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RESEARCH ARTICLE

IMPACT OF FUNDING ON THE EFFECTIVENESS OF SECONDARY EDUCATION IN CROSS RIVER STATE, NIGERIA

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ABSTRACT

This study investigated the funding, utilization and secondary education effectiveness in Cross River State, Nigeria from 2006-2016. To achieve the study, two purpose of study and two research questions were raised to guide the study. Ex-post facto research design was adopted. The population is 246 Secondary Schools in the study area. Principals were used to answer the research questions and questionnaires. Census sampling technique was used since the population was manageable. The instrument used for this study is checklists known as state budgetary allocation trend (SBAT) and qualitative output trend (QOT) were used to elicit information from the respondents. The checklists were validated by two experts in Measurement and Evaluation. The statistical tool used for data analysis was descriptive statistics and standard deviation. The result of the analysis showed that funding determines the effectiveness of secondary education in Cross River State. It was recommended among others that the government should ensure that adequate budgetary provision is made to secondary education as investment in education is building the future economy of the nation as well as ensuring better output.

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INTRODUCTION

Effective education appears to be the brain child of funding because when fund is available, everything needed to make education effective will be provided. The three tiers of government (federal, state and local) are the bodies responsible for the funding of educational services in Nigeria through grants. The purpose of this grant is to cater for recurrent and capital expenditures to ensure school effectiveness, secondary education inclusive. Secondary education refers to that level of education in Nigeria which lasts for six years and given in two stages: a junior secondary and senior secondary school; each shall be of three years duration (Federal Republic of Nigeria, 2014). The broad goals of secondary education are to prepare the individual for useful living within the society and higher education (Federal Republic of Nigeria, 2014). However, it has been observed with dismay as well as reported that Cross River State performs poorly in West African Examination Council in the past years ranking from 20th position against other states like Abia, Anambra and Edo states that maintains the first five positions in the ranking (Eguridu, 2014). If this situation is not improved, may cause the state to be educationally backward in the near future.

Secondary education effectiveness may be seen as the ability to provide resources needed to enhance teaching and learning in a school and utilizing them maximally for the purpose of goal attainment. These resources include human, material, physical and financial resources. When the resources are adequately provided, expected results in secondary education is produced. The results manifest in the outputs of the schools (leavers). Secondary education effectiveness is seen as the ability of school administrator (principal) to utilize the available fund in the management of school activities to attain pre-determined goals (Okon, 2017). The determinants of effectiveness in secondary education according to Farhat, Zarghuna, Khalid, Ashiq and Muhammad (2012) are class room management, assessment and evaluation, curriculum content, instruction delivery, school leadership, safety and orderliness of the environment, professional development, school goals, coordination among staff, community involvement, high expectation, student motivation and quality assurance. Assessment and evaluation (WAEC results) will be used as determinant of school effectiveness in this study. This challenge of inadequate funding makes it impossible for Principals to provide the needed resources to enhance teaching and learning. Inadequate funding by the state government may have fuelled ineffectiveness in Secondary Education in the state and affected the academic activities of Secondary Education adversely as regards goal attainment. Secondary

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school Principals, teachers and students in turn blame their problems on Government for grossly under-funding of secondary education. This situation has also led to poor utilization of funds to purchase consumables such as chemicals in the laboratories, needed learning aids, light for practical instructions, poor or no maintenance. As a result, teachers are handicapped when it comes to teaching practical lessons. Hence, the poor production of secondary school leavers who may not compete adequately with their counterparts in some developed countries. Worried about this scenario, the researcher has determined to investigate the impact of funding, on the effectiveness of secondary education in Cross River State, Nigeria.

Review of Literature: There are different ways to raise money for the purpose of funding secondary education. Agbe (2013) opined that sources of school funding include, grants from government, tuition or school fees, endowments or donation, taxes and levies, loans, commercial activities and foreign aids. The government prepare a budget to guide their income and expenditure annually. Chartered Institute of Management Accountants (2015) opined that budget is a quantitative expression of a plan for a defined period of time which includes planned sales volume and revenues, resource qualities, cost and expenses, assets, liabilities and cash flows. The expected financial resources needed to run secondary education within a specified time must expressed in naira which is termed budget and handled by the budget office.

Budget provided to secondary education covers the operational expenditures for the running of the school. Budgetary provision to education seems inadequate, occasioned by the increasing student's enrolment that is more than the government ability to maintain her proportional financial support (Sofoluwe, 2006). There is need to understand that money used in educating an individual is an investment of which its cost will be recovered in the future because. The child trained today, will be a technocrat and nation builder tomorrow thereby, contributing towards the national and economic development of the nation. According to Nnabugwu (2013), the National Union of Teachers blamed the lingering crisis in the nation's education sector to long years of neglect and poor funding. They stress that it has become imperative for all the tiers of government in Nigeria to begin the implementation of United Nations Educational, Scientific and Cultural Organization's (UNESCO's) recommendation of 26 percent of annual budget to education in developing nations. It is true that education is seen as a veritable means of bringing about political, socio-economic mobilization of educational goals (ChidiobiandEze, 2015). World Bank ranking of allocation to education of 20 countries in 2012

This is really a pathetic and shameful situation. Imagine the gap between Nigeria and other countries of the world. Countries that are among the low-income countries in Africa has higher percentage of their budget to education than Nigeria. It seems Nigeria failed to understand that money used in educating an individual is an investment of which its cost will be recovered in the future because the child trained today, will be a technocrat and nation builder tomorrow thereby, contributing towards the national and economic development of the nation. The study by Oweh (2013) buttressed this when it analyzed the 1999, 2000, 2010, 2011 and 2013 budgetary allocation to education, he revealed that only 16.17%, 4.08%, 10.24%, 11.31% and 8%. It is quite unfortunate that Nigeria

threats the education sector with high degree of negligence contrary to other countries of the world. Even among African nations, Nigeria seems to be having the lowest budgetary allocation for education. Nigeria, in 1999, provided 11% of its annual budget for education against Morocco 17.7%, Botswana 19.0%, Tunisia 17.0%, Swaziland 24.6%, South America 25.8%, Lesotho 17.0%, Uganda 27.0%, Burkina Faso 16.8%, Cote d'ivoire 30%, Kenya 23%, and Ghana 31% (Treyyima & Babatunde, 2015). Any country that is investing so much in education, is building a strong economy for her tomorrow. Through investment in education, a weak nation becomes stronger while a strong nation that refuses to invest in education grows weaker in the future.

Funding of education was seen and treated as a crucial issue before and immediately after the civil war. During this time, students feeding programme was being implemented and upon graduation, students were given suiting jobs, accommodation and a car attached depending on the qualification and the course studied. Today, this is no more in existence (National Union of Teachers, 2017). The abolishment of some motivating and academic inspiring programmes could be traced to inadequate funding which is glaring at our secondary education today. Knowing that education is the means for human capital development, bedrock of every nation and the golden key to unlock the golden door of success, it is imperative that the funding be given priority. When fund is adequately provided, all the needed educational materials that enhances learning will be provided for the purpose of effective teaching/learning and goal attainment which implies good academic performance evidenced in WAEC results. In the study carried out by Iheonurekwu, Okorie & Nzegebulem (2016) on private unit cost a correlation of students' academic performance in senior secondary schools in Abia State, Nigeria where a research hypothesis is formulated that there is no significant relationship between private unit cost per student of secondary schools and students' academic performance in senior secondary schools in Abia State.

The population consisted of 41,618 senior secondary school students and 220 principals in the three senatorial zones of Abia State and a sample of 1,000 students and 50 principals. Ex-post-facto research design was adopted and secondary schools' private questionnaires (SSPUCSAPP) were the instrument used. The data collected for the study was analyzed using the statistical package for social science (SPSS), Descriptive statistics such as the mean (\bar{X}) were used to determine the private unit cost. Percentage scores were used to find level of students' academic performance while correlation analysis or Person-Product Moment Correlation Technique (r) was used to test the null hypothesis at 0.05 level of significance. The result of the correlation analysis shows r equals 0.199 while the critical value was 0.288, this value was found not significant at $p > 0.05$ level of significance. This implies that there was no significance relationship between private unit cost per student of senior secondary school and students' academic performance in senior secondary school in Abia State. It is noticed with dismay that while other states in the federation maintain their first five position in WAEC ranking, Cross River State comes in from twentieth positions. In 2014, Anambra, Abia and Edo ranked the highest with 65.92%, 58.52% and 57.82 respectively while Cross River State ranked 21st with the range of 22.49% together with Plateau, Osun and Kogi States.

In 2016, Abia, Anambra and Edo states still came as the top three while Cross River State came to 20th position. Every government that is interested in the improvement of its economy, must place priority in education and prove this by providing funds needed for resource provision to enhance students' performance.

Statement of problem: The poor qualitative output of secondary schools in Cross River State is a clear indication of ineffectiveness. "A total of 529,425 candidates, representing 31.28 percent, obtained credits in five subjects and above, including English and mathematics" when compared to the 2012 and 2013 May/June WASSCE results, there was marginal decline in the performance of candidates as 38.81 percent was recorded in 2012 and 36.57 percent in 2013 (Eguridu, 2014). This is in spite of the effective administration of teaching and learning activities being emphasized by the government to ensure the attainment of educational goals in our secondary schools in addition to new structures being raised and renovated across the state.

Inadequate funding hampers the school administrator's ability to carry out repairs nor purchase modern instructional materials to meet up with the challenging school needs in recent years and to maintain effectiveness in secondary schools. Modern equipment that should be used in the training of these children to make them acquire skills and knowledge that can help them compete favourably with their peers in any part of the world cannot be provided. The deplorable state of secondary schools and poor performance of secondary school students in their final year examinations (West African examination council) may be evidence of ineffectiveness in teaching and learning accruing from inadequate funding. The ineffectiveness in our secondary education is made manifest in the poor products. It is quite disheartening that most secondary school leavers cannot write properly while some cannot read fluently. There are others with good results yet, cannot pass examinations in higher institutions when given admission. This results to some being withdrawn from school while others will be advised to change courses because the result in their hands could be the sweat of another person who was contracted to write the examination for them. The observed ineffectiveness of the education system may be accounted for by several factors which are all anchored on inadequate funding. Given this state of affairs, the problem of this study, posed as a question is: How does funding determine the effectiveness of secondary education in Cross River State, Nigeria?

Purpose of the study: This study is aimed at examining impact of funding on the effectiveness of Secondary education in Cross River State. Specifically, the study seeks to find out;

- The budgetary allocation to secondary education from 2006-2016.
- The qualitative output of secondary education in Cross River State from 2006-2016.

Research questions

As a guide to this study, the following research questions are raised:

- What is the budgetary allocation to secondary education from 2006-2016.

- What is the qualitative output of Secondary education in Cross River State from 2006-2016?

MATERIALS AND METHODS

The research design adopted for this study is Ex-post facto. It was used because the phenomena of interest had already taken place or occurred and cannot be manipulated in any way. Ex-post facto literally means "after the fact" and it is a non-experimental design. In other words, ex-post facto is used in a situation in which variation in the independent variable has occurred naturally and no random assignment or manipulation are possible (Idaka and Anagbogu, 2012). They added that Ex-post facto design is seen as a useful method that can provide much information of value in educational decision-making. This research design was found suitable for this study because budgets for secondary education were already prepared, funding also had taken place and the impact on secondary effectiveness felt.

Data collection checklists known as "State budgetary allocation Trend" (SBAT) and "qualitative output trend" (QOT) were used to elicit information from the respondents. The sample for this study consisted of the entire population which is 246 secondary schools in the study area. However, 246 Principals heading the schools were used as representatives of the schools for information generation. Student's performance in WAEC from 2006-2016 was used to determine school effectiveness. The number of students who school five credits including English and mathematics was used as a basis for assessing school effectiveness. The data collected was analyzed using standard deviation. The budgetary allocation by the state government of Cross River State from 2006-2016 was used in assessment of government funding to secondary education within the period.

RESULTS

The results of the research questions were obtained through a check list

Research question 1: What is the budgetary allocation to secondary education from 2006-2016?

Summary of budgetary allocations to the education in Cross River State (2006-2016)

Research question 2: What is the qualitative output secondary education in Cross River State from 2006-2016?

A table showing summary of secondary education output from 2006-2016

DISCUSSION

Research question one: What is the budgetary allocation to secondary education from 2006 to 2016. The result from research question one reveals budgetary allocation to education year by year, from 2006-2016. The budgetary provision to education was shown in percentages as: 11.66, 9.37, 15.34, 13.00, 13.51, 13.03, 11.55, 10.36, 10.21, 10.92, and 7.15 respectively. The table also show the budgetary allocation to secondary education within these ten years in percentages as follows: 3.52, 3.52, 4.82, 3.19, 5.21, 5.04, 3.73, 5.12, 4.08, 5.42 and 2.26 respectively.

S/N	Country	Percentage of budget Allocated to education	Rank
1	Ghana	31.0	1st
2	Cote d'Ivoire	30.0	2nd
3	South America	27.4	3rd
4	Uganda	27.0	4th
5	Morocco	26.4	5th
6	Swaziland	24.6	6th
7	Mexico	24.3	7th
8	Kenya	23.0	8th
9	United Arab Emirates	22.5	9th
10	Botswana	19.0	10th
11	Iran	17.7	11th
12	USA	17.1	12th
13	Tunisia	17.0	13th
14	Lesotho	17.0	14th
15	Burkina Faso	16.8	15th
16	Norway	16.2	16th
17	Colombia	15.6	17th
18	Nicaragua	16.2	18th
19	India	12.7	19th
20	Nigeria	8.4	20th

Source: World Bank (2012)

S/n	Year	Total budget	Budget to education	Budget to sec. education	% to education	% to sec. education
1	2006	55,322,052,850.00	6,450,510,000.00	1,946,540,213.00	11.66	3.52
2	2007	49,541,421,510.00	4,640,135,000.00	1,540,440,000.00	9.37	3.11
3	2008	83,321,909,860.00	12,778,290,190.00	4,020,091,820.00	15.34	4.82
4	2009	109,021,984,521.00	13,914,354,510.00	3,412,103,470.00	13.00	3.19
5	2010	78,032,669,068.00	10,540,766,752.23	4,115,819,589.16	13.51	5.21
6	2011	86,487,372,371.22	11,265,450,850.00	4,360,476,992.60	13.03	5.04
7	2012	137,285,315,811.66	15,850,795,400.00	5,118,274,319.96	11.55	3.73
8	2013	135,878,235,040.39	14,079,890,310.00	6,816,992,808.95	10.36	5.12
9	2014	176,310,968,801.07	18,001,380,300.00	7,201,127,392.23	10.21	4.08
10	2015	127,000,000,000.00	13,001,380,300.00	6,881,293,806.97	10.92	5.42
11	2016	303,600,000,000.00	21,700,202,150.00	6,865,243,797.65	7.15	2.26

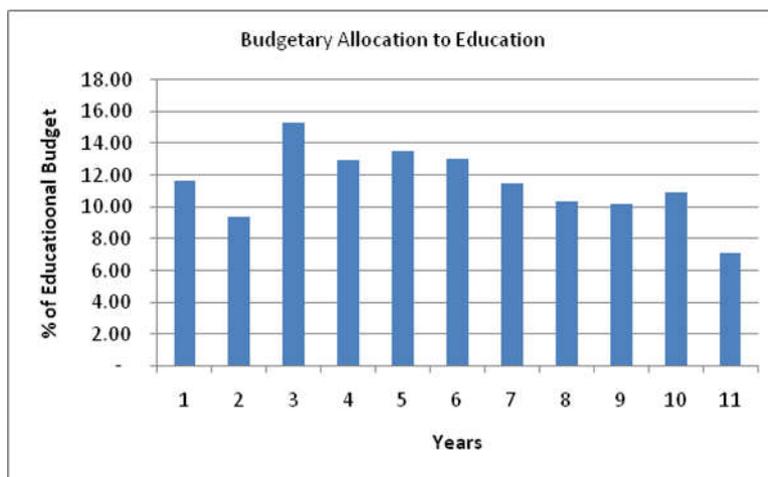


Figure 1.1. Budgetary allocations to Educational Sector (2006-2016)

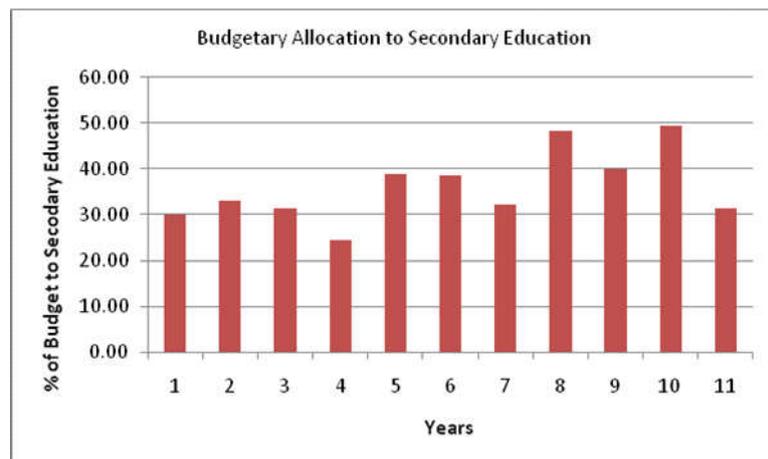


Figure 1.2. Budgetary allocations to secondary education (2006-2016)

S/N	Year	Effectiveness of Sec Educ.	Staff Development			N	Df	X ²
			Low	Moderate	High			
1	2006	Low	37	84	10	131	4	10.853*
		Average	21	51	11	83		
		High	16	16	0	32		
		Total	74	151	21	246		
2	2007	Low	32	95	10	137	4	14.731*
		Average	42	50	11	103		
		High	0	6	0	6		
		Total	74	151	21	246		
3	2008	Low	36	91	5	132	4	45.789*
		Average	33	50	5	88		
		High	5	10	11	26		
		Total	74	151	21	246		
4	2009	Low	26	97	5	128	4	44.584*
		Average	38	50	16	104		
		High	10	4	0	14		
		Total	74	151	21	246		
5	2010	Low	48	96	0	144	4	40.195*
		Average	21	50	21	92		
		High	5	5	0	10		
		Total	74	151	21	246		
6	2011	Low	48	75	15	138	4	21.727*
		Average	10	60	6	76		
		High	16	16	0	32		
		Total	74	151	21	246		
7	2012	Low	31	75	0	106	4	26.633*
		Average	16	49	11	76		
		High	27	27	10	64		
		Total	74	151	21	246		
8	2013	Low	36	80	5	121	4	7.241
		Average	27	55	11	93		
		High	11	16	5	32		
		Total	74	151	21	246		
9	2014	Low	38	85	10	133	4	15.485*
		Average	36	49	11	96		
		High	0	17	0	17		
		Total	74	151	21	246		
10	2015	Low	38	85	10	133	4	7.357
		Average	25	42	11	78		
		High	11	24	0	35		
		Total	74	151	21	246		
11	2016	Low	26	69	0	95	4	48.000*
		Average	21	61	21	103		
		High	27	21	0	48		
		Total	74	151	21	246		

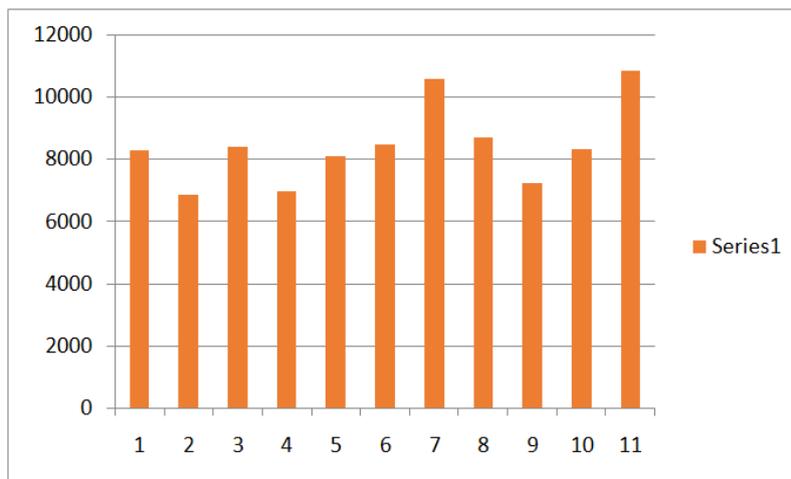


Figure 2. Graph showing secondary education output (2006-2016)

The lower table shows a bar chart showing the result and the level of funding to education and secondary education from 2006-2016 respectively. The budgetary provisions are relatively low. In the study carried out by Iheonurekwu, Okorie and Nzegbulem (2016) on private unit cost a correlation of students' academic performance in senior secondary schools in Abia State, Nigeria.

Three research questions posed and three research hypothesis formulated to carry out the study. The population of the study consisted of 41,618 senior secondary school students and 220 principals in the three senatorial zones of Abia State and a sample of 1,000 students and 50 principals was used. Ex-post-facto research design was adopted and secondary school's private questionnaires (SSPUCSAPP) was the instrument used.

The data collected for the study was analyzed using the statistical package for social science (SPSS), Descriptive statistics such as the mean (\bar{X}) was used to determine the private unit cost percentage scores was used to find the level of students' academic performance while correlation analysis or Person-Product Moment correlation technique \otimes was used to test the null hypothesis at 0.05 level of significance. The result of the correlation analysis shows r equals 0.199 while the critical value was 0.288, this value was found not significant at $p > 0.05$ level of significance. This implies that there was no significance relationship between private unit cost per student of senior secondary school and students' academic performance in senior secondary school in Abia State. The findings of this study reveals why other states in the federation maintain their first five positions in WAEC ranking, and Cross River State comes in from twentieth positions. In 2014, Anambra, Abia and Edo ranked the highest with 65.92%, 58.52% and 57.82 respectively while Cross River State ranked 21st with the range of 22.49% together with Plateau, Osun and Kogi States. In 2016, Abia, Anambra and Edo states still came as the top three while Cross River State came to 20th position. There is need to improve upon funding to enhance instructional materials provision.

Conclusion

Based on the findings, it was concluded that budgetary allocation to secondary educational, parent teachers association, community contributions, endowment and donations, provision of facilities, maintenance of school plants and staff development are critical factors in secondary education effectiveness.

Recommendations

Based on the findings, the following recommendations are hereby made. Government should ensure that adequate budgetary provision should be made to education at all times because investment in education is building the future economy of the nation. It should not just be done during election time to trill people into voting and after rather priority should be placed in education. More resources and time should be invested in secondary education students for better grooming to ensure adequate preparation for West African Examination Council examination to avoid recording high percentage failure.

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