Funding As Correlates of Directing And Evaluating Towards Effective Management Of Higher Education In Rivers State

Boma Peter Briggs

Department of Educational Management
Rivers State University, Port Harcourt
Email:bomabriggs1966@gmail.com
+2348036747589

ABSTRACT
This study investigated relationship between funding and management of Rivers State owned, managed higher institutions. Correlational research design was adopted for the study. The population consisted of 558 academic staff and 231 non-academic staff. Two set of questionnaires were used as research instruments for collecting data for the study, mean and standard deviation scores were computed and used to answer two research questions, Pearson's Product Moment Correlation Coefficient (r) was employed to analyze the data and test the validity of the two hypotheses. The results of the study revealed that funding relates with directing and evaluating as aspect of effective management of higher education. It was also found that significant relationship exists between funding and directing as an aspect of effective management of higher education, as well as between funding and evaluating as an aspect of effective management of higher education. It was recommended that the funds provided for should be properly planned and used for effective management of higher education. Educational managers, planners, organizers, controllers, budgeters, directors and evaluators should involve themselves in constant research so as to update their knowledge for effective funds management of higher education. This will help to upgrade their management competencies, instructional procedures and delivery system in higher institution of learning.
Keywords: Funding, management, directing, evaluating.

INTRODUCTION
School funding in Nigeria was initially left in the hands of the missions that brought and established schools. The first primary school was built at Badagry in 1842. Many other primary schools were established by different missionaries between 1846 and 1929 (Achuonye, 2007). The first secondary school in Nigeria was Church Missionary Society Grammar School founded in 1859 by T.B. Macauley. Many other secondary schools were established between 1859 and 1882 with little or no financial support from the colonial government (Ogbonnaya, 2012). It took colonial administrators about 40 years after inception of formal education in Nigeria to indicate strong intention to intervene in educational maters by issuing an ordinance. The financing or funding of schools was left in the hands of the missions that established them. Colonial government made their first appearance in financing education between 1870 and 1879 with a paltry allocation of £300 (three hundred pounds) to the various mission schools (Adesina, S. & Ogunsaju, 2010).
Education constitutes a vital flow in the management of human, physical and financial resources of a nation especially in developing countries like Nigeria and growing states like Rivers. This is

so because education had been considered the key to all development process and also produces the right skills and attitudes to move a nation forward. For Okafor (2006, p.52) human beings are active agents who accumulate capital and natural resources, build social, economic and political organizations and also carry forward national development. When a country or state is unable to develop the skills and knowledge of its people and utilize its resources effectively in the national economy, this will affect development.

Fund refers to sum of money or other resources set aside and for a specified purpose (Mifflin, 2016). Fund can be any of the following such as; physical cash, credit facilities that is, trade credits, bank credits, allowances or discount received, differed expenses such as differed taxes, rents, bills undistributed profit in the form of retained earnings, reserve etc. There are short and long term sources of funds. Short term sources of funds are funds needed for a short period of time. Short term sources of funds can be grouped into two; internal and external sources. The internal sources are the ones available within the organization. They include retained earnings, depreciation provisions accounts payable, new equity and proceeds from sales of assets. External sources are those sources outside the school or educational institutions which requires contact with external bodies like United Nations Educational Scientific and Cultural Organization (UNESCO) and United Nations Children Fund (UNICEF). Other external sources of funds available to educational institutions include commercial bank loans, exchange programmes embarked upon by various institutions etc. the success or failure of any educational institution therefore, depends largely on the availability of funds, the effective usage and management of such funds by the school administrator.

A school is an organization which requires human, financial and material resources for the purpose of achieving its goals and objectives. Every government owes its citizens basic secondary education as one of the social welfare services. Notwithstanding, the provision of these services can only be calculated in monetary terms to make people aware of their full impact (Ebong, 2004). It is imperative, given the fact that money (resources) is limited in supply for the administrators to judiciously manage the available fund for effective school administration.

Management according to Jones and George (2011) is planning, organizing, leading and controlling of human organizational goals, efficiently and effectively. Therefore, the provision, custody and disbursement of the financial resources needed for the running of public or government institutions is what management of funds is all about. Management of funds in higher education has been such a touchy, sensitive and controversy filled issue. Reason being that it brings to the fore the strengths, weaknesses and failures of the managers in which these funds are entrusted. The Federal Republic of Nigeria on Education (FRN) (2013) acknowledged education as a vehicle for national development. The role of adequate financial support in the achievement of educational goals of any nation cannot be overemphasized. Therefore, the funding and prudent management of scarce financial resources in our secondary schools is very important and should be properly handled and managed.

Table 1: **An Outlay of Government Subvention to the seven Institutions for the Period 2011-2017**

Name of Institution	N	N	N	N	N	N	N
	2011	2012	2013	2014	2015	2016	2017
Rivers State University	400,000,000	5,859,881,631	300,000,000	4,201,106,334	4,159,269,166	3,951,305,707	4,011,769,233
Ignatius Aguru University of Education	2,187,302,736	4,337,112,537	491,496,981	3,626,365,437	3,189,634,151	2,934,463,418	2,934,463,418
Ken SaroWiwa Polytechnic Bori	97,000,000	2,572,994,120	95,000,000	1,910,780,168	1,859,555,594	1,733,600,034	2,741,394,694
Port Harcourt Polytechnic College of Arts and Science Rumuola	133,500,000	1,131,711,790	181340206	1,198,522,503	1,196,034,867	1,184,034,867	1,372,726193
Rivers State School of Nursing	25,000,000	Not in Budget	48,000,000	Not in Budget	Not in Budget	Not in Budget	Not in Budget
Rivers State College of Health Technology	30,000,000	454,558,912	102,000,000	420,852,526	412,301,142	372,027,516	372,027,516
Rivers State School of Midwifery	20,000,000	Not in Budget	96,000,000	Not in Budget	Not in Budget	Not in Budget	Not in Budget

Source: Extract from the Rivers State Approved Budget from 2011-2017 (Port Harcourt).

Enaohwo in Ukeje, Osho and Fagbamiyi (2012) pointed out that funding is the ultimate and critical determinant of the level of growth and development of the entire higher education system. Institutions of higher learning could get significant amount of funds from tuition, state grants, federal aid, philanthropy, research contacts, endowment income and sales of services. This diversity ensures that no single resource is able to dictate how resource will be used as it is possible for higher institutions to manage their resource.

One important way for evaluating educational standard and quality is an examination of the resources available for the teaching and learning experiences. The quality of education that higher institutions offer should bear direct relevance to the availability of education resources and its utilization. It is against this background that the researcher decided to investigate how funding influences effective management of higher education in Rivers State.

Statement of the Problem

The constraints to funding and management is due to lack of maintenance resources verification, the implication is that all categories or resources both material and human resources need to be monitored frequently to forestall decay and misuse of facilities. There should be public awareness in the management of resources while damaged facilities should be reported to the maintenance unit of the institution for restoration. The problem is that despite UNESCO directive that countries should devote 26% of the budget on education, it is doubtful if Nigeria maintains this figure. It is not known how the amount budgeted for affects management. It is against this background that this study attempt to answer the questions to what extent funding is related to effective management of higher education in Rivers State.

Purpose of the Study

1. 1. To what extent does funding relate with directing as an aspect of effective management of higher education in Rivers State.
2. 2. To what extent does funding relate with evaluation as an aspect of effective management of higher education in Rivers State.

Research Questions

1. How does funding relate with directing as an aspect of effective management of higher education in Rivers State.
2. How does funding relate with evaluating as an aspect of effective management of higher education in Rivers State.

Hypotheses

1. There is no significant relationship between funding and directing as an aspect of effective management of higher education in Rivers State.
2. There is no significant relationship between funding and evaluation as an aspect of effective management of higher education in Rivers State.

METHOD

This study adopted correlational research design. This is so because the study provided the information on the opinions of senior staff concerning the problems under investigation and to establish relationship between the independent and dependent variables.

The population for this study consisted of 2812 senior staff of the seven institutions of higher learning in Rivers State, namely; Rivers State University, Port Harcourt Ignatius Aguru University of Education, Rumuolumeni, Ken SaroWiwa Polytechnic, Bori, Elechi Amadi Polytechnic Rumuola, Rivers State College of Nursing, Rivers State College of Health Technology and Rivers State School of Midwifery all in Rivers State.

Twenty percent (20%) of the senior staff of the seven institutions was selected for the study. Presently there are 2812 senior staffs in these higher institutions. Twenty percent (20%) of the entire population consisted of 1249 staff. Stratified random sampling procedure was adopted to

draw the sample size used in this study. Senior academic staff 558 and senior non-academic staff 231.

The main instrument used for data collection for this study was three sets of questionnaires (1) index and two questionnaires. They are funding of higher education index (FOHEI). Directing as an aspect of effective management of higher education questionnaire (DAEMHEQ) and evaluating as an aspect of effective management of higher education questionnaire (EAEMHEP).

Each instrument was face and content validated by two specialist in educational management in the Department of Educational Foundation and two measurement and evaluation experts of the Faculty of Technical and Science Education all of the Rivers State University, Nkpolu, Rivers State. The experts was selected based on the fact that they possess the expert knowledge and experience in test constructions and have been using similar research instruments in eliciting information for the purpose of research study.

To establish reliability of the instrument test re-test method was employed, the FOHEI and DAEMHEQ was pre-tested through test re-test method using (10) ten senior academic staff, 5 from University of Port Harcourt and 5 from Federal College of Education (Technical) Omoku.

The internal consistency of DAEMHEQ and EAEMHEQ was determined by computing them respectively. This showing that the instruments are reliable. The coefficient of the responses was computed using Pearson's Product Correlation Coefficient (r).

RESULTS
Research Question 1
How does funding relate with directing as an aspect of effective management of higher education in Rivers State?

Table 2: **Mean and Standard Deviation Computation on the extent of how funding relate with directing in effective management of higher education in Rivers State.**

(N = 789)

Variable	Total Responses	Mean Score	Standard Deviation	Remarks
Funding	2280	2.89	0.218	High Extent
Directing as Aspect of Management	2271	2.86	0.202	High Extent

Table 2 shows that mean and standard deviation scores of respondent on the extent which funding relate with directing as an aspect of effective management of higher education in Rivers State is presented in table 2. The calculated mean score for funding of higher education in Rivers State is 2.89 with standard deviation score of 0.218 which is greater than the average point of 2.5. This shows that higher education in Rivers State is funded to a high extent. The calculated mean score for directing as an aspect of effective management of higher education in Rivers State is 2.86 with standard deviation score of 0.202, which is greater than the average score of 2.5 this reveals adequate directing as an aspect of effective management of higher education in River State.

From the foregoing, since the computed mean scores for funding and directing as aspect of effective management of higher education in Rivers State are greater than the average point of 2.5. The researcher therefore concludes that funding relate with directing as an aspect of effective management of higher education in Rivers State to a high extent.

Research Question 2
How does funding relate with evaluation as an aspect of effective management of higher education in Rivers State?

Table 3: **Mean and Standard Deviation Computation on extent of how funding relate with evaluating in effective management of higher education in Rivers State**.
(N = 789)

Variable	Total Responses	Mean Score	Standard Deviation	Remarks
Funding	2280	2.89	0.218	High Extent
Evaluating as Aspect of Management	2268	2.86	0.193	High Extent

Table 3 reveals that mean and standard deviation scores of respondents on the extent which funding relate with evaluating as an aspect of effective management of higher education in Rivers State is presented in table 3. The calculated mean score for funding of higher education in Rivers State is 2.89 with standard deviation score of 0.218 which is greater than the average point of 2.5. This shows that higher education in Rivers State is funded to a high extent the calculated mean score for evaluating as an aspect of effective management of higher education in Rivers State is 2.86 with standard deviation score of 0.193 which is greater than the average point of 2.5. This reveals adequate evaluating as an aspect of effective management of higher education in Rivers State.

From the foregoing, since the computed mean scores for funding and evaluating as an aspect of effective management of higher education in Rivers State are greater than the average point of 2.5. The researcher therefore concludes that funding relate with evaluating as an aspect of effective management of higher education in Rivers State to a high extent.

Hypothesis 1
There is no significant relationship between funding and directing as an aspect of effective management of higher education in Rivers State.

Table 4: **Computation of the relationship between Funding and Directing as an aspect of effective management of higher education in Rivers State.**

VARIABLE	MEAN	STD.DEV.	ΣXY	CONSTANT TERM	r-cal	r-crit
Funding	2.89	0.218	1842.72	0.7876		± 0.1946
Directing	2.86	0.202			0.5876	

N = 789 Df = 787

The means and standard deviations of funding and directing as an aspect of effective management of higher education and the constant term are presented in table 4.

With N = 789, df = 787 and P = 0.05. The calculated R between funding and directing as an aspect of effective management of higher education was 0.5876; the critical value of R was $\pm$ 0.1946. At this juncture therefore, the calculated R is statistically significant at $\alpha = 0.05$. Since it is greater than the critical value of R the hypothesis ($H0_1$) is thus not accepted (that is, rejected) and the conclusion is that there is significant relationship between funding (Y) and directing (X_1) as an aspect of effective management of higher education management in Rivers State.

Hypothesis 2:
There is no significant relationship between funding and evaluating as an aspect of effective management of higher education in Rivers State.

Table 5: **Computation of the relationship between Funding and Evaluating as an aspect of effective management of higher education in Rivers State**

VARIABLE	MEAN	STD.DEV.	ΣXY	CONSTANT TERM	r-cal	r-crit
Funding	2.89	0.218	1586.22	0.7328		± 0.1946
Evaluating	2.86	0.193			0.4891	

N = 789 Df = 787

The means and standard deviations of funding and evaluating as an aspect of effective management of higher education and the constant term are presented in table 5.

With N = 789, df = 787 and P = 0.05. The calculated R between funding and evaluating as an aspect of effective management of higher education was 0.4819; and the critical value of R was ± 0.1946. At this juncture therefore, the calculated R is statistically significant at $\alpha = 0.05$. Since it is greater than the critical value of R the hypothesis (H0$_2$) is thus not accepted (that is, rejected) and the conclusion is that there is significant relationship between funding (Y) and evaluating (X$_2$) as an aspect of effective management of higher education management in Rivers State.

DISCUSSION OF FINDINGS

In course of this study, the researcher generated two research questions which guided the study and formulated also tested two hypotheses and the results are discussed as follows:

The result of this study confirms the findings Adah and Mamman (2013), Faleti and Myvick (2012), Ibara and Idu (2012) and Olurankinse (2012) also Majasan (2014) which stated that allocated funds to institutions of higher education is not effectively budgeted for and managed due to not using experts in budgeting.

Another aspect of the result reveals the extent funding is related with directing as an expert of effective management of higher education in Rivers State and there is significant relationship between funding and directing as an aspect of effective management of higher education in Rivers State. The implication of this result is that the importance of funding and directing in effective management of higher education cannot be over stressed, however, people should now be aware that the extent of funding does not influence management of higher education and that funding relate with directing of higher education.

The result of this study confirms the findings of Oni (2006), Ajia (2011), Amadi (2016) and Bessog (2008) who found out that directing is seen as a managerial function and communication is not pertinent to most managerial functions.

The result of this study is not contrary to the findings of Ebong (2015), Iyang (2009) and Ezekwesilli (2006) who revealed that funding does not influence directing as an aspect of effective management of higher education.

The result of this study supports the findings of Fafunwa (2013), Usen (2008) and Okowo (2008) where they expressed surprise at the extent funding relates with directing as an aspect of effective management of higher education.

Another aspect of the result of this study reveals the extent funding is related with evaluating as an aspect of effective management of higher education in Rivers State. The implication of this result is that the importance of funding and evaluating of higher education cannot be over emphasized. However, people should be aware that the extent of funding does not influence effective management of higher education but funding is related with evaluating as an aspect of effective management of higher education.

The result of this study confirms the findings of Ferreria and Otley (2006) and found out that monitoring and system of measurement control are necessary also educational management system is transformed. Educational development of the basic level is facilitated. The result of this study supports the findings of Meyr Jr., Pascucci and Mangolis (2012) where they express

systematic measures and monitor programmes are provided for effective funding and evaluating of higher education.

CONCLUSION
Based on the results and findings of the research work, the researcher therefore noted that there are many deficiencies existing in the funding and effective management of higher education in the seven institutions of higher learning owned and managed by Rivers State. The study identified some of these deficiencies in the areas of shortage of qualified planners and managers, inadequacy, non-functionality and unavailability of facilities/equipments also poor funding of higher education. Since these deficiencies are discovered in the course of this study, it is possible that these institutions of higher education pay little or no attention to seminars on budgeting, in service training to occasionally evaluate their academic and non-academic staff development. The researcher noted that despite these deficiencies, funding has relationship with planning, organizing, controlling, budgeting, directing and evaluating in the effective management of higher education in Rivers State. The managers of these institutions run and manage the higher institutions of learning.

RECOMMENDATIONS
1.   Institutions for higher education should engage the services of experts of educational management and planning to ensure all management and planning of their institutions to meet the required academic and infrastructural standards.
2.   Educational managers should always update their knowledge through researches, seminars, workshops and conferences to meet the current trend and rapid development changes in budgeting and management of higher education. This will assist in achieving effective management of their institutions of higher education.
3.   Educational managers, planners, organizers, controllers, budgeters, directors and evaluators should involve themselves in constant research so as to update their knowledge for effective funds management of higher education. This will help to upgrade their management competencies, instructional procedures and delivery system in higher institution of learning.

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