Item 34 sought to find out if enough funds are regularly provided for introduction of modern methods of teaching. It showed that a total of 472 and 352 or 44.1% and 32.9% representing the opinions of majority respondents who strongly disagreed and disagreed with the statement, 63 or 6.1% respondents did not express their opinion, perhaps due to lack of interest or information on the subject matter while 116 and 68 or 10.8% and 6.4% respondents representing opinion of minority who strongly agreed and agreed with the statement. The result depict that due to insufficient funds available to teachers; they do not go extra miles either to study or pay experts to teach them some modern innovations and methods of teaching, so that they can improve instructional delivery to students.

4.2.4 Perceptions of Stakeholders on Impact of Funding on Effective Communications in Secondary Schools in Nigeria

This section dealt with responses obtained from item statements 58 – 57. The items relates to the above mentioned statement. The responses are presented,

analyzed and interpreted by scores, mean ratings, standard deviation and standard error in table 4.4

Table 4.4: Frequencies, percentages, mean rating and standard deviation of opinions of Stakeholders on Impact of Funding on Effective Communication in Secondary Schools in Nigeria

S/N	Statement	RESPONSE FREQUENCY						\bar{x}	S.E	S.D
		SA	A	U	D	SD	N			
		%	%	%	%	%	%			
35.	Insufficient funds affect principals' communications in and out of schools. This makes principals not to frequently respond to correspondences.	415 38.8	321 30	81 7.6	81 7.6	166 15.5	1064 99.5	3.6 9	0.0 4	1.44
36.	Adequate funds are regularly provided for ICT communications, such as computers, internet, cybercafé, telex, email, radio and television etc in secondary schools. This leads to effective transmission of information within the school.	131 12.3	71 6.6	58 5.4	360 33.7	443 41.4	1063 99.4	2.1 4	0.0 4	1.35
37.	Sufficient funds are provided to buy stationeries for written communications, such as circulars, memo, letters etc. This encourages good organizational climate in the school.	338 31.6	361 33.8	59 5.5	43 4	264 24.7	1065 99.6	3.4 3	0.0 4	1.56
38.	Shortage of funds affect the provision of classroom teaching communication gadgets, such as PowerPoint, public address systems etc. This makes transmission of classroom instruction not rewarding to students.	467 43.7	474 44.3	81 7.6	23 2.2	17 1.6	1062	4.27	0.02	0.82
39.	Lack of enough funds in the school affect the provision of security communication gadgets. This has lead to rampant stealing of school properties.	411 38.4	410 38.4	78 7.3	96 9	66 6.2	1061 99.3	3.94	0.03	1.17
40.	Adequate funds are voted for typing and communicating decisions reached during staff meetings, staff briefings, welfare meetings etc. This gingers effective organization and performance of school activities.	96 8.9	9 0.9	91 8.5	432 40.4	536 50.1	1059 99.1	1.57	0.01	0.64
41.	Sufficient funds are voted for daily communication of programmes and	77 7.2	10 0.9	81 7.6	381 35.6	520 48.6	1069 100	1.82	0.03	1.10

	activities of the school, such as school calendar, time table, duty roster etc. This makes schools activities to be effectively coordinated and organized.									
42.	Inadequate funds affect the daily communications of government policies and programmes from the Ministries to the school. This makes school programmes not to be in line with national policies on education.	440 41.2	338 31.6	67 6.3	91 7.6	132 12.3	1058 99	1.82	0.03	1.37
43.	Insufficient funds affect reply of correspondence and communications from the Ministries and other bodies by teachers and students. This makes teachers and students records not properly kept in the ministry.	380 35.5	481 45	24 2.2	98 9.2	74 6.9	1057 98.9	3.94	0.03	1.17
44.	Enough funds are provided by the school for inter departmental and inter-schools communications. This encourages the coordination of uniformed school programmes in the state.	103 9.6	12 1.1	61 5.7	418 39.1	462 43.2	1056 98.8	3.94	0.03	1.18

From table 4.4 item 35 showed frequencies and percentages of scores where a total of 416 and 321 or 38.8% and 30.0% respondents who strongly agreed and agreed with the item representing views of majority of respondents and 81 or 7.6% who did not express their opinions while a total of 165 and 81 or 15.5% and 7.6% strongly disagreed and disagreed. The result revealed that insufficient funds affect effective communication by principals within the school and between the school with the area office, Ministry of Education and other relevant bodies.

Item 36 sought to find whether adequate funds affect provision of ICT facilities. It showed a total score of 441 and 360 or 41.4% and 33.7 representing opinions of majority stakeholders who strongly disagreed and disagreed and 58 or 5.4% did not

express their opinions while 131 and or 71 or 12.3% and 6.6% strongly agreed and agreed. The result revealed that most secondary schools do not use ICT communication gadgets such as computers, e-mail, cybercafé and television for receiving and transmitting information due largely to inadequate funding from government.

Item 37 revealed a total of 338 and 361 or 31.8% and 33.8% representing of views of majority respondents who strongly agreed and agreed and 59 or 5.5% did not express their opinions while 265 and 43 or 24.7% and 4.0% strongly disagreed and disagreed. This indicated that the availability of stationeries for written communication such as circulars, memo, letters etc. are not adequate due to poor funding from government.

Item 38 showed total scores of 468 and 474 or 43.7% and 44.3% of representing opinions of majority stakeholders who strongly agreed and agreed and 81 or 7.6% did not express their opinions, while 17 and 23 or 1.6% and 2.2% strongly disagreed and disagreed. The finding suggested that shortage of funds affect adequate provision of classroom teaching communication gadgets, such as power point, public address systems etc for teaching.

Item 39 showed a total score of 412 and 410 or 38.4% and 38.4% representing opinion of majority respondents who strongly agreed and agreed and 76 or 7.3% who did not express their opinions while 65 and 96 or 6.2% and 9.0% strongly disagreed and disagreed. The finding indicated that there is rampant stealing of school properties due to inadequate provision of security communication gadgets to security men to coordinate security due to shortage of funds.

Item 40 showed that a total of 526 and 346 or 50.1% and 33.4% representing the views of majority of respondents who strongly disagreed and disagreed and 91 or 8.5% did not express their opinions probably due to lack of interest while 9 and 96 or 0.9% and 8.9% strongly agreed and agreed. The finding revealed that decision reached during staff meetings, staff briefings, welfare meetings etc. are not constantly typed and documented due to shortage of funds.

Item 41 presented a total of 521 and 381 or 48.6% and 35.6% representing view of majority respondents and who strongly disagreed and disagreed and 81 or 7.6% did not express their opinions perhaps due to lack of knowledge of fund while 76 and 10 or 7.6% and 0.9% strongly agreed and agreed. The result suggested that, daily school activities and programmes such as school calendar, class timetable, examination timetable, daily roasters etc. are not properly typed and distributed to the individual teachers due to shortage of funds.

A total of 441 and 338 or 41.2% and 31.6% of views of respondents representing majority strongly agreed and agreed with item 65 and 67 or 63% did not express their opinions while 81 and 131 or 7.6% and 12.3% strongly disagreed and disagreed. The result indicated that most decision taken on education and policies by the Ministry of Education were not properly communicated through memos or circulars to principals and teachers in secondary school, this is as a result shortage of funds.

Item 43 a total of 381 and 481 of 35.5% and 45.0% representing opinions of majority of stakeholders strongly agreed and agreed and 24 or 2.2% did not express their opinions while 73 and 98 or 6.9% and 9.2% strongly disagreed and disagreed.

The result indicated that teachers do not constantly reply memos from the Ministry and Area offices in respect of their bio-data, views on current issues, annual assessment, annual increment forms and so on, as sometimes they don't have money to buy the forms nor transport to go and collect and submit the forms in the Ministry.

Item 44 showed that a total of 463 and 418 or 43.2% and 39.1% representing the opinions of majority of stakeholders who strongly disagreed and disagreed and 61 or 5.7% did not express their opinions while 102 and 12 or 9.6 and 1.1% strongly agreed and agreed. The finding revealed that there is hardly interdepartmental and interschool meeting, communication to coordinate uniform school curriculum due to shortage of funds.

4.2.5 Perceptions of Stakeholders on Impact of Funding on Staff Motivation and Retention

This section dealt with responses obtained from item statements 45-57. The items relate to the above statement. The responses of stakeholders are presented, analyzed and interpreted by scores, mean ratings, standard deviation and standard error in table 4.5.

Table 4.5 Frequencies, percentages, mean rating and standard deviation of opinions of Stakeholders on Impact of Funding on Staff Motivation and Retention

S/N	Statement	RESPONSE FREQUENCY						\bar{x}	S.E	S.D
		SA	A	U	D	SD	N			
		%	%	%	%	%	%			
45.	Sufficient funds are provided by Government for regular and prompt payment of teachers salaries. This has motivated teachers to put in their best and reduce frequent strikes.	133 12.4	61 5.7	65 6.1	201 18.8	604 56.5	1064 99.5	1.98	0.0 4	1.40
46.	Shortage of funds affects the regular payment of teachers leave and transport	561 52.5	318 29.7	34 3.2	71 6.6	78 7.3	1062 99.3	4.14	0.0 3	1.21

	grants. This affects teachers' desires and drive to accomplish school goals.									
47.	Adequate funds are made available for payment of teachers' allowance, who are delegated to represent the school on official functions. This gives the teacher the confidence and energies that sustains his behaviour in public.	33 3.1	66 6.2	81 7.6	294 27.5	588 55	1062 99.3	1.74	0.0 3	1.04
48.	Lack of enough funds affect the payment of teachers allowances, such as overtime, science teachers chalk allowances etc. This makes teachers not to give students extra work or assignments.	460 43	201 18.8	77 7.2	102 9.5	215 20.1	1055 98.7	3.55	0.0 4	1.59
49.	Enough funds are made available for reward and honour of hard working teachers. This has encouraged teachers to be dedicated to their work and not to go in search of greener pasture.	191 17.9	68 6.4	64 6	361 33.8	385 36	1069 100	2.36	0.0 4	1.46
50.	Sufficient funds are voted for staff welfare services such as medical services, staff canteen etc. This motivates teachers to come early and stay till closing.	173 16.2	85 8	90 8.4	301 28.2	415 38.8	1064 99.5	2.34	0.0 4	1.46
51.	Sufficient funds are voted to encourage teachers' interest in participating in school activities, such as implementation of decisions agreed upon during staff meetings, curricular and extra curricular activities. This encourages teachers to supervise the day to day implementation of decisions reached.	157 14.7	75 7	86 8	281 26.3	464 43.4	1063 99.3	2.22	0.0 4	1.44
52.	Shortages of funds affect the regular implementation of staff promotions. This makes teachers to leave the classroom in search of better jobs.	610 57	201 18.8	96 9	13 1.2	143 13.4	1063 99.4	4.05	0.0 4	1.38
53.	Enough funds are regularly voted by school authorities to provide soft loans to solve teachers' immediate problems. This makes teachers not to leave their duty post in search of money to solve their immediate problem.	43 4	80 7.5	68 6.4	316 29.6	554 51.8	1061 99.3	1.81	0.0 3	1.10
54.	Adequate funds are voted to welcome newly posted teachers and send teachers off. This encourages the spirit of togetherness and help newly posted	149 13.9	218 19.3	46 4.3	212 19.8	440 42.5	1065 99.6	3.02	0.04	1.43

	teachers to settle down fast.									
55.	Funds are regularly voted by school authority to encourage teachers participate in cooperative and welfare schemes. This promotes a sense of belonging and good organizational climate in the schools.	201 18.8	57 5.3	72 6.7	216 20.2	515 48.2	1061 99.3	2.25	0.04	1.55
56.	Insufficient funds affect the provision of insurance packages for teachers. This makes the retention of qualified teachers difficult.	611 57.2	276 25.8	55 5.1	31 2.9	91 8.5	1064 99.5	4.20	0.03	1.21
57.	Sufficient funds are made available for prompt and regular payment of retirement benefits of teachers. This attracts and retains qualified teachers to stay till retirement.	146 13.7	61 5.7	62 5.8	296 27.7	495 46.3	1060 99.2	2.11	0.04	1.40

From table 4.5, the frequencies of scores and percentages in item 45 sought to find out if sufficient funds were provided for regular and prompt payment of teachers' salaries. It showed that a total of 604 and 201 or 56.5% and 18.8% which represent majority views of stakeholders strongly disagreed and disagreed and a total of 133 and 61 or 12.4% and 5.7 strongly agreed and agreed representing opinions of minority of respondents. This suggested that government do not provide sufficient funds for regular and prompt payment of teachers salaries, this has resulted in brain drain which is very prevalent in our secondary schools today leaving poorly retrained, non-qualified and unmotivated teachers.

Item 46 showed frequency and percentages of scores where a total of 561 and 318 or 52.5% and 29.7% representing views of majority stakeholders who strongly agreed and agreed and a total of 77 and 71 or 7.3% and 6.6% who strongly disagreed and disagreed representing opinions of minority of respondents. The result revealed that shortage of funds from government affect regular payment of leave and transport

grant of teachers. Sometimes teachers wait for many years before their leave and transport grants are paid.

Item 47 showed a total score of 589 and 294 or 55.0% and 27.5 representing majority opinions of stakeholders who strongly disagreed and disagreed and a total of 32 and 66 or 3.1% and 6.2% representing views of majority respondent and who strongly agreed and agreed. The analysis suggested that teachers are not always paid allowances when delegated to represent their Principal or school on official functions; as Principals always complained of shortage of funds. This always affects teacher's confidence, ego and energies that will sustain their behavior in public.

Item 48 showed a total score of 461 and 201 or 43.0% and 18.8% representing majority opinion who strongly agreed and agreed and a total of 215 and 102 or 20.1% and 9.5% who strongly disagreed and disagreed, representing the views of minority respondents. The findings suggested that secondary schools teachers were not always paid overtime, science teachers, bush, chalk or dust allowances due to shortage of funds from Government.

Item 49 showed a total score of 386 and 361 or 36.0% and 28.2% representing the opinion of majority stakeholders who strongly disagreed and disagreed and a total of 190 and 68 or 17.99 and 6.4% who strongly agreed and agreed representing opinion of minority. The analysis revealed that, teachers who are hardworking and dedicated to their primary and other ad-hoc assignment are not always honoured or given cash rewards due to shortage of funds. This also resulted in some teachers not been dedicated to their work and tend to search for greener pasture.

Item 50 revealed that a total of 416 and 301 or 38.8% and 28.2 representing views of majority stakeholders who strongly disagreed and disagreed and a total of 173 and 85 or 16.2% and 8.0% who strongly agreed and agreed representing views of minority. The finding showed that funds are not regularly voted for teacher's welfare services such as medical services, staff canteen, staff bus, staff accommodation, etc. It is evidently clear that secondary school teachers are unmotivated to give in their best.

From the frequencies and percentages available for item 51, the researcher found out that a total of 465 and 281 or 43.4% and 26.3% which represent views of majority respondents who strongly disagreed and disagreed while a total of 158 and 75 or 16.2% and 7.0% who strongly agreed and agreed, representing views of majority respondents. The finding showed that teachers are not regularly motivated with stipend to encourage their participation in implementing of agreed decisions during staff meetings, curricular and extra curricular activities and also to supervise these decisions.

A total of 611 and 201 or 57.1 and 18.8% who strongly agreed and agreed with item, forming majority opinions of respondents while 86 or 9.0% did not express their opinions and 143 and 13 or 13.5% and 1.2% representing opinions of minority respondents. The finding revealed that government did not provide funds regularly for staff promotion and annual increment; as a result teachers may work for ten to twenty years without promotion.

Item 53 showed frequencies and percentages of scores where a total of 554 and 316 or 51.8% and 29.6% representing views of majority stakeholders who strongly

disagreed and disagreed and 68 or 6.4% did not express their opinion while a total of 44 and 80 or 4.0% and 7.5% strongly agreed and agreed. The finding suggested that in planning most schools budgets, funds were not voted for provision of soft loans to teachers.

Item 54 presented frequencies and percentages of scores where a total of 440 and 212 or 42.5% and 19.8% representing views of majority stakeholders who strongly disagreed and disagreed while 46 or 4.3% did not express their views while 150 and 218 or 13.9% and 19.3% strongly agreed and agreed. The finding revealed that, funds are not voted by principals to welcome newly posted teachers and to send teachers off when posted out or retired. These activities are important as to encourage the spirit of togetherness and help newly posted teachers to settle down fast.

Item 55 showed a total of 516 and 216 or 48.2% and 20.2% strongly disagreed and disagreed with item, these represent views of majority respondents and 72 or 6.2% did not express their opinions while 200 and 57 or 18.8% and 5.3% strongly agreed and agreed. The finding suggested that school principals do not vote funds to encourage teachers to participate in cooperative and welfare schemes.

Item 56 showed a total of 612 and 276 or 57.1% and 25.8% forming views of majority respondents who strongly agreed and agreed and 55 or 5.1% who did not express their opinions while 90 and 31 or 8.5 and 2.9% strongly disagreed and disagreed. The finding revealed that government did not provide funds for insurance packages for teachers.

Item 57 showed a total of 496 and 296 or 46.3 % and 27.7% representing the views of majority respondents who strongly disagreed and disagreed and 76 or 7.1% who did not express their opinions while 145 or 61 strongly agreed and agreed. The finding indicates that funds are not regularly released for payment of teachers' retirement benefits. This is clearly evident as sometimes teachers die without receiving their retirement benefits.

4.2.6 Perceptions of Stakeholders on Impact of Funding on Provision of Teaching and Learning Materials

This section dealt with responses obtained from items statements 68 – 77. The items relate to the above statement. The responses are presented, analyzed and interpreted by scores, mean rating, percentages, standard deviation and standard error in table 4.6.

Table 4.6: Frequencies, percentages, mean rating and standard deviation of opinions of Stakeholders on Impact of Funding on Provision of teaching and learning materials.

S/ N	Statement	RESPONSE FREQUENCY						\bar{x}	S.E	S.D
		SA	A	U	D	SD	N			
		%	%	%	%	%	%			
58.	Sufficient funds are provided by Government to purchase teaching and learning materials for teachers. These aids teachers to clearly impart knowledge, skills and experience to the learners.	44 4.1	63 5.9	81 7.6	281 26.3	600 56.1	1069 100	1.93	0.03	1.08
59.	Insufficient funds from government affect the provision of learning materials to students. This makes the students not to vividly have a clear vision and understanding of the teacher.	480 44.9	392 36.7	44 4.1	79 7.4	65 6.1	1060 99.2	1.75	0.03	1.15
60.	Sufficient funds are provided by Government to encourage teachers improve teaching materials in their subject areas. This helps motivate the	62 5.8	86 8	65 6.1	414 38.7	431 40.3	1058 99	1.99	0.03	1.15

	learner attention and understanding									
61.	Enough funds are provided to ensure that teachers regularly use teaching materials. This has enhanced better understanding and mastering of concepts and events in their subject area.	58 5.4	91 8.5	45 4.2	384 35.9	480 44.9	1058 99	1.92	0.03	1.15
62.	Adequate funds are provided to ensure that teaching materials are properly stored, so that they can be used by another generation of teachers and students.	117 10.9	92 8.6	86 8	241 22.5	523 48.9	1059 99.1	2.09	0.04	1.38
63.	Insufficient funds affect the purchase and keeping of up-to-date lesson notes, schemes and record of work etc. This affects teaching and learning.	566 52.9	281 26.3	84 7.9	65 6.1	65 6.1	1061 99.3	4.14	0.03	1.17
64.	Shortage of funds affect the purchase and provision of textbooks, exercise books, newspapers, journals, students' records etc. This affects the teachers in accomplishing the task of teaching.	685 64.1	208 19.5	58 5.4	76 7.1	39 3.6	1066 99.7	4.33	0.03	1.09
65.	Sufficient funds are provided by Government to purchase chalk, chalk boards, flannel board, card board etc. This enables the school to operate at its maximum convenience for teachers and students.	27 2.2	7 0.6	61 5.7	514 58.7	368 35.1	1063 99.4	1.70	0.01	0.56
76.	Adequate funds are provided by Government to ensure the maintenance of teaching and learning facilities. This ensures the availability of these facilities in schools.	38 3.6	8 0.7	81 7.6	339 31.7	591 55.3	1057 98.9	1.64	0.02	0.95
66.	Shortage of funds affects training of teachers on how to use and operate some of the sophisticated teaching materials. This increases the cost of service, overhaul and maintenance of these facilities.	610 57.1	228 21.3	62 5.8	81 7.6	79 7.4	1060 99.2	4.14	0.03	1.26

From table 4.6 item 58 showed frequencies and percentages of scores were a total of 601 and 281 or 56.1% and 26.3% views of majority respondents who strongly disagreed and disagreed 81 or 7.6% did not express their views, perhaps due to lack of

interest or knowledge of the subject matter while 43 and 63 or 4.1 and 5.9% strongly agreed and agreed. The findings indicated that the provision of teaching aid to teachers, which aid teachers to clearly impact knowledge, skills and experience to the learners are not constantly purchased by government due to shortage of funds. The few that are purchased by the principal is from school fees or PTA levies.

Item 59 showed total of 481 and 392 or 44.9% and 36.7% representing views of majority who strongly agreed and agreed and 44 or 4.1% did not express their views while 64 and 79 or 6.1% and 7.4% strongly disagreed and disagreed. The result revealed that the provision of learning aid to students which vividly help students to have a clear vision and understanding of the teacher is affected by shortage of funds from government.

Result from item 60 showed a total of 432 and 414 or 40.3% and 38.7% representing views of majority of respondents strongly disagreed and disagreed and 65 or 6.1% respondents were undecided while a total 62 and 86 or 5.8% and 8.0% strongly agreed and agreed. The result revealed that some of these teaching and learning aids can be produced locally and improved upon by teachers if funds are provided by government, but government and principals prefer to purchase the already made teaching and learning aids.

Finding from item 61 presented a total of 481 and 384 or 44.9% and 35.9% views of majority respondents who strongly disagreed and disagreed and 56 respondents did not express their opinions while 57 and 91 or 5.4% and 8.5% strongly agreed and agreed. This revealed that teachers do not regularly use teaching and

learning aids to enhanced better understanding and mastery of concepts and events in their subject areas due to absence of these materials as funds were not voted to provide them.

Item 62 showed total of 524 and 241 or 48.9% and 22.5% representing majority opinions of stakeholders who strongly disagreed and disagreed, and 86 or 8.0% respondents did not express their views while 116 and 92 or 10.9% and 8.6% strongly agreed and agreed. The finding revealed that teaching and learning aids are not properly stored after use for subsequent usage in future due to inadequate storage facilities.

Item 63 showed totals of 567 and 281 or 52.9% and 26.5% representing views of majority respondents strongly agreed and agreed and 84 or 7.9% did not express their opinions while 64 and 65 or 6.1% and 6.1% strongly disagreed and disagreed. The finding suggested that insufficient funds affected the regular supply of lesson notebooks, scheme of work and record of workbooks etc. to teachers.

Item 64 indicated a total of 686 and 281 or 99.7% and 64.1% representing views of majority respondents who strongly agreed and agreed and 58 or 5.4% respondents did not express their opinions while 76 and 38 or 7.1% and 3.6% strongly disagreed and disagreed. The result revealed that the federal and state governments do not adequately provide funds to purchase exercise books, textbooks, newspapers, journals, students, assessment work record, books etc. as most of these materials were bought by parents.

Item 65 showed total of 368 and 514 or 35.1% and 58.7% strongly disagreed and disagreed, reflecting views of majority of respondents and 61 or 5.7% respondents did not express their views while 7 and 27 or 0.6% and 2.2% strongly agreed and agreed. The finding suggested that governments do not regularly purchase materials, such as chalk, chalk board, flannel board, card board papers, ball pens etc. to aid teachers to impart maximum knowledge to students, as most of these materials were purchased by principals using the meager school fees.

Item 66 showed total of 592 or 339 or 55.3% and 31.7% representing views of majority respondents who strongly disagreed and disagreed and 81 or 7.1% who did not express their views while 37 and 8 or 3.6% and 0.7% strongly agreed and agreed. The result revealed that teachers do not ensure proper maintenance of teaching and learning materials in their custody as that term them 'government property' which is not their responsibilities and sometimes the principals do not provide funds to ensure the proper maintenance of these facilities.

Item 67 showed that a total of 611 and 228 or 57.1% and 21.3% representing views of majority respondents, who strongly agreed and agreed, and 62 or 5.8% respondents who did not express their opinion, perhaps they do not have interest or knowledge of the item while 78 and 91 or 7.4% and 7.6% strongly disagreed and agreed. The result revealed that some of these teaching and learning aids are so sophisticated to operate, and government hardly provide funds to train teachers on how to use and operate them, thereby leaving them in the schools to rust and waste away without putting them to use.

4.2.7 Perceptions of Stakeholders on Impact of funding on the Provision of Infrastructural facilities in Secondary Schools in Nigeria

This section dealt with responses obtained from them statements 35-44. The items relate to the above statement. The items are presented, analyzed and interpreted by score, percentages, mean rating, standard deviation and standard error in Table 4.7

Table 4.7: Frequencies, percentages, mean rating and standard deviation of opinions of stakeholders on Impact of Funding on Provision of Infrastructural Facilities in Secondary Schools.

S/N	Statement	RESPONSE FREQUENCY						\bar{x}	S.E	S.D
		SA	A	U	D	SD	N			
		%	%	%	%	%	%			
67.	Shortage of funds affects provision and development of physical facilities, such as building of classrooms, libraries, laboratories in secondary schools. This has made teachers and students to learn in hash academic environment.	443 41.4	432 40.4	27 2.5	110 10.3	42 3.9	1054 98.6	4.06	0.03	1.10
68.	The Parents Teachers Association (PTA) assists in the provision of funds for the development of physical facilities such as building of classrooms, libraries, laboratories etc in secondary schools. This has improved the availability of classrooms, laboratories etc.	440 41.2	423 39.6	84 7.9	68 6.4	44 4.1	1059 99.1	4.08	0.03	1.05
69.	Sufficient funds are provided by Government to carry out maintenance and repairs of school facilities. That is why no broken down facilities are found in the schools.	383 35.8	177 16.6	53 5	334	415 38.8	1061 99.3	3.07	0.05	1.78
70.	Shortage of funds affects the provision of security gadgets to protect school facilities. That is why there are frequent lost of such facilities.	415 38.8	418 39.1	56 5.2	79 7.4	90 8.4	1058 99	3.93	0.03	1.22
71.	Enough funds are provided for regular cleaning of school environment. This makes most schools to be clean.	107 10	63 5.9	80 7.5	416 38.9	392 36.7	1058 99	2.12	0.03	1.25
72.	Shortage of funds affect most principals from undertaking	362 33.9	361 33.8	78 7.3	133 12.4	117 10.9	1051 98.3	3.68	0.04	1.35

	beautification of their school environment e.g. planting of trees, flowers etc. That is why most schools have few trees and flowers.									
73.	Lack of sufficient funds affects principals from the provision of befitting accommodation facilities in hostels, such as beds, mattresses etc. That is why most students in boarding schools come from their homes.	488 45.7	364 34.1	59 5.5	68 6.4	78 7.3	1057 98.9	4.05	0.03	1.19
74.	Funds are adequately provided by Government for regular replacement of damaged facilities with new ones. This makes school facilities to be adequate for students.	71 6.6	66 6.2	105 9.8	302 28.3	516 48.3	1060 99.2	1.93	0.03	1.19
75.	Sufficient funds are provided for maintenance of good school climate that is conducive for teaching and learning, such as payment of light bills, provision of stand-by generator and regular supply of water etc. This makes students to perform very well in their annual and terminal examination.	89 8.3	69 6.5	103 9.6	311 29.1	490 45.8	1062 99.3	2.01	0.03	1.25
76.	Communities who regularly use school facilities assist in purchasing, repairs and maintenance of these facilities. This has made schools and communities develop cordial relationships.	481 45	361 33.8	41 3.8	101 9.4	74 6.9	1058 99	4.01	0.03	1.22

Table 4.7 presented the first item number 67. The statement sought to find out whether shortage of funds affected the provision of physical facilities. It showed a total of 443 and 432 or 41.4% and 40.4% representing opinion of majority respondents who strongly agreed and agreed, 47 or 2.5% respondents did not express their opinion, probably due to lack of interest or information on the subject matter while 42 and 110 or 3.9% and 10.3% representing opinions of minority respondents strongly disagreed and agreed. The finding suggested that government do not provide sufficient funds for

provision and development of physical facilities such as building of classrooms, libraries, laboratories in secondary schools, this has made teachers and students to teach and learn in hash academic environments.

Item 68 sought to find out if PTA assists in the provision of physical infrastructure. It showed that a total of 411 and 423 or 41.2% and 39.6% representing opinion of majority respondents who strongly agreed and agreed. 84 or 7.9% did not express their opinion perhaps due to lack of interest in the subject matter while 43 and 68 or 4.1% and 6.4% strongly disagreed and disagreed with the statement. The result indicated that Parents Teachers Association assist in the provision of funds for the construction and development of physical facilities such as; construction of classrooms, technical workshops, science laboratories, examination halls and so on.

Item 69 indicated that a total of 416 and 334 or 38.8% and 30.4% representing opinion of majority respondents who strongly agreed and agreed with the statement, 84 or 79% did not express their opinions, while 44 and 68 or 4.1% and 6.4% strongly agreed and agreed. This result revealed that, the recurrent dearth and dilapidated infrastructure in secondary school is caused by shortage of funds to maintain and repair these facilities and the attitude of stakeholders in handling and safeguarding them.

Item 70 sought to find out if shortages of funds affected the provision of security gadgets and employment of security men. It showed a total of 416 and 818 or 38.8% and 39.1% representing the opinions of majority stakeholders who strongly agreed and agreed, 56 or 5.2% did not express their opinion probably due to lack of interest in the subject matter while 79 and 90 or 8.4% and 7.4% strongly disagreed and disagreed.

The finding suggested that the theft, lost and vandalization of school facilities is due largely to the employment of few security men and inadequate provision of security gadgets to protect these facilities which the stakeholders blame on poor funding of secondary schools.

Item 71 presented a total of 393 and 411 or 36.7% and 38.9% representing opinion of majority stakeholders who strongly disagreed and disagreed, 80 or 7.5% did not express their opinion, while 106 and 63 or 10.0% and 5.9% strongly agreed and agreed. The result indicated that inadequate funds affected the employment of cleaners and purchases of cleaning implement to clean the school environment, the result as observed in most school, a dirty and unkeep-clean school environment.

Item 72 intended to find out if shortage of funds affected most principals from undertaking beautification of schools. It showed a total of 363 and 361 or 33.9% and 33.8% which form opinion of majority respondents who strongly agreed with the statement, 78 or 7.3% did not express their opinion while 116 and 133 or 10.9% and 12.4% strongly disagreed and disagreed. The finding revealed that very few schools undertake the beautification of school environment with trees, flowers as well as landscaping the school environment. The failure is as a result of the inability of many schools to have school beautification committee as directed by the Ministry of Education and funds are not released to them to perform their duties.

A total of 488 and 364 or 45.7% and 34.1% strongly agreed and agreed with item 73, representing opinions of majority respondents, 59 or 5.5% did not express their opinion while 78 and 68 or 7.3% and 6.4% strongly disagreed and disagreed. The result revealed that inadequate funds affect Principals from providing befitting accommodation facilitates

for students such as hostels, bed, mattresses and so on, that is why in most government boarding schools students' hostels are overcrowded, dirty with few facilities, sometimes. Students rent houses in the town or come from their homes.

A total of 516 and 302 or 48.3% and 28.3% strongly disagreed and disagreed, forming majority opinions, while 70 and 66 or 6.6% and 6.2% strongly agreed and agreed forming a minority opinions of stakeholders on item 74. This then indicated that insufficient funds at the disposal of Principals made it impossible to replace damaged school facilities with new ones, revealing a dearth and shortage of school infrastructure to aid teaching and learning.

Item 76 sought to find out whether shortage of funds affects the provision of conducive climate for teaching and learning. It showed a total of 490 and 311 or 45.8% and 29.1% representing majority views of stakeholders who strongly disagreed and disagreed while a total of 88 and 69 or 8.3% and 6.5% representing the views of minority stakeholders who strongly agreed and agreed. This suggests that insufficient funds affect the payment of light bills, purchasing and fuelling of stand-by generators and regular supply of water from the school borehole and its maintenance. The presence of these facilities maintains a good school climate that is conducive for teaching and learning.

A total of 480 and 361 or 45.0% and 33.8% representing majority opinions of stakeholders who strongly agreed and agreed, while a total of 101 and 75 or 9.4% and 6.9% who strongly disagreed and disagreed representing opinions of minority stakeholders on item 77. This indicated that communities where these schools are located assist the school with land for infrastructural development and the schools also allow the communities the use of their facilities where necessary, the communities also assist the schools in

purchasing, repairing and maintenance of some of those facilities if called to assist. This develops cordial relationship between some schools and the host community.

4.2.8 Perceptions of Stakeholders on Impact of Funding on Students and Welfare Services in Secondary Schools in Nigeria

These sections dealt with responses obtained from item statements 78 – 86. The items relate to the above statement. The responses are presented, analyzed and interpreted by scores, percentages, mean rating and standard deviation in table 4.8.

Table 4.8: Frequencies, percentages, mean rating and standard deviation of opinions of Stakeholders on Impact of funding on students academic and welfare services in secondary schools

S/N	Statement	RESPONSE FREQUENCY						\bar{x}	S.E	S.D
		SA	A	U	D	SD	N			
		%	%	%	%	%	%			
78.	Sufficient funds are provided by Government for students' academic assessment. This has helped students to pass examinations with good grades.	32 2.8	90 8.7	30 2.9	344 30.2	568 51.1	1058 99	1.54	0.02	0.68
79.	Enough funds are provided by Government for students' guidance and counseling activities. This has helped students select subjects based on their capabilities, aptitude and abilities.	67 6.3	76 7.1	42 3.9	501 46.9	372 34.8	1058 99	2.02	0.03	1.11
80.	Shortage of funds affect provision of students health services; students usually leave schools to their homes if they are sick.	579 54.2	308 28.8	81 7.6	51 4.8	41 3.8	1060 99.2	4.25	0.03	1.05
81.	Insufficient funds affect provision of students' library services by Government. This has result in poor reading habits by students.	417 39	392 36.7	50 4.7	77 7.2	121 11.3	1057 98.9	3.85	0.04	1.32
82.	Adequate funds are provided for proper feeding of students, so students don't need to bring provisions from homes.	80 7.5	46 4.3	44 4.1	260 24.3	627 58.7	1057 98.9	1.76	0.03	1.19
83.	Sufficient funds are provided for students' sporting activities. This has lead to discovery of hiding talents of	139 13	46 4.3	29 2.7	391 36.6	452 42.3	1057 98.9	2.08	0.04	1.34

	the students.									
84.	Shortage of funds affect schools in organizing students' education visits, excursion etc. Students are not generally exposed to the outside environment.	660 61.7	201 18.8	61 5.7	28 2.6	109 10.2	1059 99.1	4.20	0.03	1.29
85.	Enough funds are provided by Government for students' clubs, culture and social activities. This makes students to be sociable and respect individual differences.	77 7.2	31 2.9	63 5.9	422 39.5	43.7 44.1	1060 99.2	1.89	0.03	1.12
86.	Insufficient funds affect principals from organizing orientation programmes for new students. This affects students in settling down for academic activities very fast.	390 36.5	465 43.5	88 8.2	51 4.8	58 5.4	1052 98.4	4.02	0.03	1.07

From table 4.8, the first item 78 sought to find if sufficient funds were provided for conducting students' academic assessment. It showed a total of 568 and 344 or 51.1% and 30.21% views of majority respondents who strongly disagreed and disagreed and 30 or 2.9% who were undecided in their opinion, perhaps due to lack of interest while 32 and 90 or 2.8% and 8.7% strongly agreed and agreed. The finding revealed that students or their parents pay for registration of internal and external examinations, continuous assessment records and writing materials etc. which are supposed to be the responsibility of government.

Item 79 showed totals of 373 and 501 or 34.8% and 46.9% representing views of majority respondent who strongly disagreed and disagreed and 43 or 3.9% respondents did not express their views while 66 and 76 or 6.3% and 7.1% strongly agreed and agreed. The finding suggested that student guidance and counseling activities such as career day, individual counseling to help students select subjects

based on their capabilities, aptitude, abilities and interest, are not regularly founded by governments. This means that most schools have no guidance counselors and do not organize counseling activities.

Item 80 showed that a total of 579 and 308 or 54.2% and 28.8% representing opinion of majority respondents who strongly agreed and agreed and 81 or 7.6 respondents did not express their opinions while 40 and 51 or 3.8 % and 4.8 % strongly disagreed and disagreed. The result revealed that Government hardly sends drugs to schools or fund students health service, in rear cases government sent health personnel to secondary schools.

Item 81 showed that a total of 418 and 392 or 39.0 % and 36.7 %, representing the view of majority of respondents who strongly agreed and agreed, and 50 or 4.7% who did not express their opinions, while 120 and 77 or 11.3% and 7.2% strongly disagreed and disagreed. The findings revealed that many government secondary schools do not provide library services, due to lack of librarians and inadequate funds to operate a library. The few books sometimes donated by PTA and NGO's were kept as reference materials in the principal office.

Result from them 82 showed total of 627 and 260 or 58.7% and 2.4% representing the view of majority respondents who strongly agreed and 44 or 4.1% who did not express their opinions, while 80 and 46 or 7.5 % and 4.3% strongly disagreed and agreed. The result revealed that government rarely provides funds for students' feedings. Day Secondary Schools students are not fed by Government;

however, students in Boarding Schools augment their feeding by bringing measures of rice and beans or pay for their feeding.

Item 83 showed that a total of 453 and 391 or 42.3% and 36.6% representing views of majority respondents who strongly disagreed and disagreed, 29 or 2.7% respondents were undecided while 139 and 46 or 13.00 % and 4.3% strongly agreed and agreed. The finding suggest that shortage of funds affects students participation in sporting activities, most school do not organize inter house competitions and the state governments hardly organize inter secondary schools games also government hardly purchase games wears and sporting facilities for students.

Item 84 showed a total of 661 and 201 or 61.7% and 18.8 % representing opinion of majority respondents who strongly agreed and agreed, and 61 or 5.7 % who did not express their opinions, while 108 and 28 or 10.2% % and 2.6% strongly disagreed and disagreed. The result suggested that schools hardly organize students educational visits and excursions due to shortage of funds in the event the schools organize such activities they are paid for by the students.

Item 85 showed a total of 467 and 422 or 43.7 % and 39.5% representing opinion of majority respondent who strongly agreed and disagreed. 63 or 5.9% did not express their opinions while 77 and 31 or 7.2% and 2.9% strongly agreed and disagreed. The finding suggested that students clubs, societies and social activities are not funded by government but by the students themselves.

Item 86 showed that a total of 465 and 481 or 36.5% and 43.5 % representing views of majority respondents who strongly agreed and agreed and 89 or 82%

respondents did not express their opinions while 57 and 51 or 5.4% and 4.8% who strongly disagreed and disagreed. The finding revealed that insufficient funds affected schools from organizing orientation programme for newly admitted students to enable them settle down for academic activities very fast.

4.2.9 Perceptions of Stakeholders on Impact of Other sources of funding outside government funding on management of secondary schools in Nigeria.

This section dealt with responses obtained from them statements 87-96. The items relate to the above statement. The responses are presented, analysis and interpreted by scores, percentages, mean rating standard deviation and standard error in table 4.9.

Table 4.9: Frequencies, percentages, mean rating and standard deviation of stakeholder on Impact of other sources of funding outside government funding on Management of Secondary Schools in Nigeria.

S/ N	Statement	RESPONSE FREQUENCY						\bar{x}	S.E	S.D
		SA	A	U	D	SD	N			
		%	%	%	%	%	%			
87.	Parents participate in funding Secondary Schools through payment of school fees. This helps principals to use the fees for daily management of schools.	413 38.6	366 34.2	63 5.9	78 7.3	136 12.7	1056 98.8	3.7 9	0.0 4	1.36
88.	Communities and Community Based Organization (CBO)'s actively participate in funding secondary schools activities. This has increased the development of school facilities.	467 43.7	321 30	75 7	104 9.7	91 8.5	1058 99	3.9 1	0.0 3	1.29
89.	Private and public corporation participate actively in funding secondary schools, especially through the building of classrooms.	70 6.5	81 7.6	50 4.7	411 38.4	446 41.7	1058 99	1.9 7	0.0 3	1.17
90.	Secondary schools participate actively in commercial activities to improve funding, such as sales of Agric products, arts and craft, school magazine etc.	380 35.5	417 39	18 1.7	87 8.1	152 14.2	1054 98.6	3.7 4	0.0 4	1.39
91.	International organizations e.g. World Bank, UNICEF, USAID etc. participate	420 39.3	369 34.5	72 6.7	80 7.5	116 10.	1057 98.9	3.8 4	0.0 4	1.31

	activity in providing Grants-In-Aid to secondary schools, through the supply of expatriate teachers, learning materials, scholarship etc. This has improved quality of teaching and learning in the schools.					9				
92.	Parent's Teachers Association (PTA) actively participates in funding secondary schools. They assist in students' feeding, buying school buses, building classroom etc.	606 56.7	381 35.6	15 1.4	13 1.3	44 4.1	1059 99.1	4.4 0	0.0 2	0.91
93.	Old Students Associations actively participate in funding Secondary Schools, through provision of scholarships, textbooks, laboratory equipment.	260 24.3	522 48.8	43 4	67 6.3	166 15.5	1058 99	3.6 0	0.0 4	1.34
94.	Non-Governmental Organizations (NGOs) assist in providing funds for Secondary Education, through the provision of generators, boreholes etc.	452 42.3	381 35.6	36 3.4	84 7.9	103 9.6	1056 98.8	3.9 4	0.0 3	1.28
95.	Secondary Schools Source for Internal and External Loans to fund school activities in order to undertake building projects.	43 4	44 4.1	92 8.6	393 36.8	483 45.2	1055 98.7	1.8 3	0.0 3	1.02
96.	Secondary Schools engage in raising endowment funds to improve funding. This provides enough funds to principal which assist in proper management of schools.	483 45.2	283 26.5	59 5.5	81 7.6	146 13.7	1052 98.4	3.8 3	0.0 4	1.43

From table 4.9 item 87 showed frequencies and percentages of scores where a total of 413 and 366 or 38.6 % and 34.2% representing majority views of respondents, who strongly agreed and agreed, and 63 or 5.9 who did not express their opinions, perhaps due to lack of interest or information on how funding is done, while 135 and 78 or 12.7 and 7.3% who strongly disagreed and disagreed representing opinion of minority of stakeholders. The finding revealed that parents actively participate in funding secondary schools through the payment of schools fees and other levies.

Item 88 sought to find out whether communities participate in funding secondary education. It showed a total of 468 and 321 or 43.7% and 30.0 % representing views of majority respondents who strongly agreed and agreed and 75 or 7.0% respondents who did not express their opinion, perhaps due to lack of interest or knowledge of the subject matter while 90 and 104 or 8.5% and 9.7 % strongly disagreed and agreed. The finding reveal that communities and Community Base Organization (CBO's) actively participate in funding secondary schools in Nigeria through purchasing of school land, building of class room blocks, libraries, laboratories workshop etc. the communities also assist in providing security for schools land and properties.

Item 89 showed a total of 446 and 411 or 41.7% and 38.4% representing views of majority respondents strongly agreed and agreed, and 50 or 4.7% respondents did not express their opinions while 70 and 81 or 6.5% and 7.6% strongly disagreed and disagreed. The finding reveal that private individuals and public corporations participate actively in funding secondary schools in Nigeria such as construction of classroom, laboratories, donations of books, chemicals, furniture etc.

Item 90 sought to find out whether schools participated in commercial activities. It showed a total of 381 and 417 or 35.5% and 39.0% representing opinions of majority respondents who strongly agreed and agreed and 18 or 1.7% respondents who did not express their opinions while 152, and 87 or 14.2% and 8.1% who strongly disagreed and disagreed with the statement. The result suggested that most schools participate actively in commercial activities in order to augment funds received from

government and schools fees; such commercial activities include sales of schools uniforms, textbooks, exercise books, agricultural products, arts and craft etc.

Item 91 sought to find out whether international organizations participate in providing grants to schools. It showed a total of 421 and 369 or 39.3% and 34.5 % representing the opinions of majority respondents who strongly agreed and agreed and 72 or 6.2% stakeholders did not express their opinion, may be due to lack of knowledge of the subject matter, while 115 and 80 or 10.9% and 7.5% strongly disagreed and disagreed. The result suggested that international organizations e.g World Bank, Unicef, USAID, Common Wealth, participate actively in providing Grand-in-Aids, Counter parts funds and matching grants to secondary education in Nigeria through the provision of expatriate teachers, teaching and learning materials, scholarships etc, which has improve standard and quality of teaching and learning.

Item 92 sought to find out whether Parent Teachers Association participates in funding secondary schools. It showed a total of 607 and 381 or 56.7 % and 35.6% representing opinions of majority respondents who strongly agreed and agreed and 15 or 1.4 % who did not express their opinions while 43 and 13 or 4.1% and 1.2% who strongly disagreed and disagreed. The result indicated that the Parent Teachers Association (PTA) actively participate in funding secondary schools, they assisted in students feeding, buying school buses construction of classroom blocks, science laboratories, technical workshops, examination halls, also they assisted in the purchase of science and sport equipments, science chemicals, school furniture etc.

Item 93 sought to find out whether Old Students Associations actively participate in funding secondary schools. It showed that a total of 261 and 522 or 24.3% and 48.8% representing opinions of majority respondent who strongly agreed and agreed and 43 or 4.0% who did not express their opinions while 165 and 67 or 15.5% and 6.3% strongly disagreed and disagreed. The finding indicated that old students Association actively participate in funding secondary schools through provision of scholarship, textbooks, laboratory equipment etc.

Item 94 sought to find out whether Non-Governmental Organizations participate in funding schools. It showed a total of 452 and 381 or 42.3 % and 35.6 % representing opinions of majority stakeholders, who strongly agreed and agreed, and 36 or 3.4% while 102 and 84 or 9.4% and 7.9% strongly disagreed and disagreed. The result revealed that Non-governmental organization also assisted in provision of funds for counseling, lecturing on current issues, boreholes, generators etc.

Items 95 sought to find out whether principals sourced for loans to fund schools. It showed a total of 483 and 393 or 45.2% and 36.8% representing opinions of majority respondents who strongly disagreed and disagreed and 92 or 8.6% respondents were undecided may be due to lack of interest or knowledge of the subject matter while 43 and 44 or 4.0% and 4.1% strongly agreed and agreed. The finding revealed that principals of secondary schools hardly go to extra length to source for internal or external loans in order to fund schools programme and activities; instead they depend on internally generated revenue such as schools fees, PTA levies, Donations and Funds from Government for daily management of schools activities.

The final item 96 sought to find out whether schools engage in raising endowment funds to fund schools. It presented a total of 483 and 283 or 45.2% and 26.5% representing the opinions of majority respondents who strongly agreed and agreed and 59 or 5.5% respondents did not express their opinions, perhaps due to lack of interest or information on the subject matter, while 146 and 81 or 13.7% and 7.6% strongly disagreed and disagreed representing views of minority of respondents. The finding suggested that secondary schools sometimes engage in raising funds, through levying, soliciting for assistance in order to improve funding for management of schools activities.

4.2.3 Responses of Opinions of the different stakeholders: Principals, Teachers and Ministry of Education Officials to the Research Questions

Table 4.10: Frequencies, percentages, mean rating and standard deviation of opinions of different stakeholders on Impact of Funding on general and Daily Management Practices in Secondary Schools in Nigeria.

S/N	Statement	Stake holders	Response Frequency					X	S.D	S.E
			SA	A	U	D	SD			
1.	Inadequate funds affect principals from performing their general and daily managerial duties such as, keeping school records, maintaining discipline, assigning responsibilities to staff etc. effectively in the secondary schools.	Principals	63	42	2	12	7	4.25	0.85	0.07
		Teachers	419	326	12	67	37	4.33	0.78	0.64
		Ministry officials	25	31	2	3	2	4.31	0.11	0.63
2.	Vice Principals are provided with sufficient funds for their daily managerial duties, such as, routine staff affairs, supervision of smooth running of the school routine, keeping record of school work and syllabus etc. This enables them perform their duties effectively.	Principals	25	23	8	48	22	1.09	0.12	0.55
		Teachers	137	171	59	324	171	1.41	0.36	0.14
		Ministry officials	11	18	4	18	13	1.45	0.34	0.32
3.	Funds from income of internally generated revenue such as school fees, levies are used for day-to-day management of schools by principals.	Principals	36	38	8	8	37	4.68	0.16	0.63
		Teachers	268	255	72	58	216	4.32	0.26	0.14
		Ministry officials	20	14	2	5	23	4.31	0.21	0.26
4.	Funds budgeted for payment of teaching and non teaching staff comes directly from the Ministry of Education.	Principals	22	16	9	40	40	4.06	0.73	0.65
		Teachers	119	119	47	325	26	3.94	0.14	0.22
		Ministry officials	8	15	6	21	14	3.94	0.36	0.41
5.	Insufficient funds affect the provision of security gadgets and security men in the schools. This contributes to insecurity of life and properties of staff and students in the school.	Principals	38	52	10	24	3	4.36	0.65	0.54
		Teachers	249	396	68	143	9	4.14	0.39	0.26
		Ministry officials	14	27	7	15	1	4.14	0.67	0.71

6.	The malfunctioning of the Macro Economy (inflation) affect funds meant for management of schools.	Principals	51	41	10	16	8	4.01	1.63	1.71
		Teachers	384	276	77	92	43	4.11	0.89	0.28
		Ministry officials	33	14	6	9	2	4.01	0.31	0.65
7.	Sufficient funds are provided by government to the zonal inspectorate offices for monitoring, supervision and evaluation of the schools. This makes principals and teachers to perform their duties effectively.	Principals	9	14	7	59	39	1.32	1.01	1.03
		Teachers	73	65	53	432	24	1.52	0.31	0.43
		Ministry officials	3	4	4	30	23	1.89	0.33	
8.	The Parent Teachers Association adequately provides funds for daily management of school activities, which assist in effective management of the school.	Principals	10	14	6	50	47	4.01	0.64	0.04
		Teachers	59	78	61	387	28	3.94	0.32	0.91
		Ministry officials	2	5	4	24	29	3.71	0.63	0.41
9.	Late release of subventions and grants to the school affects the daily management of schools.	Principals	48	46	6	10	17	4.14	1.25	0.13
		Teachers	362	309	39	65	89	3.95	1.11	0.14
		Ministry officials	25	17	6	12	4	4.11	0.12	0.32
10.	Late release of subventions and grants to the school affects the daily management of schools.	Principals	54	45	5	15	7	3.19	1.65	0.14
		Teachers	398	319	30	87	36	3.63	1.25	0.19
		Ministry officials	31	17	8	6	2	3.95	0.38	0.45
11.	Lack of sufficient funds makes principal to use their personal funds in the general and daily management of the school.	Principals	4	3	13	60	48	2.01	1.26	0.16
		Teachers	18	18	75	378	374	2.03	1.28	0.19
		Ministry officials	1	1	3	23	36	2.21	0.36	0.81
12.	Due to insufficient funds principals adopt some management techniques such as PPBS, CBA, MBO and PERT to judiciously manage school funds.	Principals	16	42	7	42	18	3.01	1.72	0.33
		Teachers	118	292	40	320	100	3.06	1.11	0.45
		Ministry officials	7	16	7	29	5	3.65	0.94	0.61
13.	Due to inadequate funds for daily management of the schools, principals usually adopt some cost saving devices, such as direct labour and direct purchases in their daily management.	Principals	53	48	6	7	14	4.36	1.63	0.42
		Teachers	346	341	53	39	82	4.66	1.01	0.91
		Ministry officials	30	23	2	2	7	4.16	0.41	0.71
14.	Lack of provision of sufficient funds by Government makes principals tap other sources of funding such as charging extra or illegal levies in order to manage the schools.	Principals	56	35	10	14	11	3.86	1.26	0.11
		Teachers	364	265	58	105	78	3.61	1.21	0.21
		Ministry officials	33	17	3	4	7	3.61	0.31	1.01

Table 4.10 showed that the opinions of the groups of stakeholders all agreed or disagreed with each of the items.

Table 4.11: Frequencies, percentages, mean rating and standard deviation of opinions of different Stakeholders on the Impact of Funding on Educational Policy, Planning and Implementation of Decisions in Secondary Schools

S/N	Statement	Stake holders	Response Frequency					X	S.D	S.E
			SA	A	U	D	SD			
15.	Insufficient funds affect planning of academic programmes in secondary schools. This makes teaching and learning not very effective.	Principals	52	47	11	12	5	3.25	1.06	0.25
		Teachers	341	365	66	73	22	3.48	1.11	0.45
		Ministry officials	20	27	13	3	1	3.35	0.41	0.45
16.	Adequate funds are provided by Government for implementation of academic programmes in secondary schools. This improves the quality of instructions by teachers.	Principals	9	15	7	37	60	1.42	1.25	0.01
		Teachers	50	84	51	304	374	1.92	1.01	0.18
		Ministry officials	3	8	10	20	23	1.89	0.36	0.73
17.	Shortage of funds prevent teachers from implementation of academic programmes. This makes teachers not to give proper informed instructions to the students.	Principals	59	46	11	2	9	2.51	1.33	0.25
		Teachers	390	357	65	6	48	2.11	0.21	0.18
		Ministry officials	23	34	4	1	2	2.36	0.41	0.36
18.	Sufficient funds are provided to principals and teachers for day-to-day running, such as organizing staff and students activities. This helps in directing actions at achieving educational goals.	Principals	19	12	12	44	39	2.01	0.05	0.04
		Teachers	103	75	88	341	247	1.98	0.12	0.56
		Ministry officials	5	15	6	24	14	1.85	0.11	0.23
19.	Insufficient actions at achieving educational goals.	Principals	64	29	4	12	18	4.16	1.02	0.05
		Teachers	434	238	25	74	99	4.26	0.13	0.98
		Ministry officials	28	14	2	15	5	4.34	1.21	0.41
20.	Insufficient funds affect organizing meetings, workshops and seminars both in-house and where expert in educational policy planning are invited to train and retrain teachers and principals.	Principals	46	50	11	7	13	3.85	1.11	0.08
		Teachers	300	385	65	42	68	3.95	0.83	0.65
		Ministry officials	17	27	15	2	3	3.84	1.31	0.73
21.	Shortage of funds affect principals from holding meetings regularly with teachers to take decisions on implementation of curriculum in the school. This has affected the implementation of national policy on education.	Principals	44	46	7	8	23	3.54	1.76	0.16
		Teachers	277	352	48	58	126	3.85	1.25	0.91
		Ministry officials	16	25	1	11	10	3.41	0.81	0.64
22.	Adequate funds are provided for regular meetings between principals and Ministry of Education official in order to monitor, supervise and evaluate the implementation of decision on schools curriculum and programmes. This has led to proper achievement of educational goals of the school.	Principals	11	12	9	38	56	2.06	0.06	0.09
		Teachers	63	88	53	288	362	2.11	1.18	0.68
		Ministry officials	4	6	2	18	32	2.31	3.34	0.16
23.	Lack of sufficient funds affects Area Inspectorate and Ministry of Education officials from monitoring, supervising and evaluation of the implementation of school's curriculum and programmes. This has led to failure of achievement of educational goals of the school.	Principals	55	34	10	13	15	1.95	1.16	0.08
		Teachers	368	261	70	85	81	1.64	0.60	0.12
		Ministry officials	23	17	5	14	4	1.36	0.41	0.38
24.	Funds are adequately provided to organize staff meeting, briefings etc to take decisions on day-to-day running of the school. This has made the organizational behavior in the school to be conducive.	Principals			9	55	61	1.64	0.18	0.19
		Teachers			53	405	395	1.85	0.89	0.23
		Ministry officials			9	34	20	1.61	0.83	0.48

Table 4.11 showed that the opinions of the groups of stakeholders all agreed or disagreed with each of the items.

Table 4.12: Frequencies, percentages, mean rating and standard deviation of opinions of different Stakeholders on Impact of Funding on Staff Motivation and Retention.

S/N	Statement	Stake holders	Response Frequency					X	S.D	S.E
			SA	A	U	D	SD			
25.	Sufficient funds are provided by Government for regular and prompt payment of teachers salaries. This has motivated teachers to put in their best and reduce frequent strikes.	Principals	20	7	9	20	71	1.68	0.26	1.68
		Teachers	108	43	49	170	503	1.56	0.16	0.39
		Ministry officials	5	11	7	11	30	3.01	0.16	0.31
26.	Shortage of funds affects the regular payment of teachers leave and transport grants. This affects teachers' desires and derives to accomplish school goals.	Principals	68	34	3	10	12	4.63	0.61	0.33
		Teachers	463	264	26	56	63	4.83	1.21	0.86
		Ministry officials	30	20	5	5	3	3.25	0.81	0.41
27.	Adequate funds are made available for payment of teachers' allowance, who are delegated to represent the school on official functions. This gives the teacher the confidence and energies that sustains his behavior in public.	Principals	5	10	10	32	70	1.54	0.18	0.41
		Teachers	27	53	63	240	488	1.82	1.66	0.25
		Ministry officials	1	3	8	22	30	3.41	0.26	0.86
28.	Lack of enough funds affects the payment of teachers' allowances, such as overtime, science teachers, chalk allowances etc. This makes teachers not to give students extra work or assignments.	Principals	57	21	7	12	30	3.91	0.16	0.41
		Teachers	380	168	66	85	167	4.11	1.03	0.32
		Ministry officials	23	12	4	5	18	2.50	0.12	0.11
29.	Enough funds are made available for reward and honour of hard working teachers. This has encouraged teachers to be dedicated to their work and not to go in search of greener pasture.	Principals	26	9	7	39	47	1.86	0.38	0.14
		Teachers	151	50	55	300	321	1.93	0.61	0.32
		Ministry officials	14	9	2	22	17	3.01	0.21	0.34
30.	Sufficient funds are voted for staff welfare services such as medical services, staff canteen etc. This motivates teachers to come early and stay till closing.	Principals	25	11	10	30	52	1.79	0.13	0.73
		Teachers	137	64	75	253	345	1.86	0.31	0.58
		Ministry officials	11	10	5	18	18	2.86	1.67	0.38
31.	Sufficient funds are voted to encourage teachers' interest in participating in school activities, such as implementation of decisions agreed upon during staff meetings, curricular and extra curricular activities. This encourages teachers to supervise the day to day implementation of decisions reached.	Principals	22	8	11	27	59	2.01	0.63	0.39
		Teachers	125	56	71	238	382	1.99	0.41	0.46
		Ministry officials	10	11	4	16	23	3.01	0.98	0.46
32.	Shortages of funds affect the regular implementation of staff promotions. This makes teachers to leave the classroom in search of better jobs.	Principals	72	21	12	1	21	4.06	0.23	0.86
		Teachers	508	169	71	10	115	4.11	0.34	0.63
		Ministry officials	30	11	13	2	7	3.01	0.34	0.56
33.	Enough funds are regularly voted by school authorities to provide soft loans to solve teachers' immediate problems. This makes teachers not to leave their duty post in search of money to solve their immediate problem.	Principals	5	9	9	40	64	2.03	1.12	0.32
		Teachers	34	67	57	263	451	1.84	0.25	0.18
		Ministry officials	4	4	2	13	39	3.26	0.54	0.23
34.	Adequate funds are voted to welcome newly posted teachers and send teachers off. This encourages the spirit of togetherness and help newly posted teachers to settle down fast.	Principals	18	51	3	23	32	1.05	0.12	0.16
		Teachers	123	345	42	178	187	1.55	0.39	0.26
		Ministry officials	8	22	1	11	21	2.60	0.51	0.63

35.	Funds are regularly voted by school authority to encourage teachers participate in cooperative and welfare schemes. This promotes a sense of belonging and good organizational climate in the schools.	Principals	28	8	6	22	63	1.63	0.61	0.41
		Teachers	157	44	62	181	428	1.81	0.36	0.81
		Ministry officials	16	5	4	13	24	2.61	0.18	0.31
36.	Insufficient funds affect the provision of insurance packages for teachers. This makes the retention of qualified teachers difficult.	Principals	72	30	7	4	14	4.01	0.11	0.21
		Teachers	508	225	41	26	73	4.11	0.63	0.26
		Ministry officials	31	21	7	1	4	2.07	0.25	0.41
37.	Sufficient funds are made available for prompt and regular payment of retirement benefits of teachers. This attracts and retains qualified teachers to stay till retirement.	Principals	22	6	7	31	50	1.98	0.16	0.38
		Teachers	117	45	50	247	412	2.03	0.14	0.61
		Ministry officials	7	10	5	18	23	3.25	0.26	0.32

Table 4.12 showed that the opinions of the groups of stakeholders defers in agreement or disagreed with each of the items.

Table 4.13: Frequencies, percentages, mean rating and standard deviation of opinions of different Stakeholders on Impact of Funding on Effective Communication in Secondary Schools in Nigeria.

S/N	Statement	Stake holders	Response Frequency					X	S.D	S.E
			SA	A	U	D	SD			
38.	Insufficient funds affect principals' communications in and out of schools. This makes principals not to frequently respond to correspondences.	Principals	52	33	9	9	24	3.98	0.11	0.46
		Teachers	345	268	68	60	132	4.01	0.13	0.18
		Ministry officials	18	20	4	12	10	1.84	0.31	0.46
39.	Adequate funds are regularly provided for ICT communications, such as computers, internet, cybercafé, telex, email, radio and television etc in secondary schools. This leads to effect transmission of information within the school.	Principals	19	9	8	36	55	2.01	0.24	0.36
		Teachers	107	51	44	306	365	1.84	0.36	0.32
		Ministry officials	5	11	6	18	23	3.16	0.48	0.56
40.	Sufficient funds are provided to buy stationeries for written communications, such as circulars, memo, letters etc. This encourages good organizational climate in the school.	Principals	44	38	8	5	33	1.68	0.41	0.16
		Teachers	267	304	48	38	217	2.07	0.35	0.75
		Ministry officials	27	19	3		14	3.14	0.14	0.63
41.	Shortage of funds affect the provision of classroom teaching communication gadgets, such as PowerPoint, public address systems etc. This makes transmission of classroom instruction not rewarding to students.	Principals	59	50	11	4	3	4.02	0.16	0.26
		Teachers	385	390	67	18	13	4.32	0.16	0.44
		Ministry officials	23	34	3	1	1	2.18	0.16	0.43
42.	Lack of enough funds in the school affect the provision of security communication gadgets. This has led to rampant stealing of school properties.	Principals	50	45	9	13	10	3.69	0.61	0.56
		Teachers	343	341	59	76	53	3.94	0.91	0.38
		Ministry officials	18	24	10	7	3	3.01	0.23	0.18
43.	Adequate funds are voted for typing and communicating decisions reached during staff briefings, welfare meetings etc. This gingers effective organization and performance of school activities.	Principals			11	49	67	1.89	0.16	0.23
		Teachers			68	359	443	1.63	0.01	0.45
		Ministry officials			12	24	26	3.26	0.18	0.23
44.	Sufficient funds are voted for daily communication of programmes and activities of the school, such as school calendar, time table, duty roster etc. This	Principals	12	1	11	40	64	2.01	0.16	0.41
		Teachers	62	9	62	312	432	1.94	0.75	0.64
		Ministry	2		8	29	24	3.01	0.16	0.23

	makes schools activities to be effectively coordinated and organized.	officials								
45.	Inadequate funds affect the daily communication of government policies and programmes from the Ministries to the school. This makes school programmes not to be in line with national policies on education.	Principals	54	37	7	10	19	4.01	0.13	0.55
		Teachers	365	281	57	58	108	3.11	0.16	0.32
		Ministry officials	21	20	3	13	5	2.11	0.36	0.55
46.	Insufficient funds affect reply of correspondence and communication from the Ministries and other bodies by teachers and students. This makes teachers and students records not properly kept in Ministry.	Principals	47	52	2	14	11	4.03	0.54	0.26
		Teachers	316	400	17	76	60	3.91	0.13	0.56
		Ministry officials	62	17	29	5	8	2.01	0.31	0.43
47.	Enough funds are provided by the school for inter-departmental and inter-schools communication. This encourages the coordination of uniformed school programmes in the state.	Principals	15	2	8	43	58	2.03	0.16	0.14
		Teachers	84	10	45	348	381	2.36	0.18	0.16
		Ministry officials	4		8	27	23	3.54	0.11	0.16

Table 4.13 showed that the opinions of the groups of stakeholders defers in agreement or disagreed with each of the items.

Table 4.14 Frequencies, percentages, mean rating and standard deviation of opinions of different Stakeholders on Impact of Funding on Teacher's quality and Staff Development in Secondary Schools in Nigeria.

S/N	Statement	Stake holders	Response Frequency					X	S.D	S.E
			SA	A	U	D	SD			
48.	Sufficient funds are provided to aid teacher's professional development. This has made teachers to be more effective in their subject areas.	Principals	11	16	11	45	44	2.11	1.06	0.54
		Teachers	60	89	81	342	286	1.86	1.68	0.28
		Ministry officials	3	12	7	24	17	3.11	0.12	0.02
49.	Inadequate funds affect the planning and execution of in-service programmes for staff regularly. This makes it difficult for teachers to improve on their education.	Principals	65	41	3	3	15	4.26	1.14	0.65
		Teachers	431	313	16	20	80	4.39	1.16	0.11
		Ministry officials	27	28	3	1	4	2.16	0.16	0.68
50.	Enough funds are provided by Government to regularly conduct demonstration lessons for teachers with deficiencies. This makes teachers to be competent in their areas of specialization.	Principals			8	26	91	1.64	1.26	0.08
		Teachers			45	212	603	1.89	1.28	0.76
		Ministry officials			5	20	37	3.16	0.26	0.11
51.	Sufficient funds are regularly provided for experienced teaches to assist new and inexperienced teachers improve instructions in their subject area. This has made instructions delivery in the subject area effective.	Principals			5	49	69	1.11	1.04	0.09
		Teachers			40	378	440	1.69	1.95	0.67
		Ministry officials			7	29	26	3.45	0.61	0.33
52.	Inadequate funds affect principals and teachers from attending professional meetings, so teachers are mostly unaware of new development in their profession.	Principals	41	39	9	19	17	4.22	1.46	1.08
		Teachers	276	307	61	121	96	4.61	1.55	0.89
		Ministry officials	14	19	6	16	5	2.01	0.11	0.23
53.	Sufficient funds are provided for teachers to write professional papers regularly. This makes teachers to publish articles in journals on their subject areas regularly.	Principals			8	41	78	1.96	0.86	0.77
		Teachers			54	325	493	2.01	1.25	0.06
		Ministry officials			2	30	30	3.45	0.60	0.86
54.	Insufficient funds make principals not to organize orientation courses for newly posted teachers. This	Principals	54	37	9	12	15	4.01	0.25	0.61
		Teachers	362	289	68	72	80	4.41	1.91	0.31

	makes newly posted teachers find it hard to settle down to perform their daily duties properly.	Ministry officials	21	20	6	12	4	2.65	0.11	0.68
55.	Shortage of funds affects principals and teachers from keeping abreast with new changes in Education through provision of ICT and other new innovations. This makes teachers not to be versatile in the use of ICT.	Principals	47	42	9	11	17	3.45	1.04	0.11
		Teachers	306	330	66	72	94	3.61	1.01	0.61
		Ministry officials	17	24	3	14	4	1.69	0.65	0.85
56.	Sufficient funds are provided for regular sponsors of teachers to workshops and seminars. This has widened the scope of teacher's knowledge in their subject areas.	Principals	15	13	3	35	60	1.45	0.26	1.01
		Teachers	81	82	20	298	388	1.38	0.14	0.11
		Ministry officials	4	13	3	19	23	3.01	0.45	0.32
57.	Enough funds are regularly made available for introduction of modern methods of teaching to teachers. This has made teachers to use different modern methods of teaching.	Principals	17	8	7	35	60	1.96	0.41	0.46
		Teachers	94	51	40	298	388	1.61	0.19	0.98
		Ministry officials	4	9	8	19	23	3.26	0.11	0.41

Table 4.14 showed that the opinions of the groups of stakeholders differs in agreement or disagreed with each of the items.

Table 4.15: Frequencies, percentages, mean rating and standard deviation of opinions of different Stakeholders on Impact of Funding on Provision of teaching and learning materials.

S/N	Statement	Stake holders	Response Frequency					X	S.D	S.E
			SA	A	U	D	SD			
58.	Sufficient funds are provided by Government to purchase teaching and learning materials for teachers. These aids teachers to clearly impart knowledge, skills and experience to the learners.	Principals	7	9	10	32	70	2.08	0.67	0.53
		Teachers	35	52	61	229	500	2.22	0.18	0.61
		Ministry officials	2	2	10	20	30	1.89	0.18	0.54
59.	Insufficient funds from government affect the provision of learning materials to students. This makes the students not to vividly have a clear vision and understanding of the teacher.	Principals	60	41	5	11	10	4.01	0.61	0.26
		Teachers	397	324	32	64	52	3.89	0.14	0.36
		Ministry officials	23	27	7	4	3	3.41	0.16	0.48
60.	Sufficient funds are provided by Government to encourage teachers improve teaching materials in their subject areas. This helps motivate the learner attention and understanding.	Principals	9	13	7	45	53	1.43	0.36	0.44
		Teachers	50	69	46	345	358	2.08	0.16	0.45
		Ministry officials	3	4	12	24	20	2.01	0.18	0.73
61.	Enough funds are provided to ensure that teachers regularly use teaching materials. This has enhanced better understanding and mastering of concepts and events in their subject area.	Principals	9	13	5	40	60	1.81	0.31	0.11
		Teachers	47	72	33	320	397	2.03	0.26	0.87
		Ministry officials	2	6	7	24	23	2.16	0.78	0.32
62.	Adequate funds are provided to ensure that teaching materials are properly stored, so that they can be used by another generation of teachers and students.	Principals	17	12	10	24	65	1.89	0.81	0.11
		Teachers	96	66	72	201	433	1.39	0.32	0.65
		Ministry officials	4	14	4	16	25	1.04	0.32	0.16
63.	Insufficient funds affect the purchase and keeping of up-to-date lesson notes, schemes and record of work etc. This affects teaching and learning.	Principals	69	29	11	9	10	4.01	0.19	0.46
		Teachers	467	238	59	54	52	4.25	1.41	0.64
		Ministry officials	30	14	14	2	3	3.36	0.26	0.61
64.	Shortage of funds affect the purchase and provision of textbooks, exercise books, newspapers, journals, students' records etc. This affects the teachers in accomplishing the task of	Principals	80	22	8	11	6	3.89	0.18	0.66
		Teachers	57	169	43	63	31	4.01	1.34	0.14
		Ministry officials	35	17	7	2	2	3.61	1.01	0.46

	teaching.									
65.	Sufficient funds are provided by Government to purchase chalk, chalk boards, flannel board, card board etc. This enables the school to operate at its maximum convenience for teachers and students.	Principals			8	71	49	2.08	0.18	0.94
		Teachers			47	517	308	1.46	0.36	0.44
		Ministry officials			6	39	18	2.36	0.41	0.11
66.	Adequate funds are provided by Government to ensure the maintenance of teaching and learning facilities. This ensures the availability of these facilities in schools.	Principals	6	1	12	38	70	2.11	0.36	0.16
		Teachers	30	7	66	273	491	2.01	1.32	0.39
		Ministry officials	2		3	28	30	2.35	0.11	0.29
67.	Shortage of funds affects training of teachers on how to use and operate some of the sophisticated teaching materials. This increases the cost of service, overhead and maintenance of these facilities.	Principals	72	25	7	11	12	4.12	0.16	0.39
		Teachers	508	189	46	63	64	4.13	0.46	0.51
		Ministry officials	30	14	9	7	3	3.41	0.61	0.61

Table 4.15 showed that the opinions of the groups of stakeholders all agreed or disagreed with each of the items.

Table 4.16: Frequencies, percentages, mean rating and standard deviation of opinions of different Stakeholders on Impact of Funding on Provision of Infrastructural Facilities in Secondary Schools.

S/N	Statement	Stake holders	Response Frequency					X	S.D	S.E
			SA	A	U	D	SD			
68.	Shortage of funds affects provision and development of physical facilities, such as building of classrooms, libraries, laboratories in secondary schools. This has made teachers and students to learn in hash economic environment.	Principals	55	46	3	15	7	4.86	0.66	0.45
		Teachers	365	361	18	89	33	4.59	0.88	0.61
		Ministry officials	23	25	6	6	2	4.11	0.61	0.54
69.	The Parents Teachers Association (PTA) assists in the provision of funds for the development of physical facilities such as building of classrooms, libraries, laboratories etc in secondary schools. This has improved the availability of classrooms, laboratories etc.	Principals	54	46	10	10	7	4.24	0.11	0.76
		Teachers	365	350	62	56	35	4.33	0.16	0.76
		Ministry officials	21	27	12	2	2	3.63	0.16	0.77
70.	Sufficient funds are provided by Government to carry out maintenance and repairs of school facilities. That is why no broken down facilities are found in the schools.	Principals	48	17	5	4	52	1.45	1.26	0.65
		Teachers	306	149	47	24	345	1.91	0.61	0.11
		Ministry officials	29	11	1	5	18	1.68	0.18	1.65
71.	Shortage of funds affects the provision of security gadgets to protect school facilities. That is why there are frequent lost of such facilities.	Principals	52	45	6	11	13	4.11	0.29	0.48
		Teachers	345	348	41	62	73	4.11	0.18	0.65
		Ministry officials	18	25	9	6	4	3.11	0.41	0.54
72.	Enough funds are provided for regular cleaning of school environment. This makes most schools to be clean.	Principals	16	8	11	46	47	1.96	0.62	0.18
		Teachers	87	48	60	346	328	1.84	0.28	0.81
		Ministry officials	4	7	9	24	17	0.16	0.25	0.61
73.	Shortage of funds affect most principals from undertaking beautification of their school environment e.g. planting of trees, flowers etc. That is why most schools have few trees and flowers.	Principals	46	37	8	17	17	4.18	0.86	1.65
		Teachers	299	305	65	99	96	4.33	0.11	0.36
		Ministry officials	17	19	5	17	4	3.18	0.26	0.77
74.	Lack of sufficient funds affects principals from the provision of befitting accommodation facilities in hostels, such as beds, mattresses etc. That is why	Principals	60	39	6	10	12	4.11	1.85	0.28
		Teachers	405	302	43	54	63	4.33	1.18	0.33
		Ministry	23	23	10	4	3	3.11	0.16	0.41

	most students in boarding schools come from their homes.	officials								
75.	Funds are adequately provided by Government for regular replacement of damaged facilities with new ones. This makes school facilities to be adequate for students.	Principals	11	9	13	30	62	1.68	0.21	0.11
		Teachers	57	55	76	254	429	1.86	1.36	0.39
		Ministry officials	3	2	16	18	25	1.26	0.32	0.58
76.	Sufficient funds are provided for maintenance of good school climate that is conducive for teaching and learning , such as payment of light bills, provision of stand-by generator and regular supply of water etc. This makes students to perform very well in their annual and terminal examination.	Principals	13	9	13	33	59	1.92	0.18	0.76
		Teachers	73	53	77	260	408	1.39	1.06	0.48
		Ministry officials	3	7	13	18	23	1.45	0.91	0.28
77.	Communities who regularly use school facilities assist in purchasing, repairs and maintenance of these facilities. This has made schools and communities develop cordial relationships.	Principals	58	43	4	13	7	2.50	0.86	0.65
		Teachers	389	299	36	82	63	2.60	1.09	0.38
		Ministry officials	34	19	1	6	4	2.67	0.61	0.86

Table 4.16 showed that the opinions of the groups of stakeholders all agreed or disagreed with each of the items.

Table 4.17: Frequencies, percentages, mean ratings and standard deviation of opinions of different Stakeholders on Impact of Funding on students academic and welfare services in secondary schools.

S/N	Statement	Stake holders	Response Frequency					X	S.D	S.E
			SA	A	U	D	SD			
78.	Sufficient funds are provided by Government for students' academic assessment. This has helped students to pass examinations with good grades.	Principals			14	38	74	2.06	1.65	0.45
		Teachers			90	285	495	1.89	0.41	0.35
		Ministry officials			15	16	31	2.16	0.71	0.14
79.	Enough funds are provided by Government for students' guidance and counseling activities. This has helped students select subjects based on their capabilities, aptitude and abilities.	Principals	10	11	4	54	47	1.66	1.12	0.36
		Teachers	54	61	31	416	308	1.84	0.65	0.11
		Ministry officials	3	4	7	31	17	1.44	0.33	0.45
80.	Shortage of funds affect provision of students health services; students usually leave schools to their homes if they are sick.	Principals	70	32	11	7	7	3.89	1.02	0.04
		Teachers	479	254	63	42	32	3.06	1.08	0.97
		Ministry officials	30	22	7	2	2	3.18	1.06	0.75
81.	Insufficient funds affect provision of students' library services by Government. This has resulted in poor reading habits by students.	Principals	52	41	7	9	18	3.63	0.96	1.24
		Teachers	347	328	37	57	98	3.94	0.67	0.84
		Ministry officials	18	23	6	11	5	3.65	0.77	0.56
82.	Adequate funds are provided for proper feeding of students, so students don't need to bring provisions from homes.	Principals	12	7	5	30	74	3.64	0.76	1.49
		Teachers	65	37	33	211	521	3.66	0.42	0.36
		Ministry officials	3	2	6	19	32	3.78	0.64	0.86
83.	Sufficient funds are provided fro students' sporting activities. This has lead to discovery of hiding talents of the students.	Principals	21	4	5	41	56	2.01	0.26	1.08
		Teachers	112	34	19	329	373	2.32	0.78	0.61
		Ministry officials	6	8	5	21	23	2.01	0.64	0.85
84.	Shortage of funds affect schools in organizing students' education visits, excursion etc. Students are not generally exposed to the outside	Principals	77	23	7	4	16	4.08	0.49	0.94
		Teachers	548	166	44	23	89	3.96	1.64	0.74
		Ministry	35	12	10	1	4	3.96	1.64	0.89

	environment.	officials								
85.	Enough funds are provided by Government for students' clubs, culture and social activities. This makes students to be sociable and respect individual differences.	Principals	12	4	8	44	59	2.10	0.84	0.69
		Teachers	62	26	48	349	385	2.32	1.04	0.67
		Ministry officials	3	1	7	29	23	2.35	0.62	0.89
86.	Insufficient funds affect principals from organizing orientation programmes for new students. This affects students in settling down for academic activities very fast.	Principals	47	52	11	7	9	3.69	0.14	0.76
		Teachers	326	384	65	42	47	3.78	0.96	0.34
		Ministry officials	17	29	12	2	2	3.98	0.18	0.75

Table 4.17 showed that the opinions of the groups of stakeholders all agreed or disagreed with each of the items.

Table 4.18: Frequencies, percentages, mean ratings and standard deviation of different Stakeholder on Impact of other sources of funding outside government funding on Management of Secondary Schools in Nigeria.

S/N	Statement	Stake holders	Response Frequency					X	S.D	S.E
			SA	A	U	D	SD			
87.	Parents participate in funding Secondary Schools through payment of school fees. This helps principals to use the fees for daily management of schools.	Principals	51	40	6	11	20	4.63	0.82	0.61
		Teachers	344	303	54	54	111	3.68	1.02	0.39
		Ministry officials	18	23	3	13	5	3.94	0.69	0.68
88.	Communities and Community Based Organization (CBO)'s actively participate in funding secondary schools activities. This has increased the development of school facilities.	Principals	59	32	9	13	14	4.65	0.14	0.68
		Teachers	385	271	61	79	73	4.09	0.18	0.76
		Ministry officials	23	18	5	12	4	4.23	0.69	0.85
89.	Private and public corporation participate actively in funding secondary schools, especially through the building of classrooms.	Principals	7	11	7	47	55	2.55	0.61	0.42
		Teachers	59	66	41	343	359	2.68	0.89	0.19
		Ministry officials	4	4	2	21	32	2.63	0.96	0.84
90.	Secondary schools participate actively in commercial activities to improve funding, such as sales of Agric products, arts and craft, school magazine etc.	Principals	47	44	3	11	22	3.01	0.63	0.43
		Teachers	316	349	14	64	122	3.25	0.63	0.14
		Ministry officials	17	24	1	12	8	3.18	0.14	0.76
91.	International organizations e.g. World Bank, UNICEF, USAID etc. participate actively in providing Grants-In-Aid to Secondary schools, through the supply of expatriate teachers, learning materials, scholarship etc. This has improved quality of teaching and learning in the schools.	Principals	53	38	9	10	17	3.22	0.48	0.63
		Teachers	348	309	57	58	95	3.46	0.58	0.96
		Ministry officials	19	22	6	12	4	3.43	0.68	0.73
92.	Parent's Teachers Association (PTA) actively participates in funding Secondary Schools. They assist in students' feeding, buying school buses, building classroom etc.	Principals	71	45	2	2	7	4.66	0.43	0.58
		Teachers	505	306	12	11	35	4.28	0.47	0.69
		Ministry officials	30	30	1		2	3.96	0.69	0.73
93.	Old Students Associations actively participate in funding Secondary Schools, through provision of scholarships, textbooks, laboratory equipment.	Principals	32	59	4	7	24	3.65	0.14	0.68
		Teachers	215	435	38	50	132	3.58	0.19	0.98
		Ministry officials	13	28	1	10	10	3.63	0.38	0.69
94.	Non-Governmental Organizations (NGOs) assist in providing funds for Secondary Education, through the provision of generators, boreholes etc.	Principals	58	39	4	11	15	3.01	0.17	0.56
		Teachers	372	321	26	63	84	3.23	0.89	0.73
		Ministry officials	22	21	6	10	4	3.16	0.72	0.98

95.	Secondary Schools source for Internal and External Loans to fund school activities in order to undertake building projects.	Principals	5	5	11	47	58	3.36	0.85	0.66
		Teachers	34	37	77	326	391	3.48	0.19	0.49
		Ministry officials	4	2	4	20	34	3.49	0.63	0.73
96.	Secondary Schools engage in raising endowment funds to improve funding. This provides enough funds to principal which assist in proper management of schools.	Principals	60	30	6	9	22	3.46	0.18	0.75
		Teachers	402	235	50	59	117	3.14	0.49	0.23
		Ministry	21	18	3	13	7	3.49	0.68	0.73

4.3 Hypotheses Testing

In this section (9) nine hypotheses were presented, analyzed and interpreted using one way Anova and Scheffe LSD Post-Hoc Multiple Comparison Test.

4.3.1 Hypothesis one: The null hypothesis states that, there is no significant difference in the opinion of Ministry of Education official, principals and teachers on the impact of funding on the general and daily management practices in secondary schools in Nigeria. This hypothesis relates to item statements 1,2,3,4,5,6,7,8,9,10,11,12,13 and 14. Some of the items were presented in the negative form and some in the positive form. The items used in gathering the data were analyzed and interpreted to know the degree of consensus or otherwise in the opinions of the respondents. The hypothesis was tested in regard to all item statements stated above using the one way analysis of variance (ANOVA) statistic procedure in order to ascertain the differences or otherwise in opinions of stakeholder. The result is shown on table 4.21. The result showed the source of variation (SOV), the degree of freedom (Df), the sum of squares (SS), the mean squares (MS), the observed F. value and the probability level of significance observed for the Test.

Table 4.19: Summary of Analysis of Variance (ANOVA) on impact of funding on the general and daily management practices in secondary schools in Nigeria.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	42.821	2	.21.411	0.934	0.393
Within Groups	24446.481	1066	22.933		
Total	24489.302	1068			

The result of the analysis of variance (ANOVA) statistic shown table 4.19, the calculated F-value of 0.934 is lower than 3.00 while the calculated significance of 0.393 is higher than 0.05 level of tolerance. This indicated that there is no significant difference among the various stakeholders in their opinions regarding the impact of funding on the general and daily management of secondary schools in Nigeria.

Table 4.20. Post Hoc Test on Multiple Comparisons on the Impact of Funding on General and Daily Management of Secondary Schools in Nigeria.

(I) Stakeholders	(J) Stakeholders	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	-0.33676	0.45311	0.458	-1.2259	0.5523
	Ministry Official	0.41406	0.73314	0.572	-1.0245	1.8526
Teacher	Principal	0.33676	0.45311	0.458	0.5523	1.2259
	Ministry Official	0.75082	0.62006	0.226	-0.4659	1.9675
Ministry Official	Principal	-0.41406	0.73314	0.572	-1.8526	1.0245
	Teacher	-0.75082	0.62006	0.226	-1.9675	0.4659

The Scheffe and Post Hoc Multiple Comparison Test also confirmed that there is no significant difference among the various stakeholders; hence, the null hypothesis is hereby accepted and retained.

4.3.2. **Hypothesis Two:** The null hypothesis states that there is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the impact of funding on educational Policy, Planning and Implementation of decision in secondary school in Nigeria. The hypothesis relates to item statements 15,6,17,18,19,20,21,22,23 and 24. Some of the items were presented in the negative form while some in the positive form. The data gathered in respect of the items were analyzed and interpreted to know the degree of consensus or otherwise in the opinions of the respondents.

The hypothesis was tested in regard to all item statements stated above using the one way analysis of variance (ANOVA) statistic procedure in order to ascertain the differences or otherwise in opinion of stakeholder. The result is shown on table 4.23. The result showed the source of variation (SOV) the sum of squares (SS) the degree of freedom (DF) the mean square (MS) the observed F. Value and the probability level of significance observed for the test.

Table 4.21: Summary of Analysis of variance (ANOVA) on the Impact of Funding on Educational Policy Planning and Implementation of Decisions in Secondary Schools in Nigeria.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.815	2	14.407	0.513	0.599
Within Groups	29930.682	1066	29.078		
Total	29959.497	1068			

The result of the analysis of variance (ANOVA) statistic shown above, the calculated F.value of 0.513 is lower than 3.00 while the calculated significance of 0.599 is higher than 0.05 level of tolerance. This indicated that there is no significant difference among the various stakeholders in their opinions regarding the Impact of Funding on Educational Policy Planning and Implementation of Decisions in Secondary schools in Nigeria.

Table 4.22 Post-Hoc Test on Multiple Comparison on Impact of Funding on Educational Policy Planning and Implementation of Decisions in Secondary Schools in Nigeria.

(I) Stakeholders	(J) Stakeholders	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	-0.34306	0.50137	0.494	-1.3268	0.6407
	Ministry Official	0.21094	0.81121	0.795	-1.3808	1.8027
Teacher	Principal	0.34306	0.50137	0.494	-0.6407	1.3268
	Ministry Official	0.554	0.6861	0.42	-0.7922	1.9003
Ministry Official	Principal	-0.21094	0.81121	0.795	-1.8027	1.3808
	Teacher	-0.554	0.6861	0.42		

The Scheffe and LSD Post-Hoc Multiple Comparison Test was also in consistence with the one way ANOVA confirming that there is no significant difference among the various stakeholders. Hence the null hypothesis is hereby accepted and retained.

4.3.3 Hypothesis Three: The null hypothesis states that there is no significant difference in the opinions of Ministry of Education officials, principals and teachers on the Impact of Funding on staff motivation and retention in secondary schools in Nigeria.

The hypothesis relates to item statements 25,26,27,28,29,30,31,32,33,34,35,35 and 37. Some of the items were presented in the negative form while some in the positive form. The data gathered in respect of the items were analyzed and interpreted to know the degree of consensus or otherwise in the opinions of the respondents.

The hypothesis was tested in regard to all item statements stated above using the one way analysis of variance (ANOVA) statistics procedure in order to ascertain the differences or otherwise in the opinion of stakeholders. The result is shown on table 4.25. The result shows the source of variation (SOV), the sum of squares (SS), the degree of freedom (DF), the mean square (MS), the observed F.value and the probability level of significance observed for the test.

Table 4.23: Summary of Analysis of Variance (ANOVA) on the Impact of Funding on Staff motivation and Retention in Secondary School.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	61.946	2	30.973	3.528	0.03
Within Groups	9358.847	1066	8.779		
Total	9420.793	1068			

The result of the analysis of variance (ANOVA) statistic shown above, the F.value of 3.528 is greater than 3.00 while the calculated significance of 0.03 is lower than 0.05 level of tolerance; this indicated that significant difference existed in the opinions of stakeholders regarding Impact of Funding on staff motivation and retention in secondary school.

Table 4.24: Post-Hoc Test on Multiple Comparisons on Impact of Funding on Staff Motivation and Retention in Secondary School.

(I) Stakeholders	(J) Stakeholders	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	0.30719	0.28036	0.273	0.2429	0.8573
	Ministry Official	-0.65625	0.45362	0.148	-1.5463	0.2338
Teacher	Principal	-0.30719	0.28036	0.273	-0.8573	0.2429
	Ministry Official	-.96344(*)	0.38365	0.012	-1.7162	0.2106
Ministry Official	Principal	0.65625	0.45362	0.148	-0.2338	1.5463
	Teacher	.96344(*)	0.38365	0.012	0.2108	1.7162

*** The mean difference is significant at the .05 level.**

The Scheffe and LSA Post Hoc Multiple Comparison Test also Confirms the one way ANOVA that there is significant difference among the opinions of the various stakeholders. Hence the null hypothesis is hereby rejected.

4.3.4 Hypothesis Four: The null hypothesis states that there is no significant difference in the opinion of Ministry of Education officials, principals and teachers on the Impact of Funding on effective communication management in secondary schools. The hypothesis relates to item statements 38,39,40,41,42,43,44,45, 46 and 47. Some of the items were presented in the negative form while some in the positive form. The data gathered in respect of the items were analyzed and interpreted to know the degree of consensus or otherwise in the opinions of the respondents.

The hypothesis was tested in regard to all item statements stated above using the one way analysis of variance (ANOVA) statistics. Procedure in order to ascertain the differences or otherwise in the opinions of stakeholders. The result is shown in table 4.26. The result shows the source of variance (SOV), the sum of squares (SS), the degree of freedom (DF), the mean square (MS), the observed F.value and the probability level of significance observed for the test.

Table 4.25. Summary of Analysis of variance (ANOVA) on the Impact of Funding on Effective Communication Management in Secondary Schools.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	63.664	2	31.832	3.622	0.027
Within Groups	9368.471	1066	8.788		
Total	9432.135	1068			

The result of the analysis of variance (ANOVA) statistic shown above the F. Value of 3622 is greater than 3.00 while the calculated significance of 0.027 is lower than 0.05 level of tolerance. This indicated that significant difference existed in the opinions of stakeholders regarding Impact of Funding on Effective Communication in Management in Secondary Schools.

Table 4.26 Post-Hoc Test on Multiple Comparisons on Impact of Funding on Effective Communication Management in Secondary Schools.

(I) Stakeholders	(J) Stakeholders	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	0.29093	0.2805	0.3	-0.2595	0.8413
	Ministry Official	-0.69531	0.45385	0.126	-1.5859	0.1952
Teacher	Principal	-0.29093	0.2805	0.3	-0.8413	0.2595
	Ministry Official	-.98625(*)	0.38385	0.01	-1.7394	-0.2331
Ministry Official	Principal	0.69531	0.45285	0.126	-0.1952	1.5859
	Teacher	.98625(*)	0.38385	0.01	0.2331	1.7394
* The mean difference is significant at the 0.5 level						

The Scheffe and LSAD Post Hoc Multiple Comparison Test also confirm the one way ANOVA that there is significant difference among the opinions of the various stakeholders. Hence the null hypothesis is hereby rejected.

4.3.5 **Hypothesis Five:** **The** null hypothesis states that there is no significant difference in the opinions of Ministry of Education officials, principals, and teachers on the Impact of Funding on Teacher Quality and Staff Development in Secondary Schools in Nigeria. The hypothesis relates to item statements 48,49,50,51,52,53,54,55,56 and 57. Some of the items were presented in the negative form while some in the positive form. The data gathered in respect of the items were analyzed and interpreted to know the degree of consensus or otherwise in the opinions of the respondents.

The hypothesis was tested in regard to all item statements stated above using the one way, analysis of variance (ANOVA) statistics or procedure in order to ascertain the differences or otherwise in the opinions of stakeholders. The result is shown on table 4.29. The result shows the source of variation (SOV), the sum of squares (SS), the degree of freedom (DF), the mean square (MS), the observed F.value and the probability level of significance observed for the test.

Table 4.27: Summary of Analysis of variance (ANOVA) on the Impact of Funding on Teacher’s quality and staff development in Secondary School in Nigeria.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	63.019	2	31.509	4.286	0.014
Within Groups	7836.717	1066	7.352		
Total	7899.736	1068			

The result of the analysis of variance (ANOVA) statistic shown above the F.value of 4.286 is greater than 3.00 while the calculated significance of 0.;014 is lower than 0.05 level of tolerance, this indicated that significant difference existed in the opinions of

stakeholders regarding the Impact of Funding, on Teacher's Quality and Staff Development in Secondary School.

Table 4.28: Post-Hoc Test on Multiple Comparison on Impact of Funding on Teacher's Quality and Staff Development.

(I) Stakeholders	(J) Stakeholders	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	0.15409	0.25655	0.548	-0.3493	0.6575
	Ministry Official	-.86719(*)	0.41509	0.037	-1.6817	-0.0527
Teacher	Principal	-0.15409	0.25655	0.548	-0.6575	0.3493
	Ministry Official	-1.02127(*)	0.35107	0.004	-1.7101	-0.3324
Ministry Official	Principal	.86719(*)	0.41509	0.037	0.0527	1.6817
	Teacher	1.02127(*)	0.35107	0.004	0.3324	1.7101
* The mean difference is significant at the 0.5 level						

The Scheffe and LSD Post Hoc Multiple Comparison Test also confirm the one way ANOVA that there is significant difference among the opinions of the various stakeholders. Hence the null hypothesis is hereby rejected.

4.3.6 Hypothesis Six: The null hypothesis states that there is no significance difference in the opinions of Ministry of Education Officials, Principals and Teachers on the Impact of Funding on provision of infrastructural facilities in secondary school in Nigeria. The hypothesis relates to item statements 58,59,60,61,62,63,64,65,66 and 67. Some of the items were presented in the negative form, while some were presented in the positive form. The data gathered in respect of the items were analyzed and

interpreted to know the degrees of consensus or otherwise in the opinions of respondents.

The hypothesis was tested in regard to all item statements stated above using the one way analysis of variance (ANOVA) statistics procedure in order to ascertain the differences or otherwise in the opinions of stakeholders. The result is shown on table 4.31. The result shows the source of variation (SOV), the sum of squares (SS), the degree of freedom (DF), the mean square (MS), the observed F.value and the probability level of significance observed for the test.

Table 4.29: Summary of Analysis of variance (ANOVA) on the Impact of Funding on provision of Infrastructure in Secondary Schools in Nigeria.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.572	2	2.786	1.149	0.317
Within Groups	2584.754	1066	2.425		
Total	2590.326	1068			

The result of analysis of variance (ANOVA) statistic shown above the F.value of 0.142 is lower than 3.00 while the calculated significance of 0.317 is greater than 0.05 level of tolerance, this then indicated that there is no significant difference in the opinions of stakeholders regarding the Impact of Funding on provision of infrastructural facilities in secondary schools.

Table 4.30: Post Hoc Test on Multiple Comparison on Impact of Funding on Provision of Infrastructural Facilities in Secondary Schools.

(I) Stakeholders	(J) Stakeholders	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	0.00828	0.14734	0.955	-0.2808	0.2974
	Ministry Official	-0.29688	0.23839	0.213	0.7646	0.1709
Teacher	Principal	-0.00828	0.14734	0.955	-0.2974	0.2808
	Ministry Official	-0.30516	0.20162	0.13	-0.7008	0.0905
Ministry Official	Principal	0.29688	0.23839	0.213	-0.1709	0.7646
	Teacher	0.30516	0.20162	0.13	-0.0905	0.7008

The Scheffe and LSD Post-Hoc Multiple Comparison Test also confirm the one way ANOVA that there is no significant difference in the opinions of the various stakeholders. Hence the null hypothesis is hereby accepted and retained.

4.3.7 Hypothesis Seven: The null hypothesis states that there is no significant difference in the opinion of Ministry of Education Officials, Principals and Teachers on the Impact of Funding on Provision of Teaching and Learning Materials in Secondary Schools in Nigeria. The hypothesis relates to item statements 68,69,70,71,72,73,75,75 and 77. Some of the items were presented in the negative form, while some were presented in the positive form. The data gathered in respect of the items were analyzed and interpreted to know the degree of consensus or otherwise in the opinions of respondents.

The hypothesis was tested in respect to all item statements stated above using the one way analysis of variance (ANOVA) statistic procedure in order to ascertain the differences or otherwise in the opinions of stakeholders. The result is shown on table 4.33. The result shows the source of variation (SOV), the sum of squares (SS), the

degree of freedom (DF), the mean square (MS), the observed F.value and the probability level of significance observed for the test.

Table 4.31: Summary of Analysis of variance (ANOVA) on the Impact of Funding of Provision of Teaching and Learning Material in Secondary Schools in Nigeria.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5524	2	2.762	0.858	0.424
Within Groups	3432.319	1066	3.22		
Total	3437.843	1068			

The result of analysis of variance (ANOVA) statistic shown above the F.value of 0.856 is lower than 3.00 while the calculated significance of 0.425 is greater than 0.05 level of tolerance, this then indicated that there is no significant difference in the opinion of stakeholders regarding the Impact of Funding on Provision of Teaching and Learning Material in Secondary Schools.

Table 4.32: Post Hoc Test on Multiple Comparison on Impact of Funding on Provision of Teaching and Learning Material in Secondary School

(I) Stakeholders	(J) Stakeholders	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	-0.11043	0.16978	0.516	-0.4436	0.2227
	Ministry Official	-0.35938	0.27471	0.191	-0.8984	0.1797
Teacher	Principal	0.11043	0.16978	0.516	-0.2227	0.4436
	Ministry Official	-0.24895	0.23234	0.284	-0.7048	0.2069
Ministry Official	Principal	0.35938	0.27471	0.191	-0.1797	0.8984
	Teacher	0.24895	0.23234	0.284	-0.2069	0.7048

The Scheffe and LSD Post-Hoc Multiple Comparison Test is in consonance with the one way ANOVA that there is no significant difference in the opinions of the various stakeholders. Hence the null hypothesis is hereby accepted and retained.

4.3.8 Hypothesis Eight: The null hypothesis states that there is no significant difference in the opinion of Ministry of Education Officials, Principals and Teachers on the Impact of Funding on Provision of Students academic and welfare services in secondary schools in Nigeria. The hypothesis relates to item statements 78, 79, 80, 81,82,83,84,85 and 86. Some of the items were presented in the negative form, while some were presented in the positive form. The data gathered in respect of the items were analyzed and interpreted to know the degree of consensus or otherwise in the opinions of respondents.

The hypothesis was tested in respect of all the item statements stated above using the one way analysis of variance (ANOVA) statistic procedure in order to ascertain the difference or otherwise of opinions of stakeholders. The result is shown on table 4.35. The result shows the source of variation (SOV), the sum of squares (SS), the degree of freedom (DF), the mean square (MS), the observed F.value and the probability level of significance observed for the Test.

Table 4.33: Summary of Analysis of variance (ANOVA) on the Impact of Funding on students academic and welfare services in Secondary Schools.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.515	2	0.257	0.338	0.713
Within Groups	810.638	1066	0.76		
Total	811.152	1068			

The result of analysis of variance (ANOVA) statistic shown above the F.value of 0.338 is lower than 3.00 while the calculated significance of 0.733 is greater than 0.05 level of tolerance, this then indicated that there is no significance difference in the opinions of stakeholders, regarding the impact of funding on provision of students academic and welfare services in secondary schools.

Table 4.34: Post-Hoc Multiple Comparison Test on Impact of Funding on Provision of Students' Academic and Welfare Service in Secondary Schools.

(I) Stakeholders	(J) Stakeholders	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	-0.04171	0.08251	0.613	-0.2036	0.1202
	Ministry Official	-0.10938	0.1335	0.413	-0.3713	0.1526
Teacher	Principal	0.04171	0.08251	0.613	-0.1202	0.2036
	Ministry Official	-0.06767	0.11291	0.549	-0.2892	0.1539
Ministry Official	Principal	0.10938	0.1335	0.413	-0.1526	0.3713
	Teacher	0.06767	0.11291	0.549	-0.1539	0.2892

The Scheffe and LSD Post Hoc Multiple Comparison Test is consistent with the one way ANOVA that there is no significant difference in the opinion of stakeholders. Hence the null hypothesis is hereby accepted and retained.

4.3.9: **Hypothesis Nine:** The null hypothesis states that there is no significant difference in the opinion of Ministry of Education Officials, Principals, and teachers on the Impact of other sources of funding outside government funding on management of secondary schools in Nigeria. The hypothesis relates to item statements

87,88,89,90,89,90,91,92,93,94,95 and 96. Some of the items were presented in the negative form while some were presented in the positive form. The data gathered in respect of the items were analyzed and interpreted to know the degree of consensus or otherwise in the opinions of respondents.

The hypothesis was tested in respect of all the item statements stated above using the one way analysis of variance (ANOVA) statistic procedure in order to ascertain the difference or otherwise of opinions of stakeholders. The result is shown on Table 4.37. The result shows the sources of variation (SOV), the sum of squares (SS), the degree of freedom (DF), the mean square (MS), the observed value and the probability level of significance observed for the test.

Table 4.35: Summary of Analysis of variance (ANOVA) on the Impact of other sources of funding, outside government funding on management of Secondary Schools.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	323.896	2	161.948	1.211	0.298
Within Groups	142503.051	1066	133.68		
Total	142826.947	1068			

The result of analysis of variance (ANOVA) statistics shown above the F.value of 1.211 is lower than 3.00 while the calculated significance of 0.298 is greater than 0.05 level of tolerance, this then indicated that there is no significant difference in the opinions of stakeholders regarding the Impact of other sources of funding outside government funding on management of secondary schools in Nigeria.

Table 4.36: Post-Hoc Multiple Comparison Test on Impact of sources of funding outside government findings on the management of Secondary Schools.

(I) Stakeholders	(J) Stakeholders	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	-0.75431	1.09399	0.491	-2.9009	1.3923
	Ministry Official	1.42188	1.77006	0.422	-2.0513	4.8951
Teacher	Principal	0.75431	1.09399	0.491	-1.3923	2.9009
	Ministry Official	2.17619	1.49706	0.146	-0.7613	5.1137
Ministry Official	Principal	-1.42188	1.77006	0.422	-4.8951	2.0513
	Teacher	-2.17619	1.49706	0.146	-5.1137	0.7613

The Scheffe and LSD Post-Hoc Multiple Comparison Test is consistent with the one way ANOVA that there is no significant difference in the opinion of stakeholders. Hence the null hypothesis is hereby accepted and retained.

4.4 Summary of Hypotheses Testing

Table 4.37

S/No	Ho Statement	Statistical Test Used	Result	Level of Sign.	Conclusion
1.	There is no significant difference between the perceptions of stakeholders on the impact of funding on general and daily management practices in secondary schools in Nigeria.	Analysis of variance (ANOVA) and Scheffe's Test.	F-calculated is 0.934 while the table value is 3.000 at 0.05 level of significance.	0.05	The Ho was accepted. This means that there is no significant difference in the opinion of respondents
2.	There is no significant difference between the opinions of stakeholders on the impact of funding on planning and implementation of educational policies and programmes in secondary school in Nigeria.	Analysis of variance (ANOVA) and Scheffe's Test.	F-calculated is 0.513 while the table value is 3.000 at 0.05 level of significance.	0.05	The Ho was accepted. This means that there is no significant difference in the opinion of respondents
3.	There is no significant difference on the opinions of stakeholders on the impact of funding on teachers motivation and retention in secondary school in Nigeria.	Analysis of variance (ANOVA) and Scheffe's Test.	F-calculated is 3.528 while the table value is 3.00 at 0.05	0.05	The Ho was rejected. This means that there is significant difference in the opinion of respondents.
4.	There is no significant difference in the perceptions of stakeholders on the impact of funding on communication in and out of secondary schools in Nigeria.	Analysis of variance (ANOVA) and Scheffe's Test.	F-calculated is 3.622 while the table value is 3.000 at 0.05 level of significance.	0.05	The Ho was rejected. This means that there is significant difference in the opinion of respondents.
5.	There is no significance in the opinions of stakeholders on the impact of funding on teacher's salaries, welfare and staff development.	Analysis of variance (ANOVA) and Scheffe's Test.	F-calculated is 4.286 while the table value is 3.000 at 0.05 level of significance.	0.05	The Ho was rejected. This means that there is significant difference in the opinion of respondents
6.	There is no significant difference in the opinions of stakeholders on the impact of funding on provision of instructional materials and other consumables in secondary schools in Nigeria.	Analysis of variance (ANOVA) and Scheffe's Test.	F-calculated is 0.317 while the table value is 3.000 at 0.05 level of significance.	0.05	The Ho was accepted. This means that there is no significant difference in the opinion of respondents.

7.	There is no significant difference in the opinions of stakeholders on the impact of funding on infrastructural development in secondary schools in Nigeria.	Analysis of variance (ANOVA) and Scheffe's Test.	F-calculated is 0.424 while the table value is 3.000 at 0.05 level of significance.	0.05	The Ho was accepted. This means that there is no significant difference in the opinion of respondents.
8.	There is no significant difference in the perception of stakeholders on the impact of funding on students academic activities and welfare services in secondary schools in Nigeria.	Analysis of variance (ANOVA) and Scheffe's Test.	F-calculated is 0.338 while the table value is 3.000 at 0.05 level of significance.	0.05	The Ho was accepted. This means that there is no significant difference in the opinion of respondents.
9.	There is no significant difference in the opinions of stakeholders on the impact of other sources of funding outside government funding on the management of secondary school in Nigeria.	Analysis of variance (ANOVA) and Scheffe's Test.	F-calculated is 1.211 while the table value is 3.000 at 0.05 level of significance.	0.05	The Ho was accepted. This means that there is no significant difference in the opinion of respondents

NB: From the summary of the above hypotheses, Ho No. 1,2,6,7,8,9 were accepted and retained while Ho No. 3,4,5 were rejected.

4.5 Summary of Major Findings

The findings discovered that funds provided to principals for general and daily management of secondary schools was insufficient also two tier of budgets planning and implementation processes were adopted in the management of the allocation of funds to secondary schools, one is prepared by the finance committee of the schools and the other by the Planning, Statistic and Research Department of the Ministry of Education.

Similarly, the findings indicated that the malfunctioning of the micro-economy greatly affect funds meant for management of schools, so also some principals adopt better management technique in managing school, while some do not adopt

management techniques, but depend on their mental experience in managing schools. In addition, the findings revealed that principal adopts cost saving devices and tap on other source of funding due to shortage of funds from government.

On Educational Policy, Planning and Implementation of decisions, the findings discovered that there were inherent loopholes in the planning and implementation of curriculum content, student academic and welfare services teacher development, provision of infrastructure, instructional facilities, monitoring, supervision and evaluation of school programmes and administrative lapses. In addition the findings showed insufficient funds affect the employment and training of competent staff in the area of planning, research and statistics, this have adversely affected the proper collection, collation, interpretation and translation of educational policy into workable and achievable objective and programmes, so also the findings revealed that meetings, seminar and workshops both in-house and those where experts in Educational Policy, Planning are not properly or constantly organized, to review educational policy and plans.

On teacher quality and staff development, the findings revealed that insufficient funds affect regular opportunities for professional development for teachers and principals to keep up-to-date so that they are empowered to offer quality delivery, so also majority of principals and teachers are not computer compliance. Similarly, the findings revealed that our secondary schools lack qualified teachers, school principals' argument the shortfall with unqualified PTA and temporary teachers.

On the provision of infrastructural facilities, the findings revealed that inadequate funds affect the availability of infrastructure, such as classrooms, laboratories, farms and gardens, libraries, tables, desks, technical workshops, offices, staff quarter and indeed the entire school. These infrastructures are in short supply and are poorly maintained.

On the issue of staff motivation and retention, the findings revealed that secondary school teachers are not paid their salaries and allowances, regularly and promptly. They are not provided with recreational facilities, free medical services, provision of staff bus, insurance schemes, payment of retirement benefits, and provision of all necessary school facilities and equipment which will attract top quality and talented teachers to stay long in our secondary schools.

On the impact of funding on effective communication the findings revealed that few schools have computers, printers, projectors, project screen, power point, scanning machines, fax machine and cybercafé for ICT use by principal for daily and general management of schools and for visual and educational teaching and learning by teachers and students. So also there was dearth of qualified ICT teachers and low capacity of ICT teachers and students.

On provision of teaching and learning materials, the findings indicated that provision of these materials are hindered by inadequate funds from government, that most of the materials for learning are provided by parents while the few materials for teaching are purchased by principals using school fees, non was supplied by government similarly the findings revealed that modern instructional materials that are

sophisticated and expensive, if they are purchased by the school, funds were not made available for training of teachers who will operate them, repair, maintain and store them. In addition, the finding found out that teachers were not encouraged or supported with funds to use their initiative to source local materials to be used for making teaching aids.

On students academic and welfare services, the findings depicted that most students academic and welfare services were organized and provided by the school, however students pay to access such services; the findings revealed that not all JSS 3 subjects were taught in schools so that when students comes to SS3, they find it difficult to select subject combination for proper career choice selection in future in Universities. Similarly, principal provide facilities for games and sports, clubs, societies, excursion, education visit and health services, however students pay for sports and games equipment and wears, drugs in the clinic and for education visit.

Finally, on impact of other sources of funding outside government funding, the findings revealed that parents pay for every aspects of their children education. Similarly C.B.Os, NGOs, PTA and old students contribute immensely to funding secondary education, so also international development partners such as World Bank, Commonwealth, Unique, USAID, UNESCO and JICA, both multilateral and bilateral have contributed financially to development of secondary education.

4.6 Discussion of Findings

The study considered opinions of stakeholders from twelve (12) states and the Federal Capital Territory (FCT), sampled from the 36 states of Nigeria. The respondents comprise of Ministry of Education officials, principals and teachers from the sampled states. A total of 1,105 respondents were sampled.

In considering opinions of respondents on impact of funding on general and daily management practices in secondary schools, the findings revealed that funds provided to principals for general and daily management of secondary school were insufficient. The finding agreed with the finding made by Ohehe (2004) which indicated that duties of the principal is to oversee the proper implementation of educational policy and programmes, staff development and welfare, students academic and welfare services, provision of discipline, proper instructions and keeping of school records, all these need to be properly funded. However inadequate fund affected the principal from performing these duties.

The study also revealed that most state governments fund education during budget speeches and through the media and pages of papers, these spectacular sums are never released for effective management of schools. Government only releases funds for payment of teaching and non-teaching staff. The principals only depended on internally generated revenue such as school fees, PTA levies, sales of products and so on for day-to-day general running of school. The findings agreed with the views of Adesina (1989) who caution that, leaving funding of major income of school to PTA and

internally generated revenue results in many educational policies and programmes already initiated by government become unimplemented.

The study also revealed that there are two separate tiers of budgets planning and implementing processes in the management of secondary school. The first tier is done by principals who derived their income from internally generated revenue such as school fees and sales of school uniform, text books, exercise books and so on, such fund are used for the general and daily management of the school, while the second tier is done by the Planning, Research and Statistic Department. Such Budgets are used for the payment of teaching and non-teaching staff salaries and allowances, but are not actually released for day-to-day running of school activities, if the funds- are eventually released. The funds were released late, not on time for the principal to use in the running of school. To even worsen the situation most of the funds were not released directly to the principal, but all expenditures are done by the Ministry of Education official, the implication here is that such funds are open to improper coordination of expenditure, mismanagement and misappropriation.

Another issue revealed by the finding, was that the stakeholders agreed that the malfunctioning of the micro-economy greatly affected funds meant for management of school. The inflationary rates have led to the steady fall of the value of the Naira, so that when principal planned and allocated expected income from school fees, levies and funds from government, but due to late payment of school fees and levies and late release of funds from government, when it comes to implementation of the management activities the monies might not be sufficient enough due to inflation. The

findings agreed with the views of Akpa (1998) who identified the problem of inflation affecting funding education in Nigeria. This he indicates that government attitude in handling release of subventions and grants to schools which hinder steady flow of cash towards execution of various educational policies and programmes. This happens because of late release of funds from the federation account and the complete dependence on the traditional line item budget as well as the tight monitoring and expenditure control system operating today in the country, this eventually lead to ineffective implementation, supervision, coordination and evaluation of education activities by principals.

The findings also indicated that views of respondents were shortly divided on whether principals adopt better management technique in managing these scarce and precious resources. The opinions of half of the stakeholders accepted that principals adopt better management techniques in managing their schools. This agreed with the views of Adesina and Ogunsanya (1984) which indicated that principalship should not be for every teacher who has the pre-requisite years of experience, it should rather be for those who in addition to the necessary years of experience, they should have essential knowledge of applying management techniques like Programme Planning and Budgeting System (PPBS) Cost Benefit Analysis (CBO, Programme Evaluation Review Technique (PERT) and Management by Objective (MBO). Concurring with these findings on the need to adopt effective management technique, Oguneoye (2005) argues that "It is not only provision of funds for day-to-day management, infrastructural development, staff remuneration and so on, that can restore sanity expected in our

secondary schools. He went further to say that the solution to the problem of inadequate funding of secondary school is through the employment of experienced school administrators, who have in addition to years of experience, must have higher educational qualification which put them at advantage in the management of the little or scarce resources available to secondary education.

However, the remaining half of the respondents who disagreed revealed that school principals are not knowledgeable in adopting management technique in managing the schools, but use their years of mental experience. This finding is in consistent with the findings made by Akpa (1989) who submitted that principal sometimes over depend on mental experience in management without application of technical techniques in managing their school. He went further to identify the use of misleading statistical data and the considering of hypothetical data that are outdated in school management, this lead to underestimating of funds meant for managing school activities. He warns that since school management is money and time bound, principals should adopt better management technique in managing these scarce resources available to the school.

Finally, majority of stakeholders agreed with the views that most principal adopts cost saving devices, such as direct labour and direct purchases and also tap on other sources of funding such as sales of exercise books, textbooks, school uniform, Agric products, Hiring of school halls seats and field, soliciting for funds from PTA old students and NGOs due to inadequate funding, from Government. The findings confirmed the findings of Odor (1998) who stressed that in adopting technique in the

management of funds, principals should not be too firm fixed or right in depending on resources from Government alone instead they should be flexible and open to other sources of funding and cost saving devices, in managing these resources, wide range of factors, contingencies and variables, should be taken into careful consideration so that it would be aimed at optimal use of all available resources, where maximum output is expected from minimum input.

The discussion on Impact of Funding on Educational Policy Planning and Implementation of Decisions in secondary school revealed that majority stakeholders agreed that there are inherent loopholes in the planning and implementation of Educational Policy in areas like curriculum contents, student welfare services, teacher's development, provision of infrastructure, instructional facilities, monitoring, supervising and evaluation of school programmes and Administrative lapses. These have adversely impacted on secondary education negatively due to insufficient funds.

Confirming the finding on the indispensable role of funding in planning and implementation of school policy, Nag (1986) stressed that principals need funds to enhance the achievement of school objective by promoting proper planning and implementation of desired educational policy such as curriculum content and making sure motivated, qualified and competent teachers are provided in the schools, Muzaazi, 1982 collaborates further, that availability of funds allow for effective policy planning which is a function of good administration that required conscious decision making or arrangement to enhance the achievement of desired educational goals. However he warns that tied to this is the disposition and attitude of some key administrative figures

who are corrupt and mismanage funds which affect the planning and implementation of school programmes and the attainment of target objective of quality education.

The findings also showed that insufficient funds affects the training and employment of competent staff in the area of planning, research and statistics, this have adversely affected the proper collection, collation, interpretation and translation of educational policy into workable and achievable objective and programmes. Concurring with this finding, the opinion of Egonmwan (1980) which stressed that lack of competent, and committed administrative staff in the Ministry leads to inadequate definition of educational goals, over-ambiguous and choice of inappropriate organizational structure in implementation of policies.

The findings revealed further that meetings, seminars and workshops both in-house and those where experts in educational policy planning are invited to train and retrain teachers, principal and Ministry of education official on how to interpret and translate policies into workable and achievable educational programmes, are not properly or constantly organized. This majority of stakeholder blame it on poor funding, confirming this finding Ovwiegho (2004) stated that in this situation where educationist adopt insufficient unclear and unspecific strategies to enhance development and breakdown of education policy in to unclear and unspecific units. This leads to haphazard policy planning and implementation. Therefore, Aku (2005), emphasizes the importance of capacity building of administrative staff and agencies in Policy Planning and Implementation for the achievement of desired educational goals.

Agreeing with the view of majority of respondents that inadequate fund affected proper planning and implementation of educational policies, the findings confirms that of Udor and Akpa (1997) who asserts that since education is an all round development which is money and time bound educational administrators and planners have at time used short term planning in the planning and implementation of education policies instead of long term planning, thus not allowing basic aspect of the policy to mature and materialized. For example the short term planning approach used in the introduction of the universal free Primary Education (UPE) and the subsequent introduction of the National Policy on Education 6-3-3-4 system. The time used for planning the UPE and the 6-3-3-4 was too short as the process did not allow the policy to mature before implementation, even though the policy is good but it remains impracticable, because it was founded on unrealistic framework and strategies. Neither the manpower nor the infrastructure for its implementation were available, so also associated with the failure of the policy was the usage of misleading, hypothetic and outdated statistical data toward planning of the policy, when it come to its implementation funds estimated and allocated were inadequate, because of the ignorance of past and present conditions and the future rate of expansion and expulsion which has gone beyond imagination.

Discussion on impact of funding on teacher quality and staff development revealed that government recognized the need for regular opportunities for professional development of teachers and principals to ensure that teachers and principals are kept-up-to-date and are empowered to offer quality delivery. Majority of sampled

stakeholders agreed that inadequate provision of funds by government has affected the laudable achievement of these goals. The finding conformed that of Akpa (1998) which affirms that financial resources available to government have failed to cope with growth and development of education. The large number of personnel involved in the education sector, administrators, planners, statistician, educational researcher, principals, teachers, non teaching staff and other demand has added pressure on the little money allocated and released by government to the Ministry subsequently to the schools, this have affected sending these categories of personnel for regularly refresher courses, seminar, workshops, conferences and in-service training to update and increase their professional and technical knowhow.

Regarding government policy of compulsory computer literacy and education for all teachers, the findings suggested that majority of stakeholders agreed with the views that majority of principals and teachers are not computer compliance. This conformed with the findings of Egwu (2009) (former Federal Ministry of Education) that, although attempts have been made at introducing and training principals and teachers in ICT, a number of challenges hampered the effective development and deployment of ICT. Pertinent among these are dearth of qualified ICT teachers and other ICT personnel, low capacity of ICT teachers as well as poor regulation of ICT and phobia for the use of computers on the parts of principals and teachers. This he attributes to lack of commitment by the government and schools in funding and delivery of computer education.

On the issue of teacher quality, majority of respondents agreed that majority of our secondary schools lack qualified teachers, this is due to inadequate funding to employ and attract quantity and qualified teachers. This confirmed with the findings of Egwu (former Federal Minister of Education) on lack of adequate staffing in term of quality and quantity that out of a total of 180,540 teachers in the secondary schools only 141,517 are qualified. Also most of the secondary schools are poorly staff due to lack of release of funds to employ qualified teachers, the principal only argument this through the employment of PTA teachers, and temporary teachers paid from school fees.

Discussion on the impact of funding on the provision of infrastructural facilities, the findings revealed that majority stakeholders accept the fact that the availability and adequacy of infrastructural facilities are contributory to determining the conduciveness and organizational climate of the school. However inadequate funds from government affect the availability of these facilities. This confirmed the finding of Udor and Akpa (1998) who defines physical and spatial infrastructure which enhance teaching and learning in this context are classrooms, laboratories and equipments, farms and gardening, libraries, tables, desks, technical workshops, offices, school, staff quarter and indeed the entire school. These infrastructures are inadequate and poorly maintained due largely to poor funding and expulsion and expansion of enrolment leading to non achievement of educational goals. Egwu (2009) collaborated further on the effect of inadequate funding in our secondary schools that a good number of schools operate within conventional structures like classroom, houses flats, churches,

mosques or in multipurpose centres. However, majority of schools in Nigeria operates in un-conducive condition. According to him about 75 percent of schools in Nigeria are built with cement blocks, burnt bricks or stones but in dilapidated condition, 14 percent with Asbestos, 8.3 percent were constructed with mud structure but plastered with cement 6.7 percent were made of woods while the rest were bamboo or grass/mat structures.

Similarly the finding revealed that infrastructural facilities available in the school may be entirely rundown and unusable for teaching and learning due to inadequate funds or attitude of the users to regularly maintain, repair and non replacement of obsolete facilities. This finding was supported by the finding of Gidado (2000) who stated that lack of commitment by teachers, Educational Administrators and students in handling and safeguarding school facilities and equipment terming them "Government Property" and the Government finds it difficult to provide funds to maintain and repair these facilities; Peretamode (2009) collaborated further that equally a problem in the provision of infrastructural facilities is the lack of effective control of the various tax programmes of the Federal Government to intervene in the provision of school infrastructure like classrooms, offices and toilets and the rehabilitation and maintenance of the existing infrastructure e.g. the Education Tax Fund and U.B.E. Intervention Programmes. These funds are not effectively utilized towards funding of research infrastructural facilities, teaching and learning materials.

Egwu (2009) (the former minister of education) gave a vivid picture of availability of infrastructure in our secondary schools, his findings revealed that Nigeria

has about 18,238 secondary schools with about 98077 classrooms, the physical state of infrastructure in the secondary school are very poor, with floor full of holes and ceilings broken, the overall assessments shows that the fabrics are in a poor state of repairs, windows have shattered at best, but the doors are not locked, so that the school lack security, few of the school have parameter fences, which expose them to intruders and vandalism, sometimes the classroom furniture are stolen and the classrooms use as toilets. The present state of infrastructure in school today suggested that: they are so dilapidated that the few good ones are those constructed by ETF,UBE, PTDF and PTA or old students.

Discussion on the impact of funding on staff motivation and retention, revealed that motivation is a key factor towards attaining educational goals, as motivation inform of incentives such as Annual increment payment of leave and transport grants, recreational facilities, free medical services, regular and prompt payment of salaries, provision of staff bus, insurance scheme, payment of retirement benefits and provision of all necessary school facilities and equipment which will reduce frequent strike action. However, majority stakeholders agreed that inadequate funding of our secondary schools has made it difficult to attract and retain top quality and motivated talents in the teaching profession.

Confirming this findings, which agrees with the thoughts of Udor and Akpa (1998) which attested that the issue of brain drain is very prevalent in our secondary schools, most people use the teaching profession as a stepping stone for more greener pasture, well trained and qualified principals and teachers immediately leave the office

and classrooms when an opportunity for exit exist, leaving poorly trained, non-qualified and unmotivated teachers and weak leadership in the schools, you all know the end result if such people are left to manage and teach in our secondary schools.

Dare (2000) collaborated this argument by using Abraham Maslow theory of motivation based on five hierarchies of need. Dare encouraged government and school Administrators to pay salaries and allowances regularly and promptly, provision of good accommodation, health services and recreation service, in order to satisfy the first physiological needs, he went further to advice school administrators and Government in order to satisfy the second needs of Maslow, the needs for security, protection, safety, comfort and peace; government should provide insurance policy, stability of personnel tenure and in addition, encourage dialogue to resolve conflicts in schools than threats of dismissal. Similarly, Dare advised Government and school principals to provide funds to pay teachers allowances when they are delegated to represent the principal or school and pay allowances to teachers who attend professional meetings, staff meetings, union meetings, zonal office meetings and meetings in the Ministry of Education, in order to satisfy the belongingness needs or social needs.

In addition, Dare encouraged Government and school administrators to provide funds in order to satisfy the fourth need of self-esteem; which is characterized by self-recognition, prestige, confidence and leadership potentials. This they should do by offering teachers opportunity to go for further studies, attend conferences, seminars and workshop to update and increase their technical knowledge. Finally, Dare advocated that in order to satisfy the last need, Government and school administrators

should always consult Senior teachers before decision on critical issues are taken, and should give them some degree of power and authority to discharge responsibilities assign to them.

Discussion on the impact of funding on effective communication, the foregone revealed that many secondary schools are deficient in usage of information and communication technology (ICT) due to inadequate provision of equipment and facilities. The study revealed that few schools have computers, printers, projectors, projectors screen, power point, scanning machines, fax machine and cyber-café. This is an indication that ICT materials are not vigorously provided for the schools. This then suggested that government do not provide sufficient funds for ICT facilities. The finding was in consistent with the finding made by Kolawole (1997) which indicates that Information Communication Technology (ICT) equipment for effective teaching and learning are deficient in schools.

The findings indicated that low level of principals using ICT equipment for management of schools might not be unconnected with the problem of shortage of ICT facilities. This finding supported the finding made by Adegun, (2000) who suggested that most principal do not use ICT in performing their management duties such as communication in and out of the school, keeping of staff records, students records, examination results, correspondences from or to the Ministry and other educational bodies, this could be attributed to phobia for the use of computers and lack of commitment by the government and school principals to commit substantial funds to ICT delivery. The findings however negated the finding made by Hambagba (2000)

which indicated a moderate level of availability of ICT to principal for their daily management in secondary school in Nigeria.

The findings also revealed a low level of teachers and students participation in the use of ICT equipment such as Radio, television, computers, power points, projectors, satellite and cybercafé for visual and educational teaching and learning; due to inadequate supply of these facilities and trained manpower. The findings are in consonance with the findings of Egwu (2009) which revealed that, although attempts have been made for the introduction of ICT facilities and the training of teachers and students in ICT, a number of challenges hampered the effective development and deployment of ICT. Prominent among these are dearth of qualified ICT teachers and low capacity of ICT teachers and students.

The problem of inadequate funding for employment and training of ICT teachers and for ICT teachers to use ICT in curriculum delivery as well as for students to use ICT equipment in learning as revealed in this study, agreed with the findings made by Onifade, (2003) who reported that financial allocation to schools for ICT programmes is too low, this then implies that principals could not readily purchase information communication technology equipments for effective school managements and also to aid teachers in teaching and students in learning.

Discussion on the impact of funding on the provision of teaching and learning materials, revealed that instructional facilities are important in assisting the teacher to clearly impart knowledge, skills and experience to the learner while learning materials assist students to vividly have a clear vision and understanding of the teacher, but the

provision of these facilities are hindered by inadequate funds from government, agreeing with the importance of instructional and learning aids in teaching and learning, the finding of Egwu (2009) suggested that the availability of instructional and learning materials is important to ensuring the effectiveness of pedagogical process, the study went further to confirm that teaching aids when appropriately applied generally promote improved concepts acquisition.

The findings indicated that insufficient funds available to principals affect the purchase and provision of Textbooks, exercise books, newspapers, journals, students records, lesson notes book scheme and record of work books, chalk, chalk boards, flannel board, card board and so on, most of the learning materials are provided by parents while most of the teaching materials are purchased by the principal using school fees and levies. This finding supported the findings made by Peratomade (2006) which indicated that textbooks and other instructional materials enhance the quality of teaching and provide the basis from which teachers derived facts, to substantiate concepts taught, but the absence of these materials in the school, mean teaching would be based largely on teachers residual knowledge, which could be limited and lack up-to-datedness.

Suffice to say modern instructional materials are becoming sophisticated and expensive, school need funds to purchase, these equipments, funds are also needed to repair and maintain these equipments, funds are needed to train teachers to operate and store these equipments, but the findings revealed that inadequate funds affects schools from purchasing these equipment, in the event these sophisticated equipments

are purchased, funds are not adequately provided to train teachers to operate, maintain, repair and store these equipment. At the end they are left to be vandalized and wasted in the school. The findings are in consistence with the findings of Edem (2004) which indicates that it was observed that even when government provide sophisticated equipment like technical workshops tools, and machines such equipment may be entirely rundown and unusable due to lack of regular maintenance, none replacement of obsolete equipment, erratic and intermittent disruption of electricity power supply or non availability of electricity generators.

Similarly the finding revealed that teachers are not encouraged or supported with funds to use their initiative to source locally, materials for teaching aid, principals and government prefer to purchase readymade teaching aids. The findings are in consonance with the findings made by Egwu (2009) which suggested that, teaching aids when appropriately generally promote improved concepts acquisition, where readymade aids are not easily available teachers who are resourceful optimize the use of local materials, however only few teachers deem it fit to use certain local materials as teaching aids; may be due to lack of resourceful nature of teachers, or the school do not provide funds to teachers to source for materials locally.

Discussion on the impact of funding on student academic and welfare services, the findings revealed that most of the welfare services are organized and provided by the school, however student pay to access such services such as student's academic assessment activities. The findings are supported the ones made by Duo and Akpa

(1998) which indicated that students pay examination fees, buy examination answer booklets and students continues assessment report booklet.

The findings also indicated that students vocational and guidance services which will help students select subjects based on their capabilities, aptitude and abilities, and also to assess students with personal, social or emotional problems to work towards overcoming them are not provided in most schools due to insufficient funds. The findings are in consistence with the finding made by Afro (2005) which indicated that shortage of Guidance Councilors and the inability of most schools to offer all subjects available in the J.S.S.S 3 curriculum make assisting students select subject combination in SS3, for proper career choice selection in future very difficult.

The findings also revealed that principals provide facilities for students sporting activities, clubs, societies, excursion, education visit, to help students discover their hiding talents and exposed them to situation outside the school environment. However students pay for such services through items in the schools fees or pay for when such services are about to be performed. The finding is consistent with the finding of Egwu (2009) which suggested that at JSS level students are required to offer Physical and Health Education (PHE), while students at the senior secondary level are not required by policy compelled to offer (PHE), however students in SS class are encouraged to participate in physical exercise including sports and games, the majority of principals provide opportunity for participant in inter-house sports, inter-school sports and athletic competition.

Similarly, the finding revealed that school principal provide facilities for health services to students but students pay for drugs. The findings are in agreement with the finding of Egwu (2009) which suggested that availability of health personnel is essential to sustaining prompt attention to students health needs as health facilities are not easily accessible. However, the most frequently available health personnel in school is health attendants, who dispensed and student go to the chemist or pharmacy to buy drugs.

Discussion on the impact of other sources of funding outside government funding of secondary education revealed that due to increase demand and expansion of educational facilities, likewise the financial resources available to government to fund education have failed to cope with the growth, expansion and explosion of enrolment, government funding of education alone cannot cope to give quantitative and affordable secondary education. Therefore other sources of funding and generating revenue for secondary education in Nigeria become imperative if effective and efficient improvement in the quality and standard of secondary education in Nigeria is to be sustained. The finding is supported by suggestion made by Peeler and Akangbou (1985) who while discussing the financial flows model for analyzing education income and expenditure, says that income and expenditure on education by the public sector is only a part of the total funds available for educational activities, this is because the education sector also derives its financing from the Household through the payment of tuition fees, purchased and sale of text and exercise books, uniform et cetera and from some international organization such as UNICEF, World Bank, Commonwealth Projects.

This means that suppliers of finance to the education sector apart from government include household, society, enterprise and the rest of the World.

The findings revealed that school fees, dues, and levies in one form or the other are charged to supplement government effort. The findings are consistent with the finding made by Gidado (2000) who stated that with the pronouncement and the promulgation of the U.B.E law that Basic Education is free and compulsory followed by political statement and policy of many states making secondary education free. However most state governments are aware that school principals undertake the charging of school fees in disguise forms, in form of school levies, PTA levies, in order to manage the schools.

Similarly, the study also revealed that Local Communities, Community Base organization (CBO's), individual philanthropist, Non-Governmental Organization (NGOs), Parent Teachers Association (PTA) and old students association, have contributed immensely to the financing of secondary education in Nigeria. The study further suggested that their contribution comes through self-help projects, donations of land, school field and laboratory chemicals and equipments, technical workshop tools and machines, library books, construction of classroom blocks, Technical workshop and examination hall, also they have help in granting scholarship. In recent years their contribution has increased markedly, that most of the infrastructure found in the school is from their intervention, similarly, these bodies have assisted in the recurrent expenditure of the school.

These findings are in consonance with the finding made by Udor and Akpa (1998) which indicated that in some states, one of the prerequisite for the approval of establishment of new secondary schools, is for the benefiting community provide a suitable land, the construction and furnishing of some classrooms and offices. The government assists in posting and paying teaching and non teaching staff; but any infrastructure development is done by those bodies. The study went further to establish that 80% to 90% of infrastructure and school buses in government owned secondary schools are constructed and bought by these bodies. The findings were also supported by the findings made by Education Sector Analysis (ESA) 2005 which indicates that, parents, communities and old students support to secondary education is about 36.82%. The study depicted that (62.27%) intervention is on construction and repairs, followed by scholarship (19.5%) and provision of teaching and learning materials (18.23%).

The study also revealed the international development partners such as World Bank, Common-Wealth, UNICEF, USAID, UNESCO, Japanese international cooperation-Agency (JICA) et cetera, both multilateral and bilateral have also contributed financially to development of secondary education. The findings are supported by facts and figures from the study of Education Sector Analysis (ESA) (2005) which revealed that the World Bank has contributed substantial amount for Basic Education in the area of construction of new classrooms, renovation, furniture provision, toilet, water, capacity building and other special programmes including community base organization (CBO) school self-help scheme. Between 1992-2000, World Bank contributed a total sum of \$65,000,000

and \$55,000,000 between 2000-2003, another \$101,00,000 to the U.B.E. from 2004-2010. UNESCO supported education with 1.2 million dollars between 2000-2003 as grants. UNICEF similarly contributed \$3,000,000 to education. Furthermore USAID and DFID have contributed \$467,337 between 1999-2003. There are other significant contributions from African Development Bank (ADB) and Japanese International Cooperation Agency (JICA).

Table 4.38: International Development Agency contribution to Education (US \$).

S/NO	AGENCY	1992-2000	2000-2003	2004-2010
1	World Bank	65,000,000	55,000,000	101,000,000
2	UNESCO		1,200,000	
3	UNICEF		3,000,000	
Q	USAID & DFID		467,337	
5	African Development Bank (ADB)		N/A	
6	Japanese Government	204,388	3,275,642	
7	Japanese International cooperation Agency (JICA)		115,000	

Source: Federal Ministry of Education and Education section sector status report, UNESCO 2005.

Duo and Akpa 2004, then categorizes these contribution into:

- (a) Supply of expatriate teachers as well as teaching and learning materials, example is the World Bank Book aid and vehicles in support of the

implementation of Universal Basic Education Programme for Primary and junior secondary school.

- (b) Capacity building programmes in form of seminars, conferences and workshops, as well as scholarships for studies abroad, by Commonwealth scholarship, USA, British Canadian and Australia scholarship programme. Example is the Commonwealth scholarship for Education officers, principals and Directors of Education to study in Cadiz.
3. Financial Donations, Aids and Partnership Special Programmes with Community Based Organization (CBO's) Non-governmental organizations (NGO's) for schools self-help scheme.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Summary

This chapter presents the summary, conclusion, recommendations and suggestions for further studies.

The study gave a vivid description of the background to the study, also identifies and states the problem to be investigated in clear and distinctive sequences. The study identified 9 objectives of the study, raised 9 research questions, 9 research hypotheses and 9 basic assumptions.

An extensive review of related literature was reviewed from published works, Theses, scholarly journals, textbooks, and newspapers. A comprehensive instrument was used to gather information from 12 States and the Federal Capital Territory which were randomly selected from the six Geo-political zones to give a fair representation of the 36 States of Nigeria. The structured questionnaire was given to 1105 respondents to collect data for the study. The instrument was divided into 10 sections.

The Data was presented, analyzed and interpreted using tabulated frequencies of scores, percentages, mean ratings, standard deviation and standard errors of responses to item statement in the questionnaire and discussion of the finding was done in details.

This study investigated the Perceptions of Stakeholders on the Impact of Funding on the Management of Public Secondary Schools in Nigeria. The study specifically

examined the Impact of Funding on the Management of the following critical areas in secondary schools.

- (i) General and daily managements in secondary schools.
- (ii) Policy Planning and Implementation of Decisions in secondary schools.
- (iii) Staff motivation and teacher retention in secondary schools.
- (iv) Effective communication management in secondary schools.
- (v) Teacher quality and staff development in secondary schools.
- (vi) Provision of instructional and learning facilities in secondary schools.
- (vii) Managing educational infrastructures in secondary schools.
- (viii) Provision of student academic and welfare services and
- (ix) Impact of other sources of funding outside government funding in secondary schools in Nigeria.

The study gave a vivid description of the background to the study, stressing the role of secondary education to nation building and identified government adoption of the social demand approach to secondary education and reasoned that the failing financial resources available to government which have not been able to cope with the demand and growth of education. This has brought secondary education to the present state of disillusionment.

Two basic problems were identified which elicit the investigator to undertake this study. The spectacle yearly budget speeches and statement which allocate a chunk of Government income to education. These budget estimates are they actually approved? If they are approved, are the amounts actually released? If the amounts are released

are the amounts adequate to fund secondary education? Or could it be the management of these funds by stakeholders in the secondary education industry that have brought the problem?

The study identified 9 objectives to the study and raised 9 research questions and 9 research hypotheses which sought the opinions of stakeholders: Ministry of Education officials, school principals and teachers. On the impact of funding on general and daily management of secondary schools, it also assessed the impact of funding on policy planning and implementation of decision, similarly the study investigated the impact of funding on staff motivation and teacher retention in secondary schools. Furthermore, the study examined the impact of funding on effective communication management. Teacher quality and staff development, provision of instructional and learning facilities, management of educational infrastructure, provision of student academic and welfare services and finally investigated the impact of other sources of funding outside government funding on the management of education.

In the review of related literature the study recognized the need for adequate provision of required funds and the proper expenditure of funds on education according to plans as education funding and resources management is the meeting point which translates educational policy into action. The review also assessed the nature of government funding of secondary education in Nigeria. The constitution of the Federal Republic of Nigeria listed education under the concurrent list, which mean that education is the responsibilities of Local, State and Federal Government. However, the

funding of secondary education is the responsibility of Federal and State Government.

The Government funds secondary education through:

- (i) Yearly budgetary allocation to secondary education
- (ii) Alternative sources of funding outside budgetary allocation, this include Education Tax Fund (ETF), Universal Basic Education Intervention (UBE), the Petroleum Trust Development Fund (PTDF) and other bilateral and multilateral agreement. The funds allocation are divided into two:
 - (i) **Capital Expenditure cost:** which consist of cost for buildings, equipment, furniture and other permanent structures
 - (ii) **Recurrent cost:** which consist of running cost that relate to personnel service and consumable materials that are utilized within one school academic year and therefore regularly renewed?

Other sources of funding education is by parents and the individual, this includes tuition fees, books, transport, uniforms, dues and levies, the last sources of funding is from the public, private organization, philanthropies, members of society and international organization.

The review also examines the concept of budget and educational budgeting in secondary schools which seek to tie the principal to work towards achieving stated policy and objective formulated by the Ministry of Education. There are two tier of budgeting processes meant to allocate funds for management of the schools. The first one is prepared by the school finance committee, where the income is derived from

internally generated revenue in the school. In this budget expenditures are incurred in the daily running of the school; while the second budget is prepared by the Planning, Research and Statistic Department of the Ministry of Education where the income of the budget is derived from State Government budgetary allocation to the Ministry, 80% of expenditure of this budget is incurred in personnel cost.

The study identified five stages of budget planning and implementation processes. The first stages is for the principal to identify educational objective or programme for a year for the school, the next stage is preparing the educational plan called (tactical plan) then followed by the expenditure outlay of the education plan, followed by preparing the cost for educational services and translates them into a workable financial plan. Then defending the plan is the Ministry and finally implementing the plan, which is followed by monitoring, evaluating and supervising for feedback for adjustment and application of suitable alternatives.

Furthermore, the study reviewed the concept of management and showed the relevance of educational management in the management of secondary schools. The principal is the manager of the school; he identifies educational goals and policy of the school in relation to national objectives. He now use management principles, methods and established practices to direct, through effective communication, command, and delegation of authority on how to implement these educational goals using human, material and financial resources effectively and efficiently.

Similarly, the review assessed the impact of funding on the daily and general management in the secondary schools. The study emphasized the importance of

funding in proper management of the school in term of developing and implementing educational policies, staff development and welfare, students academic and welfare services, provision of proper instructions, discipline, proper keeping of school record and finances in order to create a conducive climate for teaching and learning. The importance of effective policy planning and efficient implementation of decision was thoroughly reviewed. Education policy is a course of action or a projected programmes which specifies the goals, values and practices of educational system, that direct and guide all actions and decisions that are directed towards achieving national development through the education system. The National Policy on Education (NPE) is the present Education Policy in Nigeria. The planning and implementation of the policy is expensive, therefore require proper funding, but the social demand approach adopted in implementing the policy has lead to expansion and expulsion of students enrolment and the declining availability of financial resources to government cannot cope with the pressure.

The importance of teacher's motivation and retention was brought to focus, the review discovered that the secondary school system cannot retain highly talented and motivated teachers due to insufficient funds available to the school authority, to pay salaries and allowances regularly and promptly, provision of good accommodation, health services, and recreation facilities to enhance performances, the review similarly discovered that teachers that are left in our schools are untrained, unqualified and unmotivated due to absence of insurance policy for teachers, stability of personnel

tenure, teachers are also not encouraged to go for further studies, attend conferences, seminars and workshops.

The review evaluated the importance of effective communication management in secondary schools, the study revealed that the medium of communication include oral, written sign and symbols. There are two types of communication equipment, the manual such as bulletin board, black board, sign post, suggestion box and those that are electronically controlled such as telephones, radio, television, internet, telex, computers, printers, photocopiers, e-mail and power-point. These equipments are needed for effective communication management, teaching and learning. However, the review found out that ICT facilities are in short supply in secondary schools in Nigeria.

In a nutshell, the review of literature analyzed teacher's quality and staff development, it showed that no education system can rise above the quality of its teachers, as the standard of teacher's quality invariably affect the performance of the students. To attract top talents in the teaching profession, staff development is a sure way of helping the staff to satisfy their needs for status, recognition, personal and professional growth, through encouraging teachers to go for workshops, seminars, demonstration teaching programmes, professional writings, visit to other schools to observe teaching method, postgraduate work and participating in the evaluation of school programmes. This will enable teachers develop skills in modern visual techniques of teaching, knowledge of subject matter, team work and develop understanding in teachers to function effectively in the society.

The review also evaluate availability of teaching and learning materials such as Audio aids, visual aids, graphics, printed materials, display materials and real things. These materials aid the teachers to clearly impact knowledge, skills and experience to his learner and also aid the learners to vividly have a clear vision and understanding of the teacher. These instructional materials are usually purchased by the Ministry of Education and the principal of the school, however the review found out that they are in short supply, inadequate and irregular.

Furthermore the review showed the relevance of infrastructural facilities such as classrooms, offices, stores, toilets, libraries, laboratories, technical workshops, examination halls, school farm, games and sport grounds in the development of conducive school climate and environment for effective teaching and learning to be achieved. It found out that these facilities in most schools were inadequate, irregular and inappropriate, there were shortages of classrooms to cope with the expansion in school environment which contribute to over congestion in public secondary school.

Similarly, the review reviewed the provision of students academic and welfare services by school management. The study found out that such services are needed in the school in order to help students support, develop and focus on their academic performances and personal needs. These services include Guidance and Counseling, clubs, and societies, games, health care services, library services, student's assessment advices, orientation and academic advice. The study agreed with many educationists that these services are not regularly and properly provided in secondary schools.

The need and importance of other sources of funding education outside government funding was critically examined, in the review of literature, the relevance of income, profit, property, general taxes and special tax programmes are needed to argument government funding such as Petroleum Special Trust Development Fund (PTDF), Education Tax Fund (ETF) and so on. The role and relevance of Parents Teachers' Association, Old Students Association, and International Organization like World Bank, Unicef, Unesco, USAID, Jica Commonwealth and so on in funding secondary education was also buttressed. The inevitable role of school commercial activities, education levies, endowment fund and school fees was detail discussed.

To get a vivid and clear understanding of secondary education the review of related literature, reviewed the historical perspective of the development and growth of secondary education. The goals and objectives, management and control of government owned secondary schools, from when the first government owned secondary school was established, The Kings College in 1909, followed by between 1953-1966 where the regional government also established their own secondary schools. After the civil war the Federal Government established the Unity school, similarly followed with the introduction of the U.P.E. and finally the 6-3-3-4 system of education existing up to day.

The Theses reviewed the work conducted by Anefu (2006) on impact of funding and the management of Nigerian Universities as at empirical studies where Anefu raised three major questions (1) whether university can manage effective and efficiently the funds allocated to them by the Federal Government (2) whether additional source of

funding can be a necessary factor? And finally (3) whether better management techniques can be an effective solution to the problem of funding in Nigerian universities. The study then recommended that the Federal Government should increase subventions allocated to Universities, similarly that Federal Government should increase research grants to Universities as the present provision is inadequate, in the same vein research grants must be properly used for research purposes and must be accounted for by beneficiaries before additional ones could be added. Furthermore, Government should increase allocation for ICT programmes, library services, staff development, welfare packages like housing, good salaries and recreational facilities.

The research adopted the survey type of descriptive design which investigated the impact of funding on the management of secondary schools in Nigeria. The population of the study was made up of all Government owned secondary schools in Nigeria. The groups of respondents were 18,223 principals, 270,650 teachers and 7,056 Ministry of Education officials. Random sampling method was adopted to randomly select 12 States from the (6) six geo-political zones out of the 36 States. The Federal Capital Territory was included as a State given us 13 States. A total of (10) secondary schools were selected from each of the thirteen states for the study. In each State picked, 10 questionnaires, each were distributed to principals, (5) to Ministry of Education official and (70) to teachers of secondary schools, given us a total of (1,105) one thousand one hundred and five sampled respondents.

A structured questionnaire was the instrument used in collection of Data. The questionnaire was divided into 10 sections. Section A contains question on the bio-data

of respondents and section B – J contains questions asked to elicit, simple and specific answers from respondents. The questionnaire was made up of close ended items using the Likert scale to know the degree of agreement or otherwise of the respondents. The content validity method was used to determine the validity of the instrument, after submitted Theses supervisors and educational statistics for inputs. A pilot study was conducted in Plateau State to determine the validity and reliability of the instrument where (10) directors of education, twenty principals and one hundred teachers of secondary schools were administered questionnaire. To ensure the reliability of the research instrument, the Cronbach Alpha Co-efficient Statistic and the Statistical package for Social Science (SPSS) co-efficient, was used for the test. The calculated level of consistency was 0.8935 at a significant level of 0.05. The data from the questionnaire was presented, analyzed and interpreted using descriptive statistic frequencies of scores, mean rating standard deviation and standard error to answer research question from item statement and parametric statistic of one-way analysis of various (Anova) at a critical level of 0.05 level of significance to answer research hypothesis.

The findings revealed that funds provided to principals for general and daily management of secondary schools was insufficient also two tier of budgets planning and implementation processes were adopted in the management of the allocation of funds to secondary schools, one is prepared by the finance committee of the schools and the other by the Planning, Statistic and Research Department of the Ministry of Education.

Similarly, the findings indicated that the malfunctioning of the micro-economy greatly affect funds meant for management of schools, so also some principals adopt better management technique in managing school, while some do not adopt management techniques, but depend on their mental experience in managing schools. In addition, the findings revealed that principal adopts cost saving devices and tap on other source of funding due to shortage of funds from government.

On Educational Policy, Planning and Implementation of decisions, the findings revealed that there were inherent loopholes in the planning and implementation of curriculum content, student academic and welfare services teacher development, provision of infrastructure, instructional facilities, monitoring, supervision and evaluation of school programmes and administrative lapses. In addition the findings showed insufficient funds affect the employment and training of competent staff in the area of planning, research and statistics, this have adversely affected the proper collection, collation, interpretation and translation of educational policy into workable and achievable objective and programmes, so also the findings revealed that meetings, seminar and workshops both in-house and those where experts in Educational Policy, Planning are not properly or constantly organized, to review educational policy and plans.

On teacher quality and staff development, the findings revealed that insufficient funds affect regular opportunities for professional development for teachers and principals to keep up-to-date so that they are empowered to offer quality delivery, so also majority of principals and teachers are not computer compliance. Similarly, the

findings revealed that our secondary schools lack qualified teachers, school principals' argument the shortfall with unqualified PTA and temporary teachers.

On the provision of infrastructural facilities, the findings revealed that inadequate funds affect the availability of infrastructure, such as classrooms, laboratories, farms and gardens, libraries, tables, desks, technical workshops, offices, staff quarter and indeed the entire school. These infrastructures are in short supply and are poorly maintained.

On the issue of staff motivation and retention, the findings revealed that secondary school teachers are not paid their salaries and allowances, regularly and promptly. They are not provided with recreational facilities, free medical services, provision of staff bus, insurance schemes, payment of retirement benefits, and provision of all necessary school facilities and equipment which will attract top quality and talented teachers to stay long in our secondary schools.

On the impact of funding on effective communication the findings revealed that few schools have computers, printers, projectors, project screen, power point, scanning machines, fax machine and cybercafé for ICT use by principal for daily and general management of schools and for visual and educational teaching and learning by teachers and students. So also there was dearth of qualified ICT teachers and low capacity of ICT teachers and students.

On provision of teaching and learning materials, the findings indicated that provision of these materials are hindered by inadequate funds from government, that most of the materials for learning are provided by parents while the few materials for

teaching are purchased by principals using school fees, non was supplied by government similarly the findings revealed that modern instructional materials that are sophisticated and expensive, if they are purchased by the school, funds were not made available for training of teachers who will operate them, repair, maintain and store them. In addition, the finding found out that teachers were not encouraged or supported with funds to use their initiative to source local materials to be used for making teaching aids.

On students academic and welfare services, the findings depicted that most students academic and welfare services were organized and provided by the school, however students pay to access such services; the findings revealed that not all JSS 3 subjects were taught in schools so that when students comes to SS3, they find it difficult to select subject combination for proper career choice selection in future in Universities. Similarly, principal provide facilities for games and sports, clubs, societies, excursion, education visit and health services, however students pay for sports and games equipment and wears, drugs in the clinic and for education visit.

Finally, on impact of other sources of funding outside government funding, the findings revealed that parents pay for every aspects of their children education. Similarly C.B.Os, NGOs, PTA and old students contribute immensely to funding secondary education, so also international development partners such as World Bank, Commonwealth, Unique, USAID, UNESCO and JICA, both multilateral and bilateral have contributed financially to development of secondary education.

5.2 **Conclusions**

Based on the findings the study concluded that:

1. Funds allocated for funding secondary educations are inadequate
2. Funds allocated and internally generated revenue are not put to proper use or are mismanaged.
3. Two different budgets used for funding secondary schools leads to duplication of the same sub-heads as two different allocations are made for the same sub-head leading to misappropriation and mismanagement.
4. Principals tap on other sources of funding and use cost saving devices in managing funds allocated to them.
5. Funds allocated for policy, planning and implementation are insufficient
6. Funds allocated for teachers motivation are inadequate
7. Funds available for staff development are insufficient
8. Funds allocated for effective communication management are not enough
9. Facilities for effective teaching and learning are inadequate and poorly managed
Existing infrastructural facilities are not adequate and are not very
Functional, Allocation for students academic and welfare services are not
adequate and
12. Parents, individuals, public corporations, International Organizations
participate in funding secondary education.

5.3 Recommendations

Based on the findings and conclusion of the study, it is pertinent to make the following recommendations in order to improve funding in secondary schools in Nigeria.

- (1) The study found out that funds provided by government for funding of public secondary school are inadequate. Allocation of funds to schools should be steadily increased so as to enhance effective management of the school. The study recommends that government should comply with the UNESCO directive OF 26% budgetary allocation to the education sector; obviously, this will go in no small way to improve efficiency of the secondary school sector.
- (2) In the same vein this study recommends that government should not fund education through the media and pages of newspapers that these spectacular estimates which government announced during budgets speeches and statement should actually be approved and released promptly as and at when due. These funds should b e released directly to the school principals, while the Ministry of Education and the Area Inspectorate Offices monitor and supervise the implementation of the funds.
- (3) The little funds available for secondary education school administrators should manage it properly; finance committee should be established in every school, who will be charged with the responsibility of collecting income to the schools, similarly, allocating and monitoring schools expenditure. The school accounts should be periodically audited (6 months) by the Audit department

- of the Ministry of Finance to ensure proper accountability and transparency in the management and utilization of school funds.
- (4) Managers of funds available to secondary education (Principals and Directors of Education) should not be appointed based on pre-requisite years of experience, it should be in addition to the necessary years of experience, they should have essentially higher educational qualification in educational administration, which put them at advantage as it will make them well versed in adopting management techniques that can stand the test of time in the operation and management of the resources available to secondary education.
 - (5) It has become abundantly clear that financial resources available to government have failed to cope with the growth and demand of secondary education, the study strongly recommends that school administrators should adopt cost saving devices to prudently manage the little resources available, such as direct labour in the management of school facilities, than contracting construction, repairs and maintenance of schools facilities and direct purchases of school equipment, facilities and services be done by school authority than contracting them to contractors.
 - (6) Similarly, school administrators should tap on other sources of funding to argument the financial resource base of the school; such activities include:
 - (i) Opening of school shops to sell agricultural products, arts and craft school magazine, textbooks, exercise book, biros, school uniform et

cue tear. Other activities include endowment fund launch, soliciting for funds, sponsorship raffle draws, bazaars during cultural shows, inter-house completion and speech and prize given days.

- (ii) Encourage parents to promptly and regularly pay school fees, or tuition fees, dues, levies and other fees to the school account on time.
 - (iii) Establishment of Parents Teachers Association and Old Students Association in schools that these bodies don't exist. These two bodies are very active in funding secondary education in Nigeria; they contribute funds through levying of members, appeal fund launch in order to undertake projects in schools.
 - (iv) Applying and soliciting for grants, funds sponsorship and scholarship from international organization like World Bank, UNICEF, UNESCO, USAID, Common, et cetera and locally from philanthropies, individuals and public corporation.
- (7) In respect to Policy Planning and Implementation of decision, the study recommended that the curriculum content at the secondary level should be fully diversified to include all relevant subjects that will enhance acquisition of necessary entrepreneurship skills and knowledge in arts, social science, commercial, science technical and vocational education. The method of Policy Planning should be reviewed, the integrated and comprehensive systematic approach to planning should be adopted.

- (8) Government should remove bottlenecks and inefficient bureaucracy at all State Ministries of Education and their agencies for effective programme implementation and quality education. Competent personnel particularly in the area of Planning, Research, Statistics and supervision, should be employed and where they exist they should be subjected to periodic retraining to enhance their competence. There should be coordination between these staff in the Ministry and those in the school system to enhance efficient and effective coordination, monitoring and evaluation of school programmes. Adequate and necessary facilities should be provided.
- (9) Deliberate and systematic effort should be employed in attracting and retaining top talents in the teaching profession by employing and appointment of qualified and competent teachers and principals states should immediately commence the implementation of relevant provision of the National Teacher Education Policy (NTEP) for periodic training to enhance their competence and ability in curriculum delivery and instructional supervision. States with shortage of qualified teachers should initiate policy of recruiting qualified teachers from outside their states, as initiated by Zamfara State Government.
- (10) Training and retraining of teaching and non teaching staff be strengthened in the area of capacity buildings. Local Conferences Seminars, Workshops, Professional Meetings like Science Teachers Association (STAN) should be encouraged and outcome of such meetings be converted into journals for

reference purposes. The reactivation and funding of Technical Teacher Training Programme (TTP) and the Federal and State Government should reinstate the moribund Teacher Vocational Courses (TVC) in Science and Technology. Similarly Federal and State Government should reintroduce the special bursary award scheme for teachers in order to attract prospective teachers.

- (11) The Federal and State Government should explore the possibility of establishment of a Commission for secondary education to ensure proper funding, management and supervision of secondary education, so also government should collaborate with TRCN to ensure sustainability of teacher development efforts.
- (12) All States that have not introduced and implemented the teacher's salary structure (TSS) are encouraged to do so. Similarly all State Governments should review their scheme of service for teachers to make it at par with what obtains in the public service.
- (13) The study recommends that effective communication both upward and downward where free flow of information is encouraged among school administrators, teachers and students, this enhance cordial relationship for the achievement of schools objective and conducive school climate. Government should encourage the introduction and training of principals, teachers and students in Information and Communication Technology (ICT).

- Sufficient funds should be provided so that principal should purchase and provide ICT laboratories with requisite infrastructure and services.
- (14) The study strongly recommends the establishment of a mechanism for mandatory training of teachers and school administrator in Information and Communication Technology (ICT). Principals should be encouraged to use (ICT) in their daily and general management of secondary schools. Similarly all schools should implement the policy of compulsory computer education immediately so also Government should facilitate and support the Computer Acquisition scheme for teachers and principals.
 - (15) The study recommends the gradual introduction of e-learning to expand access to quality education; and also implement the National Information Technology Education framework with respect to development of books and other instructional material in (ICT). Similarly Government should facilitate the provision of incentives to encourage teachers and administrators to study ICT and ICT related disciplines. In addition school principals should provide alternative power supply, such as solar power panels in school in support of ICT deployment, the government should increase budgetary provision for ICT deployment and school administrators should search for collaboration with private sector and IDP's for necessary intervention on ICT.
 - (16) In the area of instructional materials and learning materials, the study recommends that, provision of learning material should not be left in the hands of parents alone, while provision of instructional materials should not

be left in the hands of principals who use school fees to provide them, but sufficient funds should be provided by government to purchase and provide these facilities. When these materials are available, students would be motivated to try their hands on some of them even when the teacher is not around. This would make students to be more explorative and discover new knowledge and skills, thus making learner move faster in the coverage of the syllabus and improving on quality of their knowledge.

- (17) Proper planning for the provision of infrastructural facilities should be made in the school system before a school is established. Periodic assessment of the needs of the school should be carried out in order to fill in the missing gaps. Government should make funds available for development of needed infrastructure needed in the school, as infrastructure determines the conduciveness and organizational climate of the school. Similarly, repairs and maintenance of these infrastructures should be timely and constantly undertaken. Principals should adopt the maintenance culture in protecting and safeguarding government property under their care.

5.4 **Suggestions for Further Studies**

For further studies the following areas are suggested to bridge the gap created by the limitations of the study.

- (i) Impact of funding on the management of private secondary schools by private Proprietors in Nigeria.

- (ii) Perception of stakeholders on Impact of funding on the management of Community based organization secondary school in Nigeria.
- (iii) Impact of funding on the management of religious base organizations secondary schools in Nigeria.
- (iv) Impact of budget planning and its implementation on the management of secondary school in Nigeria.

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