



# **Analysis of Constraints and Strategies in Funding Educational Sector for Academic Performance in Secondary Schools in Rivers State**

**Irikana, Dora Godspower & Dr. S. E. Welu**

<sup>1</sup>**Scholar, Department of Educational Management, Faculty of Education, Rivers State University, Nkpolu-Oroworukwu Port Harcourt, Nigeria**

<sup>2</sup>**Assoc. Professor, Department of Educational Management, Faculty of Education, Rivers State University, Nkpolu-Oroworukwu Port Harcourt, Nigeria**

## **ABSTRACT**

The study is on analysis of constraints and strategies in funding educational sector for academic performance in secondary schools in Rivers State. Two research questions and two hypotheses guided the study. Descriptive design was used for the study. The population for the study consisted of all the 268 Public Senior Secondary Schools in the 23 local government areas of Rivers State, while 268 principals of these schools served as respondents. Sample for the study was 100% of the population. Due to small size of the population, all 268 principals were drawn using purposive sampling technique. The instrument for data collection was questionnaire titled: “Analysis of Constraints and Strategies in Funding Education Questionnaire” (ACSFEQ). Three (3) copies of the instrument were given to three experts to assess the validity of the instrument. The test re-test method was used to determine the reliability coefficient of 0.81. The instrument was administered directly to the respondents by the researcher. The research questions were answered using mean ( $\bar{X}$ ), mean set ( $\bar{X} \bar{X}$ ), standard deviation (Sd) and rank order statistics for all the research questions, while the null hypotheses were tested at 0.05 level of significance using z-test statistics. The findings among others are that; correct population and demographic records are constraints to effective funding of educational sector, while school-community relations, and cost sharing of education between stakeholders are strategies for effective funding of educational sector. It was recommended that school administrators should supervise the use of financial resources to reduce misappropriation.

**Keywords:** Constrain, Strategies and Education, financial resources

## **INTRODUCTION**

Financial resources is one of the fundamental needs of any educational system all over the world. This essential educational resources determines to a large extent the quantity and quality of other resources which are needed in the educational sector. Afe (2012) asserted that financial resources have equally been recognized as a major resource in the development of any educational system. There is no educational system that can survive without adequate financial resources. Ebong (2006) also confirmed that financial resources are the most important educational resources when compared to human and material resources. This makes finance an indispensable tool for the development of any educational system vis-a-vis the attainment of educational goals. It is expected that every citizen acquire minimum of primary or secondary level of education plus vocational education for them to contribute positively to national development. When considering the goals of education as a process by which society through schools, colleges, universities and other institutions by a morally acceptable manner, transmits knowledge, norms,

elements of culture, values and skills from generation to generation, therefore to attain these goals of education will require a lot of resources.

According to Maduagwu and Nwogu (2006), when the concept of resources in education is mentioned, what comes to mind are the human and material resources utilized during the teaching and learning processes. Education sector compete with other sectors of the economy like the transport, health and agriculture for the available resources within the education industry itself, there are competing needs such as allocation to staff welfare, salaries of workers, buying of equipment and buildings. We also have the primary, secondary and tertiary levels of education competing for these scare resources to meet its demand and supply in other to attain set educational goals and objectives. Presently, these resources are not sufficiently available for government and other stakeholders to meet the demand and supply needs of the educational sector. Educational administrators are employed in institutions of learning (educational sector) to manage routine activities and provide institutional leadership at these institutions.

They make policies and procedures and complement guidelines for attainment of educational goals and objectives. They have many other responsibilities such as preparing budgets, overseeing recordkeeping, and managing student services. In view of the fact that their seems to be more demand for education than the supply of financial resources, it is important for educational administrators to develop strategies and policies that will ensure that financial resources are economically, effectively and efficiently managed for the attainment of educational goals at the secondary school level. Financial resources is usually misconstrued to mean physical cash alone. However, financial resources go beyond physical cash available in an organization but also include any instrument representing money which can be used in a future date. Financial resources therefore include securities, credit opportunities and other liquid instruments which can be used in place of money. Abubakar (2014) revealed that no organization can carry out its function effectively without adequate financial resources at its disposal. This is because money and other financial instruments are vital for access to other educational resources needed in the school system in other to accomplish the task of managing these financial resources, educational managers need to ensure that values are added to these resources. Efficient and effective leaders do the right thing using very low resources to accomplish task.

### **Purpose of the Study**

The purpose of this study is to analyze the constraints and strategies in funding educational sector for academic performance in secondary schools in Rivers State. The objectives are to;

1. Determine the constraints to effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.
2. Ascertain the strategies for effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.

### **Research Questions**

The following research questions guided the study

1. What are the constraints to effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State?
2. What are the strategies for effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State?

### **Hypotheses**

The following null hypotheses tested at 0.05 level of significance guided the study.

1. There is no significant difference between the mean rating of upland and riverine principals on constraints to effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.
2. There is no significant difference between the mean rating of male and female principals on strategies for effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.

## **Review**

### **Social System Theory**

This research study adopted social system theory, which was postulated by Pearson (1951) in Nwaeke, (2006). He states that a social system consist of a set of action interacting with each other in a situation that has an environment aspect. Getzel and Guba (1957) in Ogbodo, (2009), state that a social system is a plurality of the individual actors interacting with each of them in a situation which has at least a physical or environmental nature. Pearson (1957) and Carr (1955) in Ogbodo (2009), refer to a social system as an aggregate of individual and institutional organization located in various degrees of interdependency as a permanently organised unit of the social order. Furthermore, a social system is seen as a model organisation that possesses a distinctive total unity beyond its component parts, composed of some units, elements and patterns of social order (Ogbonnaya, 2012).

A social system is structured into units that interact with each other, together these subunits function to make up the entire organisation. Funding of secondary education is therefore an example of stakeholder operation in a social system model. A social system can be said to consist of the following main features, input, process unit and output. A social system is a system which its components are human or material resources within the school social system and are shaped by their psychological and sociological attribute.

Getzel and Guba (1995) in Ogbonnaya (2012) applied the social system theory to private investment in school administration. Pearson suggests that the structure of an organisation may be analysed from this point of view, the sub organisation participate in the functioning of the total organization. The theory does not only focus on the individuals in an organisation, but also on other investment which work harmoniously to ensure positive educational outcome. The achievements of secondary education could be traced from proper involvement and integration of private investments in the administration of secondary education.

In relating this to funding of secondary education, Ogbodo (2009) believed education institution consists of subunits which work in harmony towards the goal of the entire institution. The institution as a social system consists of individuals who play the role of administrators in each department or units that make up the system. This different units or components headed by an administrator perform functions and allocate resources. The aim of the component part is to work towards the main goal of secondary education. The administrators will perform this task by applying the techniques of quality assurance processes for effective administration by providing and making available the necessary indicators of education that will enhance teaching and learning. All the functions perform by individuals, groups or other administrators are towards the achievement of educational goals. Hence this made all concern a critical player on funding of educational sector for academic performance of students.

### **Funding education**

Financial resource is a term covering all financial funds of an organization. According to (Oguonu, 2007), it is the sources from which organization obtains the funds that is needed to finance their various investment, capital and current activities. From the economic perspective financial resource are the part of the organization's asset. Oftentimes, financial resources are also referred to as finance. Finance is the money available to a business or firm for spending in the form of cash, liquid resources and credit lines. Thus financial resource is an economic or capital productive factor required to accomplish a task, it also means to embark on a project and attain desired goals. It is the stock or supply of money that can be drawn on by a person or organization in order to function effectively. Financial resources are monetary assets that are transformed to produce benefit within an institutional or organizational framework. Adeniyi (2008) defined financial resources as a sum of money whose principal or interest is set apart for a specific objective.

### **Constraints to effective funding of educational sector for academic performance of students**

The funding of secondary education throughout the world has seen dramatic changes in the last decades of 20<sup>th</sup> and the first decade of the 21<sup>st</sup>centuries intellectually and ideologically. These changes are responsible to worldwide phenomenon of secondary education costs tending to rise at rates considerably

in excess of the corresponding roles of increasing of available revenues. Johnstone and Marcucci (2009) identified three principal forces influencing financial status of secondary education: (1) rapidly increasing per-student costs; (2) increasing tertiary level participation worsened by university-age population growth; and (3) a dependence on increasingly inadequate government revenue. Throughout the world, one of the major policies responsible to rapidly and continuously increasing revenue needs and diminishing public revenue availability is cost sharing. The issue of funding has been a source of crisis in the Nigeria educational system. Various organizations, parents, labour unions, etc. have at various occasions, pointed the attention of government to the poor funding of the system (Arikewuyo, 2008).

The population explosion in schools, colleges and secondary schools is a statement of fact that the demand for secondary education in Nigeria has reached unprecedented level. At present the products of UBE has gotten to Senior Secondary School with added attendance explosion. Endemic problem of lack of accurate, comprehensive and up to date statistics on expenditures is a constraint since such data is essential for realistic budgeting. While it is possible to obtain data on federal government expenditure on education and local government expenditures, that of State governments are rarely available. The overlap arising from education being in concurrent list puts no obligation on States to provide such data or comply with federal government financial directives on education.

There is imbalance of total administrative cost of academic and non-academic education functions such that more funds than is required is spent on services of non-academic staff as reported in Longe Commission what exists is 43 to 45 percent of academic staff compared to 46 to 47 percent non-academic, yet the latter is only supportive staff. The doubtful integrity of some of the managers of education funds is shown when part of the money appropriated for education needs is misappropriated and mismanaged and inadequacy of funds sets in.

Ahmed (2011) opined that the challenges confronting secondary schools in Nigeria include funding, the growth of private secondary schools, management challenges and so on but the challenge dealing the worst deathblow is that of underfunding of secondary school. Nwangwu (2005) stated that the foundation of education is frail when education is not well funded and the products of such foundation are weak intellectuals. When there were just few secondary school, Government saddle the burden of funding the institutions solely but from the mid- 1980's there was a massive increase in the number of secondary schools and in students' enrolment in Nigeria. This increase has gotten to the point where Government openly acknowledged that it can no longer saddle the responsibility of funding institutions alone.

The development of education in any given society is either hampered or boosted by a variety of factors, some of the factors responsible for the retarded pace of educational development in Nigeria include; poor funding, brain drain among teachers, poor infrastructures, unstable curriculum and subject, unstable staff, politicization of education, just to mention a few (Ahmed & Adepoju, 2013). The problem of secondary school education funding in Nigeria has to do with lack of commitment on the part of the government to provide quality education to its citizens, this is evident in the last 10 years where the total number of students' enrolment tripled while public resource allocated to the education sector continued to decline from 11.5 percent in 2002 to 8.7 percent of the total government expenditure in 2013. Since a wide array of other sectors of the system competes for the scarce resources available to government, secondary schools have often been very poorly funded in Nigeria (Okojie, 2009, Ipaye, 2007; Ahmed & Adepoju, 2013).

Secondary schools face a number of internal organizational challenges that need to be handled if the organization is to achieve any success in its resource mobilization efforts. Some of the key challenges are outlined below.

**Lack of information:** There are not enough strategic and relevant information relating to resource mobilization flows among staff within schools. Information relating to definitions, donor profiles, processes, funding opportunities, predictability of funding etc. needs to be readily available or easy to access to all school staff and associates. Participation of all staff in all discussions of resource mobilization is essential and this depends on the flow of information among staff.

**Lack of processes and standard operating procedures:** It is imperative that schools standardize processes and operation procedures with respect to the mobilization of resources. Schools in Rivers State require a solid complement of basic processes that will facilitate rather than hamper initiative and enhance efforts.

**Lack of incentives and empowerment:** School staff members and associates require incentives to identify opportunities, design projects and articulate activities to donor audiences. They need to do so in a working environment that encourages both individual and team efforts.

**Insufficient skills or capacity:** School staff of all categories needs relevant skills and capacity to capture and optimize resource mobilization opportunities as they are presented to them.

This requires regular training accompanied by support for applying newly acquired skills and capacity.

**Lack of donor and partner interaction opportunities:** Mobilizing resources is intimately linked with two factors: (1) knowing about an opportunity that exists, and (2) getting the donor's attention. The latter requires in most cases getting in front of the donor. These are lacking in public senior secondary schools in Rivers State.

**Little emphasis on existing and interpersonal relations:** The value of existing relations and networks cannot be overemphasized. Studies have shown that a major motivation in the decision to commit funding is the relationship between the donor and the recipient. Efforts should be undertaken not only to build new relationships, but to nurture existing ones.

**Emphasis on producing results and monitoring impact:** Donors are placing increasing importance on implementation, delivery, monitoring and evaluation of programmes as well as documentation of impact. Schools should in their proposals, reports and inter-personal communications highlight the mechanisms and systems it has in place to ensure accountability, transparency and cost-effectiveness.

There are several constraints facing the resources of public senior education in Rivers State and Nigeria. The competitiveness of other sectors of the economy poses a challenge on how much would be appropriated for the funding of education. In other to diversify the economy, there is growing agitation for increased budgetary allocation to other sectors like agriculture, mining, manufacturing and many more (Agabi, 2002). Other service sectors due to population explosion and its demographic features are also competing for the lean available State resources. These sectors such as health, electricity, and infrastructure also have direct bearing of human capital development and standard of living. Security has continued to occupy top priority list of government.

The recent surge of militancy, kidnapping, Boko Haram, robbery and assassinations has compelled government to make even more robust funds appropriated for security. This premise perhaps has being the government's excuse for not being able to allocate as much as 26% of annual national budget to the education sector. Despite the fact that the federal and state government is yet to allocate as much as 26% of annual budget to education, the sector continues to occupy priority list in the budgeting framework.

## **Strategies for effective funding of educational sector for academic performance of students**

### ***Good School - Community Relations***

The school – community relationship is a very important aspect of school management. The school belongs to the community and is situated in the community. School derives a lot of benefits and support from the community such as the provision of land for building, the supply of pupils, financial support, donations and other materials. Oboegbulem (2003) viewed school community relations as the degree of understanding and good will achieved between the school and the community. A school is a small community and pupils with a life of its own which is an integral part of the much wider community with its pattern of thinking, individuals and organizations that influence thought and actions. It is a social institution, an agency by which desirable social needs may be met. The school derives its existence and life blood from the community which often supports it with her material and human resources. In the Nigerian school system, changes in the control of the school have produced corresponding changes in the type of community involved and interest in school activities. In 1970, East Central state government took over school control and encouraged communities to build schools. This system kept schools face to face with the political, social, economic and religious life of the community. This will indicate that school community relations have always been in existence, as a pre-existing condition for effective school management.

Bortner in Ndukaji, (1997) described school - community relations as a series of planned activities through which people;

- learn about their community;
- inform the community and interpret for her the purposes, programmes, problems and needs of the school and;
- involve her community in planning and evaluating school policies and programmes. He also argued that every head of an institution especially the principal should establish, develop and maintain satisfactory relations with the community in which his institution is situated. He also enumerated three points strategy of learning about the community, informing the community and involving a community by any head of an institution.

***Proper management of school funds***

Management involves planning, administration and supervision. Akunwumi and Jayeoba (2004) emphasized that the success of the entire educational system on the proper planning, efficient administration and adequate funding. School administration is the process by which principles, methods and practices of administration are applied to educational institutions to establish, maintain and develop such institutions. School management is the scientific organization of human and material resources and programs available for education and using them systematically and meticulously to achieve educational goals. Basically funds that are allocated to the school must be judiciously expended to ensure that the money serves the purpose for which it was being released thereby reducing wasteful spending (Akunwumi&Jayeoba, 2004).

Management is any activity that involves the responsibility of getting things done through people. It is the coordination of all human and material resources of an organization in order to attain set organizational goals and objective. This involves the organization and mobilization of all human and material resources in a particular system for the attainment of any stated or identified objectives (Ofojegbe, 2007). Management involves, planning, directing, coordinating, forecasting, and even staffing. Management is an executive function which involves the strategic process of designing and maintaining an environment in which individuals, working together in groups efficiently accomplish selected objectives or desired goals.

Management is a collaborative effort geared towards the utilization of human and material resources for the attainment of organizational objectives (Kelechukwu, 2011). This implies that management activity ranges from organizing, planning, directing and controlling in order to attain organizational goals. It is concerned with the process of designing and maintaining an environment in which individuals working together efficiently to attain desired aims.

The United Nations Education Scientific and cultural organization (UNESCO, 2010) describe management as a social process designed to ensure the co-operation, participation, intervention and involvement of others in the effective attainment of a given or predetermined objectives. Peretomode (2013), sees management as a process involving a sequence of coordinated events which includes planning, organising, coordinating, controlling and or leading in a way to use available resources to attain a desired outcome in the most efficient manner.

The importance of management in every human setting, organization, society or even culture is to see that valuable scarce resources are effectively and efficiently used or managed for the well being of the people. Management is a social process by which goals are attained through planning, organizing, coordinating and stimulating available human and material resources towards the attainment of desired goals and objectives.

The process of planning has to do with decision making. Thus, to plan is to decide in advance what is to be done and how to do it. The essence of planning in the management of organization activities is to decide in advance the objectives to be attained in the school and how to utilize the available resources in attaining these objective or goals. The function of planning consists of forecasting, establishing objectives, programming scheduling, budgeting, developing procedures and establishing and interpreting policies. Within the secondary school system, Ofojegbe (2007) noted that virtually all the various programmes and activities should be planned. The principal in collaboration with the teachers may be involved in planning for a number of activities such as sports, prize giving day, examination, time-

tabling, school plant maintenance and distribution of functions to teachers, disciplinary procedure for erring ones and acquiring and distributing instructional materials and equipment for the school. In a way to make school plans effective, the principal should endeavour to involve as many teachers as possible in formulating and implementing plans, since people tend to avoid implementing plans they did not help to formulate. Such plans should be flexible so as to accommodate changes which may arise from time to time.

Organizing is another management function which relates to arranging work schedules in a way that they can be carried out most effectively by people. Oyoyo (2012) viewed organizing in the school system as an administrative process which provides a structure whereby posts are created and functions assigned to such post for the purpose of performing specific duties. Organizing as a management function or activity involves designing the organizational organogram or structure, delegating responsibilities and establishing various relations towards attaining the overall goals and objective of that organization. This is because no school administrator can function effectively without the assistance of others, it becomes tasking or necessary that in order to attain these set of educational objectives, there should be a framework or structure for the school on which post are created and assigned to people. For instance, within the secondary school system, there exist a structure on which such post as those of the principal through the vice principal down to the school prefect exist. Each post has specific functions attached to it to ensure that no conflict in functions comes up in course of performing such school functions. Organizing as a management tool helps in delineating areas of interactions within the system. Organizing enables administrators to assign duties to people according to their competence or areas of specialization. This ensures that people are fixed in their best efforts in the execution of assigned duties which in turn promotes organizational efficiency. According to Eze (2008), organizing is undertaken because of; the need for people to cooperate for the attainment of organizational goals. Organization tends to minimize conflicts in schools since each person knows his own area of specialization and limitation. A practical instance of activities relative to organizing in the school system according to Peretomode (2013) are: assigning teachers according to training, experience and specialization whereby teachers with qualification in similar or related disciplines are made to belong to the same department or teach the same subjects; assigning duties to teachers for instance labour master, games master, form master, choral mistress etc is based on competence; creating administrative sub-units, departments or committees and assigning activities to them; appointing sectional or departmental heads, based on laid down criteria, and assigning duties to school prefects appointed by the school based on their academic performance and good conduct.

#### ***Adequate budget preparation***

Financial resources management function in secondary schools also entails budgeting and administration of school budgets. A school budget is an outline of the plan for financing the school system for a given period of time. It could be for a term, a session etc. The budget process as presented by Ezeocha (2010) include; the careful study of the educational needs of the school and estimation of the revenue that will be needed to meet up these needs, planning and procurement of the necessary equipment to implement the educational programmes agreed upon, the determination to execute the educational programmes and the determination of the ways to allocate the available revenue in such manner as to avoid friction, duplication of functions and wastages. In preparing the school budget, it is of immense importance that workers within the school be allowed to provide inputs so as to make the budget all encompassing.

However, it is one thing to prepare a school budget and it is also another to implement the budget. Evidences abound that most school administrators despite budget preparation as a tool for financial resources management, still finds it difficult to implement the plans with the aim of enhancing educational goal attainment. The main reason is simply because they do not think of alternative measures of financing the school except when government finances. The administration of a school budget simply means operation, execution and implementation of the school budget. Evaluation is also closely related to budget administration. The aim of budget evaluation is to determine its success or failure and work out modalities on ensuring its success which must be in agreement with educational goals.

**Accountability:** Accountability refers to the process of being answerable to one's action or inaction in a specific area of endeavour or interest that one is entrusted with. In school financial resources management, accountability is the answerability of school heads on issues bordering on school income and expenditure.

**Auditing:** From the context of financial resources management in schools, auditing is the examination of financial records to guide against fraud and waste. According to Ogbonnaya (2010) auditing in education means the verification of records kept in an accounting system of an educational institution. This implies that no financial resources management can be complete without auditing. The objective of auditing is to verify the records kept in the accounts departments in order to determine their gains and losses on the efficiency of financial managers. Within the educational sector, the aim of auditing record is to detect fraud and error in financial resources management of educational institutions.

Ezeocha (2010) identified two main types of auditing that can be used in the school namely; internal and external auditing. In internal auditing, the bursary department of a school may engage to be in charge of performing the work of auditing and accounting, while in external auditing, the authorities of the institution engages the services of those outside the institution, normally qualified accounting personnel to verify the records kept in the accounting system of the school.

## **METHODOLOGY**

The design for this study was a descriptive survey. The population for this study consisted of all the 268 principals of 268 Public Senior Secondary Schools in the 23 local government areas of Rivers State. Sample for the study was 100% of the population. Due to small size of the population, all 268 principals were used. The sampling technique was purposive sampling technique. The instrument for data collection was questionnaire titled: "Constraints and Strategies in Funding Education Questionnaire" (CSFEQ). The questionnaire has two sections: A and B. Section A sought demographic information of the respondents. Three copies of the instrument were given to three experts in Faculty of Education to assess the suitability of the items. The suggestions and corrections pointed out were integrated to ensure the instrument has both face and content validity.

The test re-test method was used to determine the reliability co-efficient of 0.81. The instrument was administered directly to the respondents by the researcher and with the help of 3 research assistants. The research questions were answered using mean ( $\bar{X}$ ), mean set ( $\bar{X} \bar{X}$ ), standard deviation (Sd) and rank order statistics for all the research questions, while the null hypotheses were tested at 0.05 level of significance using the z-test statistics.

**RESULTS**

**Research Question 1:** *What are the constraints to effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State?*

**Table 1 Mean ( $\bar{X}$ ), Mean set ( $\bar{X}$   $\bar{X}$ ) Standard deviation (Sd) and rank order (Rnk) scores of constraints to effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State**

S/N	ITEMS	Upland		Riverine		Both Categories				
		$\bar{X}$	Sd	$\bar{X}$	Sd	$\bar{X}$	$\bar{X}$	Sd	Rnk	Rnk
1	Adequate population and demographic records of school.	2.71	1.08	2.58	1.18	2.66	1.12	4 <sup>th</sup>		Agree
2	Inter-sectorial competition of state funds of school.	2.88	1.07	2.78	1.31	2.84	1.16	1 <sup>st</sup>		Agree
3	Continuity by successive administration of school.	2.68	1.08	2.97	1.08	2.79	1.09	2 <sup>nd</sup>		Agree
4	Proper monitoring/supervision among the agencies of school of school.	2.57	1.07	2.67	1.10	2.60	1.08	5 <sup>th</sup>		Agree
5	Political will on the part of political actors.	2.61	1.19	2.92	1.11	2.72	1.17	3 <sup>rd</sup>		Agree

Table 1 results showed that the average mean scores of upland principals range between 2.57 and 2.88, while those of riverine principals range between 2.58 and 2.97. The mean set average for both categories of principals' range between 2.60 and 2.84. Judging by the results, table 4 revealed that all the items had mean above the criterion mean of 2.5. Thus, they were accepted as constraints to effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.

**Research Question 2:** *What are the strategies for effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State?*

**Table 2 Mean ( $\bar{X}$ ), Mean set ( $\bar{X}$   $\bar{X}$ ) Standard deviation (Sd) and rank order (Rnk) scores of strategies for effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State**

S/N	ITEMS	Male		Female		Both Categories				
		$\bar{X}$	Sd	$\bar{X}$	Sd	$\bar{X}$	$\bar{X}$	Sd	Rnk	Rnk
1	Good School - Community Relations	2.80	0.97	2.64	1.18	2.75	1.03	5 <sup>th</sup>		Agree
2	Proper Management of School Funds	2.90	1.06	2.75	1.28	2.85	1.13	1 <sup>st</sup>		Agree
3	Adequate Budget Preparation	2.77	1.09	2.89	1.12	2.81	1.10	2 <sup>nd</sup>		Agree
4	Cost sharing of education between stakeholders/beneficiaries	2.76	1.08	2.77	1.11	2.76	1.09	4 <sup>th</sup>		Agree
5	Mobilization of external resources through bilateral agreements	2.81	1.03	3.05	1.06	2.81	1.05	2 <sup>nd</sup>		Agree

Table 2 results showed that the average mean scores of male principals range between 2.71 and 2.90, while those of female principals range between 2.64 and 3.05. The mean set average for both categories of principals' range between 2.75 and 2.85. Judging by the results, table 1 revealed that all the items had mean above the criterion mean of 2.5. Thus, they were accepted as strategies for effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.

**Hypotheses 1:** There is no significant difference between the mean rating of upland and riverine principals on constraints to effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.

**Table 3 Summary of z-test on difference in the mean rating of upland and riverine principals on constraints to effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State**

Categories	N	$\bar{X}$	SD	DF	z-cal	z-cri	Level of significance	Decision
Upland	148	2.69	1.09					
Riverine	82	2.78	1.15	228	0.58	1.96	0.05	Ho was Accepted

Table 3 showed that the z calculated value of 0.58 is less than the z critical value of 1.96 at 0.05 level of significance with the degree of freedom of 228. The null hypothesis was accepted. This means that there is no significant difference between the mean rating of upland and riverine principals on constraints to effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.

**Hypotheses 2** There is no significant difference between the mean rating of male and female principals on strategies for effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.

**Table 4 Summary of z test on difference in the mean rating of male and female principals on strategies for effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State**

Categories	N	$\bar{X}$	SD	DF	z-cal	z-cri	Level of significance	Decision
Male	162	2.78	1.04				0.05	Ho was Accepted
Female	68	2.82	1.15	228	0.24	1.96		

Table 4 above showed that the z calculated value of 0.24 is less than the z critical value of 1.96 at 0.05 level of significance with the degree of freedom of 228. The null hypothesis was accepted. This means that there is no significant difference between the mean rating of male and female principals on strategies for effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.

**Summary of Major Findings**

The findings of the study were summarized as follows

1. There is no significant difference between the mean rating of rural and urban principals on alternatives of funding educational sector for academic performance of students in public senior secondary schools in Rivers State.
2. There is no significant difference between the mean rating of experienced and less experienced principals on the effect of adequate funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.

3. There is no significant difference between the mean rating of upland and riverine principals on constraints to effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.
4. There is no significant difference between the mean rating of male and female principals on strategies for effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.

## CONCLUSION

Based on the research finding, funding will be possible if administrators could adopt workable strategies for effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.

## RECOMMENDATIONS

1. Schools should have adequate population and demographic records for fund allocations.
2. School administrators should supervise the use of financial resources to reduce misappropriation

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