



# **Holistic Investigation Of Tripartite Variables On Funding Educational Sector For Academic Performance Of Students In Rivers State**

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## **ABSTRACT**

The study was on holistic investigation of tripartite variables on funding educational sector for academic performance of students in public senior secondary schools in Rivers State. Three research questions and three hypotheses guided the study. The design for the study was a descriptive survey. 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. All 268 principals were drawn using purposive sampling technique. The instrument for data collection was questionnaire titled: “Holistic Investigation of Tripartite Variables on Funding Educational Sector Questionnaire” (HITVFESQ). The test re-test method was used to determine the reliability co-efficient of 0.79. The instrument was administered directly to the respondents by the researcher and with the help of 3 research assistants. 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 federal and state budgetary allocations are major sources of funding educational sector in Rivers State. Philanthropist donations are alternative sources of funding, and adequate recruitment of qualified manpower are effects of adequate funding of educational sector. It was recommended that government should implement the 26% UNESCO benchmark on funding educational sector through national budget.

**Keywords:** Holistic, Tripartite, Funding, Academic Performance, students

## **INTRODUCTION**

Education enables individuals to fix themselves up in the society into which they found themselves. It equips individuals with the ability that will enable them explore the world, manipulate it for their survival and establish themselves. Potentials deposited in individuals are exposed through education so that individuals can acquire training and knowledge in a profession and earn a living and education enables one to cultivate good habits and develop the right attitude to work and life as good citizens. In Nigeria, the role of education in development is amplified in the National Policy on Education, which stated that education is an instrument par excellence for effecting national development (FRN, 2014). It added further that education shall continue to be highly rated in the national development plans because education is the most important instrument of change and that any fundamental change in the intellectual and social outlook of any society has to be preceded by educational revolution.

As a result of various contributions of the educational sector to the growth of the individual and the society, the education sector needs to be managed effectively. One way of managing education is to

ensure adequate funding to run the affairs of the educational institutions. Money has the purchasing power to recruit teacher, pay their salaries and allowances, construct new buildings, purchase various laboratories equipment, instructional materials, maintain the school plants and also provide books, computers and equip library. In Nigeria there are three arms of government involved in the funding of education, the federal, state and local government. Funding refers to all monetary issues through government budgetary allocation on the activities of educational system. It also involves making better use of, and maximizing existing resources.

Funding has been an old development with much attention to school system (Seltzer, 2014), although technically it merely means mobilizing resources for educational sector. Now resources can include many different things, not just money for schools. Apart from money, one can also raise support from volunteers and also receive material donations for education including contributions from host community.

Despite their efforts, some well-meaning individuals and communities had been encouraged to support in the funding of education. It is no longer news to school managers and educational planners that government alone can no longer continue to bear the total cost of education at all levels. There is observed gross inadequacy in the funding system of government to educational sector hence school managers have been seeking other sources of revenue to support the allocation from the government. Despite the role of education in the development of nations, there seem to be hitches in funding of education at various levels hence poor academic performance due to lack of instructional materials in many schools.

Funding is the process by which financial resources are made available by the government through annual budget or by donors and partners. This is particularly important for educational institutions, since educational institutions are typically externally funded programs without full capacity to earn income from their own resource. In general, financial resources are scarce and this scarcity can be worsened by the inappropriate distribution or misuse of such resource. It is, therefore, necessary to rationalize all disbursing formula and expenditures to achieve educational goals. This can be achieved by drawing up proper criteria for financial resource distribution and thus to reduce imbalances with other sectors.

Funds are needed by school managers, knowing well that money is a scarce resource, there is need for effective utilization of available school funds to enhance the achievement of the school goals and welfare of the members of the school community. In Nigeria, secondary education derives its major fund from the annual allocation to the education sector. Government is the only pay master, allocation to the education sector on which secondary education depends seem to be consistently low in spite of strategic role of the sector in the training of manpower for the development of economy. There is need for government, stake holders and management of institutions to look into funding formula and ascertain whether mobilizing funds from other sources to supplement government effort could alleviate educational finance challenges and achieve set goals and objectives for secondary schools.

### **Purpose of the Study**

This study was on holistic investigation of tripartite variables on funding educational sector for academic performance of students in public senior secondary schools in Rivers State. Specifically, the study sought to:

1. Find out the major sources of funding educational sector for academic performance of students in public senior secondary schools in Rivers State.
2. Examine the alternatives of funding educational sector for academic performance of students in public senior secondary schools in Rivers State.
3. Assess the effect of adequate 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 major sources of funding educational sector for academic performance of students in public senior secondary schools in Rivers State?

2. What are alternatives of funding educational sector for academic performance of students in public senior secondary schools in Rivers State?
3. What are the effects of adequate 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 male and female principals on major sources 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 rural and urban principals on alternatives of funding 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 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.

### **Review**

#### **Economic Investment Theory of Cost-Benefits Analysis**

The economic investment theory of cost- benefits analysis was used for this study. Cost-Benefit Analysis (CBA) as cited in Aderounmu and Ehiamentalor (2005), serves as a guide in calculating the costs of education, estimating the benefits from education and comparing the benefits with the costs to obtain the returns expected. This to a large extent assists to understand the funding of secondary education sector as well as to determine today students' academic performance. The assumptions of cost benefit analysis is that (a) money value is expressed through comparative rates of returns from education; (b) that the choice of individual and social investments in future education is determined by relative rate of returns to alternative types of education; (c) that as a result of a and b future mode of financing is determined by the relative value of the rates of returns from education (Aderounmu & Ehiamentalor, 2005).

The investors to education look forward to what may come out of the education programme so as to balance investment. It could be said that the funding of secondary education is a huge financial demand on all stake holders who expect employability manpower while the entire society attempt to absorb the manpower injected in the labour market for national development. The operations of secondary education in Nigeria in the colonial era rest solely on resources that accrued from generated revenue by the various stakeholders which serve as the National income of the nation.

Nwaeke (2006) believed that Nigeria as a nation receives her income from money generated from oil and use part of this to fund education. The state governments add to whatever is received from the federal through their own internal generated revenue towards sustainability of the state and the state education programmes. This calls for the need to analyze the cost- benefit of any educational programmes to ensure that the system operates with minimal wastage.

#### **Major sources of funding educational sector for academic performance of students**

Some scholars have attempted to distinguish between funds and finance in education, they are still used interchangeably in almost all literatures in the field of education. There are several definitions of the concept of finance. The Encyclopedia defines finance as the act of providing the means of payment. This view is narrow as most scholars have argued that finance isn't only money but a process of controlling the revenue and expenditure dimensions of any programme and project. Ogbonnaya (2012) asserted that finance refers to the science of controlling money and not the real money itself.

Obasi and Asodike (2007) noted that no human institution can effectively run without adequate provision and management of Finance. Finance is needed for the supply of almost all other types of resources. In education, finance is required for the provision of school facilities, payment of teachers' salary, building of infrastructure, maintenance of school facilities and infrastructure, provision of instructional materials. Ebong (2006) noted that financial resources are the lubricant of any educational programme. As noted by

Nwakudu, in Obasi, & Asodike (2007), finance is an essential input in educational programme and that finance is involved in every step taken at different levels of educational system.

The financial resources to secondary education in Nigeria are provided through a fiscal instrument called budget. Government is responsible for fiscal planning and appropriation of funds to the various sectors of the economy. The amount of resources allocated to education through the instrumentality of the State annual budget shows the government's estimated educational financial demand and the amount they are willing to supply to the sector. Stakeholders of public senior secondary schools in Nigeria and particularly Rivers State have continued to advocate for adequate funding of the educational sector (secondary education in particular). They argue that the current funding of education is inadequate.

United Nations Education and Scientific Cultural Organization (UNESCO) recommended that for effective funding of public senior education in developing countries, affected countries should allocate at least 26% of their annual national budget to the educational sector (Udoh, 2008). While most West African countries like Ghana and South Africa now allocate as much as 23% and above to their educational sector.

Furthermore, it is known that the country is yet to meet the UNESCO recommendation that 26% of the annual budget should be allocated to the educational sector. Edem (2006) stated that the failure of education to attract a substantial portion of the revenue of the national revenue is due to lot of factors which includes the condition of the world market, the competition of other sectors of the economy, and the rate of growth of the Nigerian economy. The fact that the budgetary allocation to education is yet to reach 26% has become a source of concern amongst educational stakeholders.

They are worried because of the implication of inadequate funding on the quality of education and achievement of educational goals. Edem (2006: 121) pointed out that "the achievement of educational goals depends on adequate financial support". Ogbodo in Peretomode (2009) asserted that in all countries education attracts considerable attention in public expenditure because of its position as a social service with direct economic significance.

Finance plays a critical role in improving or maintaining quality in public senior secondary education. Without adequate funding, school infrastructure, personnel, instructional materials will be unsuitable for raising the performance index of public senior secondary schools. Maduagwu (2004) noted that inadequate provision of school infrastructure is responsible for the total decline of quality output in education. In the same vein, Achimugu (2002) noted that a visit to public senior schools would reveal a very pitiable and an abject situation of schools in Nigeria. These positions are in tandem with the empirical research findings of Nwaeke (2006) that classrooms, libraries, science laboratories, technical workshops, hostels, boarding facilities, are inadequately provided in public senior secondary schools in River State. This goes to reiterate the need for the Rivers State government to finance the revamping of school facilities and infrastructure.

### **Alternatives of funding educational sector for academic performance of students**

Considering the sources of funding education, how can education be financed? The funding of education can be derived from fees paid by parents, repayable loans to parents, local government taxes, general budgetary funds, gifts and remission of taxes. Accordingly, indirect taxation is a growing source of public senior finance while property tax is an important source of educational finance in countries with a decentralized educational system. Agreeing with this argument, UNESCO in Thorniley (2003) remarked that in developed countries, education is entirely financed by taxation, but in developing countries other sources could be explored. Thus, Thorniley (2003) recommended the use of graduate tax in the UK. In Nigeria, and in Rivers state, government agencies play vital roles in raising and sourcing for fund to finance education. The roles of the state primary education boards, the local government education authorities, National Secondary schools commission, National Board for Technical Education and the National Commission for colleges of education are discussed with reasons for their support in funding education.

### **Government funding of educational sector**

One major source of financial resource mobilization for quality education delivery is the government. The government through grant provides fund for the running of education in every country. The question is why do governments provide grants to educational institutions? Government need to provide grants to educational institutions to enable them embark on capital projects, such as setting up infrastructure - classroom blocks, hostels or dormitories, staff offices, library buildings, laboratories, and the procurement of books, lab equipment, stationeries. Government also provides grants to enable staff of institutions to carry out research; to pay staff salaries and allowances and to support special education programmes. Without government grants, institutions cannot survive.

In most cases, institutions cannot spring up or be established, without government grants; the quality of education in our institutions cannot be improved.

It has been discovered in recent years that annual budgetary provisions and the payment of fees are not enough to support adequately the provision of qualitative education in the country. Hence, the Federal and State Governments grant.

### **Non - government sources of funding educational programmes**

Government grants alone cannot be enough to fund education. Individuals, communities and organizations benefit directly from education and so they should directly share in the burden of funding education. Organizations and companies get their manpower supply from educational institutions and benefit from social amenities and therefore should contribute to the educational development of the country. It is obvious also that government alone cannot effectively fund educational programmes. So other sectors must contribute.

#### **Proceeds from school activities**

School activities represent another source of funding our educational institutions. They include such activities as sale of school uniforms, sales of students' handicrafts (or handwork as it is generally called), sale of textbooks and stationeries, the staging of school plays and raffles, sale of farm products from school farms. Some educational institutions organize the sale of handwork and staging of school plays on a regular basis. During the staging of plays, the parents and guardians of pupils are invited who pay some specified amount to the school for watching such plays. Primary school heads do sell handwork products like brooms, baskets, handkerchiefs, fishing nets, etc. in the open market in order to raise funds for their schools.

#### **Community efforts**

Communities do provide funds for education. They do this indirectly in the sense that they set up school buildings, which is handed over to the government to administer. They also provide desks and chairs and other equipment necessary for effective running of the school. Their efforts are always appreciated by the heads of schools in such locality and the government. Fund raising activities is a common feature of most communities particularly in the southern parts of the country. In most cases funds are raised through launching ceremonies or during some community festivals. Most fund raising activities are usually very successful because of their political nature and the kinds of people (politicians, businessmen, government officials and industrialists) that are invited.

#### **Donations from individuals and charitable organisations**

Philanthropic individuals and charitable organizations do donate money for the importation of science equipment, provision of relevant instructional materials and construction of classroom blocks in schools. At times, donations are in thousands or millions of naira. It is important to note that some of the donations are made by individuals and organizations from the information they gather on the progress of the school. It is on record that products of some institutions make donations based on their first-hand information concerning the situation of things in the institution. Alumni associations constitute one of the charitable organizations that make donations to schools.

#### **Education Tax Fund**

The Education Tax Fund was introduced by the Federal Government through her education tax Decree Number 7 of 1993. The purpose of the decree is to raise funds for the education sector. The government

felt that the private sector benefits from education and so they should directly share in the burden of funding education. The decree establishing the education tax fund provides

- (a) That companies are to pay 2% of their profits to education fund.
- (b) That the fund is to be managed and disbursed by a special tax board of trustees of the Federal Inland Revenue Department.
- (c) That the fund would be used to finance the development of houses in the Secondary schools and other educational institutions, procurement of books and library facilities, purchase and maintenance of equipment.
- (d) That 50% of the fund would go to tertiary institutions.

#### **Role of the church in funding education**

The church has been a pace setter in the establishment and funding of educational institutions in Nigeria. In the very early days when the missionaries came to Nigeria, they built not just churches but schools. For example, the Methodist church built schools in Abeokuta, Lagos, Badagry, Calabar, and The Roman Catholic church also built schools at Lagos, Onitsha, Calabar, and Ibadan. The Presbyterian and Qua Ibo mission also built schools. The missionaries paid for the services of teachers and gave incentives to pupils. The church also awarded scholarships to brilliant and indigent students and paid for the training of their members overseas.

Various churches such as Roman Catholic, Anglicans, Methodists, Presbyterians, etc. are still establishing secondary schools with their own funds, Most of them have training institution for their priests. For instance, the Roman Catholic Church has the Bigard Seminary in Enugu; The Protestants have the Trinity Union Theological College in Umuahia while the Methodists have training institutions at Umuahia Lagos and Ibadan. The church pays the salaries and allowances of teaching and non-teaching staff and trains their priests in theological institutions.

#### **Effect of adequate funding of educational sector on academic performance of students**

In Nigeria, each State government is responsible for determining funding arrangement of public senior secondary education (Dienye, 2003). In Rivers State, the government determines the annual budgetary allocation to the educational sector (including secondary education). Since public senior secondary schools are seen as public enterprises, and the State government resolved to provide free public senior secondary education, the major cost-burden of its funding is borne by the State government. The government caters for the capital and recurrent cost (expenditure) and this is mainly financed through the Federal government allocation to each State and the State internally generated revenue.

Stakeholders have continued to advocate that the State government should allocated as much as 26% of her annual budget to the educational sector. They argue that the rapid growth of the various levels of education in the State as well as the increasing cost of funding education necessitates the need for increment of the amount of budgetary allocation to education. Since the government is the biggest financier of secondary education, it is therefore logical for the stakeholders to agitate for increased budgetary allocation.

The government on its part has claimed that it is not feasible that as much as 26% of the annual budget should be allocated to education. The government claims it cannot spend beyond its revenue derived basically from the federal government' allocation to the State. The State revenue over the years has being dwindling and this is due to the instability in the amount of funds allocated to it by the federal government. Scholars and stakeholders have pointed out that the government at all levels should diversify their sources of revenue rather than rely solely on revenue from the oil and gas sector (Edem, 2006). In Rivers State, the State government has been encouraged to diversify its source of revenue in order to increase and stabilize its revenue base consequently, to ensure that the State allocates more revenue to the educational sector.

Notwithstanding, the budgetary arrangement of funding education, secondary schools can generally rely on internal and external arrangement of sourcing funds for its operation. While the internal sources include, fees, levies, dues, sells of products from school farm and crafts and rentals of school facilities. the internal sources includes funds from government budgetary allocation, bursary and scholarships from

both government, philanthropists and corporate organizations, taxes for generating special educational trust funds and educational loans from financial institutions.

Another possible external arrangement for funding public senior education is from foreign aids. This system of funding public senior education in developing countries is significant for both technical and fiscal development of the educational sector (Aghenta, in Peretomode, 2009). Several international agencies (like UNICEF and UNESCO), multinationals and foundations are known for providing bilateral or multilateral aid for the direct improvement of the quality of life, quality of manpower and standard of living in the developing nations. One of the majorly targeted sectors is the educational sector and particularly public senior secondary education. Apart from aids, loans are also a veritable means of funding public education. There could be arrangement for a country or state to obtain educational loans from World Bank, Canadian International Development agency (CIDA), Swedish International Development Authority (SIDA) to finance the provision of quality education. Maduagwu and Nwogu (2006:78) opined that “As educational resources, aids play vital roles in education in Nigeria. They help in supplementing budgetary allocations to education. Aids also help in supplementing and improving the structures and expertise.” Although external aids and loans hold great potential for funding public senior secondary education, the government of Rivers State is yet to explore it.

School Based Management Committee (SBMC) is another initiative that is designed to further strengthen the provision and maintenance of quality education in Nigeria. The Federal government had directed all States to lunch the school based management committee — the rationale behind this directive is that SBMC will facilitate the direct involvement of parents, teachers, community leaders and other stakeholders in the management and funding of public senior secondary education. Such involvement increases the interest and commitment of the community in the welfare of the school (Okeke, 2007). The Rivers State government on November 21, 2013 lunched the SBMC Policy Guidebook. The activities of the Parent Teachers Association can also be instrumental to supplementing government funding of public senior secondary 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: “Holistic Investigation of Tripartite Variables on Funding Educational Sector Questionnaire” (HITVFESQ). 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. In doing this, twenty (20) copies of questionnaire were given to a set of principals in Bayelsa State who share the same characteristics and not part of the sample size. The two sets of scores collected were correlated using Pearson product moment correlation co-efficient to obtain the reliability index of 0.79. 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 major sources of funding educational sector for academic performance of students in public senior secondary schools in Rivers State?*

**Table I Mean ( $\bar{X}$ ), Mean set ( $\bar{X}$   $\bar{X}$ ) Standard deviation (Sd) and rank order (Rnk) scores of major sources of funding 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
1	Budgetary allocation is a major source of funding senior secondary schools for academic performance of students.	2.80	0.97	2.64	1.18	2.75	1.03	5 <sup>th</sup>	Agree
2	Endowment of chair is a major source of funding senior secondary schools	2.90	1.06	2.75	1.28	2.85	1.13	1 <sup>st</sup>	Agree
3	Old boys association donations are major source of funding senior secondary schools	2.77	1.09	2.89	1.12	2.81	1.10	2 <sup>nd</sup>	Agree
4	International organization subventions are major source of funding senior secondary schools	2.76	1.08	2.77	1.11	2.76	1.09	4 <sup>th</sup>	Agree
5	State budgetary allocation is a major source of funding senior secondary schools.	2.71	1.03	3.05	1.06	2.81	1.05	2 <sup>nd</sup>	Agree

Table 1 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 the major sources of funding educational sector for academic performance of students in public senior secondary schools in Rivers State.

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

S/N	ITEMS	Rural		Urban		Both Categories				
		$\bar{X}$	Sd	$\bar{X}$	Sd	$\bar{X}$	$\bar{X}$	Sd	Rnk	Rmk
1	School fees could be alternative of funding senior secondary schools	2.80	1.10	2.81	1.07	2.80	1.09		1 <sup>st</sup>	Agree
2	PTA levies are alternative of funding seniors secondary schools	2.65	1.16	2.90	1.12	2.71	1.15		4 <sup>th</sup>	Agree
3	Philanthropist donations are alternative of funding senior secondary schools	2.55	1.05	2.88	1.14	2.64	1.08		5 <sup>th</sup>	Agree
4	Sales of farm produce is alternative of funding senior secondary schools	2.76	1.09	2.91	1.08	2.80	1.09		1 <sup>st</sup>	Agree
5	Loan from financial institutions is alternative of funding senior secondary schools.	2.75	1.14	2.70	1.05	2.74	1.11		3 <sup>rd</sup>	Agree

Table 2 results showed that the average mean scores of rural principals range between 2.55 and 2.80, while those of urban principals range between 2.70 and 2.91. The mean set average for both categories of principals' range between 2.64 and 2.80. Judging by the results, table 2 revealed that all the items had mean above the criterion mean of 2.5. Thus, they were accepted as the alternatives of funding educational sector for academic performance of students in public senior secondary schools in Rivers State.

**Research Question 3:** *What are the effects of adequate funding of educational sector for academic performance of students in public senior secondary schools in Rivers State?*

**Table 3 Mean ( $\bar{X}$ ), Mean set ( $\bar{X}$   $\bar{X}$ ) Standard deviation (Sd) and rank order (Rnk) scores of effects of adequate funding of educational sector for academic performance of students in public senior secondary schools in Rivers State**

S/N	ITEMS	Experienced		Less experienced		Both Categories				
		$\bar{X}$	Sd	$\bar{X}$	Sd	$\bar{X}$	$\bar{X}$	Sd	Rnk	Rmk
1	Regular payment of personnel salaries, by government.	2.78	1.01	2.97	1.10	2.81	1.08		1 <sup>st</sup>	Agree
2	Adequate recruitment of qualified manpower, by government.	2.64	1.15	2.78	1.15	2.66	1.15		4 <sup>th</sup>	Agree
3	The use of modern instructional materials.	2.56	1.19	2.85	1.05	2.61	1.08		5 <sup>th</sup>	Agree
4	Regular maintenance of school plants.	2.75	1.01	2.97	1.09	2.79	1.08		2 <sup>nd</sup>	Agree
5	Adequate logistic efficiency for proper supervision.	2.74	1.11	2.60	1.13	2.71	1.13		3 <sup>rd</sup>	Agree

Table 3 results showed that the average mean scores of experienced principals range between 2.56 and 2.78, while those of less-experienced principals range between 2.60 and 2.97. The mean set average for both categories of principals' range between 2.61 and 2.81. Judging by the results, table 3 revealed that all the items had mean above the criterion mean of 2.5. Thus, they were accepted as the effects of adequate funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.

**Hypotheses I:** There is no significant difference between the mean rating of male and female principals on major sources of funding 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 major sources of funding 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 major sources of funding 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 rural and urban principals on alternatives of funding educational sector for academic performance of students in public senior secondary schools in Rivers State.

**Table 5 Summary of z-test on difference in 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**

Categories	N	$\bar{X}$	SD	DF	z- cal	z-cri	Level of significance	Decision
Rural	169	2.70	1.10					
Urban	61	2.84	1.09	228	0.85	1.96	0.05	Ho was Accepted

Table 5 above revealed that the z calculated value of 0.85 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 rural and urban principals on alternatives of funding educational sector for academic performance of students in public senior secondary schools in Rivers State.

**Hypotheses 3:** There is no significant difference between the mean rating of experienced and less experienced principals on effect of adequate funding of educational sector for academic performance of students in public senior secondary schools in Rivers State.

**Table 6 Summary of z-test on difference in the mean rating of experienced and less experienced principals on effect of adequate 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
Experienced	169	2.69	1.10					
Less experienced	41	2.83	1.09	228	1.74	1.96	0.05	Ho was Accepted

Table 6 showed that the z calculated value of 1.74 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 experienced and less experienced principals on effect of adequate 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. The major sources of funding educational sector for academic performance of students in public senior secondary schools in Rivers State are federal budgetary allocation, endowment of chair, old boys' association donations, international organization subventions and State budgetary allocation.
2. The alternatives of funding educational sector for academic performance of students in public senior secondary schools in Rivers State are school fee, PTA levies, philanthropist donations, sales of farm produce and loan from financial institutions.
3. The effects of adequate funding of educational sector for academic performance of students in public senior secondary schools in Rivers State are ability of payment of personnel salaries, adequate recruitment of qualified manpower, the use of modern instructional materials, maintenance of school plants and logistic efficiency for proper supervision.
4. The constraints to effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State are adequate population and demographic records, inter-sectoral competition of state funds, continuity by successive administrations, proper monitoring/supervision among the agencies and lack of political will on the part of political actors.
5. The strategies for effective funding of educational sector for academic performance of students in public senior secondary schools in Rivers State are good school - community relations, proper management of school funds, adequate budget preparation, cost sharing of education between stakeholders/beneficiaries and mobilization of external resources through bilateral agreements.
6. There is no significant difference between the mean rating of male and female principals on major sources of funding educational sector for academic performance of students in public senior secondary schools in Rivers State.

### SUMMARY

The importance of funding in educational development is enormous. No organization can carry out its function effectively without adequate financial resources at its disposal. Money is important in a school because it is used to provide all the physical, material and human resources in schools, maintain them and keep the services going. In Nigeria, secondary education derives its major fund from the annual allocation to the education sector. Meaning that government is the only pay master, allocation to the education sector on which secondary education depends seem to be consistently low in spite of strategic role of the sector in the training of manpower for the development of economy.

## RECOMMENDATIONS

1. Government should implement the 26% UNESCO benchmark on funding educational sector through national budget.
2. Principals should seek for other alternatives for funding educational sector.
3. The principals should judiciously use the funds to minimize negative effects of underfunding.

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