INFLUENCE OF FUNDING ON THE MANAGEMENT OF SECONDARY SCHOOLS IN SOUTH-EAST STATES OF NIGERIA

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Abstract
The enormous influence that funding has on management of post primary schools can never be over stressed as it determines the rate at which secondary school develop. This study investigated Influence of Funding on the Management of secondary schools in South-East States of Nigeria. Three research questions and three hypotheses guided the study. The review of related literature was done under conceptual frameworks which identified the influence of funding on human resource management, provision of instructional materials and provision of school facilities in secondary schools in South-East States of Nigeria. The descriptive survey design was adopted for the study. The population of the study comprised 9,400 (nine thousands four hundred) teachers from 220 grant-aided secondary schools in South-East States of Nigeria. A sample of 296 (two hundred and ninety six) teachers from twenty-five selected secondary schools was used for the study. A 15-item structured questionnaire by the researchers tilted “Influence of Funding and Management of Secondary Schools Questionnaire (IFMSSQ)” was used for data collection. Descriptive statistics of Mean and Standard Deviations were used to answer the research questions while the Chi-square ($\chi^2$) statistical tool was used to test the influence of funding on the management of human resource, on the provision of instructional materials and provision of schools’ facilities, in secondary schools in South-East States of Nigeria. Based on the findings of the study, it was recommended amongst others that the educational administrators should
provide adequate funds for the management of human resource such as prompt and regular payment of teachers’ salaries and allowances among others. Government should provide adequate funds for the procurement of instructional material to enhance effective and efficient teaching and learning process in secondary schools. Educational administrators should endeavor to make sufficient funds available for provision of adequate physical school facilities since their non availability or inadequacy, lower, employees’ job performance and job satisfaction; hence productivity of teachers is also determined by the availability of adequate school facilities. Conclusion were made and implication of the findings drawn.

Keywords: Influence, Funding, Management, Human Resource, Instructional Materials, School Facilities.

Introduction

Financing of education is at the heart of the educational crisis in many countries of the world. In Nigeria, there appears to be a perennial crisis occasioned by lack of definite structures and strategies in funding of the education sector. The overall vision in the current government aims at making Nigeria, one of the top twenty economies in the world by the year 2020. Given the economic revolution that is anchored on the rapid developments in Information and Communication Technology (ICT), it is obvious that any country that wants to be reckoned with in the global arena must be outstandingly advanced in education. This initiative conforms with Owoye (2010) who opines that the objectives of education in any country represents the country’s statement of intentions regarding what aspect of its social, economic and political needs and aspirations can or should be addressed by the educational system. In spite of this articulation of objectives, what is equally obvious is that, all the initiatives introduced have been poorly implemented for various reasons; prominent among them is unsustainable funding.

The Universal and Compulsory Primary Education (UPE) was introduction in 1976, without adequate preparation in terms of the number of classrooms required, number of qualified teachers available and the extent, which available resources could last. More than forty years after that initiative, the educational sector at all levels is still characterized by poor performance which is largely linked to the enduring crisis of funding, definite structures and strategies for addressing the problem. This laudable programme caused an overt enrolment in demand for educational services at the primary level. But the financial resources became inadequate (Arinze, 2012). Arinze further maintains that this Manifestation of poor funding of Nigeria’s education from the mid 1970s into 2000s caused widespread cases of arrears of unpaid teachers salaries, school infrastructures, and equipment were non-existent, dilapidated or grossly inadequate. This makes effective management of the education system a herculean task, and when the situation becomes intolerable, either the teachers or the students or both revolt, leading to demonstrations, strike actions, frequent and often prolonged closure of the institutions and damage to educational quality. The challenges of Nigeria education sector in general and its funding in particular could be traced to policy and strategy instability and inconsistency, inefficient management, wastages and leakages.

The sources of financing secondary school education are basically derived from what can be
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The management of secondary schools in the South-East States of Nigeria is termed here as obligatory and alternative sources. The obligatory sources are the Government that is the Federal and State Government. This is because the Government is constitutionally required to finance education. Federal Republic of Nigeria, National Policy on Education (FRN 2014) sees education as an expensive social service that requires adequate financial provision from all tiers of Government for successful implementation. The Federal Government is in charge of funding higher institution while the state Government is in charge of funding secondary schools and the state owned higher institutions. Their source of funds is primarily their allocation from the Federal account, their share of Value Added Tax (VAT) and state generated revenue through local Taxes. Whatever amount of funds obtained from the various governments is augmented from other sources referred to as alternative sources. A Synopsis of some of these alternative sources of funds are local loans/ Free grants, Education Trust Fund (ETF), Multinational Companies, school fees and levies (Institutional source). Endowment/Donations: Okunamiri (2007) is of the view that endowment funds and donations are recent development in financing education in Nigeria. Endowment or donations are done by giving money to erect school buildings, blocks or provide facilities and equipment. Foreign loans are equally obtained for financing education in Nigeria. Other sources of funding education, especially the secondary schools includes government grants, External Aids from Non-governmental organizations (NGOs) like UNESCO, UNICEF, Rockefeller Foundation, Ford Foundation Canada, Parents Teachers Association (PTA) and Old Students Association (Alumni Association),Among others. However, the researcher focused on the obligatory sources of funding of secondary schools in South-East States of Nigeria for the study.

Ibukun (2006), laments that there is growing shortage of funds and learning resources in the secondary school system. According to Onyeneye (2006) and Adegbite (2007), the major challenge facing the management of secondary school system in Nigeria is inadequate funding. Ajayi and Ayodele (2008) argued that there was an increase in the proportion of total expenditure devoted to education, but this has been considered to be rather grossly inadequate considering the phenomenon increase in student enrolment and increasing cost, which has been aggravated by inflation. Besides, Ajayi and Ekundayo (2006) remarked that the Nigerian government over the years has not been meeting the United Nations Educational Scientific and Cultural Organization (UNESCO) recommendation of 26% of the total budget allocation for the education sector. Aina (2007) posited that government priority to education is still very low. These revelations expose the extent to which the government itself is a contributing factor to the financial inadequacies of secondary school system. The apparent shortage of fund available to the secondary school system has been responsible for declining library, social and laboratory facilities in Nigerian secondary schools in recent years. This in no small way makes the governance of the secondary school system a herculean task. There is deteriorated infrastructure: It is worrisome to note that Nigerian secondary schools are fast decaying. All the resources required for education production process are in short supply. Lecture halls, laboratories, students’ hostels, library spaces, books, journals and office spaces are all seriously inadequate (Ochuba, 2007). According to World Bank (2012) the equipment for teaching, research and learning are either lacking or very inadequate and in bad shape to permit the secondary schools the freedom to carry out the basic functions of academics.

Infrastructural facilities are provided for the enhancement and promotion of teaching and
learning activities. The facilities available do influence, to a large extent, the quality of education being provided. Nworgu (2010) Adesina (2005) and Ojedele (2007) agree that the quality and quantity of the educational facilities available within an educational system have positive relationships with the standard and quality of the educational system. These facilities such as buildings of classrooms, offices, chairs and tables for students and staff and other facilities are grossly inadequate in secondary schools Fadipe (2006) opines that the high cost of these facilities in terms of procurement and maintenance, however, constitute a very serious problem in secondary schools and since they lack the resources needed for the procurement of some of these facilities and their maintenance, it becomes nearly impossible for such schools to be of good standard in terms of infrastructural development.

A common feature of the human resource (teaching personnel) in many of the secondary schools is seriously characterized by the inadequately of qualified teachers. In other words, most of the teachers are not qualified professionally as they lack the basic ingredients needed for the promotion of quality education. Fadipe (2006) asserts that a non-professional teacher who is neither good nor effective cannot be said to be contributing much to quality education. Most of the teachers in the secondary schools are found to lack both technical and personnel competences required in teaching, because they are not professionally qualified because the success of any academic programme especially at the secondary school level, depends to a large extent on the use of good instructional materials. The procurement and usage of qualitative and quantitative materials seem to occupy a very significant position in the achievement of effective teaching and learning process. The term, instructional aids, instructional resources, teaching – learning materials and educational materials are used interchangeably to refer to the same concepts. Ajuago (2005:20) defines it as “resources or materials used by teacher in the classroom”. Davis in Kurumeh (2008) maintains that all instructional materials to a very reasonable degree help in perception, understanding, transfer or learning, retention and provide reinforcement of knowledge which the students are challenged to think creatively about what is to be learned.

Instructional materials in secondary schools are expected to facilitate teaching and learning. These are resources used by the learner to enhance learning. It also motivates and encourages participation and helps maintain interest in a lesson. Examples of some instructional materials include projectors, video tape maker, magnetic white board, bulletin, textbooks, not every material can be available for the teacher in the course of teaching because of scarcity of resources. The level at which these instructional materials are used are supposed to be related to their availability (Otie 2005, Agogo 2011).The instructional materials in many schools are either unavailable or are insufficient to meet educational needs of the learners. Availability of funds is one overriding factor that will boost the use of instructional materials in teaching and learning of probably purchased instructional materials but as funds are not there, even improvisation of some instructional materials may not be possible because teacher need little amount of money to buy materials for the improvisation. The falling standard of teaching and learning can be attributed to this factor. Onyejemezi (2006) had identified lack of educational resources in teaching irrespective of government’s policy pronouncements and measures over the years. Due to lack of instructional materials in Nigerian secondary school teachers take to chalk and talk in the process of teaching and learning. This usually makes it difficult for the teacher to delivery effectively thereby resulting to a halt in the efficient output that would
have been rendered by such a teacher which in turn constitutes negative influence on secondary school education. This equally affects the effective management of this level of education which is considered the bedrock of a child’s intellectual development.

School management is seen as the activities that are done in order to plan, organize and run a business organization or institution. It is the act of running or controlling a business or similar organization. Akpakwu (2013) sees management as the ability of educational managers to judiciously handle human, material, time and financial resources towards achieving the goal of education. According to Lewis (2004), Management includes such activities as proper planning and handling of school facilities, maintenance of sound school discipline among staff and students, provision of instructional materials, availability of qualified personnel, effective supervision and sound administrative policy. This explains why the realization of educational goals of any nation can be attained only through congenial school management which includes proper planning, organizing, co-coordinating, staffing, budgeting, controlling, maintenance of sound school discipline among staff and students. In post primary institutions, administrators are charged with the management of finance, time, human and material resources in order to achieve the aims and objectives of their institution. It is pertinent to note that, when effective management is in place, then there are signs of good things to happen in the teaching-learning process.

Statement of the Problem
There have been public out-cry in the secondary schools today due to inadequate funding which has resulted to inadequate facilities, shortage of personnel and manpower execution of academic programmes which has resulted to the high level of indiscipline noticed in secondary schools today, making nonsense of a worrying situation that hinges on the shoulders of our educational administrators as a result of their inability to properly manage the finances of secondary education. As a peculiar challenge being faced by secondary school education across the country, the management of secondary schools in South-East States of Nigeria has equally been faced with a lot of problems such as poor planning, inadequate funding, for development of human resource such as training and retraining of teachers, inadequate provision of teaching/learning facilities, poor accountability, poor remuneration of teaching and non-teaching staff among others. It is in line with the foregoing that the job of the school manager (principal) in Nigeria has progressively become more complex and highly hazardous. In order to cope with the ever-rising challenges of the system, the school principal must be ready to see himself as a change agent. Having observed this ugly and unpleasant situation in the management of secondary schools, it is obvious that schools are falling short of teachers due to inadequate funding. There has been problem of effective teaching/learning due to inadequate instructional materials, There seems to be a problem of facilities management due to mismanagement of funds in secondary schools and that of human resource management due to misappropriation of funds in secondary schools. It is in consonance with the aforementioned challenges that the researchers is motivated to examine critically the influence that funding has on the management of secondary schools in South-East States of Nigeria.
Purpose of the Study

The purpose of this study is to investigate the influence of funding on the management of secondary schools in South-East States of Nigeria. Specially, the study sought to:

i. determine the influence of funding on human resources management in the secondary schools in South-East States of Nigeria.

ii. find out the influence of funding on provision of instructional materials in the secondary schools.

iii. examine the influence of funding on provision of facilities in the secondary schools.

Research Questions:

The following research questions guided the study

1. To what extent does funding influence human resources management in the secondary schools in South-East States of Nigeria?

2. In what ways do funding influence provision of instructional materials in the secondary schools?

3. To what extent does funding influence provision of facilities in secondary schools?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. Funding has no significant influence on human resources management in secondary schools in South-East States of Nigeria.

2. Funding has no significant influence on provision of instructional materials in secondary schools.

3. Funding has no significant influence on provision of facilities in the secondary schools.

Significance of the Study

The result of this research would be beneficial to the school managers, teachers, Teaching Service Board (TSB), Local Government Education offices and the researchers. The schools managers through the influence of funding on the management may be able to plan, organize, control and coordinate the scarce resources (financial, human, and materials) at their disposal in order to achieve the goals of secondary schools. The teachers through the proper management of human resource in secondary schools by school managers shall benefit as they would be given ample opportunities in updating and improving their skills, with stimulus to constant innovation in the areas of curriculum development, implementation and general teaching and learning methods. The government through the Teaching Service Board (TSB) and Local Government Education offices shall benefit from prudent management of educational finances as this will help in the proper provision and utilization of funds sent to the schools. The government will be sure of financial accountability from the school managers. It would also be of benefit to the relevant bodies that carryout the recruitment process to embark on employing qualified personnel (teachers) that will carry out the instructional process at the secondary level of education in South-East States of Nigeria in particular and Nigeria in general. Lastly, the findings of this study will be of paramount importance to school heads, teachers, students and those who may like to use some information of the study and carryout a study on a related topic and make proper
recommendations to educational policy makers to use and help revive our educational system for better national development.

Scope of the Study
The study was delimited to the influence of funding on the management of secondary schools in South-East States of Nigeria. The variables of influence of funding on the management of secondary schools studied including human resource management, provision of instructional materials and provision of facilities in secondary schools. It will cover all

Review Related Literature
This section reviewed literature which is pertinent and relevant to the study.

Concept of Funding
Funding means providing financial resources for a programmed or a project. In general, this term is used when a firm feels the need for cash from its own internal reserves while the term finance is used when the need is filled from external or borrowed money. According to Hornby (2005) Funding means money accrued for a particular purpose, the act of providing, on a larger funding scale of secondary education in Nigeria is the responsibility of state governments except for the few Federal Unity Schools. The state Government manages and provides funds for secondary education (Onousanya , 2010). According to Nakpodia (2011) the funds provide to secondary education by the government are used to pay teachers salaries and allowances, procure instructional materials and equipments and other facilities. Nakpodia further observes that funds constitute one of the resources for realization of educational objectives. Okeke (2005) opines that it is clear that government can no longer single handedly fund educational institutions in the country. He observed that there is insufficient release on government to provide solutions to the problems facing secondary education in Nigeria. The results are that the schools are grossly neglected because they are not in position they ought to be. Ocho (2008) observes that government is finding it difficult to effectively fund education because other sectors of the economy are competing with education for attention.

It is in line with the foregoing that Ogbonnaya (2012) rightly argues that the burden of education finance has weighed too much on the government and there are signs of government inability or unwillingness to adequately fund education, giving it the pace of qualitative growth without jeopardizing other sectors of the economy. Commenting on the view of Ogabor (2010) states that the amount of funds currently allocated to secondary education is grossly inadequate; a pathetic situation that has led to poor instructional facilities and the absence of qualified and experienced teachers. Adegbite (2007), notes that the private sector should act as catalyst in complementing the efforts of government in terms of funding to ensure qualitative and quantitative education for all. The private sector should participate in education beyond their contribution to the education tax fund as education for all is the business of all sectors of the economy. It could be noted that the most serious problem facing secondary schools in Nigeria today is inadequate funds as stated by Ogbonnaya (2005) because funds provided by the states government are never enough. Odukunle (2011) pointes out that the fall out from inadequate funding of secondary school education in most states in the country includes difficulty in the provision of instructional materials, payment of teacher’s
salary and provision of equipments for teaching and learning in the schools. The problem of funding is the most persistent and thorny issue militating against the school’s capacity to maintain quality services in the country. Since the state government finds it difficult in recent times to provide resource and materials to schools, it is obvious that if funds are inadequate, the broad aim of secondary education will not be realized. This perhaps is one of the reasons why the state government encourages private sector participation in its funding of secondary schools. Okunamiri (2007) observes that if formal education must achieve its laudable goals and objectives as entrenched in the National Policy on Education priorities such as funding by the government and low participation rate by the private sector have to be addressed.

Management of Secondary Schools
Management is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directly and controlling an organization (a group of three or more people or entitles) or effort for the purpose of accomplishing a goal. According to Akpakwu (2008:132), the term management comes from the verb to “manage” which can mean to handle, to control, to make and keep submissive, to organize, to alter by manipulation and to carry out for a purpose. Okorie (2004) defines management as a coordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objectives. He further stated that, it is also the guidance or direction of people towards organizational goals. Allen in Akpakwu (2008) defines management as a kind of work a manager performs to enable people to work most effectively together. Management involves planning organizing, staffing, directing, coordinating, reporting and budgeting (Adesina, 2005). According to Mbipom (2005) management is the utilization of physical and Human Resource through cooperative efforts which is accomplished by performing the function of planning, organizing, staffing directing and controlling. Kokach (2006) defines management as the acceptance of personal accountability determined by measured results. Kokach further explains that management is the process of taking many diverse elements, people, money materials, equipment and ideas and turning them into a product or service that people need. It is a process of coordinating variety of resources, human and non-human that manipulates the process for the desired and measurable outcomes.

Management as defined by Etuk (2007) is the process of providing, organizing, utilizing and controlling the school systems, organization’s inputs (human and materials resources) for the purpose of producing outputs (products) relevant to the accomplishment of the school management objectives. On the other hand Ojo (2006) defines school Management as the process of administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examination, resources allocation, costing and forward planning, staff appraisal relationship with the community, use of the practice skills necessary for surviving the policies of organization such as decision making, negotiation bargaining, communication, conflict handling, running meetings and so on. All these tasks can be reduced to the following: planning, organizing, directing supervising and evaluating the school system. (Ekundayo, 2010). These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the schools so as to be able to produce quality outputs. In view of the above assertions, the principal of a school is a planner, director, controller, coordinator organizer, adviser and a problem-solver
The principal identifies and sets goals and objectives of the school, which of course must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization of expertise (Uyanga, 2007).

**Influence of Funding on Human Resource Management in Secondary Schools in South-East States of Nigeria**

Fund refers to money. Every school project requires money for its effective implementation and viability confirming this, Onyeachu (2006) notes that no organization functions effectively without funds. Unfortunately, funds allotted for education are inadequate. This affects the management of secondary education. A situation where there is no money for payment of teachers salaries, purchase of equipment, books, furniture and other facilities that enhance teaching and learning, teachers cannot perform effectively. According to Dessler (2004) Personnel management or Human Resource Management as it is known today, is the process of acquiring training, appraising and compensating employees and attending to their labour relations, health and safety and fairness concerns. Matthias and Jackson, (2004) conceptualize Human Resource Management as dealing with the design of formal system in an organization to ensure the effective and efficient use of human talent to accomplish the organization goals. Ogunsaju (2006) sees Human resource management as the effective utilization of people based upon appropriate recruitment, selecting training, placement and appointment of staff to achieve the objective of the organization.

Akpakwu (2012) defines Human resource management in education as the process of recruiting, training, developing retaining, appraising, compensating and attending to labour matters of the staff towards the accomplishment of the goals and objectives of educational organization. Akpakwu further sees Human resource management as recruitment, retention, training and motivation of the people that perform the various functions of an educational organization. The Human resource management in a school system include the teachers, non-teaching staff, students, parents, community members and government officials in charge of education. They are the personnel in a given educational organization. Aderounmu and Ehi ametator (2005) define personnel administration in the public school as a process of getting qualified personnel to provide instructional services necessary for the achievement of the goals of the system. The goals of any school system are to provide the society with manpower needed for development and to enhance the quality of the condition of living of their product. There is disputing the fact that human resource management plays several roles in the process of achieving the goals of the schools which include: to select and recruit professional qualified staff and supporting staff, staff development, staff orientation, staff promotion, transfer, staff retention, termination and staff evaluation. These roles of human resources management can hardly be accomplished due to the poor funding of the schools in Nigeria.

However, for secondary education to achieve her aims and objectives, the importance of employing qualified personnel cannot be overemphasized. Qualified personnel in this context refers to the professionally qualified teachers who carryout instructions at the secondary level of education. The question that arise is how we can get adequate number of professionally qualified subject teachers to handle effectively all the subjects meant for secondary education. This is very necessary because as Ayodele (2008) observes that the teacher is a major hub around which the success of education revolves. Lassa, (2007) therefore viewed the teacher as
the key to proper development of the child and consequently they are needed in greater number in all the secondary schools. Inadequate funding of education today has adverse effects on the management of secondary schools as rightly posited by Maduabum (2009). Many trained teachers cannot be retained due to poor salary scale, lack of payment of salaries, allowances and fringe benefits and there is hardly any welfare package to motivate the teachers. The teachers abandoned the teaching profession for untrained hands who come in as a last resort after unsuccessful search for other jobs. This situation has created the impression of the teaching profession as an occupation for drop outs. The entry of all kinds of people and unqualified persons into the teaching jobs has now produced undesirable consequences for the profession and has helped to reduce the prestige, reward and job satisfaction of teachers. It has also caused brain drain and has made teaching a place for armatures as described by Ciwar (2005). The presence of non-qualified teachers in schools can do more havoc to the system than none and that is why Edem (2007) note that training makes workers realize better what they have to do to acquire the skills required for proficiency performance. All these cannot be done in isolation of funds. It must therefore be understood that this cannot be achieved if fund is neglected. Fund according to Ogbonnaya (2012) are necessary for employment and payment of staff in educational institutions, fund are needed to plan and organize interviews for staff to be employed. It is also required for payment of staff salaries allowances and fringe benefits. It is a fact that without fund, it would be impossible to provide for the welfare of staff in an educational institution. Development is the state of wellbeing that focuses on teachers empowering them to work continuously towards making the world a better place for human creativity, enterprise and quality standard of living (Obanya, 2009).

Omoregbe (2009) defines development as the process of teaching employees, the desired skill to excel in their present job and to cope with the future challenges of the job. Staff development means the training and orientation of personnel of any organization towards the maintenance and improvement of that organization’s functional effectiveness (Akpakwu, 2008). In education this fact assumes greater significance as the variety of personnel to be trained at frequent intervals and oriented as job demand is about the largest. Teachers constitute the core element of the educational personnel because of the pre-service and in service training programmes. According to Obanya (2006), for teachers to be effective, they require proper training and orientation not only for the growth of the education industry but also their professional growth. Professionalism means acquiring special education and training. According to Obegbulem (2007), professional development of serving teachers has been one shot workshops, seminars, conferences and sandwich programmes. She maintained that professional development of teachers in this era of reforms calls for development that extents for beyond the norm. Serving teachers need opportunities to learn how to question, analyze and change instruction to teach challenging contents. In view of the above, secondary schools cannot embark on the employment of qualified teachers, staff development, staff promotion and retention without adequate funding. This means that fund should be made available at the secondary school level of education making it imperative for the appropriate bodies or authorities to embark on acquiring the services of the professionally qualified teachers.
Influence of Funding on Provision of Instructional Materials in Secondary Schools

Instructional materials are very important to learning in secondary schools. According to Ajayi (2005:16) “the effective management of school is known first and foremost through effective instructional activities organized by school administrators”. Without adequate funding no administrator can meet up the demand of a standard school as academic excellence stems from good instructional activities championed by teachers in such schools. Nomigo (2004) states that the quality of equipment available in the schools depends on fund allocated for that purpose. This explains why instructional materials in our institutions are inadequate due to lack of adequate funding. Instructional materials may be seen as those objects and devices that have been systematically designed, produced and evaluated in which an instructor (the teacher) uses to illustrate the point he wishes to emphasize in his teaching with the intention of facilitating learning. They are also seen as materials or tools locally made or imported that could make tremendous enhancement of lesson impact if intelligently used. Isola (2010) referred to them as objects or devices which help the teacher to make a lesson much clearer to the learner. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching (Agina – Obu, 2005). Ajayi, (2005), posited that the probability of the success of any curriculum innovation is very low without the provision of the necessary facilities and other materials such as textbooks and audio-visual aids. Similarly, Bitamazlie (2005) views instructional materials as any form of material used to facilitate teaching and learning process in the school setting. They includes textbook, visual aids, scholastic equipment. Effective uses of these materials facilitate learning. They can attract and hold students attention, increase retention and enhance understanding, of the abstract concepts thus, improving performance (Ajuago, 2005). Lockheed in Aganze (2005) advances scholastic materials to include black boards and chalk, Muhire (2008) stresses that availability of scholastic materials like textbooks and spaces determines job performance.

Appreciating the need to provide instructional materials for teaching and learning in Nigerian schools, Onyejemezi (2006) asserted that all learners in the various levels of the nation’s educational system are expected to be provided with appropriate learning experience. A systematic integration of variety of resources in a teaching and learning process or environment produces appropriate learning experience which in turn result in effective (active) or meaningful learning. Onyejemezi further notes that since experience implies activity of some kinds, it is not simply something that happens, experiencing for the learners means having them (learners) see, hear, touch, taste, make do and try. Onyejemezi furhter opines that instructional materials are indispensable in the teaching learning process. To that end, Babalola (2004) notes that instructional materials are designed to promote and encourage effective teaching-learning experiences. Instructional materials are always and means of making the teaching and learning process easy, more meaningful and understandable. Babalola further notes that as ingredient is to soup, so also resources materials to curriculum implementation. However, these instructional materials are lacking in Nigerian secondary schools as a consequence, teachers take to chalk and talk as they have no visual or audio-visual materials which the students can see, touch, smell and hear teaching and learning process.

Onyeachi (2006) observes that when instructional materials are not available, learners cannot
do well. This means that when learners are not doing well, the set objectives of education cannot be achieved. Inadequate funding of secondary education today has affected the provision and availability of instructional materials in secondary schools. Ada (2007) stresses that lack of resources materials for teaching have direct effect on effective teaching and learning process. Continuous absence of instructional materials like textbooks, school libraries, laboratories/equipment, workshop, chalk/markers boards, charts, stationeries among others, have adverse effects on general productivity of both teachers and students. Similarly, Efedi, (2008) states that the classroom is made up of learners of different psychological, physiological, mental and social backgrounds, it becomes imperative that the teacher whose major work/task is to achieve meaningful and effective communication with the learners needs some vital aids to meet up with this great demanding task of achieving educational objective, hence the availability and effective utilization of educational media/materials is of great concern. It is in line with the foregoing that Aganze (2005) advances that academic performances is influenced by fund which are used for attracting good teachers, good infrastructure and good instructional materials.

Influence of funding on Provision of School Facilities in Secondary Schools
The school could be viewed as a factory that requires money, men and material resources to aid production. The school facilities which refer to the physical facilities available in the school such as the site, the buildings and equipment could simply be likened to be capital in an industrial setting. Just like the school system itself, the school facilities need to be adequately managed in order to ensure effectiveness and efficiency of the system. School facilities refer to school plant or physical facilities in the school which include school ground, sporting facilities, furniture, educational equipment, building, library, school health clinic, transport facilities, school records. They are very important for they facilitate teaching and learning and also provide recreational opportunities for the pupils. Abenga (2005) is of the opinion that, school facilities are one of the major factors responsible for high or low academic achievement depending on its quality, operation and maintenance. Abenga further points out that inadequate facilities hamper effective learning and prevent teachers from putting in their best. As a result many teachers have found themselves extremely limited by the facilities with which they work. If the school is to function properly, the administrator should cater very well for its facilities. He should make efforts to supply or provide these facilities that are within the capacity of the school and persuade the appropriate authorities to provide those that are within their capacity to do so. Abdulhamid (2009) states that school facilities are materials and equipments that are used for teaching. Some of these materials are easily movable, some are consumable, some of the material are stored and requested when there is need, while others rotate between teachers for their daily routine work. Maintenance of school plant is concerned with keeping playgrounds, buildings and equipment in their original condition of completeness on efficiency.

Kenzevich in Asemah (2010) states that the time it takes for a building to become physically obsolete depends on the quality of the original construction and materials as well as the quality of house-keeping and maintenance. In school maintenance, rehabilitation involves the restoration of floors, walls or ceiling of buildings to their original state. It is a process of face-lifting in which split walls, leaking or blown off roofs, falling ceilings, broken windows and cracked floors are mended and re-decorated for further educational use. Rehabilitation or
improvement on the physical facilities to the schools are made to replace the outdated school buildings for modern educational purpose and when the demand for education is increasing specially with the launching of the Universal Basic Education (UBE) in the country. Okebukola (2006) maintains that funds are indispensable for the operation of educational business not only for payment of staff salaries and allowance but also for setting up infrastructure and provision of schools equipments. Infrastructural facilities are provided for the enhancement and promotion of teaching and learning activities. The facilities available do influence to a large extent, the quality of education being provided. Adesina (2005) and Ojedele (2007) agree that the quality and quantity of the educational facilities available, within an educational system have positive relationship with the standard and quality of the educational system. These facilities such as buildings for classroom, offices, chairs and tables for students and staff and other facilities are grossly inadequate in secondary schools. Fadipe (2006) opines that the high cost of these facilities in terms of procurement and maintenance, however, constitute a very serious problem in secondary schools. Schools lack the fund needed for the procurement of some of these facilities and their maintenance. Inadequate funding has seriously destabilized the education system and contributed poorly to the enhancement and promotion of quality education.

Methodology
Descriptive research design was adopted for the study. The population of the study comprised Nine thousand four hundred (9,400) teachers from two hundred and twenty (220) secondary schools in the south-East states of Nigeria. A sample of six hundred (600) teachers was randomly selected from 25 secondary schools in the South-East states of Nigeria. Stratified random sampling technique was used to select the sample size because the population was heterogeneous. A 15 – item structured questionnaire developed by the researchers titled Influence of Funding and Management of Secondary Schools Questionnaire (IFMSSQ)” was used for data collection. The questionnaire was validated by experts in the Department of Educational Management and Test and Measurement from the Faculty of education, Benue State University, Makurdi. The questionnaire was trial tested using 30 teachers from three (3) secondary schools that were not part of the sampled population. The data collected was analyzed using Cronbach Alpha correlation coefficient which yielded 0.87. The coefficient indicated high internal consistency which proved that the instrument was reliable to be used for field work. The data collected was analyzed using simple descriptive statistic of mean and standard deviation to answer research questions. A mean cut-off point of 2.50 was used for decision making. Any mean score of 2.50 and above was accepted as being significant while any mean score below 2.50 was rejected as not been significant. The research hypotheses were tested using chi-square ($\chi^2$) test of goodness of fit at 0.05 of significance.

Results and Findings
Research Question One:
To what extent does funding influence Human Resource Management in the secondary schools in South-East States of Nigeria?
Table 1:
Mean Ratings and Standard Deviation of Teachers on Influence of Funding on Human Resource Management in Secondary Schools in South-East States of Nigeria

<table>
<thead>
<tr>
<th>Item No</th>
<th>Item Description</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>X</th>
<th>STD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The number of qualified teachers in secondary schools is determined by the</td>
<td>106</td>
<td>145</td>
<td>29</td>
<td>13</td>
<td>3.17</td>
<td>0.78</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>available of funds.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Availability of funds enable school managers to acquire the services of the</td>
<td>161</td>
<td>90</td>
<td>27</td>
<td>18</td>
<td>3.33</td>
<td>0.88</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>professionally qualified teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Financial resources are used for paying teachers’ salaries and allowances in</td>
<td>117</td>
<td>154</td>
<td>14</td>
<td>11</td>
<td>3.27</td>
<td>0.72</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Funding enhances the continuous processes of employing qualified teachers in</td>
<td>112</td>
<td>160</td>
<td>16</td>
<td>8</td>
<td>3.27</td>
<td>0.69</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Adequate financing enhances the retention/development of qualified teachers in</td>
<td>134</td>
<td>115</td>
<td>30</td>
<td>17</td>
<td>3.24</td>
<td>0.86</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Cluster Mean/Standard Deviation</strong></td>
<td>3.26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1, Shows that the mean ratings for items 1-5 were 3.17, 3.33, 3.27, 3.27 and 3.24 respectively with the corresponding standard deviation of 0.78, 0.88, 0.72, 0.69 and 0.86 respectively. All the mean ratings are above the cut-off point of 2.50. This means that the respondents had agreed that the number of qualified teachers in secondary schools is determined by the availability of funds. The funds enable the school managers in acquiring the services of the professionally qualified teachers. They also agree that financial resources are used for payment of teachers’ salaries and allowances and that it enhances the continuous process of employing qualified teachers in secondary schools. More so, adequate financing enhances the retention and development of qualified teachers. The cluster mean of 3.26 with the standard deviation of 0.79 was also found to be above the cutoff point of 2.50. This implies that funding has influence on Human Resource Management of secondary schools in South-East States of Nigeria.

Research Question Two:
In what ways do Funding influence provision of instructional materials in secondary schools?
Table 2:
Mean Ratings and Standard Deviation of Teachers on the Influence of Funding on Provision of Instructional Materials in Secondary Schools?

<table>
<thead>
<tr>
<th>Item No</th>
<th>Item Description</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>X</th>
<th>STD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Funding enhances the provision of essential teaching–learning textbooks in secondary schools</td>
<td>181</td>
<td>99</td>
<td>10</td>
<td>6</td>
<td>3.54</td>
<td>0.66</td>
<td>Accepted</td>
</tr>
<tr>
<td>7</td>
<td>The provision of flow charts, marker and magnetic white board i.e teaching aids are facilitated through proper funding</td>
<td>131</td>
<td>127</td>
<td>23</td>
<td>15</td>
<td>3.28</td>
<td>0.82</td>
<td>Accepted</td>
</tr>
<tr>
<td>8</td>
<td>Financial resources enhance the provision of ICT facilities in secondary schools</td>
<td>155</td>
<td>106</td>
<td>19</td>
<td>16</td>
<td>3.35</td>
<td>0.83</td>
<td>Accepted</td>
</tr>
<tr>
<td>9</td>
<td>Funds are used for procurement of laboratory equipment in secondary schools</td>
<td>143</td>
<td>114</td>
<td>28</td>
<td>11</td>
<td>3.31</td>
<td>0.79</td>
<td>Accepted</td>
</tr>
<tr>
<td>10</td>
<td>Funding enhances the provision of workshop equipment for effective teaching and learning in secondary schools</td>
<td>131</td>
<td>91</td>
<td>49</td>
<td>25</td>
<td>3.11</td>
<td>0.97</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Table 2, Shows that, the mean ratings for items 6-10 were 3.54, 3.28, 3.35, 3.31 and 3.11 with the corresponding standard deviations of 0.66, 0.82, 0.83, 0.79 and 0.97 respectively. All the mean ratings are above the cut-off point of 2.50. This means that the respondents had agreed that funding enhances the provision of essential teaching and learning textbooks in secondary schools and that the provision of flow chart, marker and magnetic white board i.e teaching aids are facilitated through proper funding. They also agreed that financial resources enhance the provision of ICT facilities. Funds are used for the procurement of laboratory equipment in secondary schools. More so, that funding enhances the provision of workshop equipment, chairs and tables for effective teaching and learning in secondary schools. The cluster mean of 3.32 with the standard deviation of 0.81 were also found to be above the cut-off point of 2.50. This implies that Funding influences the provision of instructional materials in secondary schools in the South-East States of Nigeria.

Research Question Three:
To what extent does funding influence provision of facilities in secondary schools in the South-East States of Nigeria?
Table 3:
Mean Ratings and Standard Deviation of teachers on the Influence of Funding on provision of facilities in Secondary Schools in the South-East States of Nigeria.

<table>
<thead>
<tr>
<th>Item No</th>
<th>Item Description</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>X</th>
<th>STD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Funding is necessary for the provision of facilities which enhances good working condition for teachers in secondary schools.</td>
<td>203</td>
<td>79</td>
<td>12</td>
<td>2</td>
<td>3.37</td>
<td>0.60</td>
<td>Accepted</td>
</tr>
<tr>
<td>17</td>
<td>Funding enhances the availability of physical facilities such as furniture and sporting facilities</td>
<td>183</td>
<td>101</td>
<td>10</td>
<td>4</td>
<td>3.23</td>
<td>0.62</td>
<td>Accepted</td>
</tr>
<tr>
<td>18</td>
<td>Adequate facilities for teacher’s welfare and conducive school environment can only be made available through proper funding.</td>
<td>140</td>
<td>115</td>
<td>26</td>
<td>15</td>
<td>3.24</td>
<td>0.83</td>
<td>Accepted</td>
</tr>
<tr>
<td>19</td>
<td>The availability of facilities for teachers’ performance can only be done through proper financing.</td>
<td>129</td>
<td>128</td>
<td>20</td>
<td>19</td>
<td>3.96</td>
<td>0.84</td>
<td>Accepted</td>
</tr>
<tr>
<td>20</td>
<td>Finance are used to provide facilities like library and laboratory that facilitate teaching and learning activities in secondary schools</td>
<td>148</td>
<td>108</td>
<td>27</td>
<td>13</td>
<td>3.10</td>
<td>0.82</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Table 3, Shows that the mean ratings for item 16-20 were 3.37, 3.23, 3.24, 3.96, and 3.10 with the corresponding standard deviations of 0.60, 0.62, 0.83, 0.84 and 0.82 respectively. All the mean ratings are above the cut-off point of 2.50. This means that the respondents agreed that funding are necessary for enhancing good working condition of teachers in secondary schools and that funding enhances the availability of physical facilities such as furniture and sporting facilities. Also the teacher’s welfare and conducive school environment can only be made available through proper funding. More so through proper financing the availability of facilities in schools will be enhanced for teacher’s performance. Finance are also used for the provision of facilities like library and laboratories which facilitate teaching and learning activities in secondary schools. The cluster mean of 3.38 with the standard deviation of 0.74 also found to be above the cut of point of 2.50. This implies that funding has influence on provision of facilities in secondary schools in South-East States of Nigeria.

Testing Research Hypotheses
In testing the three hypotheses of this study, the Chi-Square ($\chi^2$) statistical tool was used to test the hypotheses at 0.05 level of significance and the results are presented on tables 4 to 6 and the detailed analysis shown in

Hypothesis one:
Funding has no significant influence on Human Resources Management in secondary schools in South-East States of Nigeria

INFLUENCE OF FUNDING ON THE MANAGEMENT OF SECONDARY SCHOOLS IN SOUTH-EAST STATES OF NIGERIA 184
Table 4: Chi-Square ($\chi^2$) test of Teachers on the Influence of Funding on Human Resources Management in Secondary Schools in South-East States of Nigeria

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Observed Frequency</th>
<th>Expected Frequency</th>
<th>Df</th>
<th>Level of sig</th>
<th>$X^2$-cal</th>
<th>$X^2$-tab</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Influence</td>
<td>42(14%)</td>
<td>148(50%)</td>
<td>1</td>
<td>0.05</td>
<td>162.32</td>
<td>3.84</td>
<td>Ho</td>
</tr>
<tr>
<td>Influence</td>
<td>254(86%)</td>
<td>148(50%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not Accepted</td>
</tr>
</tbody>
</table>

Table 4, shows that, the descriptive statistics of percentages and the inferential statistics of chi-square were used to test the influence of funding on Human Resource Management in Secondary Schools in South-East State of Nigeria. The results showed that 86% of the respondents agreed that funding has influence on Human Resources Management in Secondary Schools in South-East States of Nigeria as against 14% respondents who disagreed.

Table 4 also shows that the chi-square calculated value of 162.32 was greater than the chi-square table value of 3.84 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis was therefore not accepted. This implies that funding has significant influence on Human Resource Management in Secondary Schools in South-East States of Nigeria.

Hypothesis Two:
Funding has no significant Influence on Provision of Instructional Materials in secondary schools

Table 5: Chi-Square ($\chi^2$) test of Teacher on the Influence of Funding on Provision of Instructional Materials in Secondary Schools

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Observed Frequency</th>
<th>Expected Frequency</th>
<th>Df</th>
<th>Level of sig</th>
<th>$X^2$-cal</th>
<th>$X^2$-tab</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Influence</td>
<td>16(5%)</td>
<td>148(50%)</td>
<td>1</td>
<td>0.05</td>
<td>281.00</td>
<td>3.84</td>
<td>Ho</td>
</tr>
<tr>
<td>Influence</td>
<td>280(95%)</td>
<td>148(50%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not accepted</td>
</tr>
</tbody>
</table>

Table 5 shows that, the descriptive statistics of percentages and the inferential statistics of chi-square were used to test the influence of funding on Provision of Instructional Materials in Secondary Schools. The results showed that 95% of the respondents agreed that funding has influence on Human Resource Management in Secondary Schools as against 5% respondents who disagreed.

Table 5, also showed that the chi-square calculated value of 281.00 was greater than the chi-square table value of 3.84 checked at 0.05 level of significance and at 1 degree of freedom. The
null hypothesis was therefore not accepted. This implies that funding has significant influence on Provision of Instructional Materials in Secondary Schools in South-East States of Nigeria.

**Hypothesis Three:**
Funding has no significant Influence on the Provision of Facilities in secondary schools.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Observed Frequency</th>
<th>Expected Frequency</th>
<th>Df</th>
<th>Level of sig</th>
<th>$X^2$-cal</th>
<th>$X^2$-tab</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Influence</td>
<td>14(5%)</td>
<td>148(50%)</td>
<td>1</td>
<td>0.05</td>
<td>347.22</td>
<td>3.84</td>
<td>Ho</td>
</tr>
<tr>
<td>Influence</td>
<td>282(95%)</td>
<td>148(50%)</td>
<td>1</td>
<td>0.05</td>
<td>347.22</td>
<td>3.84</td>
<td>Not accepted</td>
</tr>
</tbody>
</table>

values in parentheses are percentage ($X^2=347.22$, df =1, $p=0.05>0.00$)

Table 6 shows that the descriptive statistics of percentages and the inferential statistics of chi-square ($X^2$) were used to test the influence of funding on provision of facilities in secondary schools. The results showed that 95% of the respondents agreed that funding has influence on provision of facilities in secondary schools as against 5% respondents who disagreed.

Table 6 also shows that the chi-square calculated value of 347.22 was greater than the chi-square table value of 3.84 checked at 0.05 level of significance and at the degree of freedom. The null hypothesis was therefore not accepted. This implies that funding has influence on provision of facilities in secondary schools in South-East States of Nigeria.

**Discussion of Findings**
Based on the analysis of research questions and testing the hypotheses, the following findings were organized and discussed here for ease of understanding.

The first finding of this study revealed that funding has significant influence on Human Resource Management in secondary schools in South-East States of Nigeria. This finding is in line with the views of Maduabum (2009) and Ogbonnaya (2012) who observes that prompt payment of salaries and allowances to teachers will increase productivity and motivate them to greater commitment to teaching and teaching learning process. Furthermore, Obanya (2006) stated that for teachers to be effective, they required proper training and orientation to enhance the commitment of individual teachers to the objectives of the school.

The second finding of this study revealed that funding has significant influence on the provision of instructional materials in secondary schools. This finding corroborates with the opinions of Nomigo (2004) who maintained that quality of equipment available in schools depends on fund allocated for that purpose. This explains why instructional materials in our institutions are inadequate due to lack of adequate funding. Instructional materials may be seen as those objects and devices that have been systematically designed, produced and evaluated in which an instructor uses to illustrate the point he wishes to emphasize in his or
her teaching to facilitate learning. Isola (2010) found that a teacher with a conducive working environment would experience a positive mood and enjoy his concentration to work and that if all materials needed are provided, the teachers' job performance would receive a boost.

The third finding revealed that funding has significant influence on provision of facilities in secondary schools in South-East States of Nigeria. This finding agrees with the views of Okebukola (2006) who observed that funds are indispensable for the operation of educational business not only for payment of staff salaries and allowances but also for setting up infrastructures and provision of schools equipment. Infrastructural facilities are provided for the enhancement and promotion of teaching and learning activities. Fadipe (2006) opined that the high cost of these facilities in terms of procurement and maintenance, however constitutes a very serious problem in secondary schools. More so in line with the findings of Kayode, Abisoye, Rachael and Victor (2012) states that, physical facilities as determinants of productivity in the management of secondary schools and further maintained that there was a significant influence of funding on the provision of adequate physical facilities such as classrooms and offices; since their non-availability or inadequacy lowers teachers’ morale and job performance. The satisfaction and productivity of teachers is determined by the availability of adequate schools’ facilities.

**Conclusion**

Based on the findings of this study, it was concluded that funding on the human resource management, provision of instructional materials and school facilities has significant influence on the management of secondary schools in South-East States of Nigeria.

**Recommendations**

Based on the findings of the study, the following recommendations were made:

1. The educational administrators should provide adequate funds for the management of human resource such as prompt and regular payment of teachers’ salaries and allowances in order to enhance effective teaching/learning and management of secondary schools.

2. Government should provide adequate funds for the procurement of instructional material to enhance effective and efficient teaching and learning process in secondary schools.

3. Educational administrators should endeavor to make sufficient funds available for provision of adequate physical school facilities since their non-availability or inadequacy, lower, employees’ productive and job satisfaction; hence productivity of teachers is also determined by the availability of adequate school facilities.

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