

Testing Relationship between Utilization of Integrative Funding and Effective Administration of Secondary Schools in South East, Nigeria

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Abstract: This study examined the relationship between utilization of integrative funding (with particular reference to funds from government budgeting allocations and international bodies) and effective administration of secondary schools in South East, Nigeria. It adopted a correlational design, used linear regression to answer research questions and analysis of variance (ANOVA) method to test its hypotheses of 0.05 level of significance. The results showed there was high positive correlation between utilization of government budgetary allocations, utilization of funds from international bodies and effective administration of secondary schools in South East, Nigeria. The study, based on its findings, recommended that government and policy makers should formulate policies that would ensure strict compliance to judicious utilization of budgetary allocations by school principals since it correlates with effective administration. Secondary school administrators should source for funds from international agencies and ensure that such funds are adequately utilized.

Keywords: Integrative funding, Effective administration, Government budgetary allocations, International bodies, Correlational design, linear regression, Analysis of variance.

JEL Classification: 010, C87, H52, F3, E22, G11, B26

I. INTRODUCTION

Funding is always the life-wire for the growth of every organisation and organisational growth is hinged on the effective administration of any organisation, which encompasses coordination of human activities, financial and material resources. Hence effective financial management of an establishment would assure its lasting growth and performance to lead to the growth of the economy. Therefore funding is one of the major factors of the management or administration of education in Nigeria.

Funds are needed for the availability and maintenance of physical facilities, to procure equipment, provide goods and services, employ manpower and maintain or sustain them. Finding of education in Nigeria has been a joint responsibility of the three tiers government – federal, state and local government, with the federal government providing the greater percentage of the funds (see Federal Republic of Nigeria, 2014). In recognition of this fact FRN (2014), stated that it will ensure adequate financing for all levels of education within its resources. However, the annual budgetary

allocations or government expenditures to education sector have not matched the quantitative growth of the secondary educational sector in South East, Nigeria (Ofoegbu and Iwuamadi, 2012) thereby necessitating the need for this study to ascertain of utilization if integrative funding from government budgetary allocations and international bodies and effective administration of secondary schools in South East, Nigeria have led to higher performance of these schools within the period of the study.

Secondary education is a vital instrument in the process of human development for nation building. It is in recognition of this that FRN (2014), stated that the broad goals of secondary education are to prepare the individual for useful living within the society and for higher education. Nigeria as a nation needs the education of her citizens for technological development, social integration and economic advancement. This therefore requires the collective efforts of all concerned to actualise these objectives. Of all the three level of education in Nigeria secondary education is the focus of the present study.

At the State Government level, the state ministry of Education is responsible for educational planning and policy making in their various states. The State Ministry of Education is headed by Honourable Commissioner of Education assisted by permanent secretary (Ngerem, 2016). The organizational structure and nomenclature may vary from one state to another, but the principle remains the same in each of the Federation. The roles of the State Ministry of Education, according to Amadi in Afianmagbon (2013), are inspection, supervision and monitoring of schools, carrying out plans and research aimed at the development of education at state level, coordination of education activities through the state, development of education policies, rules and regulations, cooperation with the Federal Government in the maintenance of high education standards, the appointment, promotion, posting, discipline and welfare of staff, regulates the professional conduct of staff, provide pre – and in – service education for teacher.

The State Ministry of Education also prescribes for the establishment of the new primary and post-primary schools in the state. Secondary Education Management Board (SEMB) is a parastatal of State Ministry of Education. The board is

established by the law of the state and has the statutory function of achieving the national objectives of secondary education (Ibiam, 2015). According to Ibiam, the board discharges, the following functions; recruitment, appointment, posting, promotion, discipline and transfer of both academic and non-academic staff of government-owned secondary schools; interstate transfers, inspection and supervision of schools to maintain standard; preparation of the secondary school budget, implementation of policy decision as it affects secondary schools who initiates, manages, directs and ensures the effective implementation of policies and programmes for the achievement of the school goals. The authority of the secondary school principal, according to Pandey (2009), is viewed in the position occupied as well as the function performed. The principal implements the educational programmes of the school; ensures the provision of facilities and equipment, keeps records both statutory and non-statutory, in addition to, creating a conducive teaching and learning atmosphere in schools. These are summed up, according to Mgbodile (2014), into five areas, namely; development and implementation of educational programme, development of teaching staff; students relation function, community relation function and financial function. Principals effective performance on these critical aspects of administration determines their achievement of educational objectives. Oboegbuelem (2013), viewed principals performance as the state of frequency at which they carry out their daily functions towards the attainment of educational goals.

The performance of principals in administration of secondary schools in South East, Nigeria has seemed to remain questionable in contemporary times as there is still public outcry (Toluwalope, 2016). Evidence abound for poor infrastructure, teacher poor attitude to work, unconducive teaching learning environment, poor utilization of funds, embezzlement of funds and cheating perpetrated in some secondary schools. The extent to which secondary school principals in the South East utilize available funds to achieve effective administration is the crux of this study.

Nonetheless, no educational institution or programme can be effectively managed without adequate funding. The way funds are disbursed among secondary schools in the South East is not encouraging as there seems to be lack of sufficient funds to run the secondary schools in the zone. As a result, there is emergence of other problems, such as delay in the payment of secondary school teachers' salaries and allowances, inadequate teaching staff, not enough befitting school buildings for learning, inadequate infrastructure, inadequate supply of instructional materials, almost total lack of equipment and not enough funds for effective supervision (Egberibin, 2014). In the face of all these commitments, dedication and motivation to do their duties, the number of teachers that are being employed in the schools are not commensurate with the increase in enrolment of students. Students are also learning in very poor environments and this affects the standard of secondary education in South East,

Nigeria. It has been argued that state allocation has been inadequate to meet the needs of secondary education (see Enoch and Okpede in Nakpodia, 2011). This, of course, has led to the unconducive teaching and learning environment in the secondary school system in South East, Nigeria. This calls for integrative funding to actualize the objective of secondary education in the zone.

Integrative funding is the collective sources of funds available to the secondary schools administrator who is the principal to achieve the objectives of the school (Ukeje, 2006). According to Egberihin (2014), integrative funding of the secondary education is referred to as the pooling together of funds from internal and external sources for the achievement of goals of secondary education. The Federal Government in 1999 constitution noted that as far as funding of education is concerned, Nigerian parents and all stakeholders should join hands and contribute to the education of their children (see Duru-Uremadu, 2020). Ede (2016), stated that three groups of decision makers are involved in the production of education services in Nigeria. According to him, they include the public sector, private sector and the rest of the world. The public sector includes the Federal, State and Local Government. The private sector is made up of the companies and other firms that contribute to educational development and the rest of the world involves international agencies such as UNESCO, UNICEF, UNAP, IMF, World Bank, etc. In compliance with the Federal Government Policy on integrative funding of education, South East secondary schools are collectively funded by parents, Government budgetary allocations and grants, World or International bodies, Alumni Associations, Philanthropic Organisations, Voluntary Agencies (Faith-based Organisations), PTA Community efforts and Management Alternative Strategies (Akinsolu, 2012). In this study relationship between integrative funding from government budgetary allocations and international bodies and effective administration of secondary schools in South East Nigeria would be tested to ascertain how they affect their performance.

Government expenditure or budgetary allocation is money spent by government in educational sector. Government maps out a certain percentage of her annual budgetary allocation for financing education. Her expenditure manifests in two categories of capital and recurrent expenditures. Capital expenditures are money spent for the provision and maintenance of school buildings, facilities, equipment, instructional materials for effective teaching and learning (Uzoigwe, 2013). Recurrent expenditures are made by the government for the payment of salaries and allowances to teachers and other staff that work in the schools.

Government grants, on the hand, are assistance given to schools from time to time, for the school development and for the enhancement of teaching and learning. It is one of the integrative funding sources in education. Government grants fall under two categories of capital and recurrent grants (Adesina in Alloga, 2014). The capital and recurrent grants,

according to Adesina (2011), represent a bulk payment to the authorities of an educational institution for erection of new buildings, major repairs of old ones, the purchase of hardware school equipment and payment of staff salaries and allowances. This is, however, peculiar at tertiary institutions. At the secondary and primary levels, the policy is different as the government uses her parastatals to provide and establish certain level of school plant. Such parastatals include UNEC/SUBEB for primary and junior secondary schools while SEMB for senior secondary school.

Another aspect of integrative funding is foreign aids from the World Bank or other International Bodies. Foreign aids from World Bank/International bodies simply means helps that come to schools in the form of cash or equipment from foreign bodies. Such aids are tied to particular projects (Akinsolu, 2012). Some of these international bodies are United Nations Educational Scientific and Cultural Organisation (UNESCO), United Nation Children Education Fund (UNICEF), World Bank.

Integrative funding as described elsewhere in this work refers to collaborative efforts of all stakeholders in education—the governments, individuals, groups, corporate organizations, religious organisations, agencies, world bodies in funding educational programmes in Nigeria (Oboegbulem, 2013). While utilization of integrative funding for effective administration means judicious and prudent management of all generated funds by school administration (principals) to meet all areas of needs of the school system (Akinsolu, 2012). To utilize school funds by school administrators (principals) to meet all areas of needs of the school system (Akinsolu, 2012). To utilize school funds, the principals should be aware of the objectives that the school is supposed to achieve. The principals should utilize resources effectively and look for other avenues for the school to generate some funds on its own (Ezeocha in Owoh, 2015). The fundamental principle in utilization of school funds is not how much money goes into the system, but how well the available funds are effectively utilized. In this era of gross under funding, effective utilization of available funds becomes a top priority for the principal.

Statement of the problem

Funding is the life-wire of any organisations growth and organisational growth is synonymous with the effectiveness of the administration of that organisation which involves coordination of human, financial and material resources. It is in recognition of the importance of secondary education in nation building, social integration, economic development that the Federal Government of Nigeria in its National Policy on Education in 2014 stated that funding of secondary schools should be a joint responsibility of both the Federal and State Governments.

Since inception, funding of secondary schools in South East, Nigeria has been by integrative funding through the collective efforts of various stakeholders such as the Government,

international/external bodies, voluntary agencies, philanthropic organisations, parents-teachers association (PTA), community efforts, management alternative strategies to actualize the goals of secondary education. Nonetheless, public outcry regarding depreciating quality of school plants, decay of infrastructures, poor incentives to teachers, poor quality teaching, unconducive learning environment, incessant strike action by teachers, unmotivated staff among others still persist.

It appears that ineffective administration could be among the reasons why some secondary schools administrators do not have good knowledge of various sources of integrative funding and maximize same. It is also possible that even when such funds are optimally sourced, utilization is inadequate and inefficient. Some past works (Nakpodia, 2011, Ajayi, 2014, Akinsolu, 2012; Akomolafe, 2012; Alibi, 2010 and Aloga, 2014), have indicated that much work on the present study has not been carried out in South East, Nigeria, to the best of the knowledge of the researcher with particular reference to utilization of funds from government budgetary allocations and world bodies. Hence a vacuum has been created to be filled by the present study. By the time the study is completed, paper shall ascertain the true state of affairs.

Purpose of the study

Specifically, the study would seek to determine the extent of correlation between; (1) utilization of Government budgetary allocations and effective administration of secondary schools; (2) Utilization of funds from international bodies and effective administration of secondary schools.

Research Questions

The following research questions asked guided the study. What is the extent of correlation between;

1. Utilization of government budgetary allocations and effective administration of secondary schools in South East, Nigeria?
2. Utilization of funds from international bodies and effective administration of secondary schools in South East, Nigeria?

Hypotheses

The following hypotheses postulated guided the study and would be tested at 0.05 level of significance:

HO₁: There is no significant relationship between the extent of utilization of government budgetary allocation and effective administration of secondary schools in South East Nigeria.

HO₂: There is no significant relationship between the extent of utilization of donations from international bodies and effective administration of secondary schools.

II. REVIEW OF RELATED LITERATURE

In this section, the related literature was organised in the following headings: conceptual framework, theoretical framework and empirical studies.

Conceptual framework

Conceptually, efficient utilization of integrative funding from government budgetary allocations and international bodies by the school principals would lead to effective administration of secondary schools in South East, Nigeria, and thereby engendering improved performance of the educational system in the country and by extension, increase economic growth of the nation at large.

However, the following concepts would be discussed or reviewed under the conceptual framework subsection of the study: as effective administration of secondary schools, importance of funding to secondary education, integrative funding of secondary schools and utilization of integrative funding.

Effective Administration of Secondary Schools

An administrator in an educational set up could be described as an overseer of both circular and extra-curriculum activities of the school through planning, coordinating, organising, controlling, communicating decision making and implementation. According to, Peretomode (2013), an administrator is one who implements the plans, policies and programmes as soon as they are formulated. Management formulates policies and issues directives, the function of administration is mainly the implementation of policies, plans, directing staff, controlling and performing defined tasks (Modebelu, 201). Administration, as Onuekwusi (2012) put it, does not let itself to one perfect definition. Administration has to be with the coordination of human, financial and material resources for the achievement of stated goals. According to, Ibiam (2015), it is the coordination of human and material resources for the attainment of predetermined objectives. Simon in Onuekwusi (2012), defined administration as the activities of a group cooperating to accomplish common goals.

In the words of Eya (2001), administration is the process of utilizing men and materials in an organisation to achieve the goals for which the organization was established. Educational administration, according to Onuekwusi (2012), is the coordination and utilization of human and material resources for effective teaching and learning processes towards the realisation of stated or set objectives.

Educational administration is the management of the human (teachers and non-teachers) and materials (school plant, equipment funds), resources and programmes, available for education and carefully using them systematically for the attainment of education objectives (Ibiam, 2015).

According to, Modebelu (2016), educational administration is a process of directing and managing the affairs of the

educational system and institutions of society with a view to achieving the society's educational objectives: a process that constantly involves planning, organising, communicating, motivating, coordinating and evaluating. Educational administration is the process of implementing the policies and programmes of educational institutions through the systematic assemblage and deployment of the available human and material resources.

Thus, educational administration by emphasis on bringing together of persons, coordinating actions, harnessing resources and directing them towards the achievement of educational objectives. The focus of this study being utilization of available funds for the attainment of desirable educational objectives.

Importance of Funding to Secondary Education

Funding plays a major role in educational development of any nation. Effective administration of secondary schools largely depends on adequate funding. Funding is viewed as a catalyst, which accelerates the development of any project (Ukeje, 2016). Ukeje further stated that funding is an indispensable tool of any organisation and basis for effective functioning of every aspect of education including secondary education.

It is with funds that physical facilities are set up and maintained, equipment procured, and goods and services provided and manpower employed and maintained. For effective administration of secondary schools, adequate facilities must be provided because they are one of the factor resources crucial for the achievement of educational programmes (Brown, 2015). Infrastructural facilities facilitate teaching and learning. They include school buildings such as classrooms, halls, laboratories, libraries, staff rooms, offices. Availability, relevance and adequacy of these facilities promote academic achievement while unattractive school buildings, over-crowded classrooms, non-availability of play grounds and surroundings that have non aesthetic value can contribute to poor academic performance (Aniebi, 2016). It appears most of the secondary schools in South East, Nigeria are nothing to write home about. Most of them have no elegant structures, no conducive environment for learning, their buildings are dilapidated, non-availability of befitting libraries and library equipment and no sufficient reading and writing materials, to mention a few (Aloga, 2014).

Besides, adequate funding enhances teacher's effectiveness. The right and qualified manpower is employed, motivated and maintained by prompt payment of salaries, allowances, staff development. In a school system, the overall goals of personnel administration is to recruit adequate and qualified staff, develop and maintain the staff so that they would be able and willing to render effective and efficient educational services to the students. According to Oboegbulem (2004), manpower activities of any organisation embraces recruitment of staff, staff maintenance, selection, induction, motivation, appraisal, development, discipline, training, compensations and evaluation of staff for education activities. Therefore, in

secondary schools, this forms an important responsibility of the school administrator in achieving the goals of the schools, in particular, and of secondary education, in general. It appears secondary schools teachers in South East, Nigeria are not motivated. They are being owed for several months, invariably, this affects effective teaching and learning noting that a hungry man is an angry man. They are continuously relegated to the background, not being appreciated, denied of their rights and packages.

Also, adequate funding ensures effective implementation of the school academic programme. According to Obioma (2014), investment in education requires huge sums of money, hence funding is needed for the procurement of teaching materials, erection of structures, payment of teaching and non-teaching staff, maintenance of school equipment and school buildings. As such it has to do with, smooth and effective school administration and the full realisation of the objectives of educational institutions. Funding is a resource indispensable in achieving educational objectives because it possesses the capacity to make the school and its programmes successful (Oboegbulem in Mgbodile, 2004).

Again, a good and conducive school environment with adequate school facilities is a function of adequate school funding. It encourages students' attendance to school and reduces dropout rate. According to, Andersan (2015), it improves students' attitude to learning and enhances their academic performance. This is because learning is greatly influenced by the environment in which it is taking place.

Furthermore, funding is used to maintain the school plant. The school plant comprises of the entire physical environment of the school that facilitate teaching and learning. The school plant is the most important aspect of the school setting (Ojelede, 2010). According to him, putting in place all these physical facilities in the school environment will encourage both the teachers and students in their activities which, in turn, will help the school realize its set goals. The components of the school physical environment are not easily come by as huge amount of money is involved in both procurement and maintenance. As a result, adequate funding must be put in place for proper maintenance culture of these facilities so as to achieve a normal school environment and function.

Finally, funding is necessary for procurement of institutional materials and teaching aids (Uzoigwe, 2013). The provision of instructional materials cannot be over emphasised as a result of the important role they play in effective teaching and learning. It will be impossible, according to Ajayi (2014), for the curriculum to be effectively implemented if instructional materials required for teaching and learning are not available. Absence of teaching aids makes teaching ineffective and desired learning will not take place like in most secondary schools in South East, Nigeria. In other words, a situation where schools lack basic instructional materials, laboratories suffer from shortage of basic apparatus and reagents, does not augur well for qualitative education.

Integrative Funding of Secondary Schools

Alibi (2010), defined integrative funding as dynamic situation by which government and non-governmental bodies provide all sorts of financial supports to the education sector.

In the same vein, Toluwalope (2016), saw integrative funding as the involvement of individual and corporate bodies in ventures or activities that make positive contributions to the betterment of education sector in the society. Integrative funding could also refer to the obligation of individuals, groups or decision makers in corporations to take actions which project and improve the quality and welfare of education along with their own interest (Ochai, 2005).

On the other hand, Maduewusi (2005), referred to integrative funding as a joint or collective efforts of federal, state, local governments, individuals, groups, corporate organisations in funding educational programmes in Nigeria.

According to, Adesua (2000), integrative funding is the collective responsibility of governments, well-spirited individuals, organisations and corporate bodies in funding education to achieve educational objectives. While, Oboegbulem (2013), saw integrative funding as collaborative efforts of all stakeholders in education that comprise the governments, individuals, groups, corporate organisations, religious organisations, agencies, world bodies in funding educational programmes in Nigeria.

Constitutional responsibility of funding public secondary education in the 1999 constitution of Nigeria rested with the state and federal governments. It has been argued that statutory allocation has been inadequate to meet the needs of secondary education (Meja, 2000). This calls for integrative funding to actualize the objectives of secondary education. In Nigeria, the previous programme like Universal Primary Education (UPE) failed because the government alone could not bear the burden of its financing and this situation made such programme not to succeed. In such situations, the government leaves the structures dilapidated, delay teachers' salaries, while classrooms lacked seats and most of the used furniture need rehabilitation. Also there is inadequate supply of instructional materials, no development of teachers regarding restraining on the job as well as no proper attention on curriculum development to suit the educational objectives. Also these do not provide a conducive teaching and learning environments in the school system.

In this perspective Ukeje (2006), argued that in the present circumstances funds and facilities were very much limited and the school administrator was being asked to achieve maximum results with this limitation. He observed that there was increasing demand by the people for more and better education and the problem of rising costs, and concluded that there was crisis in the education system. He therefore argued that the way out of the financial malaise is to seek supplementary sources of funds. Such bodies from which to seek support includes international bodies, alumni

associations, philanthropic organisations, voluntary agencies, parent-teachers associations (PTAs), community efforts, management alternative strategies (Ogbonna, 2008).

Utilization of Integrative Funding

Utilization of integrative funding is defined by Ogbonna (2008), as how best funds are generated and put into use. Collaborating the above definition, Mgbodile (2007), referred to utilization of funds as the maintenance of adequate liquidity level to enable the school meet its financial obligations. Utilization of integrative funding refers to as prudent management of financial resources to achieve the organisation's goals (Ogureu, 2001). It also refers to judicious management of funds to achieve the goals of the school (Akinsolu, 2012). Utilization of integrative funding, according to Maduewusi (2006), deals with how to plan, programme, budget for, secure and maintain both material and financial resources in order to attain the institution's objectives.

Utilization of integrative funding is one of the major tasks of the principal who is the school administrator. The success or failure of any school programme depends very much on the way the financial resources are managed and thus, in turn affects the overall performance of the school. Oboegbulem (2012), pointed out that the public schools derive most of their financial resources from the government but that the principals of the schools should be aware of other avenues for the school to generate funds for its use (Pandy, 2009). Utilization of integrative funding and effective administration go a long way in the running of the school, assist in reconstruction of school projects and so much more help boost teachers performance, because employers work better in a more conducive environment (Pandy, 2009). The way principals utilize the funds allocated to their schools will either affect the performance of the teachers negatively or positively. This, on the other hand, will affect students of secondary schools knowingly or unknowingly.

In the face of underfunding of secondary schools on the part of the government and dwindling financial resources in secondary schools, the crux of the matter is not just the inflow of funds, but also on how best the funds are utilized. It is therefore pertinent that all school principals have sufficient knowledge of financial management in order to be effective financial managers as chief accountants of their schools (Whawo, 2005).

Theoretical Framework

The theoretical framework for this study shall be based on the theory of expenditure propounded by Adolph Wagner (1855 – 1977). His theory is based on the following assumptions that there are inherent tendencies for the activities of the different tiers of government (Federal, State, and Local Governments) to increase both intensively and extensively. The theory further stated that there is a functional relationship between the growth of an economy and government activities. The third assumption is that government activities grow faster than

the economy. He further postulated that all governments irrespective of the level, size and initiative have exhibited the same tendencies of increasing expenditure. Reasons given for this include an expansion in the traditional functions of the state in such areas as education, health, social amenities, transportation, security, communication, agriculture, housing, power, infrastructure, among others.

The theory is related to the present study in that government alone cannot shoulder the responsibilities of funding education as a result of its limited resources, and the increasing demands of the other sectors of the economy, it is imperative for managers of education to look for other alternative sources of funding education, especially secondary education in south east, Nigeria and ensure that funds so generated are judiciously utilized. It is based on the above described theoretical framework that the study in hand is hinged on.

Empirical Studies

A number of studies are related to utilization of integrative funding and effective administration of secondary schools in south east, Nigeria. They are reviewed in this section of the work.

Shuiabu (2014), carried out a study on integrative funding and principal's administrative competences on Federal Capital Territory (FCT), Abuja, using a descriptive survey design method, for the study. The population comprised 600 respondents while the sample size was 320 principals selected through simple random techniques. Four research questions and four hypotheses guided the study. The data collected was analysed using mean and standard deviation while t-test was used in testing the formulated hypotheses at 0.05 level of significance. The findings of research identified the impediments to principals' administrative competency to include inadequate funding, poor utilization, poor statistical data, amongst others. The study is related to the present study which seeks to investigate the relationship between utilization of the various sources of funding and effective administration of these secondary schools in South East, Nigeria.

Akinsolu (2012) conducted an investigation on resources utilization and internal efficiency indicators in Nigerian public secondary schools with a view to appraise whether the public secondary schools make the best use of the resources allocated in turning the graduates with minimal wastage. A descriptive survey design was used and stratified random sampling techniques based on the six geo-political zones was used to select 250 local government areas out of existing 771 local government areas representing 32 percent. The result showed that there was significant relationship between resources utilization and internal efficiency indicators in Nigerian public secondary schools. This findings attests to the fact that resources are vital for educational system.

Karshi and Sahim (2015), carried out a study on measuring funding and administrative effectiveness in a University. The

study adopted a descriptive design with a population of 315 academic staff from faculty of vocational school in AbartIzzet Baysal University. Instrument used for data collation was a 200 loaded invention which was validated by two experts in educational administration and two experts in measurement and evaluation in the department of science education. The study revealed that administrative effectiveness could be increased if funds are adequately mobilized and properly utilized. Their study relates to the present work in the aspect that both are testing funding and administrative effectiveness of school administrator and also differs from the present study in the aspect that the work of Karshi and Sahim was carried out in a university setting while the present study is carried out in secondary schools in South East, Nigeria. The past study adopted a descriptive design while the present study adopted correlational design. The respondents of the present study are principals and teachers.

Uzoigwe (2013), investigated on the extent of funding and principals administrative effectiveness in public and private secondary schools in Enugu State. The study adopted a descriptive design with the population of 2514 teachers. Five research questions and one hypothesis guided the study. The instrument was validated by two experts in education management using Croubachalpha statistics which yielded an index of 0.79 which was reliable. Mean and standard deviation were used to answer the research questions and t-test to test the null hypothesis at 0.05 level of significance. The study revealed that the private secondary schools principals were more effective in utilizing of funds for effective administration than public secondary schools principals. The past study is related to the present work because both are carried out in secondary schools. Both studies are on funding and administrative effectiveness. The present study differs from Uzoigwe's work in the following ways. The work was carried out on public and private secondary schools but the present work is on public secondary schools. The design was descriptive survey but the present work is correlational design.

Considering the above related literature reviewed it is observed that several works have been conducted on financial management and administrative effectiveness of principals but enough studies on utilization of integrative funding in relation to principals effective administration on secondary schools of South East Nigeria has not been done. It is therefore, in a bid to fill this gap that the present study is embarked on. By the time it is completed the researcher will be in a position to ascertain the true position of affairs.

III. RESEARCH METHODOLOGY

This section describes the procedures adopted in carrying out the study. They are presented under the following subheadings below.

Design of the Study

The study adopted correlation research design. A correlational research design will be used because the study seeks to establish the relationship between two variables, the independent variable (utilization of integrative funding) and dependent variable (effective administration). Uzoagulu (2011), stated that a correlational research design measures a great number of variables and their interrelationship simultaneously. Creswell (2012), equally said that it is a design used by researchers to describe and measure the degree of relationship between two or more variables of a set scores. In the present study correlational design will enable the researcher to establish the relationship and direction of relationship that exists between utilization of integrative funding and effective administration of secondary schools in South East, Nigeria.

Area of the Study

This study was carried out in South East, Nigeria. The South East represents about 9.14% of Nigeria land mass with an area of 84,587m² (Nwosu, 2018). It covers a greater bulk of the Igbo speaking ethnic nationality made up of five states namely; Abia, Anambra, Ebonyi, Enugu and Imo. South East is bounded by Kogi and Beune states in the North, AkwaIbom, Cross River states in the East, Rivers State in the South and Delta State in the West. South East has a population of 16,381,929 according to 2006 national population census data which represents 11.7% of the population of Nigeria (National Population Commission, 2006).

These states share similar features in their cultural, political, educational and social development. The people seemed to have embraced formal education early during the colonial era. The citizens have a lot of interest and love for education. The choice of the South East was borne out of the fact that states in the zones seem to be regarded as educational advantaged states with many public secondary schools yet been experiencing problems in funding and effective administration which result in poor learning conditions, lack of infrastructures, poor incentives to teachers amongst others. This area is suitable for the study because there are many secondary schools with teachers and principals that were involved in the study for data collection.

Population of the Study

The population of the study is 29,513 comprising 1,410 principals and 28, 103 teachers of secondary schools in five states of South East, Nigeria (States Education Management Board, 2019) see Duru-Uremadu (2020), for details.

Sample and Sampling Techniques

The sample size of the study is 982 respondents comprising 40 principals and 942 teachers in 40 public secondary schools in three states of South East, Nigeria. The sample size represents 5% of the accessible population which Ball and

Gall in Uzoigwe (2011), asserted that for a population of 1000 and above, use 20% for 5000 use 10% and for a population of 10,000, use 5%. It was on this premise that the researcher used 5% of the population. Multi-stage sampling technique was used for the study.

In the first stage, simple random sampling technique with non-replacement balloting was used in selecting three states of the South East, namely; Abia, Enugu, Imo with the total population of 18,840 secondary schools teachers.

At the second stage, disproportionate stratified simple random sampling by use of slips of papers was used in the selection of three education zones, one each from the sampled states. The zones are Umuahia education zone, Enugu zone and Owerri education zone 1 with total number of 40 public secondary schools.

In the third stage, proportionate stratified random sampling technique was used in the selection of teachers from secondary schools in the education zones of the sampled states. This resulted in the selection of total number of 942 teachers using sample fraction of 0.05 (see Duru-Uremadu, 2020); Abia was 245 teachers, Enugu 445 and Imo 252 teachers.

Fourthly, simple random sampling technique was used to select individual teachers from their respective schools to give all the respondents equal opportunity of being selected for the study. In all, Umuahia zone, 12 schools and 245 teachers, Enugu education zone, 14 schools and 445 teachers, Owerri education zone 1, 14 schools and 252 teachers.

Instruments for Data Collection

The instruments for data collection were two sets of research-developed questionnaire titled “Utilization of Integrative Funding of Secondary Schools Questionnaire (UOIFOSSQ)” and “Effective Administration of Secondary Schools Questionnaire (EAOSSQ)”. The instruments were developed to elicit information on utilization of integrative funding and effective administration. The instruments comprised two sections. Section A was solicited information on respondents’ biodata while section B was made up of 40 items and two items for UOIFOSSQ and EA OSSQ, respectively. The items were divided into eight cluster (A-H) aimed at measuring the two research questions of the study (see Duru-Uremadu, 2020) for details. Each cluster in first questionnaire contains five items which focussed on the utilization of integrative funding. The second questionnaire contains eight items which focused on effective administration. In all, 48 items were used for the study. The items were rated on a four-point response format of very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE).

Validation of the Instruments

The instruments for data collection were validated by three experts, two in Educational Administration and Planning of the Department of Education Management and one expert in

Measurement and Evaluation from Science Education Department, all in Michael Okpara University of Agriculture, Umudike, and Umuahia. The two sets of questionnaire were presented to them for face validation. The experts validated the questionnaires ensuring that the items statement addressed the research purpose, objectives, research questions and hypotheses as well as the suitability of the constructs used in the questions. They also ensured language adequacy, appropriateness, internal consistency, clarity of words and that question-items are free from ambiguity. After vetting, the 64 items were reduced to 48 items. The experts’ objective suggestions were integrated in the final draft. Their suggestions and corrections led to restructuring of the questionnaires. Sixteen items were dropped and eight items modified.

Reliability of the Instruments

In order to ascertain the internal consistency of the validated instruments, a trial test was conducted in five selected secondary schools of Rivers State, Nigeria outside the study area. Thirty (30) copies of each of two sets of the questionnaires were administered to five principals and 25 teachers once and retrieved from them immediately. Croubach Alpha Statistic was used to determine the internal consistency; reliability indices of 0.08 and 0.83 were obtained. Reliability indices of 0.85, 0.75, 0.73, 0.73, 0.88, 0.76, 0.87, 0.87 were obtained of each of the clusters of A, B, C, D, E, F, G, respectively. Cumulative and alternative reliability indices of the two sets of instruments were 0.82 and 0.82, respectively.

Method of Data Collection

The researcher sought the help of six Research Assistants that helped in administering the questionnaires to the respondents. The research assistants were adequately briefed on how to relate and administer the questionnaires to principals and teachers. On-the-spot collection was used to ensure high return rate but whereby on-the-spot failed revisit was scheduled with the individual respondents concerned. Nine hundred and eighty two (982) copies of the two of the questionnaires were administered to 982 respondents. There was over 96% retrieved rate.

Method for Data Analysis

The data generated, was analysed using linear regression to answer the research questions while Analysis of Variance (ANOVA) was used to test the null hypothesis at 0.05 level of significance. The null hypothesis was accepted when calculated value is greater than 0.05 level of significance and when calculated value is less than 0.05, it was rejected. The analysis of variance is meant to determine the relationship as well as test the significance of the variables being studied. The extent of relationship of the variables will be decided using ANOVA. Moreso, Uzogulu (2011), asserted that the end point of the internal is ± 1.00 indicates a perfect correlation between the two variables, Correlation indicating zero shows no relationship. The positive sign (+) shows a

positive relationship while the negative sign (-) shows a negative relationship. The decision for interpreting the strength of the relationship is this: $+00 \pm 40$ = low, ± 40 to $+60$ = Moderate/Average, ± 60 to ± 1.00 – High/Strong Extent, respectively.

IV. RESULTS AND DISCUSSION

This section dealt with results of data collected and discussion of findings of research. The results were presented according to research questions and hypotheses that guided the study. It also highlighted the major findings, while discussion of findings was carried out based on research questions and hypothesis accordingly.

Simple Regression Analysis Results

Research Question 1: To what extent does the utilization of budgetary allocations correlate effective administration of secondary schools in South East, Nigeria.

Table 1: The Simple Regression Analysis Showing the Extent of Correlation between Utilization of Budgetary Allocations and Effective Administration of Secondary Schools in South East, Nigeria.

Adjusted Variable	N	r	R Squared	R Squared	Remark
Government Budgetary Allocations	982	0.70	0.489	0.489	High positive correlation
Effective Administration	982				

The data on Table 1 revealed that there was a high positive correlation of $r = 0.70$ between the utilization of Government budgetary allocations and effective administration of secondary schools in South East, Nigeria. This is because the index falls within the range recommended by Uzuagulu (2011), that correlation index that ranged from 0.60-1.00 is highly correlated. The calculated R^2 of 0.489 indicates that 48.9% of variation in effective administration was accounted for by the utilization of Government budgetary allocations.

Research Question 2: To what extent does the utilization of funds from international bodies correlate effective administration of secondary schools in South East, Nigeria?

Table 2: The Simple Regression Analysis Showing the extent of correlation between utilization of funds from international bodies and effective administration of secondary schools in South East, Nigeria

Adjusted Variable Remark	N	r	R Squared	R Squared	Remark
Funds from International Bodies	982	0.60	0.359	0.359	High positive correlation
Effective Administration	982				

The data on Table 2 revealed that there was a high positive correlation of $r = 0.60$ between the utilization of funds from international bodies and effective administration of secondary

schools in South East, Nigeria. This is because the index falls within the range recommended by Uzuagulu (2011) that correlation index that ranged from 0.60-1.00 is highly correlated. The calculated R^2 of 0.359 indicates that 35.9% of variation in effective administration was accounted for by the utilization of funds from international bodies.

Analysis of Variance Results from Test of Hypotheses

Hypothesis One: There is no significant relationship between the extent of utilization of government budgetary allocations and effective administration of secondary schools in South East, Nigeria?

Table 3: Analysis of Variance (ANOVA) of the Simple Regression Analysis showing the significant correlation between utilization of government budgetary allocations and effective administration of secondary schools in South East, Nigeria.

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	2330.076	1	2330.076	939.215	0.000
Residual	2431.260	980	2.481		
Total	4761.336	981			

- a. Dependent Variable: Effective Administration
- b. Independent Variable: (Constant), utilization of government budgetary allocations

Data on Table 3 showed a p-value of 0.000 which is less than 0.05; this implied that the null hypothesis which states that there is no significant correlation between the utilization of government budgetary allocations and effective administration of secondary schools in South East, Nigeria was rejected. Hence, this implied that there is a significant high positive correlation between the utilization of government budgetary allocations and effective administration of secondary schools in South East, Nigeria, since the corresponding research question 1 revealed that there is a high positive correlation between the utilization of government budgetary allocations and effective administration of secondary schools in South East, Nigeria.

Hypothesis Two: There is no significant relationship between the extent of utilization of donations from international bodies and effective administration of secondary schools in South East, Nigeria?

Table 4: Analysis of Variance (ANOVA) of the Simple Regression Analyses showing the significant correlation between utilization of donations from international bodies and effective administration of secondary schools in South East, Nigeria

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	1709.488	1	1709.488	548.000	0.000
Residual	3051.848	980	3.114		
Total	4761.336	981			

- a. Dependent Variable: Effective Administration
- b. Independent Variable: (Constant), utilization of funds from international bodies

Data on Table 4 showed a p-value of 0.000 which is less than 0.05, this implied that the null hypothesis which states that there is no significant correlation between the utilization of funds from international bodies and effective administration of secondary schools in South East, Nigeria was rejected. Hence, this implied that there is a significant high positive correlation between the utilization of funds from international bodies and effective administration of secondary schools in South East, Nigeria, since the corresponding research question 2, revealed that there is a high positive correlation between the utilization of funds from international bodies and effective administration of secondary schools in South East, Nigeria.

V. DISCUSSION OF FINDINGS

Below, the findings of research shall be discussed in line with the research questions and stated hypotheses tested.

1. *The extent of utilization of budgetary allocations correlates effective administration of secondary schools in South East, Nigeria.*

Here, the analysis of research question one and corresponding null hypothesis one revealed that there was a high positive correlation between utilization of government budgetary allocations and effective administration of secondary schools in South East, Nigeria. This finding implies that when budgetary provisions are judiciously used for their purpose it enhanced the administrative efficiency of the staff. This finding as in agreement with the findings of Uzoigwe (2013), whose findings revealed that effective budgetary allocations correlated positively with effective administration of school principals. However, the author posited that budgetary provisions were more utilized by the principals from the private schools. Also the finding of the present study agrees with findings showed that administrative effectiveness of principals could be enhanced when adequate budgetary provisions are adequately utilized. Thus, this finding was attributed to the fact that budgetary provision takes care of the schools overhead running cost which if adequate utilized enhances the administrative efficiency of the administrators.

2. *The extent of the utilization of funds from international bodies correlates effective administration of secondary schools in South East, Nigeria.*

The analysis of research question two and hypothesis two, revealed that there was a high positive correlation between utilization of funds from international bodies and effective administration of secondary schools in South East, Nigeria. This finding indicates that when international bodies help to fund the schools it enhances the principals and administrators' administrative effectiveness. This finding is an agreement with the findings of Akinsolu (2012) whose findings established that utilization of finances from international bodies for the funding of secondary schools enhances administrative efficiency. Thus, the finance from these international bodies in the form of profits or grants in aid help

in providing both human and material resources for the running of schools in South East, Nigeria.

VI. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this section, the findings of research shall be summarized, conclusions made and recommendations for policy actions preferred.

Summary of findings

The findings of the study are summarised as follows:

1. There is a significant high positive correlation between utilization of government budgetary allocations and effective administration of secondary schools in South East, Nigeria. It then means that more government expenditure to education would improve performance of secondary schools in South East, Nigeria.
2. There is a significant high positive correlation between utilization of funds from international bodies and effective administration of secondary schools in South East, Nigeria. What this finding shows is that the more funds are put into secondary schools from world bodies or international corporations, the better would be improved performance of secondary schools in South East, Nigeria.

Conclusion

Based on the findings of the study, it is concluded that there is a significance high positive correlation between utilization of government budgetary allocations and effective administration, also a significant positive correlation exists between utilization of funds from international bodies and effective administration of secondary schools in South East, Nigeria. This could also mean that if funds are adequate and not properly utilized there would be problems.

Recommendations

Based on the findings of the study the following recommendations are advanced for an improved operation of the Nigerian educational system, generally and with focus on performance of secondary schools in the South East of Nigeria in particular.

1. The government and policy makers should formulate policies that will not only increase government expenditures to education but would also ensure strict compliance to judicious utilization of budgetary allocations by principals since it correlations effective administrations.
2. The government and school administrators should source for funds from international agencies through partnership and synergy and also ensure that funds from international agencies are adequately utilized

since it has been found to enhance effective administration.

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