

Financial Resources Allocation Practices for Management of Secondary Schools in Rivers State

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Abstract

The study determined the Financial Resources Allocation Practices for Management of Secondary Schools in Rivers State. Four research questions and four hypotheses guided the study. The study also adopted descriptive survey design. The population of study was 263 participants, and the sample was 164 participants comprising 148 principals of junior secondary schools and 16 staff of the State Universal Basic Education Board. The researcher designed an instrument for data collection titled “Financial Resource Allocation Practices Questionnaire” (FRAPQ) for principals of junior secondary schools and staff of State Universal Basic Education Board. The research questions were analyzed using mean and standard deviation statistics while z-test statistic was used to test the hypotheses at 0.05 levels of significance. The findings revealed that the major financial allocation practices adopted for schools were funds from administrative charges parent-teacher association (as internal sources) and funds from the Universal Basic Education Board (as external practice); the challenges were high rate of corruption and misappropriation by school administrator among others while strategies such as strict adherence to government approved administrative charges and regular check against misappropriation of funds should become the norm among school administrators. Four hypotheses were tested significant and two not significant. It was concluded that the financial practices observed among schools’ administrators would not contribute to quality management of schools unless the strategies identified will be consciously implemented to avert the challenging forces, Hence, the government and school administrators should strive for more financial management practices to argument ones; and the government’s annual budget should be planned to specify monetary value for each school’s needs and such money also released to the school; and principals should be regularly monitored and checked on the effective use of the school budget for quality management of secondary schools in Rivers State.

Keywords: *Financial, Resources, Allocation, Practices Management, Budget*

Introduction

For a country or state to thrive, the development of its people is imperative, that is people who will have the onus to bring to bear the needed ability and creativity to take initiatives, thoughtfulness and precision. This is why efforts around the world have been directed to how to properly develop human resources who constitute the people. In fact, a well-developed human resource is able to take advantages of his environment to his benefit and the society at large without endangering the future. Hence, education has been identified as the right instrument for equipping these agents of economic development.

Therefore, education is a slogan for development especially in Nigeria where it has occupied a prominent position in the political agenda. Education has attracted a large percentage of the scarce resources from every nation around the world at the expense of other sectors. It is this importance of education that gives rise to the UNESCO recommendation of 26% of the annual budget for education UNESCO, (2008); and realizing that it is the bedrock of development, individuals, agencies, organizations and communities also provide resources for education.

Nigerians are doubted and considered that they cannot measure up with outside world job market, and the general deterioration in the education system that has put a question mark on the ability and quality of their education. Many now doubt if schooling is worthwhile since many graduates are unemployed and now begging even illiterates for survival therefore, the need of education in Nigeria to live up to expectation cannot be over emphasized and that cannot be done without critically looking inwards.

However, education managers have always blamed the falling standards on lack of adequate funding. While the government on the other hand had claimed to have treated education as its center of interest and as such had always committed enormous funds to it at the expense of other sectors of the economy. Because Nigeria is a developing country characterized with poverty and lack of resources, the viable option is to put in place an efficient management mechanism for just the funds allocated to education economy. In this, case overflowing resources not actually mean good result but a management that is able to use scarce resources to optimize results which in no doubt attracts more sponsors.

The researcher doubts if government actually allocates enough resources to the Rivers State secondary schools or is it just the usual political propaganda. On the other hand, how are the resources so allocated to public secondary schools, managed because expectation are high from the public for economic development through quality management of education.

Statement of the problem

Generally speaking, the challenges of public secondary schools in Nigeria are that of poor quality and poor performance in spite of the encouragements from government and private contributors. The conditions of the schools are yet to justify resources allocated to the sector. There are obvious evidences of both human and material resources inadequacies in Nigerian Secondary Schools and those available are mostly dilapidated as a result, education is in a great down-turn. The government had always claimed to have financially supported educational programmes like assessment and mass retraining of teachers, provision of textbooks, and library and science facilities among others in schools and therefore held the school managers responsible for poor management. Such financial support by the government could take the form of budgetary provisions, internal practices like staff donations, approved fees, and administrative charges as well as external practices that usually take the form of grants/loans, individuals, non-governmental donations, ITF, TETFund, etc to the school. However, the extent of existing financial resource allocation practices that the government claim to inject into the schools for management of quality education is seriously in doubt, hence it becomes expedient to fathom its extent in Rivers State. This is necessary to proffer the way forward for quality management of education in the country.

Aims of the Study

The purpose of the study is to investigate the financial resource allocation practices for management of secondary schools in Rivers State. Specifically, the objectives of the study were to:

1. Ascertain the existing financial allocation practices for management of quality secondary schools in Rivers State.
2. Determine the level of government budgetary allocation practice for management of secondary schools in Rivers State;

3. Examine the level of internal financial allocation practice (approved fees, administrative charges) for management of secondary schools in Rivers State;
4. Investigate the level of external financial allocation practice (grants/loans, ITF, TETFUND, and non-governmental) for management secondary schools in Rivers State.

Research Questions

The study is guided by the following research questions:

1. What are the financial allocation practices for management of secondary schools in Rivers State?
2. To what extent does government budgetary allocation provide for management of secondary schools in Rivers State?
3. To what extent does the internal financial allocation provide for management of secondary schools in Rivers State?
4. To what extent does external financial allocation provide for management of secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested for the study:

1. There is no significant difference between the mean scores of secondary school principals and staff of State Universal Basic Education Board Management (SUBEB) on the financial allocation practices for management of secondary schools in Rivers State.
2. There is no significant difference between the mean scores of secondary school principals and staff of State Universal Basic Education Board Management (SUBEB) on the level of government budgetary allocation practice for management of secondary schools in Rivers State,
3. There is no significant difference between the mean scores of secondary school principals and staff of State Universal Basic Education Board Management (SUBEB) on the level of internal financial allocation practice for management of secondary schools in Rivers State.

4. There is no significant difference between the mean scores of secondary school principals and staff of State Universal Basic Education Board Management (SUBEB) on the level of external financial allocation practice for management of secondary schools in Rivers State,

Significance of the Study

Education is a function of management of resources provided, everything being equal. The promotion of high efficiency in secondary school management is capable of reducing wastage, unemployment and much emphasis on education at all levels. The result of this study will be beneficial as it will increase educators understanding that efficient and effective management is key to educational enhancement in Nigeria. It is not enough to amass resources but how rational is the available ones put into use.

The study will be beneficial to education planners and managers in their management styles because it will reposition them in their strategy of resources usage and the readiness to be accountable, it will also attract both public and private funding when education financial allocation is properly managed. Good management of financial allocations to secondary schools in Rivers State will no doubt increase quality and the managers will take pride in doing the work of education.

The study will also benefit both the federal and state government because; it will provide a framework for the government and other education resources providers to evaluate the way resources are managed in public secondary schools in Rivers State.

This study yearns for collaborative efficiency, accountability, and effectiveness the public and all non-government organizations will begin to be interested in building quality in the education sector. This is a sure way of building an egalitarian society. Over the years the public did not know how public secondary schools were managed because they were not involved in budgetary process if any which is a yardstick to measure the effectiveness and efficiency of their contributions to education.

Finally, the study will benefit the entire Nigeria society because it lays emphasis on how financial resources will be properly channeled and managed to avoid wastage and undue pressure on the economy. More so, the findings of this study will act as a source of related literature on financial resource allocation and management for quality, a source of library enrichment and aid further research.

Theoretical Framework

Hackman's 1985 theory of resources allocation is the baseline of this study. The theory emphasizes centrality as the most significant and portal concept in allocation of resource among units. This means that attention is always directed toward more central or important issues in resources allocation. It states that in time of abundance, subunit budgetary is accomplished by the allocation of resources according to accepted standard; in time of scarcity, it is the powerful subunit that emerge to claim their resources at the expense of other subunit under diminishing resources allocation are critical, and unit will compete fiercely to secure their share, Segal and Richardson, (2024) also theorized about resource usage to be technical and allocative efficient by tilting towards area of greater contribution to well-being. Prowle and Morgan, (2005) were not different in the above view and saw a perfect resource allocation models as one which provides the greatest overall satisfaction in meeting objectives.

It could be deduced from the above, that scarcity is a key player in resource allocation which changes the principle of accepted standard to greatest overall satisfaction in meeting objectives. This implies that as most nations strive to meet the UNESCO's recommendation of 26% annual budget allocation for education, within the ambit of its resource size and the prevailing claims, should do so on the platform of cost, and benefit rather than accepted standard, This is because the available resources have numerous alternative uses and the use with greatest contribution to well-being will be welcomed first, if the expected overwhelming benefit from education looks illusive and some other sector seems paying off much more, than there is the tendency of a shift of government attention. This is because resources are meant to be invested in areas where greatest success should be achieved, instead of where potential profits are reduced by half due to inefficiency. By so doing, it enhance the ability of school managers and administrators to do things right.

This theory of human resources allocation is therefore very imperative to examine the way the public secondary schools are managed with respect to educational goals and resources made available, and the justification of possible attraction of more resources.

Management of Quality Education

Quality in relation to education is a contemporary issue and it represent one of the strongest trends in modern education today. Quality brings to mind what things are been considered as criteria to a

quality education. However, Barrath, Chowla-Duggan, Lowe, Nickel & Ukpo, (2006) identified; effectiveness, efficiency, equality, relevance and sustainability, as dimensions of quality in education. Education in Nigeria cannot compete favourably with the outside world where there factors or dimensions are not taking seriously.

Quality is a basic and indispensable feature of education. It goes beyond the finished product to involve internal processes, inputs, reduction of wastage and the improvement of productivity. This is why Igbuzor, (2016) describe quality as the heart of education.

Financial Resource Allocation and Education in Nigeria

Financial resources are as important as education itself, because the survival of the education system depends on it. Ogbonna in Yusurf, (2010) defines finance as the process of raising, allocating, controlling and prudent management of funds for achieving the goals and objectives of an organization or institution. Resources are allocated because they are limited and scarce in supply relative to the needed claims. Edem as cited in Obasi & Asodike, (2007) opined that “the financial resources allocated to education represent a cost of the economy, because they could be used for other purposes.

Budgetary Allocation Practice for Management of Education in Nigeria

According to Agabi and Akpomi, (2017) budget simply is, a financial plan or a budget sets forth management’s expectations, and on the basis of these expectations, allocates the use of specific resources throughout the organization (p 48). A well developed and realistic budget narrows the gap of uncertainty and keeps the future promising. Agabi and Akpomi, (2017) concluded that a budget is a financial plan that result from the cause of budgetary. Budgetary is a process of financial planning while budget is the outcome of the process. A budget is a document that is consciously developed to guide not just financial activities, man organization but also, resources distribution and utilization. The essence of budgeting especially in school system management, is to avert resources wastage and ensure efficient attainment of school system goals in particular and national education policy goals in general.

However, every good organization must have a functional budget and one form of internal control or another that is functional which cuts across its operations. This two is capable of verifying whether everything occurs in conformity with the plan adopted, the instruction issued and

principles established but sometimes the aspect of budget is often rubbed in the mid by educated managers Fayol in Okezie, (2004). According to Mitchell and Thurmaier, (2011) a well formulated budget ought to be collaboratively effective and can be a powerful instrument of accountability and transparency one of the major viruses that have continued to create despicable set back in the Nigerian secondary education is lack of accountability and transparency, just because a man is set down on paper does not mean that it had automatically materialized. Control systems seem fantastic, but in practice they had pervasive problems such as empty coffers, expenditure arrears, overdue paid invoices, payment to nonexistent or ghost workers due to cash management system that poorly integrates with treasury procedures. So budget of a system calls for the collaboration of stakeholders especially the past primary UBE boards, principals, teachers, and the immediate community.

Citizens' report, (2008) stated that:

The crisis of budget performance is accentuated by lack of community import and monitory of both the budget formulation process and budget implementation. The result is that rather than its natural role of serving as a means of public control over governance budget have actually served as one of the major avenues through which political/public officers siphon public funds, as commissioners and heads of department deliberately concoct figures and items to enrich themselves and governance budget office show little or no concern about their monitoring.

Thus, you rarely find proper internal control measure (even if they are, they are just on paper) and proper record keeping in our secondary schools are rather doctored and falsified information or outright denial of access to records and viable information. The role of education manager therefore range from administrative to professional and professional state should be very concern about how they manage the educational resources allocated to them. The principal is the chief executive and accounting officer in charge of proper management of school finance who can also use his ingenuity to raise funds to support the effort of government and maintenance of physical facilities Ekundayo, (2010). Teachers are not left out in these regard if quality education must be achieved in managing school and resources allocated to the schools Adegbesan, (2011).

The Nigerian education policy is very fantastic, but the problem is implementation attitude of the practitioners. Successful implementation of programme is been limited by the government attitude of allocating less money to the education sector and embezzlement of the little that is made

available, by school managers. Duze, (2011) added that standard of education is falling at all levels as a result of inadequate acquisition of skills due mainly to poor implementation of school curricula. When money for procurement of educational facilities and funding for other projects are either not appropriated, allocated or embezzled, plans in the curricula cannot be met,

Internal Financial Allocation Practices for Management of Education in Nigeria

The National Policy on Education. Federal Republic of Nigeria, (2014) recognized that the financing of education is a joint responsibility of the federal, States/FCT and Local Government and the private sector. In this connection government welcomes and encourages the participation of local communities, individuals and organization. Besides, the direct allocation to education, other bodies such as the Industrial Training Fund and National Science and Technology Fund are set up to contribute in easing off the burden of financing education.

Obasi and Asodike, (2007) enumerated other sources financial resources to education as: school fees, levies of different types, school fund raising allied school business, sale of students arts and crafts, school farm proceeds, alumni association aids, external aids etc. According to the authors the exploration of these sources depends on the thoughtfulness and skillfulness of the managers.

Strategies for Effective Financial Allocation Practices for Management of Education in Secondary Schools in Rivers State

The inadequate attention given to education in terms of funding should not constitute any reason capable of destroying the future hope of education. Instead good sense of creativity and steadfastness should be displayed in sourcing solutions. Thus, the following strategies have been identified in making a great deal of change in secondary schools underfunding, therefore, secondary schools are encouraged to generate income by investing on the following business areas. Agriculture: This includes investment in poultry farming, Fish farming, cassava processing, starch production etc.

Microfinance: This should be established with the purpose of giving loans at interest, projects/contract sponsorship for percentage profit sharing

Furniture: The Vocational Department takes the lead in this aspect. All the school needs to do is to provide all necessary equipment, tools and material, and show rooms where products display and sale.

Good Event/Occasion halls: These are also good sources of generating money, school field and school auditorium serves a better purpose on this, with approval by the state government.

Establishing Skills Acquisition Centres: This is part of social corporate responsibility and as contain in most memorandum of understanding, multinational companies and subsidiaries, and government do engage youths of host communities into skill acquisition programmes. Most individuals are also inquisitive to acquire certain skills. This is a good contract.

In view of the above existing strategies, government should give additional authorities to the administrators of schools or principals to explore these avenues so that secondary schools will not have to depend only on government allocation of funds. These strategies will go a long way to bridge the gap between the delay in financial allocation from government and secondary schools desperate need of fund for immediate and compulsory expenses.

Methodology

Population for the Study

The population of the study consisted of 263 participants comprising 247 principals of the junior secondary schools and 16 management staff of the State Universal Basic Education Board, Rivers State Research and Statistics Department of the State Universal Basic Education Board, (2017). The principals of schools and staff of the State Universal Basic Education Board were the respondents for the study because they are directly in-charge of financial and management matters in schools.

Sample and Sampling Technique

The sample was 164 participants consisting of 148 principals of the secondary schools and the 16 staff of the State Universal Basic Education Board in Rivers State. The secondary schools were enumerated and the simple random sampling techniques was adopted to select 148 principals (about 60%) of the target population, which formed the sample for the study. The choice of 60% was considered to make the sample fairly high for a fair representation and generalization of the study. On the other hand, all the 16 management staff of the State Universal Basic Education

Board, Rivers State were utilized as sample for study. The decision was taken because the population was not too large to accommodate as sample. In all, the total sample for the study is 164 participants.

Research Question 1:

What are the financial allocation practices for management of secondary schools in Rivers State?

Table 1: Mean and Standard Deviation Analysis of Financial Allocation Practices for Management of Secondary Schools in Rivers State

S/No.	Financial Allocation Practices	Principals (N = 140)			SUBEBMgt (N = 16)			Mean Set (xx)	Remark
		Total	\bar{X}	SD	Total	\bar{X}	SD		
1.	Funds from Government's annual budgetary allocation	375	2.82	0.14	36	2.25	0.02	2.53	High
2.	Funds from Administrative charges	385	2.75	0.18	62	3.87	1.11	3.31	High
3.	International Trust Fund	420	3.00	0.03	30	1.87	0.22	2.43	Low
4.	Funds from the Parent-Teacher Association	468	3.34	0.15	34	2.12	0.06	2.73	High
	Grand Mean		3.07	0.16		2.21	0.38	2.64	High

Source: Field Survey (2024)

Table 1 above shows that the financial allocation practices for management of secondary schools in Rivers State was high. From the table, the highest financial allocation practice was raising funds from administrative charges with Grand mean set (3.31) and lowest was allocating funds from internally generated revenue (IGR) with Grand mean set (2.34) low. The overall grand mean (2.64) is above the criterion mean of (2.50). It is therefore safe to infer that the financial allocation practices for management of secondary schools in Rivers State were funds from administrative charges, funds from the Parent Teachers Association, funds from the universal basic education commission (UBEC), funds from government's annual budgetary allocation and donations from philanthropic individuals and organizations.

Research Question 2

To what extent does government budgetary allocation provide for management of secondary schools in Rivers State?

Table 2: Mean and Standard Deviation Analysis of State Government Budgetary Allocation Provision for Management of Secondary Schools in Rivers State

S/No.	Government Budgetary Allocation Practices	Principals (N = 140)			SUBEBMgt (N = 16)			Mean Set (xx)	Remark
		Total	\bar{X}	SD	Total	\bar{X}	SD		
5.	Government makes adequate annual budgetary provision for my school.	180	1.28	0.31	34	2.12	0.31	1.70	Low
6.	Government's annual budgetary allocation to my school is released and used by the school.	190	1.35	0.21	16	1.00	0.54	1.17	Low
7.	Government's annual budgetary provision to my school is not up to 26% of total education budget.	160	1.14	0.37	24	1.50	0.16	1.32	Low
8.	Government's annual budgetary provision to my school is usually given to the school to execute her projects.	290	2.07	0.35	22	1.37	0.26	1.72	Low
Grand Mean			1.62	0.43		1.71	0.38	1.66	Low

Source: Field Survey (2024)

Table 2 above shows that the government budgetary allocation for management of secondary schools in Rivers State was generally low. From the table, the only practice that was high was that "Government's budgetary provision for schools was subsumed in the yearly budgetary allocation to the Universal Basic Education Board for school management". Apart from that, all others items investigated had mean set value that ranged from mean (1.32 to 1.72) indicating low mean set score compared to the criterion mean of 2.50.

Research Question 3

To what extent does the internal financial allocation provide for management of secondary schools in Rivers State?

Table 3: Mean and Standard Deviation Analysis of Internal Financial Allocation Provision for Management of Secondary Schools in Rivers State

S/No.	Financial Allocation Practices	Principals (N = 140)			SUBEBMgt (N = 16)			Mean Set (xx)	Remark
		Total	\bar{X}	SD	Total	\bar{X}	SD		
9.	Funds raised in my school from Parent-Teacher Association are usually enough to manage education.	360	2.57	0.41	26	1.62	0.18	2.09	Low
10.	Funds raised in my school from administrative charges are usually enough to manage education.	471	3.36	0.97	31	1.93	0.04	2.64	High
11.	Funds raised in my school from internally generated revenue are usually enough to manage education.	230	1.64	0.27	26	1.62	0.18	1.63	Low
12.	Funds raised in my school from sale of arts work are' usually enough to manage education for quality	169	1.20	0.56	32	2.00	0.09	1.60	Low
Grand Mean			1.99	0.54		1.87	0.14	1.93	Low

Source: Field Survey (2024)

Table 3 above shows that the internal financial allocation provided for management of secondary schools in Rivers State was generally low. From the table, it was revealed that Funds raised in schools from administrative charges were usually enough to manage education with mean score (2.64), seconded by Funds raised in schools from Parent-Teacher Association were usually enough to manage education for quality had mean score (2.09). Apart from that, all others items investigated had mean value that ranged from mean (1.60 to 1.69) indicating low mean score. The overall Grand mean score was 1.93 and this compared to the criterion mean of 2.50 is low indicating low mean score. This implies that the internal financial allocation practices for management of

quality junior secondary schools in Rivers State were funds raised in schools from administrative charges with mean score (2.64), seconded by funds raised in schools from Parent-Teacher Association with mean score (2.09).

Research Question 4:

To what extent does external financial allocation provide for management of secondary schools in Rivers State?

Table 4: Mean and Standard Deviation Analysis of External Financial Allocation Provision for Management of Secondary Schools in Rivers State

S/No.	Financial Allocation Practices	Principals (N = 140)			SUBEBMgt (N = 16)			Mean Set (xx)	Remark
		Total	\bar{X}	SD	Total	\bar{X}	SD		
13.	Funds raised in my school from individuals' freewill donations are usually enough to manage education.	212	1.51	0.06	28	1.75	0.16	1.63	Low
14.	Funds raised in my school through donations charitable organizations are usually enough to manage education.	212	1.51	0.06	32	2.00	0.01	1.75	Low
15.	Funds raised in my school from external aids are usually enough to manage education for quality.	240	1.71	0.09	32	2.00	0.01	1.85	Low
16.	Funds raised in my school from endowments are usually enough to manage education.	151	1.07	0.41	30	1.87	0.07	1.47	Low
Grand Mean			1.59	0.28		1.98	0.13	1.78	Low

Source: Field Survey (2024)

Table 4 above shows that the external financial allocation practices for management of secondary schools in Rivers State were generally low, From the table, it was revealed that only the practice of raising funds for schools through Universal Basic Education Commission (UBEC) to manage education for quality had mean score (2.58). Apart from that, all others items investigated had mean set value that ranged from 1.47 to 1.85) indicating low mean score. The overall Grand mean set score was 1.78 and this compared to the criterion mean of 2.50 is low indicating low mean

score. This implies that the external financial allocation practice for management of quality junior secondary schools in Rivers State was funds raised through Universal Basic Education Commission (UBEC) to manage education for quality had mean score (2.58).

Discussion of Findings

The findings that emanated from the analysis of data of the study have been discussed as shown below:

The finding of the study revealed that the financial allocation practices for management of secondary schools in Rivers State were funds from administrative charges, funds from the parent-teacher association, funds from the universal basic education commission (UBEC), funds from government's annual budgetary allocation and donations from philanthropic individuals and organizations. However, these resource allocation practices to the schools have not been regular and progressive such that is capable of initiating positive impact in the public secondary school educational outcome. But only the chargeable funds appear to be the highest amongst the existing practices with mean set of (3.31). In view of this, and effective education may not be achieved because of limited funds to carry out some useful educational programmes for effective management of quality education. However, Obasi, (2010) had earlier remarked that, the problem is not only the lean finance for education but majorly the persistent misappropriation or wasteful spending by heads of institutions of the little that is made available. The implication is that misappropriation of funds should be checked among secondary school principals in order to manage education in Rivers State.

The corresponding hypothesis discerned that there was a significant difference between the mean scores of junior secondary school principals and State Universal Basic Education Board Management (SUBEB) on the financial allocation practices for management of secondary schools in Rivers State. This means that both principals and board staff differed in their perceptions that the financial allocation practices for schools was subsumed in the yearly budgetary allocation to the Universal Basic Education Board for school management. It could be alluded that the financial allocation practices for schools differed between the principals and the board staff. Environment and position could made the difference in perception.

The study also revealed that the Government financial provision for schools was subsumed in the yearly budgetary allocation to the Universal Basic Education Board for school management. Data on Table 2 shows that there was no effective budgetary allocation provided for management of secondary schools in Rivers State. This simply means that budgetary practices were not carried out in the schools. Therefore, principals did not adopt accounting procedure or system accepted by the State Universal Basic Education Board Management (SUBEB). This means that no school received any specific sum of money from the government as allocation for her programmes and projects. This clearly supports the view of Olomola, (2012) who pointed out that citizens were not truly involved in the process of budget implementation. This is because, their proper involvement ought to commence from the budgeting process to the implementation, which will make it easier to properly monitor the processes. A close look further discloses the view of Onyekpere, (2013) that projects were always abandoned because people were not truly held accountable and budgeting is not according to public consensus making it difficult for the public to freely comment and monitor the budget implementation of schools projects.

The corresponding hypothesis discerned that there was no significant difference between the mean scores of junior secondary school principals and State Universal Basic Education Board Management (SUBEB) on the level of government budgetary allocation practice for management of secondary schools in Rivers State. This means that both principals and board staff differed in their perceptions that the Government financial provision for schools was subsumed in the yearly budgetary allocation to the Universal Basic Education Board for school management. It could be alluded that the Government financial provision for schools was subsumed in the yearly budgetary allocation to the Universal Basic Education Board for school management. Internal financial allocation practices differed between the principals and the board staff. Environment and position could made the difference in perception.

Conclusion

Financial resource is the life blood of every educational system. A well-formulated plan is synonymous with good implementation. Plans are just like wants or demand, demand is which only effective when it is backed up by the ability to pay.

Therefore, an all-involving financial management practice by public and private sectors as well as education managers is the key to the attainment of quality outcomes of the education sector.

Promotion of highly effective and efficient financial management practices for secondary education is capable of attracting confidence in reducing educational wastage and unemployment in the country

Recommendations

The following recommendations are hereby made in the light of the conclusions:

1. The government and school administrators should strive for more funding practice through administrative charges, the parent-teacher association, the universal basic education commission (UBEC), the government's annual budgetary allocation and donations from philanthropic individuals and organizations for management of secondary schools in Rivers State.
2. The Universal Basic Education Board should strive towards ensuring that the annual government's budgetary provision for education should be further broken according to individual school needs and such money also released to schools while principals should utilize the school budget judiciously for management of secondary schools in Rivers State.
3. The school administrators should device effective means of improving funding practice through administrative charges and Parent-Teacher Association for management of secondary schools in Rivers State.
4. The school administrators should device effective means of improving external funding practice through Universal Basic Education Commission (UBEC) for management of secondary schools in Rivers State.
5. The Government and school administrators should be conscious of the challenges to effective financial allocation practices for management of secondary schools in Rivers State.
6. The Government and school administrators should adopt workable strategies for effective financial allocation practices for management of secondary schools in Rivers State.

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