

**FUNDING AND SCHOOL DEVELOPMENT PROGRAMMES AS  
CORRELATES OF SENIOR SECONDARY SCHOOL  
STUDENTS' ACADEMIC PERFORMANCE IN NORTH-  
CENTRAL NIGERIA**

**BY**

**SAGAYA, Abiodun Amudalatu**

**B.Ed (Hons), M.Ed**

**Matric No: 14/68OG003**

**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF  
PHILOSOPHY (Ph.D.) DEGREE IN EDUCATIONAL MANAGEMENT,  
FACULTY OF EDUCATION,  
UNIVERSITY OF ILORIN,  
ILORIN, NIGERIA**

**2018**

**CERTIFICATION**

This is to certify that this study was carried out by **SAGAYA, Abiodun Amudalatu**,  
Matric No. 14/68OG003 and has been read and approved as having met part of the  
requirements for the award of the degree of Doctor of Philosophy in Educational  
Management in the Department of Educational Management, Faculty of Education,  
University of Ilorin, Ilorin, Nigeria.

---

Prof. A. O. Sofoluwe  
Supervisor

---

Date

---

Prof. Afusat. T. Alabi  
Head of Department

---

Date

---

Prof. N. B. Oyedeji  
Dean of Faculty of Education

---

Date

---

Date

## **DEDICATION**

This thesis is dedicated to the Almighty God who has always been my Supporter and Provider. It is also dedicated to my beloved father Alhaji Suleiman Oba Olosan Sagaya, (of his blessed memory), my wonderful, caring and blessed children: Lukman, Rukkayatu, Musa-Kalamullah, and Abdulfatai as well as to my dear mother, Hajia H. Olalonpe Sagaya.

## ACKNOWLEDGEMENTS

All glory and honour be to the Almighty God for the wonderful support throughout the duration of this study.

I am grateful to my Supervisor, Prof. A. O. Sofoluwe for his thorough supervision of this study. My innermost and profound appreciation goes to Prof. I. O. Abimbola from the Department of Science Education, university of Ilorin for his untiring and immeasurable assistance towards the success of this study. I remain indebted to the H.O.D. Prof. Afusat. .T. Alabi. Similar thanks go to Profs. D. O. Durosaro, Nike. Y. S. Ijaiya, A. Y. Abdulkareem, N. B. Oyedeki, Dr. Y. A. Fasasi, Dr. Rhoda. O. Oduwaiye, Dr. Patricia. A. O. Etejere, Dr. A. S. Omosidi, Dr. S. Oyeniran, Dr. A. A. Atolabgbe, Dr. A. A. Tijani, Dr. H. A. Umar, Dr. A. A. Lawal, Dr. A. T. Muritala, Dr. O. J. Ojo, Dr. A. A. Sheu, Dr. Nimotalai. J. K. Abdullai, Dr. D. J. Kayode, Dr. R. L. Abdulkareem, Dr. Ijeoma. C. Ogbudinkpa, Dr. F. K. Olaoluwa, Mrs. Sherifat. A. Ogungboyega, Mrs. Habibat. A. Yusuf, Mr. B. A. Isiaka and Mr. O. M. Zubair whose collective input and intellectual connection contributed to the quality of this research. My thanks go to all the administrative staff members of the Department of Educational Management, University of Ilorin, Ilorin Nigeria

My profound appreciation goes to Prof. Bayo Lawal, Prof. S. A. Onasanya, Dr. O. P. Akinnubi, Dr. Folakemi. O. Adeniyi, and Mr. Lekan Babalola from University of Ilorin. Also, my appreciation goes to my husband, Alhaji Zakariyau Adeleke for his financial and moral support in the course of this study. My special thanks also goes to all my relatives and friends in person of Engr. Yusuf Olanrewaju Sagaya, Alhaji Tunde Sidiq, Alhaji Jamiu Zakariyau (Abuja), Alhaji Ibrahim Salman, Alhaji Mustapha Ayinla, Hajia Hawa Kulu Abubakar, and Kwara State Government for their financial support, encouragement and wisdom shared towards the success of this research work. My appreciation also goes to the research assistants in person of Mr. Abdulquadry S. Imam, Mrs. Victoria Olawumi. Ajide, Mrs. Bukky Malomo (Kwara State), Mallam. Auta and Alhaji Jibril (Nasarawa State) and Mallam. Issa and Mallam. Gbodofu (Niger State) for their support towards the success of this study.

## ABSTRACT

Education is a yardstick to measure socio-economic, cultural, skill acquisition and technological development. Secondary school education is important because it is a bridge between basic and tertiary education. Inadequate funds and poor implementation of school development programmes were factors affecting students' academic performance in North-central Nigeria. Thus, this study therefore investigated the relationships among funding, school development programmes and secondary school students' academic performance. The objectives were to: (i) determine the sources of funding secondary school education; (ii) investigate how the funds allocated are utilised; (iii) identify various development programmes in secondary schools; (iv) examine the level of the implementation of the school development programmes (v) examine the level of students' academic performance; and (vi) determine the relationships that existed between funding, school development programmes and students' academic performance in North-central Nigeria.

The research was a correlational descriptive survey. The population comprised all the 1,582 secondary school principals in North-central Nigeria. Purposive sampling technique was used to select three (50%) out of the six states. The target population was 844 secondary school principals, while stratified sampling technique was used to select 196, 169 and 152 principals, respectively from the three states, making a total sample of 517 principals. Purposive sampling technique was used to select six project officers from the three states Ministry of Education. A total number of 341,425 students' results from 2011 to 2015 were used to determine students' academic performance. A researcher-designed questionnaire, checklist and result proforma were employed to collect relevant data. The questionnaire was validated by four experts and reliability coefficient of 0.89 was obtained. The data collected was analysed using percentage, graph, mean ranking, multiple regression and Pearson Product-Moment correlation statistic at 0.05 level of significance.

The findings were that:

- i. main source of funding secondary education came from the budgetary allocation of the state (98.53%);
- ii. fund utilised on secondary school education was 98.04% recurrent and 32.24% capital expenditure, respectively;
- iii. school development programmes available were Teacher Development Programme (45.3%), Student Exchange Development Programme (0.8%), Student Welfare Services Development Programme (26.8%), Infrastructural Development Programme (12.7%) and School Renovation Programme (14.4%);
- iv. implementation of school development programmes was moderate with the mean score of 2.67;
- v. students' academic performance was average with 65.5% of the students having 5 credit passes including English Language and Mathematics; and
- vi. there was a positive but low significant relationship among funding, school development programmes and students' academic performance in North-central Nigeria (  $F(2,461) = 53.532, p < 0.05$  )

The study concluded among others that state budgetary allocation was the main source of funding secondary education; that fund utilized on school development programmes was below average; and that students' academic performance was average. The implication is that, to enhance student's academic performance, there is the need for full release of approved funds and adequate implementation of school development programmes. The study therefore recommended a full release of funds allocated to secondary school education and an effective implementation of school development programmes to enhance students' academic performance.

**Word Counts:** 497

## TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgements	iv
Abstract	v
Table of Contents	vi
List of Tables	viii
List of Figures	x

### CHAPTER ONE: INTRODUCTION

Background to the Study	1
Statement of the Problem	16
Purpose of the Study	20
Research Questions	21
Research Hypotheses	21
Scope of the Study	22
Significance of the Study	23
Operational Definition of Terms	25

### CHAPTER TWO: REVIEW OF RELATED LITERATURE

Theoretical Framework	27
Funding and Academic Performance	30
Secondary School Education in Nigeria	37
Funding Secondary School Education in Nigeria	41
Source of Funding Secondary School Education in Nigeria	48
Problem of Funding Secondary School Education	61
Concept and Dimensions of School Development Programmes	62
Empirical Studies on Funding, School Development Programmes and Academic Performance	86
Conceptual Framework	92
Appraisal of the Literature Reviewed	94

### CHAPTER THREE: RESEARCH METHODOLOGY

Research Design	96
Population, Sample and Sampling Techniques	96
Instrumentations	99
Procedure for Data Collection	100
Method of Data Analysis	101
Ethical Consideration	102

#### **CHAPTER FOUR: PRESENTATION, DATA ANALYSIS AND DISCUSSION**

Presentation of Results	103
Research Questions	103
Hypotheses Testing	110
Discussion of Findings	116

#### **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

Summary of Findings	124
Conclusion	127
Recommendations	128
Limitations of the study	130
Suggestions for Further Studies	130
Contributions to Knowledge	131
<b>REFERENCES</b>	132
<b>APPENDICES</b>	156

### LIST OF TABLES

<b>Table 1</b>	Students' Performance in WASSCE between 2010 and 2017 in Nigeria	9
<b>Table 2</b>	Federal Government Budget from 2010 to 2016	17
<b>Table 3</b>	3-Year Senior Secondary School Curriculum Structure	38
<b>Table 4</b>	Federal Government Expenditure on Education	47
<b>Table 5</b>	Sample Frame	98
<b>Table 6</b>	Analysis of Sources of Funding Secondary School Education between 2011 and 2015 in North-central Nigeria	104
<b>Table 7</b>	Actual Expenditure on Secondary School Education in North-central Nigeria between 2011 and 2015	105
<b>Table 8</b>	Budget on Secondary School Development Programmes between 2011 and 2015 in North-central Nigeria	106
<b>Table 9</b>	Distribution of Respondents on School Development Programme going on in Secondary Schools in North-central Nigeria between 2011 and 2015	107
<b>Table 10</b>	Mean and Rank of Respondents on the School Development Programmes in North-central Nigeria	108
<b>Table 11</b>	Analysis of Students' Academic Performance in North-central Nigeria	
<b>Table 12</b>	Results of Multiple Regression analysis of funding, school development programmes and senior secondary school students' academic performance in North-central Nigeria	110
<b>Table 13</b>	Multiple Regression Analysis of Funding, School Development Programmes and Students' Academic Performance in North-central Nigeria	111
<b>Table 14</b>	Results of Contribution of Funding, School Development Programmes and Students' Academic Performance in North-central Nigeria	112
<b>Table 15</b>	Results of Correlation Analysis between Teacher Training Development Programme and Senior Secondary School Students' Academic Performance in North-central Nigeria	112
<b>Table 16</b>	Results of Correlation Analysis between the Student Exchange Programme and Senior Secondary School Students' Academic Performance in North-central Nigeria	113
<b>Table 17</b>	Results of Correlation Analysis between the between Students' Welfare Services and Senior Secondary School Students' Academic Performance in North-central Nigeria	114



<b>Table 18</b> Results of Correlation Analysis between the Infrastructural Development Programme and Senior Secondary School Students' Academic Performance in North-central Nigeria	115
<b>Table 19</b> Results of Correlation Analysis between the School Renovation Programme and Senior Secondary School Students' Academic Performance in North-central Nigeria	115

**LIST OF FIGURE**

- Figure 1:** Conceptual model on funding and school development programmes as correlates of senior secondary school students' academic performance 92
- Figure 2:** Analysis of secondary school students' academic performance in North-central Nigeria 109

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

Education has proved to be the vehicle for individual growth and national transformation in human history; it is to nation building as blood is to human life. Without adequate education, it will be difficult for development to take place. In other words, education is the only weapon that can be used to change the world. All over the world, education is recognised as a key measure of socio-economic, political, cultural, technological development and skill acquisition. This is the reason why Atolagbe (2011) was of the opinion that no nation ever rises above its investment in education. The need to eradicate illiteracy in the world has however been attracting the attention of individuals, communities and governments.

The word education has different interpretations which make it difficult to arrive at a particular definition of the concept. It is worthy of note that the concept was derived from the Greek word *educare*, meaning knowledge (Ige, 2014). Different authors defined education in their own terms. For instance, education is said to be a means of developing human resources by cultivating appropriate skills, knowledge and attitudes without which the nation cannot harness resources to industrialise and take part in the global knowledge economy (Durosaro, 2012). To Abdulkareem (1990), education is the process of acquiring skills, knowledge, values, competences, and generally the acceptable behaviour of a society to enable the individual to live successfully and contribute to the development of the society.

The education sector is very crucial to any nation. Being a major investment in human capital development, it is important to realise that human capital development should be a key factor in the world's development programme. Hence, to meet the developmental challenges of the twenty-first century, there has been a global trend towards education reforms. On this note, it is expected that the reforms may contribute meaningfully to national development gradually and systematically, and move away from a politicised to a more analytical approach that will appreciate the complexities inherent in proffering genuine and workable solution for revamping Nigerian educational system (Operation Reach All Secondary Schools, 2006).

Education promotes the culture of productivity by enabling individuals to discover the creative potentials in them and apply the same to the improvement of the existing skills and techniques of performing specific tasks, thereby increasing the efficiency of their personal and societal efforts (Obasanjo, 2012). In addition, education is a means of teaching or training people to be useful to themselves and the society they live. By this, recipients have to be productive and discover their creative abilities, which can be used to perform specific tasks to attain self-actualisation. Thus, education is an instrument for human, political and economic growth. The Nigerian National Policy on Education stated that education should:

- inculcate national consciousness and unity; and
- inculcate the right type of values and attitudes for the survival of individual and the Nigerian society
- train the mind in the understanding of the world around
- enable a child acquire appropriate skills, abilities and competences both mental and physical, as equipment to live in and contribute to the development of the society (Federal Republic of Nigeria, 2015).

The significance of education to human beings cannot be over-emphasised. It has contributed greatly to the betterment and up-lifted millions of people globally. It has brought development to many nations and some are still on their way to reach the apex of the ladder of development. All nations, that realise the significance of education to the national development, invest greatly in it and they have never regretted, but rather they enjoy the fruit of their investment (ORASS, 2006).

Uyi (2012) opined that Nigeria's ability to realise its desire of becoming one of the largest twenty economies in the world by the year 2020 will largely rest on the capacity to transform its population into highly skilled, knowledgeable and competent citizens capable of competing globally. The education sector is consequently pivotal to the actualisation of the current national and global policy objectives. In other words, education at different levels, such as basic, secondary and tertiary levels, helps to develop different skills, ability and competence to enable one contribute to the development of one's environment, community and the society at large.

There is no gainsaying the fact that secondary education can be an instrument for achieving national development. Apart from serving as the link between primary and tertiary

education, it provides opportunity for a child to acquire additional knowledge, skills, and traits beyond the primary school level. A major factor that necessitates the acquisition of secondary education in Nigeria is that the education being provided at the primary level is not sufficient for a child to acquire permanent literacy, numeracy and communicative skills expected from him/her at the end of the training (Osho, 2000; Yusuf, 2009; Chinelo, 2011; Ige, 2011).

However, secondary education is very important because it is the level where primary education continues with the aim to prepare students in different fields of study which include Science, Humanities, Technology and Business studies. This is to complement the primary school certificate, get them prepared for higher education and improve more on the literacy and numeracy skills learnt at primary school level. The aims of Federal Government of Nigeria (2014) about secondary education are to prepare secondary school graduates for higher education; acquired relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation; and in the process strengthen further the foundations for ethical, moral and civic values acquired at the basic education levels (NPE, 2015). The new curriculum structured for the 3-year Senior Secondary Education comprises four fields: Science, Humanities, Technology and Business Studies. Therefore, all students irrespective of their field of study are expected to take the four compulsory cross cutting subjects which include English Language, General Mathematics, One Trade/Entrepreneurship Studies, and Civic education (NERDC, 2009).

The curriculum is different from the old one because every senior secondary school graduate is expected to have learned at least one functional trade/subject functionally useful to him/her or the society at large. The new secondary education curriculum is more enriched with current issues and new concepts which will enable the nation to accomplish the goals of preparing her secondary school leavers to be self-reliant in different skills or be productive academically. The new curriculum is expected to be conscientiously implemented if adequately funded by different stakeholders in education industry, and this is why all the tiers of government are expected to furnish secondary school education and career development with sufficient fund to implement the new curriculum in an attempt to improve secondary school students' academic performance. However, the new curriculum requires a lot of fund for different fields of study to be successful, mostly on trade/entrepreneurship that has thirty-four subjects which a student can learn more than one to become skillful enough.

Furthermore, the policy means that at secondary school level, quality should be able to provide to all those who can benefit from it. Oyedele (2012) explained that secondary education is meant for children after the basic levels of education and before they enter tertiary stages. It is expected to be three years' duration. The students will learn vocational and academic subjects prior to their admission into tertiary institutions. The scholar further explained that secondary education is designed to achieve the following specific objectives:

And these are in tandem with Nigeria's overall national goals of:

- i) preparation for useful living within the society, and
- ii) preparation for higher education.

Government's attention to secondary education started some decades after the development of primary education, particularly when the need for the outputs of primary schools to further their education in secondary schools became paramount. Secondary education started in Nigeria in 1859 with the establishment of CMS Grammar school in Lagos by Reverend T. B. Marculey. Alongside, government established King's College Secondary School in Lagos in 1909; Katsina College now Barewa College Zaria in the Northern region in 1922 and Methodist College in the Eastern region in 1923 (ORASS, 2006).

It has come to be realised that human capital formation should be a key factor in the world's development programme. To meet the developmental challenges of the twenty-first century, there has been a global trend on education reforms. This is because Education provides the human capital that will initiate, plan, direct and execute the development processes and activities (Nwagu, 2006). These reforms focused more, if not exclusively, on the primary/basic education sub-sector and, to some extent, the tertiary level. For instance, supervising and quality assurance agencies have been put in place at both the primary/basic education and tertiary levels. Similarly, provision has been made for intervention funds for both the primary/basic and tertiary levels of education.

Surprisingly, the secondary education sub-sector has been left out of this structural and management reforms this while. This is a fundamental gap in Nigeria educational development that has thrown the secondary school level of education into a serious crisis forgetting the importance of the level of education despite that it represents a critical stage in

the educational system of a nation. In addition, Arong & Agbudu (2010) was of the opinion that it is secondary education that will provide further educational and vocational opportunities for completers of primary/basic schools as well as lay a strong foundation for academic and career pursuits at the tertiary levels.

Elaborating further on the importance of secondary education, Ukeje(2006) averred that it prepares people for useful living within the society and enhances a sound cultural, scientific and technological education, ability to think critically and creatively, acquisition of viable or useful skills, and respect for dignity of labour, sense of responsibility and tolerance. Unfortunately today, average Nigerian secondary school leavers cannot think critically and creatively nor gain admission to tertiary level without going extra mile to obtain the required credits to gain admission to the tertiary institution; instead their sense has been warped by extreme materialistic societal values (Akinnubi, 2010). Secondary education is an important instrument for national development, because the current curriculum aims at preparing students in science, business studies, humanities and technology to study four compulsory cross-cutting core subjects with the respective subjects in their chosen field.

The compulsory cross-cutting core subjects are English language, General Mathematics, Trade Subject and Civic Education, as directed by Federal Government with the aim at preparing the students for the challenges of the outside world and equipping them with a skill that will make them job providers instead of job seekers on completion of their secondary education. At secondary school level, it is expected that students should be exposed to knowledge and skills that will make them self-reliant and useful citizens of the nation. Also, secondary school education is important as it is a stage to pass through if one should proceed to the tertiary level of education regarding its successful output as the gateway to higher institution with competitive entrance examination organised by Joint Admission and Matriculation Board(JAMB). In some cases, individual institutions organized Post-University Matriculation Examination (POST UTME).

Essentially, output factors refer to learning outcome. These include the attitudes, knowledge and skills acquired by students after completing a certain level of education. In case of secondary school, the performance of Nigeria secondary school students in the West African School Certificate Examination (WASCE) and other standard examinations has been deteriorating. According to the Education Sector Analysis (FME/UNESCO/JAPAN PROJECT 2003), the failure rate has been on the increase mostly in English Language and

Mathematics. Also, the low performance of secondary school students is not only evident in the academic subjects but also very glaring in the area of acquisition of job-related skills. Secondary school students are known to be grossly deficient in most of these skills. Hence, they can neither be gainfully employed in industries and other commercial ventures nor self-employed let alone gaining admission to tertiary institution without manipulating their results.

This is a reflection of poor attention to: teaching method, teaching facilities and equipment, school infrastructure, student welfare, improvement and maintenance of technical school workshops by the government for both teachers and students. This is to facilitate vocational subjects, provision of textbooks and other school development programmes in secondary schools. Such development programmes are not effectively carried out due to the insufficient fund allocated to the secondary education sector from all the tiers of government. This is the reason why Fabian Osuji, the former Minister of Education, stated that Nigerian education is not enough; we do not give quality and relevant education. We do not have enough numbers and the right quality of teachers and we are not funding education adequately, effectively or efficiently (Federal Ministry of Education Analysis, 2004). All these factors contribute to students' performance. For instance, between 2010 and 2015, students' results in West African Senior School Certificate Examinations (WASSCE) were not encouraging.

Based on the results in Table 1, it is clearly shown that in the last seven years, the results in WASSCE were not encouraging except the one in 2013 that shows good performance, and however it was questioned (Vanguard, 2017) In the light of this, the goal in respect of the students' academic performance is yet to be achieved. This is because the results shown in the last seven years except 2013, indicates that less fifty percent of the students passed. This signifies that the students' academic performance was poor. The restructuring of secondary school curriculum, which includes various fields of study that may improve the national economy, reduce poverty, create employment and produce self-employed secondary school graduates, were supposed to take-off from 2011. However, it is yet to take place because of the poor funding of the educational sector in Nigeria. Furthermore, the secondary school goal to produce graduates that are supposed to be skillful in trade or entrepreneurship has not been attained because instructors to facilitate the programmes are yet to be produced from colleges of education due to the inadequate



provision of both human and material resources and the funds allocated to education in Nigeria. To solve this problem, there is need for the government to continue to spend more on secondary school education to sustain the achievement of goals stated in the National Policy on Education (NPE,2015), specifically, academic performance. Vanguard, 2017

Omoegie (2005) lamented that the products of today's secondary school can neither usefully live in the society nor proceed into higher institution without extra effort in terms of extramural classes or sitting for SSCE 2-3 times before meeting the required results. It must be stressed that students' academic performance can only improve, if there is adequate provision of fund to initiate and enhance various school development programmes, such as training and re-training of teachers for new curriculum/subjects, introduction of entrepreneur/trade subjects, provision of learning resources, such as textbooks and innovative chalkboard to facilitate new curriculum/subjects, school infrastructural re-newer and so on. It is the responsibility of all the stakeholders especially the government to initiate and improve education so as to attain the goal of producing a good number of secondary school graduates with good grades in any external examination and skills in one or more trades, technological skills. Thus, it can lead to the production of secondary school leavers that can live independently or proceed to higher institution without the aid of their parents or any other person in manipulating the entrance examination.

To have better secondary school education that will improve students' academic performance, different improvement programmes are embarked on nationwide. Kwara State government embarked on development programmes such as school renovation and the development of infrastructures to solve the problem of over-crowding in the classroom. Different workshops were organised for teachers on various aspects of teaching and learning. In addition, students' welfare in terms of giving free textbooks, payment of external examination fee and the likes, and student exchange programmes going on in the state. (Kwara State Government, 2015).

Also, on school development programmes, Niger state government expended over ₦2.1bn on the renovation of six selected schools based on the three senatorial districts of the state. The school renovation is of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) standard (Mangudu, 2016). The schools undergoing renovation are: Government Secondary School, Kutigi and Government Secondary School Bida in Zone A, Mariam Babangida Girls' Secondary School, Minna and

Government Secondary School, Izom in Zone B and Government Girls' Secondary School, Kontagora and Government Secondary School, Rijau in Zone C. Funds have been released for the renovation, and work is progressing (Mangudu, 2016). Niger State did not limit the school development programme to only renovation, but also intended to improve the school games activities to develop the young ones on sport activities in the state. In addition to the school development in the state, e-learning established by the National Union of Teachers was embraced, and the state government made fund available to boost the programme.

Furthermore, Kogi State government spent 2.99 billion naira on the renovation of some primary and post-primary schools in the state. The government invested 1.64 billion naira on the upgrading of some primary schools, and 1.35 billion naira was expended on the upgrade of the facilities in some selected post-primary schools across the state. Some secondary schools were undergoing rehabilitation in the state; some of them are Abdulazeez Attah Memorial College, Okene; Government Secondary School, Dekina; St Augustine's College, Kabba and Titcombe College, Egbe. The government of the state seems to demonstrate that education is a right and not a privilege. Over 5 billion Naira was committed to the provision of structural, instructional and social facilities in primary and basic schools in the state, and training and re-training of teachers, in form of workshop and seminars were part of development programmes carried out in the state. Education is the safest way of ensuring sustainable development through the continuous provision of knowledge and skills to the younger generation (Michael, 2016).

Based on the aforementioned school development programmes in primary/basic school level, there is need for adequate funding of education at all levels so as to improve on the academic performance at every stage of academic programme. The present administration realised that no state can move forward without the development of its citizens and youth in particular. The youth are the future of the nation and a state without skilled and purpose-driven youth will find it difficult to achieve predetermined goals and objectives. This necessitated the policy thrust of the administration on skill acquisition and vocational training, which seek to make entrepreneurs out of secondary school students with vision of becoming job providers and not job seekers.

Atolage (2011) was of the view that the educational objective of the United Nations Educational, Scientific and Cultural Organization (UNESCO) is to develop human persons; so, it functions within the framework of fundamental freedom and human rights. It is with

the above knowledge of education which enables all the three tiers of governments (that is, Federal, State and Local Governments) to invest highly in education to attain the goals of secondary school education. Although education is very expensive and a social service that many citizens may like to acquire, the financial implication denies many people the opportunity. However, the government that is supposed to finance education, mostly the secondary education as the bridge between the other levels of education, is not spending as expected.

Hence, financing of secondary education should be a joint responsibility of all the tiers of government (Federal, State and the local governments). Even at that, the government anticipates the participation of local communities, individuals and other organisations in financing education. Although government's ultimate goal is to make education free at all levels, only junior secondary school education is free under the Universal Basic Education programme. It is important to state that the Federal Government finances the federal or unity schools and junior secondary schools through Universal Basic Education (UBE), while the states are responsible for the senior secondary schools in their respective states. There are also interventions and contributions from federal, local government authorities, development partners and parents to fund secondary education, but the burden of financing it solely rests on the proprietors, that is, the state government. The states also put the burden on the statutory allocation from the federal government, other sources of revenue received from the state grants and other donor agencies. However, financial allocation to education by the Federal Government in years 2011, 2012, 2013, 2014, 2015 and 2016 are 306bn, 400bn, 437bn, 493bn, 492bn and 500bn, respectively (The Punch, 2016). The amount stated can be regarded as low, and may be one of the factors that contribute to the falling standard of secondary education in Nigeria.

However, financing education in Nigeria from inception is solely on Federal Government Account. The support of other stakeholders who have interest in education industry such as the Parent Teachers Association (PTA), world-bank, philanthropists, complements the government efforts. The involvement of the government in the financing of education in Nigeria dates back to year 1872 when a grant of £10 was given to each of the three Christian Missions that operated schools in Lagos then (i.e., Church Missionary Society, Roman Catholic Mission, and Wesley Methodist Mission). The grant was increased to £300 between 1874 and 1876 and £600 in 1887 (Fafunwa, 1974). As at 1891, the annual grant to schools was £1, 675, while, it was £3,400 in 1895 (Adesina, 1977). The significant

landmark in the financing of education was achieved through the adoption of Macpherson's Constitution in 1951, which led to the division of the country into Western, Eastern and Northern regions, and thus the division makes the financing of education the main responsibility of regional governments.

In spite of the importance of education to national development, the expenditure of government on education relative to the total budget is far below the expectation, and keeps fluctuating in supply, yet the policy stated by NPE (2013) still remains despite the inadequate funding of secondary school education. As it is the responsibility of the state to cater for secondary schools, Kwara State Government rates education very high and has the mission of putting in her best on the provision of secondary education to achieve the goal of producing self-reliant citizens and to improve more on students' academic performance. Also, the state is putting in its best efforts to complete the on-going projects in secondary school. Such projects include school infrastructural re-newer, training and re-training of teachers on the new curriculum/subject and other school development programmes. These are carried out to give complete/adequate secondary education to her citizen so as to ensure better students' academic performance in both internal and external examination.

To ensure that students' academic performance is better, Kwara State Government allocated ₦21,000,505,117 to education and ₦11,414,587,241 was allocated to secondary school out of the total state budget of 100,634,047,649 in the year 2013. Total amount of ₦19,812,415,266.00 is allocated to education, while ₦12,239,803,527.00 was shared to cater for secondary education out of the total state budget amounting to ₦45,601,272,274.00 in the year 2014. In the same vein, out of ₦117,678,807,606.00 budget estimate for state, ₦20,264,358,585.00 was allocated to education, and ₦14,668,193,223.00 was allocated to secondary education in the year 2015. Also, only ₦6,183,290,620.00 was allocated to school development programmes in the year 2013. ₦5,892,290,620.44, and ₦6,832,924,272.81 were budgeted for school development programmes in 2014 and 2015 respectively. (Kwara State Budget, 2015). The break down stated earlier shows that education sector as well as school development programmes have not been properly funded.

On the other hand, Niger State Government budget was ₦74.7 billion for 2016 fiscal year. The budget tagged 'Budget of Restoration' is ₦6 billion less than the 2015 budget. The proposed budget comprises a recurrent expenditure of ₦39,501,796,081 and Capital

Expenditure of ₦242, 355,052. The budget was said to be financed through Statutory Allocation of ₦35,792,212,748, Value Added Tax (VAT) of ₦9,871,299,803, Internally Generated Revenue of ₦9,391,164,232 and Capital Receipts of ₦19,689,474,347. However, the sum of ₦4.29 billion was budgeted for education which is amounted to 4% of the total budget for the year. The allocated amount is regarded as low compared to 26% of UNESCO standard. Also, the budget focused on wealth and job creation through Youth Empowerment Programmes, and other sectors which include Renovation of Schools using the Whole-School Development Approach, Improvement and enhancement of Internal Revenue Generation (Vanguard, 2016)

Also, the sources of fund to education in Kogi State include grant from federal account, recurrent revenue, internal generated revenue and revenue from value added tax. The 2016 drafted budget of ₦74, 996,241,381 was divided into recurrent expenditure of ₦45,337,756,341 representing 60.45% and capital expenditure of ₦29,658,485,040 representing 39.55%. The sectoral breakdown of the 2016 budget shows that road development would gulp ₦7.61 billion, health sector, ₦3.37 billion, followed by education ₦2.365 billion amounting to 3% of the total budget of the state, law and justice ₦2.245 billion among other sectors in the state (African Independent Television, 2016). This breakdown implies that education is not well-funded compared to other sectors in Kogi State.

It is important to note that education is an instrument for national development; therefore, it should be adequately funded. The adequate funding of secondary school education, in particular, by the government and other sources of financing the level (secondary education) will serve as the ladder for school development programmes in various forms. This is because it will gear the performance of secondary school students academically. However, in spite of the allocation of fund by the government to secondary school education, particularly on school development programmes, it seems that secondary schools are not living up to the expectation in discharging their obligations in producing students with average academic performance in the external examination which poses as the problem of the study. This study intends to investigate the relationship among funding, school development programmes and senior secondary school students' academic performance in North-central Nigeria.

### **Statement of the Problem**

Rating educational standard is a highly debatable topic. Very few people, if any, would disagree that the funding of secondary education to improve on school development programmes that may promote teaching and learning is not in consonance with the students' academic performance. If it is agreed that the available fund and the school development programmes are inadequate and that the availability is the determining factor for achieving the target goals of secondary education specifically students' academic performance, then it would not be difficult to conclude why the standard of secondary education for some time continue to decline. Durosaro (1998) lamented that owing to the resultant astronomical increase in school enrolment at all levels, various school development programmes such as quality and quantity infrastructure, training and re-training of teachers and renovation of dilapidated structures are not given necessary attention that could help to improve students' academic performance generally.

However, the paradoxical disparity between educational philosophy and objectives on one hand and the practice on the other; inadequate fund allocated to education or lack of proper utilisation of fund for effective implementation; paucity of school development programmes are factors militating against achieving the stated goals of secondary schools in Nigeria. Consequently, in 1982, Nigeria adjusted her secondary educational system to encompass diversified curriculum that integrates academic with technical and vocational subjects intended to empower individuals for self-employment. Thus, in the present time, this philosophy has not been yielding positive results due to the inadequate funding (Igwe, 2000). The National Policy on Education has all necessary ingredients for producing self-employed citizens at the end of secondary school education, if properly funded. The fund Allocated to education is not sufficient at all levels and this is why the provision of various school development programmes has not been realised. Also, the inadequate funding of education contributes a lot to poor performance of students in West African Senior School Certificate Examinations (WASSCE).

**Table 2**  
**Federal Government Budget from 2010-2016**

Year	Total Budget	Education Budget	%
2010	5.469trn	295.3bn	5.40
2011	3.571trn	306.3bn	8.03
2012	3.945trn	400.15bn	8.43
2013	4.987trn	426.53bn	8.07
2014	4.642trn	493.45bn	10.63
2015	4.93trn	392.03bn	8.73

2016	6.077trn	369.6bn	6.08
------	----------	---------	------

**Source:** Federal Ministry of Finance, Budget office (2017).

This shows that Nigeria Government allocation to education is yet to meet the 26% of the nation's budget recommended by United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2011).

Kwara State Government has invested on a number of school development programmes with the aim to realise its vision in achieving an educational system that provides quality education for sustainable growth, self-reliance and life-long learning. In its Every Child Count ECC (2007) education reform agenda, it recognises a stronger institution as one of its commitment to ensuring quality and equitable education for all children of school age. However, the amount of money spent on education is not encouraging, specifically on school development programmes such as: renovation of schools, provision of adequate infrastructure, procurement of textbooks for teachers and students and the school libraries, workshops and seminars, in-service training for teachers on innovative pedagogy on new structure of secondary school curriculum, encouraging students in the form of paying examination fees for the excel students in the joint mock programme and provision of adequate instructional materials to deliver new curriculum for secondary school.

Niger state government invested on education in the area of training and re-training of teachers in the state-owned schools on various techniques and innovations that can facilitate teaching and learning on new curriculum that cater for vocational and trade subjects in secondary school. Fund was committed to capital projects such as infrastructural development, procurement of facilities and equipment that are needed in education system, and financing student ex-change programme, guidance and counseling programme and provision of recommended textbooks to the students, teachers and in the school libraries for private reading. In spite of all these, achievement goal of secondary schools in form of the relevant skill acquisition to become job provider at graduation, and excellent performance in entrance examination to higher institution has not been fully realised due to the insufficient funds allocated to education industry in the state (Maitumbi, 2016).

In Kogi State, the fund allocated to education sector is inadequate which negatively affects the rehabilitation of schools. Workshops and seminars are equally not periodically organised for teachers in public schools. Also, the involvement of students in entrepreneurial activities couple with their academic study, infrastructural development and provision of

school facilities and equipment is not given the required support due to the insufficient fund to embark on these school development programmes in the state. Achieving secondary school goal will prove abortive where money is not provided to meet the need for effective teaching and learning, thereby resulting into poor performance of students in both internal and external examinations. This is at present militating against educational system in KogiState (African Independent Television, 2016).

Omosidi (2007), Olokoba (2014) and Mustapha (2015) conducted various studies on funding and control system, management of staff and student welfare without delving into school development programmes needed in achieving the goals of secondary school education. They all believed that funding contributed significantly to the development of education sector in various ways. Also, Atolagbe (2011) investigated public cost, internal efficiency and academic performance of Kwara state public secondary school students'. The study shows that there was positive relationship among public cost, internal efficacy and students' outcome academically. Ayeni and Adelabu (2011) examined the state of learning environment and infrastructure together with their effects on teaching and learning activities and the extent to which they are being maintained. The findings of the study identified the importance of infrastructure in school system and the need for proper maintenance. Adebayo (2016) conducted a study on Teacher Capacity Building and Student Academic Performance among public junior secondary schools in Kwara state. The findings of the study equally showed the need for improvement on training programmes for teachers on various aspects of teaching and learning so as to improve on pedagogy, classroom management among others that could improve students' academic performance.

However, very little or none of the existing empirical studies examined funding and school development programmes as correlates of senior secondary school students' academic performance in North-central Nigeria. Thus, there was the need to examine funding and school development programmes as they influenced students' academic performance. This ws the gap part of which the present study bridged. The adoption of quantitative methodology and the few studies on the funding of education at all levels in bringing about the adequacy and utilisation of financial and material resources on education motivated the researcher to conduct study on funding and school development programmes as correlates of senior secondary school students' academic performance in North-central Nigeria.



The specific purposes of the study are to:

- i. find out the sources of funding senior secondary school education in North-central Nigeria;
- ii. investigate how the fund allocated to senior secondary education is utilised in North-central Nigeria;
- iii. identify various school development programmes in senior secondary schools in North-central Nigeria;
- iv. determine the relationships that exist among funding, school development programmes and senior secondary schools' academic performance in North-central Nigeria.

### **Research Questions**

The following research questions are raised to guide the study:

1. What are the sources of funding senior secondary school education in North-central Nigeria?
2. What is the actual fund spent on senior secondary school education in North-central Nigeria between 2011 and 2015 academic session?
3. What is the actual fund utilised on senior secondary school development programmes in North-central Nigeria?
4. What are the various school development programmes in senior secondary schools in North-central Nigeria?
5. What is the level of the implementation of school development programmes in North-central Nigerian senior secondary schools?
6. What is the level of senior secondary school students' academic performance in North-central Nigeria?
7. What is the relationship among funding, school development programmes and students' academic performance in North-central Nigeria?

### **Research Hypotheses**

The following null hypotheses are formulated to guide the study.

#### **Main Hypothesis**

#### **Scope of the Study**

Geographically, the population for the study were all public senior secondary schools together with their principals and their senior secondary school students, and the budget officers in the state ministry of education in North-central Nigeria, while the target population comprised all the 884 public senior secondary schools together with their principals, 341,425 senior secondary school students' results and 6 budget officers in the state ministry of education of the three states purposively selected out of the six states located at North-central Nigeria i.e., Kwara., Nasarawa and Niger States. Proportional and purposive sampling techniques were adopted to select the sample for the study. To determine the sample for the study, population sample table of research advisor, (2006) was adopted to select 517 public senior secondary schools together with their principals proportionally. Furthermore, proportional sampling technique was used to select 196, 152 and 169 schools in the three senatorial zones/districts of Kwara, Nasarawa and Niger states respectively. Purposive sampling technique was used to select 2 budget officers as the respondents from state ministry of education to respond to checklist on funds allocated to senior secondary school education in their respective states between 2011 and 2015 academic sessions. The sample for the study are therefore 517 public senior secondary school principals, all the students that sat for WASSCE for the target years and 6 budget officers in North-central Nigeria. In all, 523 respondents were used as sample for the study together with 341,425 senior secondary school students' results in WASSEC.

In context, sources of fund to secondary education which include state government budgetary allocation, grant, internally generated revenue, and other sources as one of the independent variables were examined. Also, school development programmes were determined based on teacher training, student exchange, student welfare services, infrastructural and school renovation development programmes. Lastly, senior secondary school students' academic performance was determined through West African Senior School Certificate Examination (WASSCE) results between 2011 and 2015 academic sessions. The study used researcher's designed questionnaire, checklists and result proforma for data collection. Descriptive and inferential statistics were used for data analysis.

### **Significance of the Study**

This study is significant in the sense that most secondary schools in Nigeria are working round the clock with the aim of achieving the stated goals of producing self-reliant individuals, especially when emphasis is now on reforms in the secondary school curriculum

that every student that graduated from secondary school must have acquired trade/entrepreneurial skill. It is hoped that the findings of this research work would be an eye-opener to administrators of secondary schools in Nigeria on the need for adequate utilization of funds and materials available on school development programmes as a management strategy in achieving better academic performance by senior secondary school students.

Since the purpose of the study look at funding and school development programmes as correlates of senior secondary school students' academic performance in North-central Nigeria, the findings of the study would enable the government through the federal and state ministries of education see the need for sufficient fund and improve on the budgetary allocation to secondary school education. The allocation could enable them to carryout various school development programmes to attract effective teaching and learning in the state and federal government secondary schools. Furthermore, non-governmental agencies would find the findings of this study useful so as to be well abreast of managing senior secondary school education by assisting on the provision of funds and other material resources needed to for school development programmes such as infrastructure, seminars and workshop for teacher development and the likes. Such programmes would enhance the effective teaching and learning that may improve students academically.

Also, the outcome of the study would reveal to the public the sources, utilisation and level of government budgetary allocation to senior secondary schools and school development programmes in North-central Nigeria. This would enable them to know if the allocation is adequate or there is need to improve on the budgetary allocation to enable adequacy in the provision of school development programmes. It is also hoped that the findings of this research work would assist educational planners to include the provision for school development programmes in the education plan the inclusion would enable the government in question budget for the school development programmes. The findings of the study would also interest the policy makers to see the need for sufficient fund to improve school development programmes in Nigerian senior secondary schools and include it while making the education policy.

The findings of the study would be significant to the general public that is the Parent Teacher Association, the community members and the philanthropist who have interest in education sector to assist secondary schools in their community by contributing their quotas

in terms of fund to employ teachers on part-time basis, renovating dilapidated school facilities, organising workshop and other school development programmes that may positively affect students' academic performance among public senior secondary school students in North-central states and the country as a whole. Furthermore, it is hoped that the findings of this research work would be of immense importance to future researchers in Educational Management and other related fields to serve as a basis for further research work.

## Operational Definition of Terms

Some of the variables and terminologies used in this study are better explained in their operational form within the context of this study for a proper understanding of their meanings.

**Funding:** refers to sourcing, allocation, and utilisation of financial resources for the purpose of school development programmes to improve students' academic performance in North central Nigeria.

**School development programmes:** refer to various development programmes designed to improve senior secondary school students' academic performance. This is measured through teacher training, student exchange, student welfare services, infrastructural and school renovation programmes.

**Teacher training development programme:** refers to workshops, seminars, in-service training and conferences organised for teachers in senior secondary schools in North-central Nigeria.

**Student exchange programme:** is an act of admitting students from other state into secondary schools by North-central states in an attempt to improve them academically and to promote unity.

**Student welfare services:** is the provision of recommended textbooks for the students, the school library, adequate equipment and facilities in the school laboratory, school health center and payment of students' examination fees.

**Infrastructural development programme:** involves upgrading school facilities and putting in place new buildings such as classrooms, staff rooms, other structures and learning facilities needed in secondary schools setting.

**Renovation programme:** involves renewal of dilapidated infrastructures, learning facilities and equipment in secondary schools in North central Nigeria.

**Senior secondary school students' academic performance:** refers to senior secondary school students' grades in West African Senior School Certificate Examinations between 2011 and 2015 academic sessions in North central Nigeria.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter is concerned with the literature review of funding and school development programme as correlates of senior secondary school students' academic performance in North central Nigeria. Literature on the following subtopics were critically reviewed

- Theoretical Framework
- Funding and Academic Performance
- Secondary School Education in Nigeria
- Concept and Dimension of School Development Programmes
- Empirical Studies on Funding School Development Programmes and Students' Academic Performance
- Conceptual Framework
- Appraisal of the Literature Reviewed

#### **Theoretical Framework**

For smooth running of any educational system, there must be sufficient fund allocated to various school development programmes. Education is of tremendous importance, more than ever before in history (Maehr & Midgely, 1996). Hence, Hoy and Miskel (2013) defined theory as a set of interrelated concepts, assumptions and generalisations that systemically describe and explain behaviour in educational organisations. Theory therefore seeks to establish relationship between variables by describing, explaining and predicting the attribute of the phenomenon. In other words, theory of educational management is directed towards describing and explaining educational events.

Within the realm of educational psychology, system theory represents one of the most important frameworks which this study adopts. System is the combination of all the sub-sets that make up a whole. It originated from Aristotle (384-385 BC) who stated that the whole is greater than the sum of its parts (Bello, 2012). Hence, fund is the basis of every successful organisation. School system cannot function well without sufficient funds allocated to it to provide various school development programmes that will improve

students' academic performance. From the above statement, it can be argued that teaching and learning cannot be effective, if fund is not sufficiently made available.

A system, according to Stoner, Freeman and Gilbert, Jr. (2006), is a series of functions or activities within an organisation that work together for the achievement of the aim of the organization. This authority further explains that parts of the system must work to support each other. It is in accordance with this study that fund must be provided to school development programmes soto improve students' academic performance. When a part of an organisation does not support other parts, then the organisation cannot have total quality management. Thus, the function of management involves having everyone focus on the system goal. Therefore, systems theory is related to this study because fund can be regarded as one whole. Whatever affects it will have effect on the school development programmes as an independent variable which would in turn affects students' academic performance either positively or negatively.

The study is also closely related to the system theory in fostering educational success in order to accomplish the mission of producing students with good result at the end of the study duration. This requires that every stakeholder that has interest in quality education must come on board to fund education as a big firm because government alone cannot fund it, particularly secondary school development programmes that can be regarded as a factor to improve students' academic performance.

Furthermore, systems theory has three characteristics – input, through put (process) and the output. If carefully studied, fund is the input that is expected from the budgetary allocation, internally generated funds and external intervention which can be regarded as the high expectation for purposeful intention to provide school development programmes such as infrastructural, school renovation, teacher development, students' welfare services and student exchange programmes to improve senior secondary school students' academic performance. In view of this, if the provision of fund to senior secondary school development programmes is affected, definitely it will positively or negatively affect students' academic performance of senior secondary schools in North-central Nigeria.

The theoretical framework of this study is premised on funding and school development progarmmes as correlates of senior secondary school students' academic performance in North-central Nigeria. This is in line with Ogundele's (2008) statement that when educational system is adequately funded, the said goals of secondary school will be

achieved, and thus academic performance can be used to measure the level of the achievement of the goal of secondary school education. However, fund is the hearth of any organisation productivity and that is why Mustapha (2015) noted that underfunding is regarded as the bane of productivity.

The present study goes beyond the previous works. This is because it aims at examining the sources and the utilisation of funds to senior secondary schools and on various school development programmes such as teacher training, infrastructural, school renovation development programmes, student' exchange and students' welfare servicesto determine the students' academic performance among public senior secondary schools in North-central Nigeria.

### **Funding and Academic Performance**

Fund is money or credit that is available to firms and individuals. It can take the forms of credit or project when an institution embarks on a project. Funding or financing is to provide capital (funds), which means money for a project, person, business, or any other private or public institutions. Norris (1990) explained funding as the provision of money to an organisation for the achievement of its goals. This implies that money is provided for the smooth running and progress of an organisation. When an organisation has achieved its aims and objectives, it therefore means that such an organisation has been well funded. Idris (2001) cited in Igbiniedion (2006) described funding as the application of money, men and material to the effort aimed at the achievement of goals and objectives of the community development.

Odigbo (1997) defined fund as the money provided to run expenditure. Odigbo (2005) further explained that funding is the provision of money to run programmes which could be in the form of project or investment. The provision of it can be in terms of grant or tax to the programme and can be provided by the government, community, individual as well as the firm itself.

Ogbonnaya (2005) also described fund as a sum of money saved or made available for a particular purpose. Ogbonnaya (2005) further explained that fund can be called money or financial resources that can take various forms. These forms could be physical cash; credit facilities and discounts received different expenses and distributed profits. Based on the these views and submission, fund is an aggregation or deposit of resources from which



supplies are or may be drawn for carrying on any work, or for maintaining existence in any organisation.

A fund is defined by the Government Accounting Standards Board (2013) as a fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual equities and balances, and changes therein, which are segregated for the purpose of restrictions or limitations. Funds are classified into three general types; they are

- governmental fund,
- proprietary funds, and
- fiduciary funds.

Government funds are concerned with the availability of resources for the provided services and the emphasis is on working capital flows. Usually, only current assets and current liabilities are accounted for in the governmental funds. Fixed assets and long-term liabilities of governmental funds are reported only in the government-wide financial statement. The proprietary funds use accounting and reporting techniques similar to commercial enterprise. The fiduciary funds are accounted for like proprietary funds. However, funds items are grouped under the general types of fund.

Internal Service Funds are established to account for the provision of goods and services by one department of the government to other departments within the government on the general basis of a cost reimbursement. Uses of Internal Service Fund services are budgeted through the budgets of the user departments. Pension Trust Funds are used to account for money held for others, generally being used when assets are held for substantial periods of time. Trust Funds do not generally record their budgets.

According to Durosaro and Fasasi (2009), education finance refers to the provision, distribution and utilisation of funds in education system. Olagboye (2009) equally defined fund as means by which money is provided for the development and the maintenance of the entire educational system. However, fund in education is concerned with the mobilisation of money and the allocation of resources to educational system in order to ensure that the set objectives are achieved. Oyedeki (2012) stressed further that for achieving the set goals

effectively, there is need for sufficient money to carry out the basic school development programmes that will/may accomplish the achievement of secondary education goals.

Akangbogu (1987) explained that funding is the adequate financial support given to enhance students' academic performance in both external and internal examinations. Ogbonnaya (2011) supported Akangbogu (1987) that funding education in Nigeria is the process by which tax revenues and other resources are derived for the establishment and the operation of educational institution as well as the process by which those resources are allocated. Fund refers to money every project requires for its effective implementation. In support of this, Onyeachu (2006) noted that no organisation functions effectively without fund. In Nigeria for instance, fund allocated to education is grossly inadequate, thereby affecting students' academic performance negatively. As inferred from the submission earlier, when money is provided for educational purposes, it means the funding has taken place.

However, Armstrong (2005) explained that performance needs to be defined before it is measured or managed. Agharuwhe (2013) asserted that students' academic performance is the main focus in the overall educational performance. Academic performance is referred to as educational outcome. Adebayo (2016) posited that academic performance is a veritable tool that can be used to determine and predict the standard of any educational system in Nigeria in terms of its efficiency and effectiveness. It is a yardstick that can be used to know how far a student has assimilated the course of work during teaching and learning within a stipulated period of time. Also, Mushtaq and Khan (2012) claimed that performance connotes the actions of a group or groups who are given a learning task. Academic performance therefore could be described as the extent an individual engages in learning, especially how well or poor he/she does the job or activities within an academic environment.

Njokwu (2007) stated that examination is the most viable instrument to measure students' academic performance. Also, Odihambo(2010) opined that the outcome of the examination result will determine who gets promoted to the next class or otherwise. Bernadin, Kan, Ross, Spina and Johnson (1995) believed that performance is the outcome of work because it provides the strongest linkage to the strategic goals of the organisation, customer satisfaction and economic contributions. In other words, performance is the accomplishment of anyworking-out activities in accordance with the organizations'

objectives. Therefore, performance is all about achieving the goals of an organization through working as expected to earn a desired result. It is concerned with the behaviour that is how an individual, groups, organisation or teams are involved in getting a work done. This can be related to school system through classroom activities of students' outcome in a given task academically.

Suleiman (2010) claimed that performance does not mean success every time but rather a batting average. Perhaps, there could be room for mistakes or failure on the part of the individual learner. Performance can also be described as the consistent ability to produce results over a period of time in a variety of assignments. Performance must reveal the strengths and weaknesses of learners or the success or failure of such individual learners.

Castelanos (1986) considered academic failure as the situation in which the subject does not attain the expected achievement according to his or her abilities resulting in an altered personality, which affects all aspects of life. Tapia (2002) noted that the appropriate yardstick for determining academic failure is whether a student performs below his or her potential or not. It has been observed within the Nigeria school system that the yardsticks to measure students' academic performances are through the scores obtained by the learners during or after the process of learning. So much importance seems to be attached to scores to the extent that they (scores) often depict or reflect performance. For instance, students who obtained high scores are said to have a good academic performance (and such students must have scored A, B, C grades) while those who obtained low marks (such as D, E, F grades) are said to have low or poor academic performance.

There has been a lot of literature on academic performance of students in schools such as assessment of teachers' personality and teaching outcome in Nigeria schools by Ogunshola (2003) and a multi-causal evaluation of academic performance of Nigeria learners by Aremu and Sokan (2003). The issue has generated a lot of reactions from both the government and parents. The level of performance and goal realisation of our schools is very low, and government is daily expressing concern about it. Parents keep complaining about the poor performance and schools themselves are working out different approaches to addressing the problem.

There seems not to be a consensus among stakeholders as to where the blame lies. The government seems to put the blame on teachers, while teachers themselves put the blame on government. However, educational managers, sociologists and educational

psychologists are looking beyond the two and are expressing concern about the roles of the students themselves and their homes in their academic achievements.

Reddy and Talcot (2006) generally assumed that sufficient fund is what can be used to improve other factors affecting students' academic performance negatively. Miller and Birch (2007) summarised the views of many researchers and educationists in their studies on the impact of funds among other factors on students' academic performance. This study is in agreement with the scholars that fund is an important factor that correlates students' academic performance.

### **Secondary School Education in Nigeria**

Secondary school level of education is the link between primary school and tertiary education in Nigeria (Jimmy, 2016). In Nigerian context, secondary school education is received after a successful completion of nine years of basic education and passing the basic education certificate examination (BECE) The Senior Secondary School education ends after three years, having sat for one of the external examination, such as WASSCE, NECO, NABTEB and the like.

In short, the new Senior Secondary Education Curriculum structure consists of a group of 5 compulsory cross-cutting core subjects that must be offered by all students, four fields of studies (Senior Secondary Science and Mathematics, Senior Secondary Technology, Senior Secondary Humanities, and Senior Secondary Business Studies), and a group of 35 trades/entrepreneurship subjects and elective subjects (Adeneye, 2016).

According to Risch (2012) examined many studies and submitted that the amount of fund spent on allocation to education has direct impact on the quality of education as well as students' academic success and educational outcomes. According to the scholar (Risch), there are other factors that affect students' academic performance, but the direct impact of funds on education cannot be ignored. Academic achievement improves when students have access to challenging courses, skilled teachers, safe facilities, up-to-date technology and other factors if fund is adequate. This study is line with Risch's review, that secondary school goal can be achieved, if fund is available to improve on the school development programmes such as teacher training, student welfare services, infrastructural facilities and the likes.

It was observed by Timilehin (2012) that some products of public secondary schools were of poor quality as a result of several factors bedeviling the educational system in Nigeria. The factors include frequent changes in educational policy that usually affects the curriculum, necessary facilities and equipment to facilitate effective teaching/learning, low morale of teachers, poor learning environment, and majorly inadequate funding. To this study, the success of every educational sector depends on the resources available; hence, fund is an important resource that can be used to boost other vital inputs in the school system such as: infrastructural resources, facilities and equipment needed to facilitate effective teaching and learning, payment of teachers' salary, training and re-training of teachers on innovative pedagogy, catering for students' need, maintenance and renovation of available facilities and so on.

Also, Ahmed (2003) revealed that due to poor funding in most of the nation's secondary schools, teaching and learning take place under a most un-conducive environment, lacking the basic materials, and this hindered the fulfillment of educational objectives that leads to secondary school goals. Afolabi (2005) stated that funding is the provision of funds to acquire inputs in an educational system to achieve its lofty objectives. Funds are very crucial issue in any organisation as it provides purchasing power for various resources needed. The importance of financial resources cannot be over looked since without its provision, the other resources will not be available. It is funds that are used to acquire human, physical and instructional resources. Failure to pay teaching and non-teaching staff's salaries often result in strike and non-challant attitude to work. Also, adequate physical structures are important so as instructional materials in a school setting.

In addition, Ukeje (2008) revealed that the funding of education has a significant attainment towards the achievement of secondary school goals and the effectiveness of education programme generally to enable positive students' academic performance in Nigeria secondary schools. This is in congruence with Afolabi (2005) that stated that fund is very crucial in any organisation. Ukeje (*ibid*) explained that funds are needed for the provision of educational facilities, infrastructure, necessary equipment and instructional materials needed to facilitate the attainment of secondary school goals. It should however be noted that the adequate funding of education has impact on the provision of infrastructural facilities, training and retraining of teachers, procurement of adequate instructional material and so on. The aforementioned educational facilities have significant effects on students' academic performance so as to achieve the goal of secondary school education which is to

produce self-reliant and job-provider students at the end of their secondary school programmes as stated by Federal Republic of Nigeria (NPE, 2014).

Babalola (2012) noted that there are financial crises in educational system. Babalola further explain that the available funds are grossly inadequate to run educational system in Nigeria. The fund crisis also leads to un-conducive infrastructure in schools, lack of training and retraining of teachers to update their knowledge and lack of adequate instructional materials that are necessary for adequate students' academic performance (Roche, 2004).

According to Meenyinikor, Nyeche and Julia (2014), the funding of education is one of the major prerequisites for the educational goal attainment. Inadequate funding tends to affect the students' academic performance. Without adequate funding, there will be no provision of classroom building, laboratories, facilities and equipment for skill acquisition and other school development programmes. They further declared that no organisation can survive or carry out its function effectively without adequate financial resources at its disposal. They stated that money is needed to improve school development programmes in order to improve secondary school students' academic performance. This is in line with the present study that aimed at examining fund as money allocated to school development programmes, whether it would improve the teaching and learning, and may in turn improve students' academic performance among public senior secondary schools in North-central Nigeria.

Secondary education is the responsibility of state governments except for the few federal unity schools. As average of two-thirds of all the state government expenditure is allocated to secondary education in 2003. For instance, state: Borno-67.9, Rivers-73.0, Enugu-85.4, Benue-75.9, Ekiti-100.0, Niger-70.8, Jigawa-100.0 and Oyo-81.8 and for Federal: Borno-32.1, Rivers-27.0, Enugu-14.6, Benue-24.2, Ekiti-0.0, Niger-29.2, Jigawa-0.0 and Oyo-18.2 (Geoffery, 2003).

Also, local communities have contributed immensely to the financing of education through self-help projects. They have built and equipped schools, and at times have contributed funds to assist the recurrent expenses of schools; but their contributions have not been properly evaluated in quantifiable terms (Nwagwu, 2008). The Education Tax Fund (ETF) complements state government budgets for secondary institutions nationwide. The ETF has contributed in the funding of numerous intervention projects in the various aspects at this level of educational sector. The total funds allocated for intervention projects from

1999 to 2001 for secondary education were N4.5bn, though only 52% was disbursed. The beneficiaries have been very slow in the process of their projects; (Hinchliffe, 2002).

Private sector participation in the funding and the management of education in Nigeria began with the missionary school established in 1843. Kamanu (2007) averred that individual communities played no major roles in the private sector involvement in educational management at this period. However, private sector participation in funding the education increased, incorporating individuals, other corporate organisations and different missionary societies. Today, clarion calls are being made to individuals, communities, and missionary as well as non-governmental organisations (NGO's) to participate in funding education in Nigeria. In fact, education in Delta state of Nigeria has suffered neglect over the years due to inadequate funding. It is the responsibility of the government to adequately finance education by paying salaries of teacher, accord educated people due recognitions in the affairs of the state, and rehabilitate dilapidated infrastructure in all educational institutions (Nakpodia, 2012).

The United Nations Scientific and Cultural Organisation (2003) on the funding of education has said that 26% of the budget of developing countries should be devoted to education, but Nigeria has not met the standard in the past years. Our educational sector apparently has suffered the greatest neglect over the years. The infrastructure is in total decay and in some areas; there is no infrastructure at all. The problem thus creates a very unhealthy environment for effective teaching and learning due to the inadequate funding from all the stakeholders in education industry. Nakpodia and Obielumane (2011) opined that a lot of problems are now confronting educational sector. Among them are inadequate funding, resources mobilisation, inadequate educational tools and materials and learning resources. There is nothing to suggest that the secondary schools have received any serious or meaningful attention from the government at all levels.

In the related study by Nakpodia (2011), several classrooms are without desks and seats for students; very many school buildings are uncompleted. The school libraries, laboratories and workshops are not adequate and are poorly equipped in the schools where they are available. Also, there are general lacks of teaching materials and instructional materials. Well-built science laboratories with modern technology, libraries, classrooms, workshops comparable to those of the western secondary schools abroad help the students to study well. This will offer them every opportunity and exposure needed to improve

academically and that can help in achieving the goal of secondary school education. But they are not provided in urban and rural area secondary schools in Nigeria. It is common to find as many as 100 students in a classroom/laboratories designed for 30 to 40 students.

In such a circumstance, it could be hard to deny that good teaching and learning are not compromised. This kind of situation is unconducive for the teaching and learning situation. The standard of education is falling because government cannot effectively fund the resources needed by the schools to enable achieving the stated goals of education and that of secondary education (Nakpodia, 2014).

Ezekwesili (2007) observed that the state of public school system is growing to a state of security alert. Education in Nigeria is a nationwide problem that requires urgent national mobilisation with over seventy percent of the schools in a dilapidated condition. With the persistent deterioration of urban and rural public secondary schools, studies (e.g. Ezekwesili 2007; Nakpodia, 2014 and so on) show that the government lacks the capacity to cope with the demands and challenges of maintaining a viable and qualitative secondary educational system. There is need to initiate policies to engender the private sector participation in the funding and provision of resources for the secondary education to ensure the achievement of the laid down standard.

Furthermore, Nwagwu (2003) reported that this serious shortfall and inadequacies in education funding manifest in over-crowded classrooms, equipped workshops, libraries and laboratories, where they exist at all. We also have a lot of indiscipline, frequent strikes and poor job productivity due to the low morale and poor job satisfaction among school personnel, and unconducive learning environment for students. Alani (2005) opined that many parents/guardians that can afford the fees in private primary and secondary schools prefer sending their children/ward to private schools. This is due to the poor quality of instruction in the latter. Many public schools have grossly inadequate physical, material and human resources needed to give quality services. This problem asserted arose from the age-long neglect of the public school system through the inadequacy/under-funding of education at various levels.

For instance, due to the lack of political will and determination in providing quality education for citizens, budgetary allocation to education from 2012 to 2016 shows that Nigerian government had not met the required 26% of education budget recommended by UNESCO for education (See Table 3).



**Table 4:** Federal Government Expenditure on Education (in billions (₦))

Year	Total budget (Trillion)	Total Allocation to Education (Billion)	%
2012	3.945	400.15	8.45
2013	4.987	426.53	8.07
2014	4.642	493.45	10.63
2015	4.493	392.36	8.73
2016	6.077	369.6	6.08

**Source:** Education Sector Status Report, Federal Ministry of Education (2016)

Gwany (2006) argued that the education industry is usually the first and easiest victim of budget cut during austerity and low profile, structural adjustment and other economic reform strategies. Nwachukwu (2005) lamented that the state underfunds the public schools, so, the public sector of education has witnessed stagnation and decay. This affects the implementation of a well-designed curriculum. In a situation where there is no money for the payment of teachers' salaries, purchase of equipment, books, furniture and other facilities, teachers cannot perform effectively.

#### ➤ Sources of Funding Secondary School Education in Nigeria

The importance of the adequate funding of education cannot be overemphasised. No organisation can carry out its function effectively without adequate financial resources at its disposal. According to Obe (2009), without adequate funding, standards of education at any level shall be tantamount to a mirage that is, building castle in the air. Money is important in a school because it is used to construct buildings, purchase needed equipment, pay staff's salaries and allowances. In Nigeria, secondary education derives its major funding from the annual allocation to the educational sector. Unfortunately, the allocation to the educational sector on which secondary education depends has been consistently low in spite of the strategic role of the sector in the training of manpower for the development of the economy. Statistics by Central Bank of Nigeria in (2010) revealed that between 2000 and 2010, the allocation to educational sector by the federal government in Nigeria was not more than 14% of its annual budget, which was even low when compared to the allocation of countries such

as Kenya, Malawi, Botswana, Angola, Sierra Leone, South Africa, all in Sub-Saharan Africa (United Nations Development Programme, 2011).

Furthermore, out of the three levels of education in Nigeria, tertiary education receives the largest share of Education Vote, thus implying that the remaining fund is to be shared by primary and secondary education (Hinchliffe, 2002). It has even been the practice of states to make provision for secondary education from the allocation to the educational sector, which in most cases has been in the form of running grant to schools, on term or session basis and depending on the size of the enrolment of each school.

Unfortunately, complaints of inadequate fund for the development of secondary education in Nigeria abound in literature (Moja, 2000; Federal Ministry of Education, 2003; Jaiyeoba & Atanda, 2003; Omoregie, 2005), which is attributed to the lack of inadequate as well as decay infrastructural facilities in secondary schools (Ahmed, 2003; Omoregie, 2005). To worsen the situation, the limited allocation to secondary education is being threatened by an increase in enrolment as a result of the rise in the demand for it (Central Bank of Nigeria, 2010; (Jaiyeoba & Atanda, 2003; Federal Ministry of Education, 2007).

In view of the persistent limited allocation to education, government should increase the allocation to the sector so as to give room for an increase in the running grant to secondary schools and ensure the provision of more infrastructure and facilities for the training of students. It is noteworthy that UNESCO has recommended the allocation of 26% of the Gross Domestic Product (GDP) of each country in the world to education. It will not be too much if this standard is attained by Nigerian government.

Education funding comes from different sources; Saavedrea (2003), and Adewale, Ajayi and Enikanoselu (2012) stated that the public revenue in the form of taxation is the major source of fund at all levels of education. Adewale et al. (2012) stated that education funds are distributed among the primary, secondary and tertiary education levels in the proportion of 30%, 30% and 40% respectively. Balami (2003) as cited in Adewale (2012) agreed that the public education funding includes direct government funding in the form of subsidies to students. Orbach and Hindifte (2003) in Adewale et al. (2012) posited that the main sources of fund that the Nigerian government has are federal taxes and duties on petroleum, and exports and the centrally collected Value Added Tax (VAT) introduced in 1996. Also, Education Tax Fund (ETF) and Tertiary Education Trust Fund (TETF) are available mainly for capital expenditure.

According to the Federal Ministry of Finance, Budget Office (2013), the share of education on the National Budget from 2005-2013 in terms of percentage was 4.98% in 2005, 4.84% in 2006, 8.09% in 2007, 9.64% in 2008, 6.98% in 2009 5.40% in 2010, 8.03% in 2011, and 8.43% in 2012, 8.07% in 2013. The highest so far took a nose dive in 2008. It failed totally to near the benchmark of 26% recommended by International Labour Organisation (ILO).

Funding of education in Kwara State is in terms of Recurrent Expenditure, Capital Expenditure and Grants. Recurrent expenditure is made up of personal cost and overhead cost. Personal costs components include salaries and allowances to teachers and non-teachers in the sector. The overhead costs are the cost of the materials consumed in rendering educational services. The capital expenditure is the fund released for putting physical structures in place in terms of school plants and facilities. It is the State Universal Basic Education Board alone that received grant during the period of 2005-2015 under review. The truth is that the amount released to education varied from time to time and was grossly inadequate throughout the period under review because it failed to reach the benchmark of 26% prescribed by the United Nations Educational Scientific and Socio-cultural Organisation (UNESCO) and International Labour Organisation (ILO) as cited by Nwadiani (2012).

In spite of the recent education reform in Nigeria, there is need for adequate funding to develop secondary educational system. In Nigeria, education falls within the concurrent list, which implies that the federal, state and local government can jointly participate in the funding of education. Educational programmes that are provided by the schools are to be consumed by the individuals, society and the government as a whole. The public sector is the major provider and financier of education in Nigeria since the taken-over of schools in the mid-1970s. This is based on the assumption that it is only the government that can effectively provide education and appropriately give the externalities that are associated with it. This means that education must remain a 'public good' for the low socio-economic class to have access to it (Obayan, 2011).

Abdulkareem (2012) stated that the recurrent expenditure estimate for the education sector by Kwara State in 2005 was ₦2.5billion while the actual total release was ₦2.4billion with negative variance of about ₦27million. The capital expenditure in the year 2005 estimated was ₦1.5billion but the actual release was about ₦556million with negative

variance of ₦1.44million. On the whole, the total fund for education that year was ₦3billion out of a budget sum of ₦37billion. This amounts to 8% of the entire budget with negative variance of 16%. Abdulkareem (2012) reported that the approved budget for the year 2006 was ₦40.9billion, the estimated fund for education that year was ₦2billion for recurrent expenditure but the approved fund was ₦2.1billion with positive variance of ₦30million. Capital expenditure estimate for the year 2006 was ₦1.7billion out of which ₦596million naira was approved with negative variance of ₦1.1billion. On the whole, out of ₦3.8billion requested, only ₦2.7billion was released at last which was 8% of the entire budget. In addition, it is by far below the benchmark of 26%. In 2007, the estimated Recurrent Expenditure was ₦2.6billion but the actual release was ₦2.8billion with positive variance of ₦214million. On the capital expenditure, the amount requested was ₦10.1billion, but ₦5.9billion was approved with negative variance of ₦4.2billion. The total state budget was ₦31billion out of which the share of education sector was ₦3.3billion or 10%.

In 2008, the report from the Accountant General Office revealed that ₦3.1billion was requested for as Recurrent Expenditure but ₦2.9billion was released, with negative variance of ₦194million. The estimated capital expenditure for the same year in the educational sector was ₦2.2billion but was lucky to get ₦4billion with positive variance of ₦1.8billion. In 2009, educational services asked for ₦3.4billion in its recurrent expenditure but the actual recurrent expenditure released was ₦2.4billion leaving a negative variance of ₦66million. The capital expenditure for the year 2009 in term of the estimate was ₦6.1billion, but the actual release was ₦5.1billion leaving a negative variance of ₦1billion. In relation to annual budget of ₦66billion, the share of educational sector was ₦8.5billion (13%) which was the annual budget.

In 2011, the Kwara State Accountant General's Office's Report showed an increase in the state budget from ₦66.9billion in 2010 to ₦69.6billion in 2011. Yet, this failed to reflect in terms of the allocation to the educational sector. That is, the negative variances still persist. For instance, on the recurrent expenditure, ₦4.9billion was estimated but ₦4.8billion was released with a negative gap of ₦127billion. The capital expenditure for the educational sector was ₦3.2billion estimate, while ₦2.9billion was released with a negative gap of ₦273million. Throughout the seven years under the review, government's consistency is only in term of the breach of the benchmark. That is, neither federal nor the state government supplied up to 13% or half of the requested funds to the educational sector at all levels.

Many sources have been identified as contribution to the financing of secondary education in different countries. Alimba (2007) identified federal, state and local government as the major sources of financing education in Nigeria, aids to secondary education from. It is the shared responsibility of the three tiers of government even though the constitution places the management of primary education in the hands of the local government. Secondary education is primarily the responsibility of the state government and federal and unity schools are federal government's responsibility. It is obvious that as all the states are not equal financially, the provision of funding cannot be the same across the nation. It is therefore desirable for the federal government to establish a minimum standard of funding secondary education which each state government must adhere to. This standard would cover the areas of infrastructure, facilities, teacher training programmes, procurement of equipments for skill acquisition and school developmental programme facilities.

Sources of funding educational programmes in Nigeria involve individuals, communities and organisations. However, government allocation constitutes a principal source of funding education. Individuals, communities and organisations benefit directly from education, and so they should directly share in the burden of financing education. Organisations and companies get their manpower supplied from educational institutions and benefit from social amenities; therefore, they should contribute to the educational development of the country. It is obvious also that government alone cannot effectively fund educational programmes. Other sectors must contribute to it; such sectors include:

### **Non-Governmental Organisation Sources of Funding**

In 1993, the Federal Adviser on Education, Professor Ben Nwabueze, systematically invited the general public to discuss the issue of the funding of education in Nigeria. The groups invited include the traditional rulers, union leaders, religious groups, alumni associations, Parent-Teachers-Association etc.

**a) Local Communities:** Adeyemo (2009) referred to 1976 local government reform as the school system that should belong to, and be part and parcel of the community which they serve, and so government should enlist the interest of communities in all developmental schemes of the community including financing and planning; communities should be made to realise that they are public. Many Nigerians believe that the term public services means the services rendered by the government and its workers and the political holder positions, and the responsibility for all should be mobilised by the traditional rulers and town union

officials to share functions among the various local groups such as age grades, local social clubs, village groups and so on with a well-organised system of shared responsibility. Many village schools are not easily accessible, and at times comfortable accommodation is difficult to find. These can be provided through community effort and to be regarded as the community responsibility in funding education in their community. According to Adedokun (2015), communities do provide funds for education. They do this indirectly in the sense that they set up school buildings, which are handed over to the government to administer. They also provide desks and chairs and other equipment necessary for effective running of the school. Their efforts are always appreciated by the heads of schools in such locality and the government.

Fund-raising activities are the common feature of most communities, particularly in the southern parts of the country. In most case, funds are raised through launching ceremonies or during some community festivals. Most fund-raising activities are usually very successful because of their political nature and the kinds of people (politicians, businessmen, government officials and industrialists) that are invited.

**b)The Alumni Association:** Adeyemo (2009) explained that, in Nigeria, many bodies have been formed for secondary school associations; some identified themselves by year of graduation. There are records of generous act by some Old Boys or Old Girls associations, which have made significant impact on the lives and programmes of the schools. Some have built school libraries, classroom, books, toilet facilities, chapels, assembly/multipurpose halls, science and /or sporting equipment to facilitate teaching and learning in the school. There is no limit to what the alumni associations can do to raise funds for developing its alma-mater. It is therefore necessary to encourage its establishment in all secondary schools so that former students of each school can rally round to help in providing the school developmental programmes. Hence, each school head, the board member, should endeavour to raise the morale of their students through high standard of academic, skill acquisition, and periodically organising meeting to show their needs to develop the school activities.

**c) Private Sector Participation:** Yusuf (2015) submitted that secondary education can equally be funded by private sector such as Non-Governmental Organisations (NGOs). They can be categorised as the philanthropic group both at home and abroad. Certain request can be posed to them, for example construction of school hall, classroom or to procure some

instructional materials in order to facilitate students' skill acquisition. However, there are different trends that NGO can follow in funding secondary education. It could be in the form of teacher training, workshop, and seminar, scholarship for both teachers and students or to rehabilitate or construct different kinds of building in school premises. Also, the recent National Policy on Education stated that secondary school students should do a trade subject which needs enough fund in order to enable each of them to acquire some skills before graduation. Such a laudable objective needs some fund in order to achieve it; so, philanthropists or private association can provide skill acquisition of instructional materials for teachers to deliver adequate lessons on the trade subjects.

In addition, philanthropists, individuals and charitable organisations do donate money for the importation of science equipment, provision of relevant instructional materials and construction of classroom blocks in schools. At times, donations are in thousands or millions of naira. It is important to note that some of the donations are made by individuals and organisations from the information they gather on the progress of the school. It is on record that the products of some institutions make donations based on their first-hand information concerning the situation of things in the institution. Alumni associations constitute one of the charitable organisations that make donations to schools (Adedokun, 2015).

**Endowment Funds:** Adedokun(2015)expressed that endowment funds represent money, property, and so on given to a school or an educational institution to help it solve some of its pressing financial problems. Very rich Nigerians, voluntary organisations, commercial or industrial firms and concerns should contribute money by way of endowment to help increase the revenue of not only the universities but also primary and secondary schools. Late Chief MoshoodAbiola, Chief Gabriel Igbinedion, Dr. M. T. Mbu, AlikoDangote just to mention a few are among those who have given some donations and endowments to secondary school and university levels of education.

One note of encouragement as Ekpo (1994) mentioned is that endowment funds are very highly progressive as they depend on the good will of donors. They are also easy to administer. If well-planned, they can increase the revenue base of universities. Endowment funds should be used for capital projects and not on recurrent aspects in the school system.

**External Aids:** External aids refer to the assistance given to educational institutions by foreign nations or foundations. There are two main forms of external aids to developing countries such as Nigeria, Ghana, Kenya, Tanzania and Ethiopia. These are the supply of school equipment and the supply of teachers to teach in various institutions in the country. Aderounmu and Ehiamentolor (1985) reported that after independence, the North American, British and other governments were interested in helping Nigeria develop its manpower resources. Since there were very few qualified teachers at that time to teach in the large number of available secondary schools, American volunteers were sent to meet the exigency of the time. The American government paid at home the salary of the Peace Corps volunteers while the Nigeria government bore the expenses of their housing and local support.

Within the past twenty years, several agencies like the John F. Kennedy Foundation, the Rockefeller Foundation, and the Ford Foundation all in the United States and the Carnegie Corporation have generously contributed to the educational development of Nigeria. Aids from these agencies have either come in the form of the provision of science and technical equipment or in the establishment and management of model institutions. Some problems have been identified in external aids. The first of such problems is that aids given to developing countries are inadequate /insufficient. Also, most of the aids do not improve the conditions for which they are meant. The second problem of external aids is that of over dependence. It has been observed that it is very destructive for a developing country to entirely depend on external aids for its educational development (Adesina, 1981).

**d) The Parent-Teacher-Association (PTA) Funding:** Furthermore, another private body that usually contributes to the funding of secondary education in one way or the other is the Parent-Teacher Associations (PTA). Their roles go beyond holding meeting, constructing building etc. but they also fund payment of part-time teachers salary in some cases where some schools have no teacher on some core subjects or the trade subjects in question in secondary schools of today. They are usually the body that is used to principally raise funds by involving the industrialists in their community. For example in the 80's, a block of four classrooms was built by Alhaji Suleiman Sagaya, industrialist from Ilorin at Taoheed Secondary School, Ilorin.

**e) Internally Self-Generated Funds:** Secondary education can equally be funded by the school itself if authorised by the government. This can significantly enable the achievement



of secondary school goal. Various ways to generate funds include renting out of the school hall, school owned chairs, the school field, if available, the school bus and other vocational resources owned by the school(Ahmed, 2010).

Another measure of self-internal generated fund by schools includes the extra-curricular activities such as sales of school uniforms, sales of students' handicrafts (or handwork as it is generally called), sale of textbooks and stationeries, the staging of school plays and raffles, and sale of farm products from school farms. Some education institutions organise the sale of handwork and staging of school plays on a regular basis. During the staging of plays, the parents and guardians of pupils are invited, and they pay some specified amount to the school for watching such plays. Primary school heads do sell handwork products such as brooms, baskets, handkerchiefs, fishing nets, among others in the open market so as to raise funds for their schools.

### **Petroleum Trust Fund (PTF)**

The Petroleum Trust Fund now called Tertiary Education Trust Fund was established by Decree Number 25 of 1994 by the Federal Government of Nigeria. The fund was set up to function as an autonomous domestic agency capable of intervening intensively in the implementation of social, educational and infrastructural projects. The enabling decree establishing the fund identifies seven key sectors in their need for intervention. These include; roads, road transport and waterways, education, health, food supply, water supply, security services and other projects. The Petroleum Trust Fund actually represents income from sale of petroleum products. The fund has a board of trustees which was inaugurated on 21<sup>st</sup> March, 1995. The board is responsible for receiving all the money got from petroleum within the first week of every month to the federal account, Nigerian National Petroleum Corporation (NNPC) and to such other beneficiaries as determined by the head of state from time to time. As stated earlier, education is one of the sectors approved for intervention by the Petroleum Trust Fund. The following areas in education are of interest to the Fund (PTF)

- a) Rationalisation and zoning of educational institutions across the sector to satisfy immediate needs and facilitate rising of standards
- b) Rehabilitation of existing and completion of abandoned infrastructural facilitates in educational institutions

- c) Provision of textbooks, exercise books and all other reading materials by encouraging local production, distribution and re-sale at affordable prices of low priced education through zonal bookstores
- d) Provision of equipment for workshops, laboratories, libraries and computer centres and institutional strengthening to maintain and sustain their operations
- e) Strengthening education resource centers to produce local teaching materials and supervise schools
- f) Strengthening state Ministries of Education and local education authorities to enable them carry out effective planning, organisation and management of educational systems
- g) Encouraging teacher training programmes and returning of teachers across the sector and resuscitation of the inspectorate divisions and strengthening its operations
- h) Encouraging major studies and preparation of major educational projects for funding by external agencies
- i) Encouraging communities to participate in the development and management of educational institutions within their localities

Furthermore, the sources of educational finance, according to Edem (2006), can be broadly classified into six. These are:

- i. Government grants
- ii. Taxation
- iii. Tuition fees
- iv. Donation and endowment
- v. Loan and aids
- vi. Internally generated funds

These six categories evidently showed that financing education is a joint responsibility of both the government and the private organizations (parents and corporate bodies and non-governmental organisation).

**Government Grant:** Government grants to education form the bulk of money that comes into the sector. This could be paid either in a lump sum or on per capital basis. It is a lump sum when the government wants to cater for some items of expenditure incurred by the educational institutions. Such includes payment of teachers', non-teachers' salaries and allowances, maintenance and capital projects.

**Taxation:** is a compulsory levy imposed by government on every eligible person or company based on the education tax decree number 7 of 1993. It is a special way of generating fund by the government to finance her programmes. In 1994, the Federal Government specially set up Education Tax Fund in which every company in Nigeria is expected to pay 2% of her annual profit as education tax. Today, the impact of this tax has touched almost all the institutions across the country in terms of building classrooms, libraries, laboratories, administrative offices, training of teachers and other school development programmes.

**School Fees:** constitute one of the major sources of funds for the Nigerian educational system. School fees include tuition fees; dormitory or hostel fees, equipment fees, library fees, studio and laboratory fees, caution deposit and insurance fees. These fees are paid into the account units or bursary departments of various educational institutions. In other words, the bursary of each school and the money so collected is paid into the government accounts.

In government-owned secondary schools, the Ministry of Education or the Post-Primary School Management Board as the case may be decided on the type of fees to be paid and the amount; generally, the fees are the same in all schools. In secondary schools, differences in fees may be due to parent teacher association levies charged that is the Parent-Teacher Association levies may not be the same for all schools. Adesina (1981) observed that school fees continue to play an insignificant role in the Nigerian educational system as a whole. This may be due to the fact that the amount charged is not always enough to pay teachers' salaries and procure school equipment or furniture.

School fees include tuition fees, caution fees, boarding fees where needs, admission, registration and other charges as the case maybe since the state policies on education are different. Students are being asked to pay school fees as a result of the continued increase in educational expenditure, economic depression, since government finds it difficult to fund education all alone. Even in some states where free education was attempted; for example, Kwara State Government used to sponsor NECO and WAEC, but 2015/2016 session, the Kwara state Government did not pay the examination fees of any students even those that have five credits and above including English Mathematics. But Government was not able to pay the fees due to the insufficient funds allocated to secondary education sector. However, school fees vary from one state to another depending on the policy of the state. Some states only ask students to pay PTA as the case of Kwara state.

**Loan and Aid:** Foreign loans or aids could also be given either in cash or kind through the government which then distributes it to respective institutions. Foreign loans and aids from World Bank, UNESCO among others are used to train teachers and to procure instructional materials and capital projects that can be used to develop school programmes. It could also take the form of technical assistance in the form of technical expertise. It could be for a particular educational programme such as Education Sector Support Programme in Nigeria (ESSPIN) and State Education Sector Project (SESP). As stated earlier, fund is very necessary in carrying out school development programmes that may positively influence students' academic performance.

### **Problem of Funding Secondary School Education**

The problem of financing secondary school education in Nigeria has become so critical that it continues to re-echo in public debates, lectures, education seminars, symposia conferences, workshops and at the periodic meetings of principals and vice-principals of secondary schools. The continued non-challant attitude of teachers to education specifically in basic and upper basic schools in Kwara State in the last few years arises from the inability of the government to pay full salaries and allowances due to the insufficient fund allocated to educational system. It is not gainsaying to say that if secondary education system lacks funds, then the accomplishment of its goal of producing self-reliant students and enhancing better academic performance will not come to pass.

Today, every state is charged with the responsibility of secondary school education because it is expected to pay its teachers' salaries and allowances, provide necessary equipment and materials for effective teaching and learning in the school and undertake other duties that would promote the secondary school education in Nigeria. However, the extent to which the state could attain its laudable objectives depends on the amount of money it receives from the federal government and how the money is being judiciously spent on the level of education. However, federal government is to fund both federal and unity schools located in each state.

### **Concept and Dimensions of School Development Programmes**

Basically, a programme is an outline or collection of planned activities that will lead to a specific goal. For instance, a reception is an outline of related events in a sequence, ultimately leading to the reception of the newly wedded couple and their visitors.

Programme usually shows the planned events; for instance, a computer programme is a set of instruction ultimately leading to the attainment of specific goals. Similarly, an academic programme is a detailed outline of related courses that lead to the attainment of specific degree (that is an objective) (Godly, 2014). In the same vein, the school development programme is a compendium of related school programmes that are aimed at developing school activities. In other words, school development programme is a set of related activities that will lead to the achievement of a specific goal or objectives (Wilfred, 2014).

Chandan (2012) also defined development programme as the nature and direction of change induced in the employees as a result of educational and training programmes. From here, training is about learning technical knowledge and skills that will bring improvement in job performance of the personnel, while development has to do with the change that the training will bring for the organisation. It is also the preparation of an employee for a greater responsibility in future. The following are some of the school development programmes gleaned from the literature reviewed

#### Infrastructural Programme

School To Jaiyeoba and Atanda (2005), educational facilities include infrastructure, and are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. They further explained that there are indices to quality service delivery but when these indices are either inadequate, defective or absent, delivery becomes difficult. One of the indices for ensuring quality service delivery in secondary schools is infrastructure which must be available, adequate, and of high quality. It is no longer debatable, though a matter of great concern, that there is a decline in the quality of education delivery in Nigeria public schools at all levels. Some reasons have been adduced for this decline; the main among which is poor or inadequate funding of education, especially in the provision of infrastructure for schools.

Bello, Durosaro, Oduwaiye and Sofoluwe (2014) carried out study on public private partnership and infrastructural development in Nigerian universities. The implication of these findings is that the university goal achievement cannot be determined with only PPP and provision of infrastructure but may also be determined by the extent to which these facilities are adequately provided. Thus, the provision of these facilities needs sufficient fund in order to determine students' academic performance. The scholars also pointed out that public enlightenment can equally improve community participation on infrastructural

development in Nigerian schools to improve teaching and learning that may in turn improve students' academic performance.

In the same vein, Olagboye (2004) posited that the existing buildings must be maintained and made functional by providing proper lighting, ventilation and good/proper condition for their effective and efficient utilisation to ensure good functioning working condition. In addition to this, the efficient management of school physical facilities is mandatory in order to make the school a pleasant, safe and comfortable center that will increase students' attendance and willingness to participate adequately in both curricular and co-curricular activities.

Durosaro (1998) in Ayeni and Adelabu (2011) reported that even if the educational curriculum is sound and well-operated while the school facilities are in disrepair, the result of the teaching/learning activities will be negative. This implied that there is a positive relationship between conducive infrastructure and effective teaching and learning activities. Oludola (2013) revealed that the schools adequately provided with the necessary facilities scored higher in the rate of their utilisation of instructional facilities and performance in West African School Certificate Examination subjects than the schools without the facilities.

Meenyinikor, Nyeche and Julia (2014) were of opinion that instructional facilities are the basic structures and facilities necessary for effective teaching and learning in the school. Facilities are plants, equipment, buildings, furniture which enable teachers to deliver effective teaching, thereby leading to the attainment of behavioural objectives. According to Ehiametalor (2011), facilities are those factors which enable productive workers to achieve the goals of an organisation. Olorok (2006) observed that the use of instructional facilities enhances learning experiences and leads to an interaction within the learning environment.

Ali and Ajibola (2015) carried out a study on the relationship of the physical environment to teachers' professionalism, and the study revealed that physical environment or infrastructural facilities affected teachers' performance. They further confirmed that the most important environmental features which affected teachers' performance are classrooms, furniture and class equipment if they are not adequately provided. Marianhi (2009) commented that a simply dignified artistic exterior is suggestive of the purpose for which the school building exists, it makes the scholars proud of their school, and will have an impressive influence on their performance at school.

Lamenting on the type of building found in secondary schools, Nwachukwu (2005) remarked that the public sector of education has witnessed stagnation and decay in terms of infrastructure. Stating further that most schools are caricatures of what schools should be in a modern state. Ehiamezor (2011) argued that school facilities are the operational inputs of every instructional programme. The school is like manufacturing organisations where plants and equipment must be in a top operational shape to produce result. Therefore, school infrastructure can be referred to as the operational shape towards the achievement of the secondary school goal. Okebukola (2015) noted that to achieve the said secondary school goals, infrastructural facilities, equipment, tools and materials must be provided sufficiently. Nwagwu (2003) affirmed that the quality of education that our children receive bears direct relevance to the availability of physical infrastructural facilities and overall atmosphere in which learning takes place. Emetarom (2003) asserted that school infrastructure can be said to be the physical and spatial facilities that will enable effective teaching and learning which will increase the attainment of desired results.

Osifila (2004) found a significant relationship between adequacy of physical infrastructure and teachers' effectiveness and students' academic performance. Also, they reported that school buildings can adequately provide a good learning environment that is essential for students' success. In a study of high schools in Nepal India, Subedi (2003) found a significant relationship between students' achievement, and availability of physical structure and material resources; the outcome of the study is in line with United State Department of Education (2002) finding which showed a significant relationship between students' achievement and school building. Other studies (Agusiobo, 2008; Okebukola, 2005; Okunola, 2005) indicated that the availability of resources is an important variable in students' learning outcome which can be used to determine whether the level of students' academic performance is improving or not.

### School Renovation Programme

Renovation can be referred to as a measure to renew dilapidated building, facility, equipment and so on, while school renovation involves the renewal of dilapidated school buildings, teaching facilities and available equipment in a school setting. Jimmy (2016) was of the opinion that rural development projects can be categorised into three components; these are social infrastructures, physical infrastructures and institutional infrastructures. To this study, the academic performance of pupils and students in primary and secondary

schools is dependent on several factors; renovation of school facilities is one of them. The stated goals of secondary school cannot be achieved with poor and badly managed school facilities. Conducive school learning environment could enhance students' attendance, involvement in academic activities and other extra-curricular activities which may positively have positive effect on students' academic performance.

Donald, Odeleye and Oyekundele (2012) explained that renovation also includes construction of modern classrooms, assembly halls, provision of desks and chairs, libraries, sports and recreational facilities, conveniences, and other infrastructure to assist in the all-round holistic academic, physical and social development of young people. According to Asika (2010), renovation programmes are expected to lead to an increase in school enrolment and remarkable improvement in students' academic performance. Despite all these programmes, the percentage of secondary school students' failure is still a serious concern to government and educational stakeholders.

On the other hand, according to an NGO(Woman Union for Rural Development, WURD n.d), renovation of primary school was centred on improving the facilities at the United Primary School Nkpor-Agu in Anambra State, Nigeria. This primary school is located in Nkpor, a city in Southeastern Nigeria, the area which played host to the Biafra war, and many traces of this civil conflict remain to this day.

According to (WURD n.d), the rusty leaky roof was to be removed. The floors were pockmarked with holes and were damaged by water. The whole territory of the Igbos was completely neglected for 35 years and remained a backward region. Some school buildings were run-down, roads were impassable, hospitals were poorly equipped, and there was no clean water. These problems had caused countless deaths, particularly amongst children and young people.

Particularly in primary schools, the school buildings were in an unimaginably poor condition. Most roofs were dilapidated and leaky, during the wet season while the dusty harmattan wind sweeps through the building in the dry season. There were no doors or windows, the pupils did not have enough chairs or desks, so they sat on the ground for lessons. Sanitation facilities were indescribably bad and were the cause of many illnesses and infections. There was also no water at the schools. Children could not even have a little water to drink or wash their hands when they had been to the toilet.



An NGO(Women Union for Rural Development) represented by five teachers, a social worker and a nurse, has a particular commitment to promoting health and education in rural area. It embarked on a project which is the renovation of the United Primary School Nkpor-Agu in Idemili Local Government Area of Anambra State, Nigeria. The group aimed at procuring three water tanks, new floors in the classroom which they could not finance but they sought the support of a philanthropist Mr. Chuckwu, who provided 11,400 Euros to support this WURD project in Nkpor-Agu state primary school which includes:

- Renovation of the roof and installation of windows and doors
- Purchasing of three 1000-litre water tanks
- Purchasing of 25 new chairs and 30 new desks
- Repairing the floors
- Renovating the old toilets and constructing one new toilet

In addition to the renovation and development programme in Nigeria schools, China Civil Engineering Construction (CCECC) has handed over a six-block of classroom renovated at satellite junior secondary school, Abule-Ado at a cost of 80,000 dollars to Lagos state government located at Southwest, Nigeria (LuiKan, 2015). Furthermore, LuiKan (2015) reported that the building renovated comprises six block, 20 dual tables and 40 chairs, school bags, textbooks, umbrella and other items. LuiKan (2015) said the renovation is to boost the standard of education, to enhance Nigeria-China friendship, and also to improve the teaching and learning activities.

Development is building upon the basic knowledge and skills the person has with the purpose of improving their performance after the training process. According to Oyedeji (2012), personnel officer should be able to devise development programmes for his staff either individually or groups such as seminars, workshops, conferences, on-the-job training or off-the-job training. The researcher (*ibid*) added that staff development should be based on the actual need of the school and ability of the staff to complete the programme successfully. In the same vein, training and development is the field of study in human resource management which is concerned with the organisational activity aimed at enhancing the performance of individuals and groups in organisational settings.

Training is an educational process where people can learn new information, re-learn and reinforce the existing knowledge and skills, and most importantly to have time and consider how new options can help them improve. Training conveys relevant and useful

information that inform participants and develop skills and behaviours that can be transferred back to the workplace. The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work. Training can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviours. Akinwumi(2012) further pointed out that training is any activity targeted towards the acquisition of specific knowledge or skills for carrying out a job or task. The learning is applied in a similar situation to that in which it is learned. Development is a continuous, general and dynamic expansion of skills and knowledge, and is aimed at long-term career growth rather than immediate performance. Therefore, to the researcher's view, training and development programmes are a set of activities organised for teachers to acquire new teaching skills as well as improving their performance.

In education, since teachers are the human resources needed in schools for the academic performance of the students, various training and development programmes are organised for them to improve their competence so as to assist the students to perform well in schools. Ijaiya (2012) highlighted that training and retraining of teachers are good for their development but not training for training sake or for certificate of attendance. The scholar (*ibid*) cited the payment of 1.44 Billion Naira spent on 125,000 teachers trained by the National Teachers Institute and supported by the MDG in 2011 (The Nation, 2012:5). Ijaiya (*ibid*) lamented that such amount of money was colossal waste if not reflected in the student's academic performance.

Re-training of teachers on the job is meant to enhance functional educational system in Nigeria and to improve the process of teaching and learning. Training and re-training of teacher is in the ethnics of the profession (Adebile, 2009). This will improve methods, skills, and procedures to enhance their outputs, efficiency and productivity. Over the years when teachers were employed in large number, induction trainings were organised for them by the Teaching Service Commission, but recently, employment is scarcely and secretly done, and hence the few newly employed teachers do not undergo any form of induction (Adebile,*ibid*).

Recent changes in the Educational System of South Africa have placed new external pressures on school management team and teachers to improve their practice in their sphere of operation. One of the major challenges facing teachers at their schools is to improve the efficiency and effectiveness of the school system (Nana, Khazamulia and Daphne, 2011). Furthermore, they are also expected to attain high levels of pupils' performance. To achieve these processes, schools in the Eastern Cape Province need competent teachers with relevant knowledge, skills and abilities to manage and to develop their learners (Nana, et al). To achieve these, the teachers are expected to have both managerial and professional skills for growth and development. These can be achievable if they do not stop attending in-service training programmes after initial teacher education and training.

Teacher training and development programmes act as catalysts for teachers' effectiveness. It is a potent means of updating teachers' skills and knowledge for improving instruction and learning (Ekpoh, Edet&Nkwama, 2013). Teacher training development programme has been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable teachers to teach more effectively.

According to Lawal (2004), staff development programmes for teachers are important aspects of education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of staff development programmes is that it ensures the promotion of professional growth, helps to improve pedagogical skills, keeps teachers abreast with new knowledge, meets particular needs, such as curriculum development and orientation, helps in leadership responsibility, helps new teachers to adjust to teaching field, helps to promote mutual respect among teachers and recognises the need for modern teaching methods (Madumere-Obike, 2007).

In Akwa-Ibom State, Secondary Education Board employed both professional teachers and non-professional teachers. Most of the professional teachers did not receive any other form of training after the initial pre-service training. The non-professionals did not receive any form of training in the art of teaching, neither were they properly inducted into the school system, thus making them ill-prepared for the task of imparting knowledge. Uche and Enuokoha (2010) pointed out that teaching is a profession; therefore all who desire to work as teachers should be well-groomed in the act of teaching.

Humphery (2014) asserted that new teachers are faced with several challenges upon beginning their teaching career; the challenges include: class assignment, classroom discipline and management, demanding teaching loads with assignment of extra duties, motivating students, dealing with individual differences among students, assessing students and so on. Hence, there is a need to provide effective staff development programme which will assist novice teachers as they begin their teaching career.

Mohammed (2006) noted that many teachers after graduation have little or no opportunity for re-training and their training ends as soon as they graduate with no opportunity for updating their knowledge and skills by attending seminars, workshops and conferences that will subsequently enhance their knowledge and skills and their classroom teaching. Subscribing to this view, Anho (2011) observed that there has been greater awareness that teachers who were trained some few years ago are not adequately equipped for effective teaching except complemented by in-service training. Anho (*ibid*) further postulated that the 2-3 years of teacher preparation programmes in higher institutions of learning do not adequately prepare them for the teaching job, as there are too many grounds to be covered in the teacher preparation programme.

To take care of the inadequacy of pre-service teacher preparation, the Federal Republic of Nigeria (2013) in the National Policy on Education made provision for the development of teachers by stating that teacher education shall continue to take cognisance of the changes in methodology and in the curriculum, and that in-service training for teachers and head teachers shall be regulated. This therefore emphasises the importance and need for every staff to be constantly renewed, upgraded and updated in his or her knowledge to be refreshed and to keep abreast with the rapid changing society through staff development programmes.

### Student welfare service programme

Welfare services are the general health, happiness and safety of a person, an animal or a group of people for their well-being. Welfare is the practical and financial assistance often provided by the government for the people that need it. Welfare service is a concept that has long exercised interest among workers, students and lay persons alike. Welfare service therefore is a concept which has bearing with service position. It evolves making workers comfortable while at work and students at school. Hence, welfare service is meant to provide and to receive, which implies that welfare service involves the provision and investment for the people of the society of which public secondary schools in Nigeria are part of the society (Olokoba, 2014). As perceived by Terry (2005), welfare services are provided by employers either as a result of genuine concern for the plight of the workers to legal framework, the demand of the labour unions or as a result of economic circumstances.

Student welfare services are designed for the social comfort and improvement of students' lives. The effort of the government at secondary school level is to improve the quality of teaching and learning on the provision of those services specifically student accommodation, feeding, water and electricity and other facilities that can boost their morale towards effective learning (Mustapha, 2015). The role of students' welfare service development programme is to provide an integrated students' support and development services which are focused on students' academic and personal needs throughout their academic career. In this case, such service unit provides experts to the proprietor of the institution and other concern avenue on students' affairs services in order to provide all services that are directly related to academic and social attainment in public secondary schools (Olokoba, 2014). Olokoba concluded that welfare services are to be provided by the concerned body as much as possible in order to assist the students to improve on their academic endeavours. Macquarie (2012) also concluded that welfare services are good wine which should not be splashed out carelessly.

Reinforcing this assertion, Okojie (2010) viewed students' welfare services as wine which must be bottled up carefully in an enclosed space and served to all those who deserve them. This statement shows the importance and significance of these services to the students of public secondary schools. Ogbuji, (2009) observed that education is a public concern and is also financed by the public; therefore, materials and services available in an educational setting are publicly provided and should be publicly shared and publicly consumed, not by

any particular individual or group of students. To this study, students' welfare services include:

- provision of instructional materials
- payment of examination fee
- procurement of school facilities and equipment; and
- social Amenities

**Provision of instructional materials:** These are services provided by the government or individual organisation to relieve the students that may not be able to have adequate instructional materials because of the economic situation in the country. These include the necessary textbooks, writing material, teachers' guide textbooks, innovative chalk board and the likes.

**Payment of the external examination fees:** These are welfare services that government uses to boost the morale of the students that are not putting in their best in their academic activities. Students that excel in their mock examination usually enjoy the benefit of the payment.

**Procurement of school facilities and equipment:** These include conducive classroom, administrative building, and furniture for both the students and the staff and other necessary facilities needed for effective teaching and learning. Salami(2014) noted that the success of any educational system depends on both human and material resources. As teachers are the centre of human resources, the teacher, who holds the key, opens the door to modernisation; teachers are the hubs to which the wheel of progress and development in education hangs. Therefore, teachers are usually held responsible for many lapses and deficiencies in the academic performance of the students.

**Social Amenities:** These include welfare services rendered for social and humanitarian purposes. The availability of the health services, library services, transportation, sport equipment, information communication technology and the likes boost the teaching and learning activities in the school. Olokoba (2014) observed that government place sufficient emphasis on cleanliness and sanitation as well as prevention of spread diseases through regular medical examination of students, keeping adequate health record and efficient disposal of waste materials and garbage.

According to Mustapha (2015), socialisation is one concept that emphasises education as a means of transmitting social norms, rules, arrangement, traditions, expectations and needs. Mustapha (*ibid*) further explained that a recent trend in curriculum revision has recognised the important role of outdoor activities in contributing to the social, emotional, physical and intellectual development of students. They are identified as extra-curricular activities, they are as valuable as indoor academic work. Edem (2006) was of the view that outdoor activities reinforce indoor learning. Library services could be very vital because they tend to have direct bearing on academic excellence. The importance of school library in academic services cannot be overemphasised.

Also, Adeleke (2005) opined that after classroom teaching in several ways, private learning should be encouraged to complement the teachers' effort. On the other hand, a healthy man is a living being. A health service is regarded as a right for every student regardless of his/her home background. Francis (2012) noted that a student who is always absent from school on the account of ill health will not be able to learn effectively. It is therefore important for the school to have a school clinic within the school premises, and the clinic is staffed with qualified personnel to attend to students whenever the needs arise.

### Student Exchange Programme

Student Ex-change programme has been in existence ever before 1984 with the vision and architect of northern state student exchange programme which is in line with the vision of the then prime minister, late Sir Ahmadu Bello, the Sardauna of Sokoto (Muhammed, 2013). The initiation of the student exchange programme was devised to promote national unity and mutual understanding (Muhammed, *ibid*)

The decision to revive the student exchange programme was taken in 1984 in Kaduna at a meeting of the Military governors of the then Northern states and the programme became operational in 1985 (Abraham, 2012). To kure (2001), it is possible to fold only fresh fish; hence, it is easier to mould young, fresh and unsaturated minds. The principals of these exchange schools therefore have the responsibility of meeting the fundamental objectives of this programme which are to:

- i. afford students at the tender age the opportunity to be exposed to the culture, food prospects and difficulties of other parts of Nigeria other than their own;

- ii. make the students independent and willing to live away from their home state and regard any part of Nigeria as their home;
- iii. inculcate the idea of peaceful co-existence into our youth by living together in the boarding house for six years with students from other states other than their own;
- iv. enable students to make long life friendship with each other;
- v. promote academic excellence and high level of discipline; and
- vi. forge Nigerian unity.

According to Abraham (2012), only eighteen of thirty states that constitute Nigeria then were into the student exchange programme. The states include: Admawa, Bauchi, Benue, Kogi, Niger, Plateau, Sokoto, Taraba and Yobe. Cross-River, kwara and Akwa-ibon States are participating on bilateral basis.

Niger state attaches great importance to student exchange programme. The two (SEP) schools namely: Government College Bida and Government Girls' College, Kontagora were just recently supplied with mattresses and textbooks. The students were also provided with chemicals for their day-to-day science practical lessons and in their terminal examinations. To allow for the commencement of computer science lessons, computer sets have already been provided in the Government Girls College, Kontagora. Similar sets were supplied to Government College, Bida, to facilitate the commencement of the computer science lessons. Their administration has also paid the JAMB Examination Fees on behalf of their students, including the SEP students in Niger State (Kure, 2001).

In a conference, Kure (*ibid*) lamented that the primary theme of the conference concerns the parents, the students as well as the government. This conference is a conducive forum to analyse the problems associated with JAMB Examination and Admission. As principals of these exchange schools, you must share your ideas acquired through your practical experiences. You must find the ways and means of raising and maintaining very high standards in these schools. You must devise measures to eradicate examination malpractice by students and even the teachers. You must strive to achieve better performance of the students in external Examinations through honest hard work. .

The Financial Responsibility and Student Exchange programme are the responsibilities of the states and parents participating in the programme. The objectives of the financial responsibility are in double-fold viz, planning and execution with states and parents partaking only in it later (Abdulrahman, 2010).



**Planning:** The centre-point of planning is budgeting. Budgeting, according to Musaaazi (1985) is a financial plan through which objectives are implemented and translated into reality. Nwankwo (2012) however opined that budgeting is determining and allocating funds for services.

The authorities involved and the various agencies, especially the monitoring inspectors, principals of the exchange schools and exchange officers share similar duties and responsibilities of availing themselves with the understanding of these unique activities imperative for sustenance of the laudable objectives of the programme. Budget as the cornerstone of the programme planning could be enumerated as follows:

- a) Originating programme's needs: This is listing all possible activities involved in the programme. Such wide range of requirements could include feeding, transportation, accommodation and so on.
- b) Sourcing of funds: Though state governments are the major financiers of the programme, poser is expansion possibilities of such funds and diversification in line with the current compelling demands.
- c) Identifying and classifying remote and immediate needs with a view to preventing gridlock
- d) Price surveying: There has to be routine interaction with clients of the programme viz-a-viz marketers, transporters among others, presupposing common sense instability in the itemised cost of material needs and services. This helps to reconcile requirements with the provisions for them.
- e) Costing: In costing, variation is essentially built into what obtains within an environment which to some degree of experience might not be in places far away. A rich example is transport industry that is characteristically diverse nationwide.
- f) Timing: This takes cognisance of bureaucracies and protocols involved in processing documents facilitating policies and their execution. For instance, arrangements for fund for a new term exercise (transports, feeding) and its release essentially should be concluded almost immediately at the end of each (succeeding) term.
- g) Follow-up: Discussion or friendly enquiry within morally condonable degree between schedule officers and processors of documents in circulation should form an integral part of document processing. This is done to eliminate unnecessary delays.
- h) Liaising with interest groups: Schedule officers as a means to accelerate performance, correct distortion (of information and actions) and articulate events and rely on

expressed freedom enjoyed, would coordinate directly with superior officers directly involved in the programme.

To do all that is involved in budgeting, the schedule officers (Monitoring Inspectors, Principals and student Exchange programme Officers) require:

- a) understanding relevant financial system;
- b) learning (at least elementary) accounting procedure;
- c) acquiring basic knowledge of rules and regulation of administrative practice;
- d) knowing their duties, authorities and limitations;
- e) punctuality in programme coordination; and
- f) display of high degree of honesty.

**Execution:** The first part (planning) dealt with the first stage of financial responsibilities which concern mainly the states, while the execution is an attempt at summarising nominally and widely understood responsibilities of both states and parents in the programme.

**Government:** Ever since the inception of the student exchange programme, progressive students' intakes into the programme now cover all streams (JSS I-SSIII) of the used schools in the 18 participating states. Thus, expenditure by each state on feeding, transportation, accommodation, school fees, examination fees, books, health, uniforms and so on are based on the release of funds by each state. Ironically and in the face of stagnating or dwindling states' finances, the cost of these items have remained rigid except for school fees (relatively low) which however does not substantially influence the gross outlay of maintaining the programme.

Apart from the stretch of the existing facilities, the urgent and magnanimous requirements could compel states to jettison some other laudable programmes in an attempt at keeping the programme within the nationally formulated framework. Muhammed (2013) explained that student exchange programme operates in eighteen states and each state sends 10 students that consist of 5 girls and 5 boys annually to both junior and senior secondary school. They are problems mainly associated with or lack of adherence to the pursuit of the goals and objectives of the programme as well as lack of sufficient funds by the participating states to implement all the aspects of the programme. These problems cannot be divorced from the state of economy nationwide.

At any rate, the states can still be blamed for their inability to plan ahead, and seriously follow the plans for the achievement of the stated objectives. There are some problems affecting the successful implementation of the programme. These are: Academic, Accommodation, Feeding, Transportation and Medical facilities, Religious issues, Games facilities, Club & Societies. Others include Theft, Truancy and Administrative problems (Muhammed, *ibid*).

### **Empirical Studies on Funding, School Developmental Programmes and Academic Performance**

Mustapha (2015) conducted a study on funding, students' personnel services and reformation in Borstal Training Institution in Nigeria. The study adopted a descriptive correlation research design. Six research questions, one main and six operational hypotheses guided the study. Purposive and stratified sampling techniques were used to pick one principal each from the three training. Also, 257 staff members and 500 students were drawn from the sampled population of 379 staff and 734 students representing 68% and 70% respectively from the three borstal institution located at Kwara, Ogun and Kaduna states. The findings of the study indicated that funding and students' personnel services contributed to reformation in borstal training institutions ( $r=0.021$ ,  $p < 0.05$ ). The researcher recommended that the federal government should meet up the institution estimate on financial allocation. This study is germane to the present study on funding, school development programmes and secondary school students' academic performance. The school curriculum could be actually implemented when adequate funds were made available to the school heads. However, school development programmes and students' academic performance were not examined in Mustapha's (2015) study which this present study examined.

Atolagbe (2011) carried out a study on Public cost, internal efficacy and academic performance of kwara state public secondary schools. Descriptive survey design was adopted in conducting this study. It was a correlational type of research. Random sampling technique was used in selecting 10 (62.5%) out of 16 local Government Areas in the state, and 100(58.5%) out of 187 public secondary schools in the areas. The results of the study indicated that the schools were internally efficient with high graduation rate (92.6%), low repetition rate (2.1%) and low dropout rate (2.5%). There was significant and positive relationship among cost, internal efficiency and students' academic performance in kwara

state public secondary schools with calculated F-value (.54) > critical F-value(.19) and  $R^2=.4692$ . This present study on funding and school development programmes as they correlate senior secondary school students' academic performance intended to bridge the missing gap in Atolagbe's (2011) research work such as infrastructural facilities, teacher training programme and the like which were not examined.

Olokoba's (2014) research work on impact of funding on the provision and management of students' welfare services in colleges of legal and Islamic studies in Nigeria is relevant to the present study. The descriptive survey method was adopted for investigations, identification and data collection. The total number of sample for the study was four thousand, one hundred and sixteen (4,116) made up of thirty-six (36) principals officers, two hundred and forty (240) state ministries of education, sixty (60) deans of schools, one hundred and eighty heads of department and three thousand six hundred students. Through random sampling, two states each were selected from the six geo-political zones of Nigeria. The findings of the study revealed that inadequate of funds and mismanagement contributed to the poor provision of students' welfare services in colleges of legal and Islamic studies in Nigeria in terms of health, accommodation, security, transportation, counseling and sporting services. The study is in agreement with this study in the areas of funding and students' welfares services.

Omosidi (2007) conducted a study on relationship among funding, control system and organisational effectiveness in colleges of legal and Islamic studies in Nigeria. Stratified sampling technique was used to select eight out twelve colleges of legal and Islamic studies in Nigeria that spread across three geo-political zone of Northern Nigeria. Random sampling technique was used to select 450 (84%) principal and academic staff out of 535 in the institutions. The findings of the study revealed that recurrent expenditure had high and positive correlation coefficient with the organisational effectiveness. Concurrent control system had a very low positive correlation coefficient; 0.14 was the organisational effectiveness. There was a positive significant relationship among funding, control system and teaching effectiveness, research publication and community services. The study is relevant to the present study on funding control system. Omosidi (2007) did not examine school improvement programmes as a variable that could correlate funding which this present study examined. This was the part of the gap filled in this research work.

Ayeni and Adelabu (2011) examined the state of learning environment and infrastructure, together with their effects on teaching and learning activities and the extent to which they are being maintained. The study used a descriptive survey design paradigm. Their respondents consisted of 60 principals and 540 teachers that were randomly selected using the multi-stage sampling techniques from a pool of 599 public secondary schools in Ondo state, South-west, Nigeria. Data were collected using the Learning Environment Management Questionnaire (LEMQ), the Teachers' Instructional Task Performance Rating Scale (TITPRS), and the Interview Guide for Principal (IGP). The study revealed that teachers' perception of the quality of learning infrastructure and environment ranged from 41 to 60. 5%, while the schools with the inadequate quality ranged from 19 to 59%. This implied that the quality assurance practice was at the average level in secondary schools. The result also showed that there was a significant relationship between the teachers' instructional task and students' academic performance ( $r=0.0645$  at  $p<0.05$ ). The study concluded that the school and other stakeholders in education should effectively collaborate and contribute significantly towards the development of learning infrastructure and environment. Such a practice would create a more conducive working environment for a sustainable high-quality education assurance practices in secondary schools. Funding and academic performance were not considered in the study but they were considered in the present study. This was the gap part of which the present study bridge since it (the present study) examined the correlation among funding, infrastructural development and students' academic performance

Izobo, Dare and Kunle (2014) conducted a study on infrastructure conditions in public secondary schools in Ogun state, Nigeria. The study used descriptive survey reached method and stratified random sampling technique to sample thirty-six public secondary schools out of forty-seven in Ado-Odo in Ota Local Government Area of Ogun State. Data were collected using questionnaire and observation methods. Descriptive statistic and chi-square test were used to analyse the data collected. The study revealed that users' attitude, maintenance culture and lack of fund had major influence on the present condition of the existing infrastructure. The study also revealed that a sizeable portion of the infrastructure in public secondary schools in the state was of disrepair, and there was high need of finding a solution to it. This study concluded that if attention is given to the state of infrastructure in the state public secondary school, there will be improvement in the building condition in Ado-Odo Local Government Area of Ogun State. The study is germane to the present study,

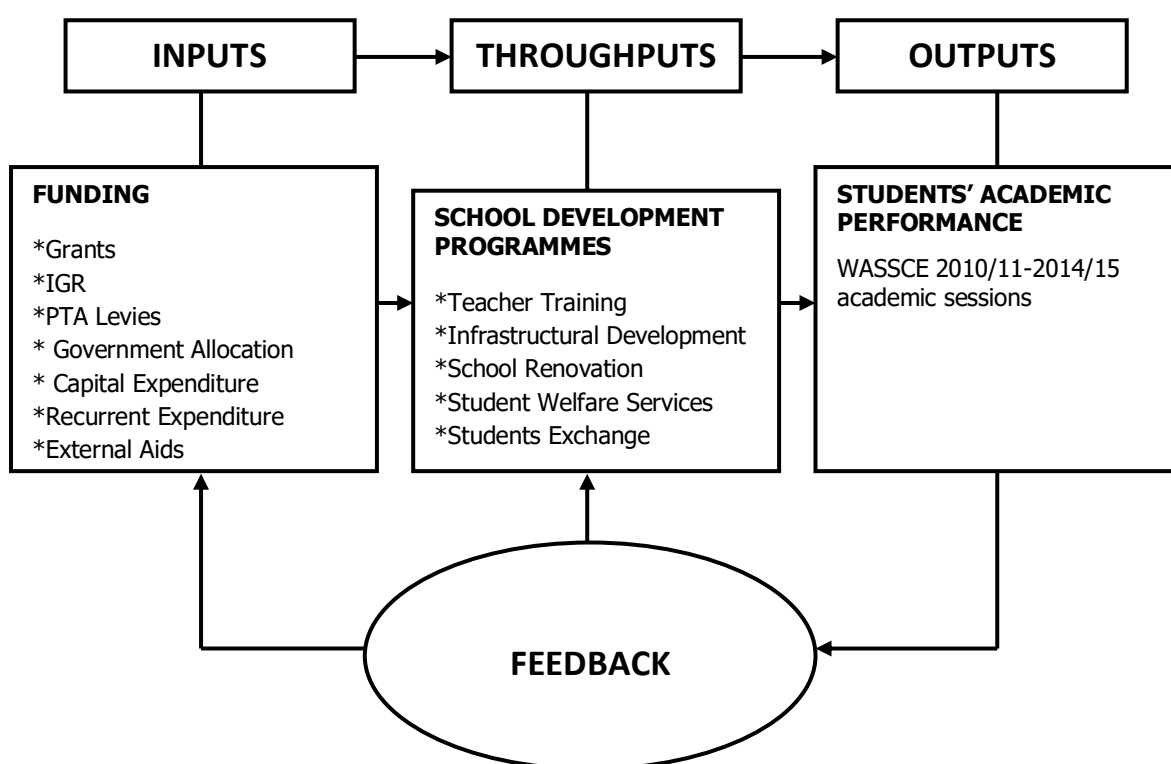
since infrastructure development was considered as a variable related to students' academic performance among public senior secondary schools. Funding as a critical factor was not studied, which was the gap the present study filled.

Adebayo (2016) conducted a study on teacher capacity building and students' academic performance among public junior secondary schools in Kwara State, Nigeria. The study used descriptive survey research method and simple random sampling technique to select twenty-eight junior secondary schools out of fifty-seven public secondary schools and purposive technique was used to select four hundred and forty-eight teachers in Kwara state. Five research questions and operational hypotheses were generated to guide the study. The study revealed that there was a significant relationship between teachers' capacity building and students' academic performance, and a significant relationship was found between teachers' classroom management, teaching methodology and personality, and student's academic performance. Significant relationship was equally revealed between teachers' discipline and students' academic performance. The study is in line with the present study, since students' academic performance was considered as a dependent variable in the study. However, funding related to teachers' training to improve teachers' capacity as a development programme was not considered in that study, but this present study investigated it. This was the gap part of which was bridged in this present study.

Bello (2012) conducted a study on Public-Private Partnership (PPP), infrastructural development and university goal achievement in South-West, Nigeria. Descriptive survey method of correlation type research design was used in the study. Also, purposive sampling technique was used to select four (4) (66%) out of six (6) states in South-West, Nigeria. In addition, 12 (60%), that is, 4 federal, 4 state and 4 private out of 20 universities in Lagos, Oyo, Ogun and Osun States were selected using stratified random sampling technique. Furthermore, stratified random sampling technique was used to select 2,400 (48%) out of 5,000 participants from the target population. The findings of the study revealed that Public-Private Partnership infrastructural development and the university goal achievement had high positive correlation of (0.43) with df (2.239) and  $p < .05$ . Significant relationship existed between PPP and the provision of infrastructure (0.24 with df (1.2398) and  $p < .05$ ; this showed that the provision of infrastructure facilities/development contributed to a large extent to the attainment of the university goals. The study also revealed that there was a significant relationship between the infrastructural development and the university goal achievement with (0.03) with df (1.2398) and  $p < .05$ .

The study concluded that if every university should establish competent monitoring unit to monitor the construction of necessary infrastructure, also to encourage the PPP on the provision of infrastructure through various measures, i.e. workshop, seminar and conferences, there would be adequate infrastructure in Nigerian universities, with the contribution of Public-Private Partnership. The study is relevant to the present study on infrastructural development. Bello (2012) did not examine funding as a variable that could influence infrastructural development as a correlate of students' academic performance. Thus, this was the gap filled in this present study.

### Conceptual Framework



**Figure 1:** Conceptual model on Funding and School Development Programmes as Correlates of Senior Secondary School Students' Academic Performance

Secondary school involves human and non-human resources, that is, students, teachers and non-teachers in which their absence or none availability will affect the system. The students' academic performance, that is students' outcomes in Senior School Certificate Examinations such as WAEC, NECO and so on, is a yardstick to determine the efficiency of the system. The arrows connect funding, school development programmes and students' academic performance in public secondary schools, thereby making provisions for feedback

at every stage so that the government can make necessary adjustment when there is maladjustment in the students' performance academically.

Funding and school development programmes are determinants of students' academic performance on one hand, and on the other hand, students' academic performance can be a determinant factor for funding. The students' performance is the most favourable in a well-planned and controlled environment where the physical facilities are not jam-packed, haphazardly structured, and the students are not excessively packed in the building. This will help to have minimal level of wastage in the system. If the students' academic performance is not bringing the expected outcomes in their external examination, then the government would have to trace back the process to detect the deficiency in order to bring out the required outcomes.

The model also stresses the importance of funding school development programmes as measure to enhance better academic performance by the secondary school students. This therefore shows the significant relationship between values for funds and education goals, specifically students' academic performance. Furthermore, the model also shows high levels of funding to encourage the practice of various school developmental programmes in order to improve teaching and learning that may bring about positive performance among public senior secondary school students. At the same time, the low level of the fund allocated to school development programmes may lead to the low level of achievement/performance in North-central Senior Secondary Schools. This implies that if various school development programmes are well-funded, there will be great achievement in the performance of the public senior secondary school students in the external examinations (WAEC/NECO or the like).

### **Appraisal of the Literature Reviewed**

Based on the literature reviewed, it was established that senior secondary school students' academic performance can be improved if sufficient fund is made available to the level of education through different sources such as the Government, and other stakeholders who may have interest in quality education. Effort was made to review various definitions of funding, and thus came up that funding is a process of how fund was spent and allocated to education in general. Several scholars have used funding as a variable in relation to: control system and organisational effectiveness, provision and management of students' welfare, internal efficiency, and students' personnel services among others. The scholars agreed that



the variable funding is very crucial to quality education; therefore, there is need for sufficient and adequate released fund to education sector in Nigeria. Several relevant literature were reviewed on school development programmes and it was concluded that school development programmes is a determinant for improving both teaching and learning activities to enable the improvement on students' academic performance.

Both theoretical and empirical literature reviewed submitted that funding has relationship with school development programmes and secondary school students' academic performance. Also, some scholars asserted that students' performance in the external examinations; for example WAEC, NECO and NABTEB senior school certificate examinations serves as the main focus in the overall educational performance and a yardstick used to measure the students' academic performance at O' level stage of education. Due to the participatory nature of secondary school education in learner's life, scholars submitted that both the government and other stakeholders in educational system must be involved in financing secondary education if not all levels of education in general. This will help to pave way for effective teaching and learning. Furthermore, under the reviewed studies, many scholars agreed that fund is the bed rock to sustain standard educational system; therefore, secondary school students could academically perform better when sufficient fund is made available to several school development programmes such as teacher training, infrastructural development, student welfare services and student exchange programmes among others.

The study further reviewed that funding is crucial for the smooth running of educational system, but if not adequate, it may mar the improvement of students' academic performance. In addition, the literature reviewed is very germane to the research work. None of the authors has actually conducted a study on the three variables as a whole. Those reviewed on funding did not pay attention to school development programmes, even those that reviewed on school development programmes in various ways did not use senior secondary school students' academic performance. This was the gap the researcher filled in this study. The interrelationship that existed between funding and school development programmes as correlates of senior secondary school students' academic performance was examined in this present study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter presents the research design, population, sample and sampling techniques, instrumentation, validity and reliability of the instrument, procedure for data collection and method of data analysis.

#### **Research Design**

Descriptive survey design of the correlational type was adopted for this study. Kothari (2012) viewed descriptive survey as a design to measure variables on direct or indirect numerical scales which later are used for checking research questions and hypotheses statistically. Descriptive survey method is suitable for this study because it allowed the researcher to analyse and describe the data collected from the sampled respondents of the population size on funding and school development programmes as correlates of senior secondary school students' academic performances in North-central Nigeria.

#### **Population, Sample and Sampling Techniques**

The population for this study comprised all the public senior secondary schools in North-central Nigeria. The target population for the study consisted all of 884 senior secondary schools in the purposively selected three (50%) out of six states, that is, Kwara, Nasarawa and Niger States located in North-central Nigeria.

Multi stage sampling techniques were adopted to select the sample for the study. In determining the sample of the study, the population size table of Research Advisor (2006) was adopted (see Appendix IV). The sample for the study was 517 out of 884 public senior secondary schools selected through proportional stratified random sampling technique. The respondents for the study were 517 out of 884 principals in the selected senior secondary schools. Also, six staff members of Ministry of Education & Human Capital Development who were in planning, research and statistic department and also doubles as the project officers selected as respondents for the study through purposive random sampling technique. In all, proportional sampling technique was used to select 196 out of 347, 169 out of 290 and 152 out of 247 senior secondary schools located in the three senatorial districts of Kwara, Nasarawa and Niger States respectively. Also, total number of 341,425 senior secondary school students' results in West Africa Secondary School Certificate Examination between

2011 and 2015 academic sessions in the selected senior secondary schools in the three states were used. Furthermore, two staff of Ministry of Education were purposively used in each state to respond to checklists designed to collect data on funding senior secondary schools in the three states selected. Thus, a total of 523 respondents together with 341,425 senior secondary school students' results in WASSCE were used in the study.

**Table 5**

**Population and Sample of the Study**

S/N	STATES	POPULATION OF SCHOOLS	SAMPLED SCHOOLS	MOE & TESCOM BUDGET OFFICERS
1	Kwara	347	196	2
2	Nasarawa	290	169	2
3	Niger	247	152	2
	<b>Total</b>	884	517	6

**Source:** Field Work, 2017

**Instrumentation**

The research instruments for this study were the researcher-designed questionnaire, checklists and result proforma to collect relevant data for the study. The checklists on Funding Secondary School Education and School Development Programmes (FSSSEDPC) was used to collect data from state ministry of education on State Budgetary Allocation, Sources of Funding Secondary Education, Government Expenditure on Secondary School Education, Funds Allocated to School Development Programmes and the Utilisation of Funds Released for Secondary School Education and development programmes in North-central Nigeria. Also, the questionnaire titled, School Development Programmes Questionnaire (SDPQ) was used to elicit information from the respondents, that is, the school principals in the sampled public senior secondary schools. The questionnaire (SDPQ) consisted of two sections, that is, A and B. Section A sought information on various school development programmes available in each school, while Section B, which contained 25 items, sought information on teacher training development, student exchange, student welfare services, infrastructural and school renovation development programmes. The items

in Section B of the questionnaire was rated using a modified four-point Likert-type scale of Strongly Agree (SA) = 4 points, Agree (A)=3 points, Disagree (D)=2 points and Strongly Disagree (SD)=1 point. The other instrument was Secondary School Students' Academic Performance Proforma (SSSAPP) which was used to collect data on students' results in West African Senior School Certificate Examinations (WASSCE) between 2011 and 2015 academic sessions. See Appendixes I, II and III

A total number of four lecturers in the Department of Educational Management and Measurement and Evaluation who are experts in the area of test and measurement in the Faculty of Education, University of Ilorin, validated the instruments designed for this research work. These experts who are lecturers in the department of educational management and measurement and evaluation examined the questionnaire, checklists and result proforma to see whether they were suitable for the information required. In so doing, these professionals also assessed the face, content and construct validity of the instrument by ensuring that irrelevances and ambiguous items were eliminated. The final drafts of the instrument were given to the researcher's supervisor for final approval.

Test re-test method was applied through a trail testing to ascertain the reliability of the questionnaire. The questionnaire was administered on 20 principals from 20 senior secondary schools in Kwara State, which were not part of the sample schools within an interval of two weeks. The data collected were subjected to coefficient-reliability using Pearson product-moment correlation statistics at 0.89 coefficient for school development programmes. Thus, the instruments were adjudged reliable for the pursuance of the study. These yielded help to determine the reliability of the questionnaire.

### **Procedure for Data Collection**

The researcher personally administered copies of the questionnaire designed on the respondents in some sampled Senior Secondary Schools. Also, research assistants who are staff members of State Ministry of Education in the sampled states complemented the effort of the researcher to administer the questionnaire in the selected schools. The researcher also requested for relevant information from the State Ministry of Education and the schools selected for the study in the states sampled to collect data on funding and students' results.

### **Methods of Data Analysis**

Data gathered on fundingsecondary school, school development programmes and senior secondary school students' academic performance were analysed using Statistical Package for Social Sciences (SPSS) of version 22.0. The five research questions raised in the study were answered through descriptive statistics such mean and percentage in order to give distribution patterns of all the items and variables in the data set.

Multiple regression analysis was used to test the main hypothesis which involves three variables, that is, funding, school development programmes and senior secondary school students' academic performance. This is because there are more than one predictor variables, that is, two independent variables against one dependent variable. Pearson product-moment correlation statistics was used to test the operational hypotheses formulated for the study. This is because the objectives of the two (Multiple regression analysis and Pearson product-moment correlation statistics) are different in terms of their approaches to linear relationship between two variables. Akinnubi (2010) postulated that correlation shows the degree of relationship, while regression shows the nature of relationship in such a way that predictions can be made about the values of variables. All hypotheses were tested at 0 .05 level of significance.

## CHAPTER FOUR

### PRESENTATION, DATA ANALYSIS AND DISCUSSION

This chapter presents the analysis of the data collected and the discussion of the findings of the study. The research questions raised for the study were answered using mean rank ordering and percentage to analyse the students' results collected in order to give distribution patterns of all the items and variables in the data set. Also, the main and operational hypotheses formulated for the study were tested using multiple regression analysis and Pearson moment-correlation coefficient respectively at 0.05 level of significance.

#### Answering Research Questions

The research questions raised were answered as follows:

**Research Question One:** What are the sources of funding senior secondary school education in North-central Nigeria?

**Table 6**

#### Analysis of Sources of Funding Secondary School Education between 2011 and 2015 in North-central Nigeria

Source of Funding	2011 (₦)	%	2012 (₦)	%	2013 (₦)	%	2014 (₦)	%	2015 (₦)	%
Grant	-	-	-	-	-	-	-	-	-	-
IGR	246,869,100.00	01.12	225,867,300.00	00.86	514,697,970.00	01.83	533,358,548.00	01.56	547,848,310.00	01.55
PTA	45,081,915.00	00.20	46,145,433.75	00.18	3,562,830.00	00.01	3,752,180.00	00.01	3,080,530.00	00.01
Budgetary Allocation	21,701,493,043.15	98.67	25,915,581,892.05	98.96	27,569,697,742.00	98.15	33,605,976,540.00	98.43	34,721,054,193.05	98.44
Donations	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>21,993,444,058.15</b>	<b>100</b>	<b>26,187,594,625.80</b>	<b>100</b>	<b>28,087,958,542.00</b>	<b>100</b>	<b>34,143,097,260.00</b>	<b>100</b>	<b>35,271,983,033.05</b>	<b>100</b>

Source: Field Survey, 2017

Table 1 shows that budgetary allocation was the highest of sources of funding secondary school education in North-central Nigeria as over 98 percent of the money for secondary education comes from the budget allocation. Other sources used such as the Internal Generated Revenue and PTA have not been contributing reasonable amount to funding secondary school education in the states sampled for the study. In all years, 2011-2015, the budget allocation accounted for 98% on the average, while sources from PTA and IGR accounted for 1.12% there about. This indicates that the source of fund to secondary school education in North-central are mainly on Government budgetary allocation and little

support from PTA and IGR. Other sources include Grant and Donations which have zero contribution in funding secondary school education in North-central Nigeria.

**Research Question Two:** What is the actual fund spent on senior secondary school education in the states of North-central Nigeria between 2011 and 2015?

**Table 7**

**Analysis of Secondary School Education Budget between 2011 and 2015 in North-central Nigeria**

Years	(a) State Budget (₦)	(b) Education Budget (₦)	% $\left(\frac{b}{a}\right) \times 100$	(c) Secondary School Education Budget (₦)	% $\left(\frac{c}{b}\right) \times 100$
2010/11	317,663,916,730.00	31,145,588,275.01	09.80	21,692,493,097.05	69.65
2011/12	316,569,519,480.00	35,259,991,869.00	11.14	25,915,581,821.05	73.50
2012/13	364,127,087,620.00	49,803,566,476.03	13.68	27,569,697,742.00	55.36
2013/14	351,146,916,750.00	44,964,886,148.14	12.81	33,605,976,614.10	74.74
2014/15	342,718,752,758.00	43,115,299,236.00	12.58	34,721,054,192.05	80.53

**Source:** Field Survey, 2017

The education budget in the North-central states between 2011 and 2015 occupied a significant portion of the total state budget, (9.8%) in 2011 and it increased to (13.68%) in 2013, the education budget for the states took a nose dive in 2014 and 2015 approximately to 13%. On the whole, the education budget as proportion of state budget averaged 12.00% over the period under study. Table 2 further indicates that secondary school education was adequately budgeted for over the period under study with an average budget estimate of over 80%.

**Table 8**

**Analysis of Secondary School Expenditure on Education Budget between 2011 and 2015 in North-central Nigeria**

Years	Total Sec. Sch. Budget (₦)	Total Recurrent Expenditure (₦)	%	Total Capital Expenditure (₦)	%
2010/11	21,692,493,097.05	12,109,347,426.00	55.82	9,583,145,677.00	44.18
2011/ 12	25,915,581,821.05	14,923,270,480.01	57.58	10,992,311,341.01	42.42
2012/13	27,569,697,742.00	15,673,952,656.00	56.85	11,895,745,086.00	43.15
2013/14	33,605,976,614.10	21,417,402,208.08	63.73	12,188,574,406.00	36.27
2014/15	34,721,054,192.05	22,919,513,180.00	66.01	11,801,541,012.00	33.99

**Source:** Field Survey, 2017

Table 3 presents the details of recurrent and capital expenditure on secondary school education between 2011 and 2015 academic sessions. It is shown in the table that recurrent expenditure percentage for 2012 is higher than 2013. The table reveals that the higher the year from 2013, the higher the percentage which shows more commitment to recurrent expenditure. On the other hand, capital expenditure was decreasing on yearly basis; this implies that there is a low budgetary vote to fund physical projects in North-central secondary schools during the period under study.

**Table 9**

**Actual Expenditure on Secondary School Education in North-central Nigeria between 2011 and 2015**

Years	Total Recurrent (₦)	Actual Fund Spent (₦)	%	Total Capital (₦)	Actual Fund Spent (₦)	%
2011	12,109,347,426.00	11,500,811,249.00	94.97	9,583,145,677.00	3,249,640,162.00	33.91
2012	14,923,270,480.01	11,854,901,745.09	79.44	10,992,311,341.01	6,256,845,227.71	56.92
2013	15,673,952,656.00	19,549,910,832.71	124.73	11,895,745,086.00	2,929,878,406.26	24.63
2014	21,417,402,208.08	21,174,299,292.00	98.86	12,188,574,406.00	394,607,205.03	3.24
2015	22,919,513,180.00	20,723,097,618.00	90.42	11,801,541,012.00	1,010,639,701.00	8.56

**Source:** Field Survey, 2017



Table 4 shows the flow of funds released to secondary school education in North-central Nigeria. In every year, reasonable percentage of the recurrent expenditure was actualised except for 2012 that had 79.44% compared to other years. In 2013, excess fund was released on the recurrent expenditure, over ₦4billion naira was expended above the ₦15billion budgeted; this amounted to 25% of excess expenditure. In 2014 and 2015, the recurrent budget performance for secondary school education in the states was 98.86 and 90.42 percent respectively.

**Research Question Three:** What is the actual fund utilised on school development programme in North-central Nigeria secondary schools?

**Table 10**

**Budget on Secondary School Development Programmes between 2011 and 2015 in North-central Nigeria**

<b>Years</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilised (₦)</b>	<b>%</b>
2011	6,462,492,000.24	518,660,531.40	08.03
2012	5,637,278,004.34	326,743,417.42	05.80
2013	6,183,290,620.44	331,396,498.44	05.36
2014	5,892,290,620.44	703,211,805.72	11.93
2015	6,832,924,272.81	185,584,456.44	02.72
<b>Total</b>	<b>31,008,275,518.10</b>	<b>2,065,596,709.42</b>	<b>06.66</b>

**Source:** Field Survey, 2017

Table 6 shows the budget estimate and actual fund utilised for school development programmes between 2011 and 2015 academic sessions in North-central Nigeria. In 2014, only 11.93 percent of the fund was released which was low but better than other years. Therefore, the fund expended on school development programmes in all years was ₦2billion amounted to 6.66% of the total budget which could be regarded as inadequate.

**Table 11:**

**Analysis of Secondary School Development Programmes Budget Expenditure in 2011 in North-central Nigeria**

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilised</b> (₦)	<b>%</b>
Infrastructure	4,738,000,000.14	233,221,594.14	04.92
School Renovation	1,579,521,000.48	237,347,077.16	15.03
Teacher Development	38,610,000.00	1,206,000.00	03.12
Student Exchange	42,361,000.00	30,779,710.00	72.66
Student Welfare Services	64,000,000.10	16,106,150.10	25.17

**Source:** Field Survey, 2017

In 2011, fund was released to finance school development programmes but it was not adequate mostly on teacher development, infrastructure and school renovation. This implies that school development programmes were not properly considered on the fund released to secondary school education except for student exchange programme that had 72.66% in 2011 academic session.

**Table 12**

**Analysis of Secondary School Development Programmes Budget Expenditure in 2012 in North-central Nigeria**

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilized (₦)</b>	<b>%</b>
Infrastructure	4,207,500,000.00	108,795,706.28	02.59
Renovation	1,225,242,139.23	116,530,471.14	09.51
Teacher Development	49,044,465.00	31,646,840.00	64.53
Student Exchange	104,091,400.00	48,450,400.00	46.55
Student Welfare Services	51,400,000.11	21,320,000.00	41.48

**Source:** Field Survey, 2017

Table 7 reveals that teacher development had the highest actual fund utilised of 31million amounted to 64.53%, followed by student exchange programme with 46.55%. The trend shows that infrastructure had the highest estimate budget, but has the lowest actual utilisation of 2.59%. This indicated that infrastructure development was not adequately paid

attention to in the development programmes going on in secondary schools in North-central Nigeria in 2012

**Table 13**

**Analysis of Secondary School Development Programmes Budget Expenditure in 2013 in North-central Nigeria**

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilised (₦)</b>	<b>%</b>
Infrastructure	5,221,840,813.34	122,640,756.34	02.35
Renovation	856,210,000.00	145,958,000.00	17.05
Teacher Development	4,567,000.00	873,422.00	19.12
Student Exchange	56,562,267.00	40,981,000.00	72.45
Student Welfare Services	44,110,540.10	20,943,320.10	47.48

**Source:** Field Survey, 2017

The analysis shows that infrastructural development programme had very low actual fund utilised estimate of 122 million naira amounting to 2.35% out of 5 billion naira estimate budgeted to it which was the highest in 2013. However, student exchange development programme also had the highest percentage of 72.45% in 2013.

**Table 14**

**Analysis of Secondary School Development Programmes Budget Expenditure in 2014 in North-central Nigeria**

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilised (₦)</b>	<b>%</b>
Infrastructure	4,143,541,000.30	269,038,582.20	06.49
School Renovation	1,230,710,000.90	110,200,471.39	08.95
Teacher Development	31,240,360.70	10,072,621.42	32.24
Student Exchange	46,270,100.51	27,579,000.51	59.60
Student Welfare Services	1,381,162,810.40	286,321,130.20	20.73

**Source:** Field Survey, 2017

School development programmes' total budget in 2014 showed that student exchange development programme had the average released of 27 million naira out 46 million naira amounting to 59.60 percent. On the other hand, infrastructure and school

renovation took a very low percentage of the released fund of 6.49 and 8.95 percent respectively. This implied that out of the school development programmes in North-central secondary schools, infrastructure and school renovation were not adequately funded in 2014.

**Table 15:**

**Analysis of Secondary School Development Programmes Budget Expenditure in 2015 in North-central Nigeria**

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilized (₦)</b>	<b>%</b>
Infrastructure	4,362,230,360.50	99,958,328.12	02.29
Renovation	800,000,000.90	-	00.00
Teacher Development	39,179,399.00	7,793,721.00	19.89
Student Exchange	41,198,200.00	38,884,300.00	94.38
Student Welfare Services	389,000,000.00	187,172,000.00	48.12

**Source:** Field Survey, 2017

The trend of the analysis shows that school renovation had budget estimate, but no fund was released in 2015. Also, 4 billion naira was budgeted for infrastructure development, but only 99 million naira amounting to 2.29 percent was released. This indicated that school renovation was not done and the fund released to infrastructure was insignificance for its purpose in the sampled secondary schools in North-central Nigeria in the year 2015.

**Research Question Four:** What are the various secondary school development programmes in North-central Nigeria?

**Distribution of Respondents on School Development Programme going on in**

Table 11 indicates that 328(45.30%) of the total respondents signifies that teacher development programme is available in Secondary Schools in North-central Nigeria; 61(00.83%) of the total respondents had Student Exchange programme in their schools, while 194(26.79%) of the total respondents ticked Student Welfare Services programme as available development programme in their schools. Furthermore, 92(12.71%) out of 724 respondents indicated that infrastructural development programme was available and 104(14.36%) of the respondents also ticked that school renovation programme was going on in the sampled secondary schools in North-central Nigeria.

**Research Question Five:** What is the level of implementation of school development programmes in North-central Nigeria?

**Table 17**

**Mean and Rank of Respondents on the School Development Programmes in North-central Nigeria**

Item No	Programmes	Mean	Level
1	Teacher Development Programme	2.51	Moderate
2	Student Exchange Development Programme	3.44	High
3	Student Welfare Development Programme	2.56	Moderate
4	Infrastructure Development Programme	2.42	Moderate
5	School Renovation Development Programme	2.43	Moderate
<b>Overall Means</b>		<b>2.67</b>	

**Sources:** Field Survey, 2017

Mean:  $\geq 4.00$  =Very High, Mean: 3.00-3.99 High, Mean: 2.00-2.99 =Moderate, Mean: 0.00-1.99 = Low

The result in Table 12 shows that the overall mean score of school development programme implementation is 2.67. This implies that the implementation of school development programmes is moderate in North-central states secondary school in Nigeria.

**Research Question Three:** What is the actual fund utilised on school development programme in North-central Nigeria secondary schools?

**Table 10**

**Budget on Secondary School Development Programmes between 2011 and 2015 in North-central Nigeria**

Years	Total Budget (₦)	Actual Fund Utilised (₦)	%
2011	6,462,492,000.24	518,660,531.40	08.03
2012	5,637,278,004.34	326,743,417.42	05.80
2013	6,183,290,620.44	331,396,498.44	05.36
2014	5,892,290,620.44	703,211,805.72	11.93
2015	6,832,924,272.81	185,584,456.44	02.72

<b>Total</b>	<b>31,008,275,518.10</b>	<b>2,065,596,709.42</b>	<b>06.66</b>
--------------	--------------------------	-------------------------	--------------

**Source:** Field Survey, 2017

Table 6 shows the budget estimate and actual fund utilised for school development programmes between 2011 and 2015 academic sessions in North-central Nigeria. In 2014, only 11.93 percent of the fund was released which was low but better than other years. Therefore, the fund expended on school development programmes in all years was ~~N2~~ billion amounted to 6.66% of the total budget which could be regarded as inadequate.

**Table 11:**

**Analysis of Secondary School Development Programmes Budget Expenditure in 2011 in North-central Nigeria**

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilised</b> (₦)	<b>%</b>
Infrastructure	4,738,000,000.14	233,221,594.14	04.92
School Renovation	1,579,521,000.48	237,347,077.16	15.03
Teacher Development	38,610,000.00	1,206,000.00	03.12
Student Exchange	42,361,000.00	30,779,710.00	72.66
Student Welfare Services	64,000,000.10	16,106,150.10	25.17

**Source:** Field Survey, 2017

In 2011, fund was released to finance school development programmes but it was not adequate mostly on teacher development, infrastructure and school renovation. This implies that school development programmes were not properly considered on the fund released to secondary school education except for student exchange programme that had 72.66% in 2011 academic session.

**Table 12**

**Analysis of Secondary School Development Programmes Budget Expenditure in 2012 in North-central Nigeria**

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilized (₦)</b>	<b>%</b>
Infrastructure	4,207,500,000.00	108,795,706.28	02.59
Renovation	1,225,242,139.23	116,530,471.14	09.51
Teacher Development	49,044,465.00	31,646,840.00	64.53
Student Exchange	104,091,400.00	48,450,400.00	46.55
Student Welfare Services	51,400,000.11	21,320,000.00	41.48

**Source:** Field Survey, 2017

Table 7 reveals that teacher development had the highest actual fund utilised of 31million amounted to 64.53%, followed by student exchange programme with 46.55%. The trend shows that infrastructure had the highest estimate budget, but has the lowest actual utilisation of 2.59%. This indicated that infrastructure development was not adequately paid

attention to in the development programmes going on in secondary schools in North-central Nigeria in 2012

**Table 13**

**Analysis of Secondary School Development Programmes Budget Expenditure in 2013 in North-central Nigeria**

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilised (₦)</b>	<b>%</b>
Infrastructure	5,221,840,813.34	122,640,756.34	02.35
Renovation	856,210,000.00	145,958,000.00	17.05
Teacher Development	4,567,000.00	873,422.00	19.12
Student Exchange	56,562,267.00	40,981,000.00	72.45
Student Welfare Services	44,110,540.10	20,943,320.10	47.48

**Source:** Field Survey, 2017

The analysis shows that infrastructural development programme had very low actual fund utilised estimate of 122 million naira amounting to 2.35% out of 5 billion naira estimate budgeted to it which was the highest in 2013. However, student exchange development programme also had the highest percentage of 72.45% in 2013.

**Table 14**

**Analysis of Secondary School Development Programmes Budget Expenditure in 2014 in North-central Nigeria**

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilised (₦)</b>	<b>%</b>
Infrastructure	4,143,541,000.30	269,038,582.20	06.49
School Renovation	1,230,710,000.90	110,200,471.39	08.95
Teacher Development	31,240,360.70	10,072,621.42	32.24
Student Exchange	46,270,100.51	27,579,000.51	59.60
Student Welfare Services	1,381,162,810.40	286,321,130.20	20.73

**Source:** Field Survey, 2017

School development programmes' total budget in 2014 showed that student exchange development programme had the average released of 27 million naira out 46 million naira amounting to 59.60 percent. On the other hand, infrastructure and school



renovation took a very low percentage of the released fund of 6.49 and 8.95 percent respectively. This implied that out of the school development programmes in North-central secondary schools, infrastructure and school renovation were not adequately funded in 2014.

**Table 15:**

**Analysis of Secondary School Development Programmes Budget Expenditure in 2015 in North-central Nigeria**

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilized (₦)</b>	<b>%</b>
Infrastructure	4,362,230,360.50	99,958,328.12	02.29
Renovation	800,000,000.90	-	00.00
Teacher Development	39,179,399.00	7,793,721.00	19.89
Student Exchange	41,198,200.00	38,884,300.00	94.38
Student Welfare Services	389,000,000.00	187,172,000.00	48.12

**Source:** Field Survey, 2017

The trend of the analysis shows that school renovation had budget estimate, but no fund was released in 2015. Also, 4 billion naira was budgeted for infrastructure development, but only 99 million naira amounting to 2.29 percent was released. This indicated that school renovation was not done and the fund released to infrastructure was insignificance for its purpose in the sampled secondary schools in North-central Nigeria in the year 2015.

**Research Question Four:** What are the various secondary school development programmes in North-central Nigeria?

**Distribution of Respondents on School Development Programme going on in**

Table 11 indicates that 328(45.30%) of the total respondents signifies that teacher development programme is available in Secondary Schools in North-central Nigeria; 61(00.83%) of the total respondents had Student Exchange programme in their schools, while 194(26.79%) of the total respondents ticked Student Welfare Services programme as available development programme in their schools. Furthermore, 92(12.71%) out of 724 respondents indicated that infrastructural development programme was available and 104(14.36%) of the respondents also ticked that school renovation programme was going on in the sampled secondary schools in North-central Nigeria.

**Research Question Five:** What is the level of implementation of school development programmes in North-central Nigeria?

**Table 17**

**Mean and Rank of Respondents on the School Development Programmes in North-central Nigeria**

<b>Item No</b>	<b>Programmes</b>	<b>Mean</b>	<b>Level</b>
<b>1</b>	Teacher Development Programme	<b>2.51</b>	<b>Moderate</b>
<b>2</b>	Student Exchange Development Programme	<b>3.44</b>	<b>High</b>
<b>3</b>	Student Welfare Development Programme	<b>2.56</b>	<b>Moderate</b>
<b>4</b>	Infrastructure Development Programme	<b>2.42</b>	<b>Moderate</b>
<b>5</b>	School Renovation Development Programme	<b>2.43</b>	<b>Moderate</b>
<b>Overall Means</b>		<b>2.67</b>	

**Sources:** Field Survey, 2017

Mean:  $\geq 4.00$  =Very High, Mean: 3.00-3.99 High, Mean: 2.00-2.99 =Moderate, Mean: 0.00-1.99 = Low

The result in Table 12 shows that the overall mean score of school development programme implementation is 2.67. This implies that the implementation of school development programmes is moderate in North-central states secondary school in Nigeria.



**Research Question Six:**What is the level of senior Secondary School Students' Academic Performance in North-central Nigeria?

The main and operational hypotheses earlier formulated for this study were s at 0.05 level of significance.

Table 15, the multiple regression of funding, school development programmes and students' academic performance in North-Central Nigeria shows that the regression coefficient (R square) is .189. This indicates that about 18.9% of the variation in the students' academic performance in North-Central Nigeria is accounted for by the funding and school development programmes. It can therefore be inferred that school development programmes and funding are important indicators of senior secondary school students' academic performance in North-central Nigeria. Thus, it could be concluded that the extent to which the school development programmes and funding perform go a long way in the senior secondary school students' academic performance in North-central Nigeria.

**Table 20****Multiple Regression Analysis of Funding, School Development Programmes**

In Table 16, the multiple regression test carried out shows that school development programmes and funding significantly influenced students' academic performance in North-central Nigeria. This is because the calculated p-value of .000 is less than the significant level of 0.05. Therefore, the null hypothesis was rejected and it could be stated that there was a significant relationship among funding, school development programmes and students' academic performance. This implies that funding and school development programmes could be used to determine secondary schools students' academic performance in North-Central Nigeria.

**Table 21****Results of Contribution of Funding, School Development Programmes and Students' Academic Performance in North-central Nigeria**

Variable	$\beta$ (coefficient)	Std Error	Beta	T	p-value
Constant	20.070	17.662		1.136	.000
Funding	6.194E-10	.000	.029	.699	.003
School Development programmes	1.373	.133	.433	10.315	.000

Significant  $p < .05$

**Table 22:****Results of Correlation Analysis between Teacher Training Development Programme and Senior Secondary School Students' Academic Performance in North-central Nigeria**

Variables	Mean	SD	df	Calculated r-value	p- value	Decision
-----------	------	----	----	-----------------------	-------------	----------

Teacher	Development	12.41	5.800				
Programme				461	0.388	0.000	H <sub>0</sub>
Students' Academic Performance		115.56	92.920				Rejected
Significant p < .05							

Table 18 shows that the calculated r-value 0.388 is greater than the p-value 0.000 at 461 degrees of freedom, using 0.05 level of significance. This means that there was a significant relationship between teacher development programme and students' academic performance in secondary schools in North-central Nigeria. Thus, teacher development programme is an indicator of students' academic performance in secondary schools in North-central Nigeria. For effective students' academic performance, the teachers must be considered for various capacity building to improve their knowledge and skills.

## Discussion of Findings

The study investigated the relationships among funding, school development programme and students' academic performance. Six research questions were raised to determine the sources of funding secondary school education, actual fund spent on secondary school education and actual fund utilised on school development programmes in North-central Nigerian secondary schools. The research questions were also raised to determine the level of secondary school students' academic performance and the extent to which school development programmes were implemented in North-central Nigerian secondary schools. Research question one found out about the sources of funding senior secondary school education in North-central states in Nigeria. From the result of the findings, only the budgetary allocation had the highest percentage of 98.67% , 98.96%, 98.15%, 98.42 % and 98.43% in 2011, 2012, 2013, 2014, and 2015 respectively. Other sources includes IGR and PTA which had very little contribution of 1.12%, 0.86%, 1.83%, 2.56% and 1.55% to the funding of secondary school education in North-central Nigeria.

The findings revealed that Government alone cannot effectively fund education to meet up with the demands from the public. The study corroborates the findings of Nakpodia (2014) that stated that education is falling in Nigeria because Government alone cannot effectively fund the resources needed by the schools to enable the stated goals of education. In the same vein, Ezekwesili (2007) reported that government lacks the capacity to cope with the demands and challenges of maintaining a viable and qualitative secondary school educational system; therefore, there is need to initiate policies to engender the private sector participation in the funding and the provision of resources for the secondary education to ensure the achievement of the laid down standard.

Research question Two enquired about the actual fund spent on senior secondary school education in North-central Nigeria. The outcome of the study revealed that the highest percentage of education budget from the state budget was 14.04% between 2011 and 2015. It was noted that the percentage obtained was low compared to 26% suggested by UNESCO. Without sufficient fund budgeted for education, it will be difficult to put in place development programmes that may improve students' academic performance. The result further reveals that budget allocation to secondary school education from the education budget in North-central Nigeria in Table 3 was encouraging with 80.53% as the highest with 55.35% as the lowest. In spite of this, there is need for sufficient fund to education to give

room for more fund allocation to secondary schools in North-central Nigeria. The result of the finding on the research question two also reveals that secondary school recurrent expenditure was moderate in terms of the percentage compared to the capital expenditure that the average percentage of it was less than 50%.

From the findings, it could be deduced that capital projects such as building, renovation and provision of physical facilities were not put into consideration since the fund expended to capital expenditure was not properly released during the period of this study. The study is in line with Nwagwu's (2003) study that serious short fall and inadequacies in education funding manifest in over-crowded classroom, equipped workshop etc. Also, the study corroborate Obe's (2009) observation that money is important in education setting because it will be used to construct building, purchase needed physical facilities and the like. Therefore, funding can be classified as a major factor that can be used to determine quality education as observed by Meenyinikor, Nyeche and Julia (2014). They reported that the funding of education is one of the major prerequisites for educational goal attainment.

Research question Three enquired about the actual fund utilised on school development programme in secondary schools in North-central Nigeria. It was revealed that during the period of this study, the highest actual fund utilised on school development programmes in secondary school was 11.93%. This implies those school development programmes were not adequately funded in North-central secondary schools. However, school development programmes in terms of physical and non-physical facilities are educational resources that can facilitate effective teaching and learning if adequately funded. Also, in 2011, student exchange programme had 73.04 percent actual fund while teacher development had the lowest actual percentage of 3.12% followed by infrastructure with 5.22%.

The finding of the study indicates that teacher development and infrastructure were not implemented as expected in 2011. It was also revealed that in 2012, teacher development was focused and the actual fund utilised out of the budget was 64.53%, while infrastructure and school renovation actual funds utilised were 2.59% and 9.51% respectively. The finding in this year implies that both school renovation and infrastructure were not well funded. The study reveals that in 2013, student exchange also had the highest percentage of the actual fund utilised amounting to 72.45% while infrastructure had only 2.35% which could be said to be too low. The findings of this study show that in 2014, infrastructure, renovation,



teacher development and student welfare services were under funded except for student exchange programme that had 59.60%. In 2015, student exchange development programme had 94.38% of its budget compared to school renovation that was budgeted for but zero actual funds utilised was recorded.

On the other hand, it was revealed that school renovation was not done in 2015. However, during the period of this study, infrastructure and school renovation had the highest budget, but a very low actual fund was noted. This indicates that infrastructure and school renovation are lacking sufficient fund, and these are physical development that will cushion conducive teaching and learning environment to enhance effective students' academic performance. The findings of the study are in agreement with Ekundayo's (2010) submission that physical and educational facilities have significant impact on the quality of teaching and learning process. The study also corroborates Olayemi's (2012) report which stated that the standard of education in Nigeria is ranked among the best but the problem of the delivery and insufficient fund allocated to it continue to have negative impact on the capital projects e.g. school infrastructure.

Research question Four examined the various school development programmes available in North-central secondary school. As agreed by 45.30% of the respondents that teacher development is available in their school followed by student welfare services with 26.79%, school renovation with 14.36%, infrastructure with 12.70% and student exchange with 0.82%. The finding implies that teacher training programme is going on in many schools but student exchange is not a development programme that many schools benefited or enjoyed.

Research question Five sought to determine know the level of the implementation of school development programmes among secondary school in North-central Nigeria. The result of the finding reveals that only the level of implementation of student exchange development programme was high with mean score of 3.44; while others were moderate with the average mean score of 2.00 and above. This implies that student exchange programme is well implemented among secondary schools in North-central Nigeria. However, the overall mean score obtained on school development programme was 2.67; thus, the level of the implementation of school development programmes among secondary schools in North-central Nigeria was considered moderate.

Research question Six found out about the level of senior secondary school students' academic performance in North-central Nigeria. The finding reveals that the total number of the candidates that registered for West African Secondary School Certificate Examination between 2011 and 2015 was 341,425. And 222,510 out of 341,425 candidates had 5 English Language and Mathematics amounting to 65.5% while 118,912 of the candidates had below 5 credits amounting to 34.8%. This implies that the level of students' academic performance is averagely okay but there is room for improvement if education is well funded in Nigeria.

In hypotheses testing, the main hypothesis and all the operational hypotheses were rejected. This implies that the main hypothesis which stated that there is no significant relationship among funding, school development programmes and students' academic performance in North-central Nigeria was rejected. This indicates that the coefficient of determination ( $R^2$ ) obtained for the parameters of the study of .189 shows that 18.9% of students' academic performance in North-central Nigeria is accounted for by the funding and school development programmes. It can therefore be inferred that school development programmes and funding are important indicators of secondary school students' academic performance in North-central Nigeria. Thus, it could be concluded that the extent to which the school development programmes and funding perform go a long way in secondary school students' academic performance in North-central Nigeria. This finding corroborates with the view of Oyedepi (2012) that there is need for sufficient money to carry out the basic school development programmes that may lead to the achievement of secondary school education goals. Also in the outcome is in line with Adeyanju's (2012) submission that funding is one of the important determinants of the success of students' academic performance in both internal and external examination.

The operational hypothesis one which states that teacher training development programme is not significant on students' academic performance in North-central Nigeria was rejected. Therefore, it implies that teacher training is an indicator that can be used to improve students' academic performance in North-central Nigeria. This finding is in support of Ahmad, Akinnubi and Alabi's (2013) opinions that teacher development programmes are professional development activities to enhance their knowledge, skills, and attitudes so as to improve students' academic performance. Also the finding of the study is in agreement with Adebile's (2009) view that re-training of teachers on the job is meant to enhance functional educational system in Nigeria and to improve students academically.

Hypothesis Two which states that student exchange development programme is not significant on students' academic performance in North-central Nigeria was rejected. This means there was a relationship between student exchange development programme and students' academic performance in the sampled secondary schools in North-central Nigeria. Student exchange development programme can be used to boost students academically. This finding tallies with that of Mohammed (2013) that student exchange programme is proposed to promote unity, culture and support students' to improve on their academic performance.

Hypothesis Three reveals that there was a significant relationship between student welfare services and students' academic performance in North-central Nigeria. This implies that student welfare services are indicators that could be used to determine students' academic performance in North-central Nigeria. This is in line with Olokoba's (2014) submission that welfare services are to be promoted by the concerned body as much as possible in order to assist the students to improve on their academic endeavour. Also, Mustapha (2015) viewed that the role of student welfare service development programme as an integrated students' support and development services which are focus on students' academic and personal needs throughout their academic career.

The finding of hypothesis Four in the study indicates that a significant relationship existed between infrastructure and students' academic performance in the sampled secondary schools in North-central Nigeria. This shows that infrastructure development programme is a pointer to use in achieving better students' academic performance in secondary schools in North-central Nigeria. This finding corroborates Bello, Durosaro, Oduwaiye and Sofoluwe's (2014) opinion that provision of infrastructural facilities can be used to determine students' academic performance. Also, the study supports Okoli and Ahunanya's (2011) report that physical infrastructure contributes directly or remotely to students' academic performance.

Also the finding of the study tallies with Lui Kan (2015) report that renovation is a measure to renew dilapidated building and educational facilities to boost the standard of education and improve the teaching and learning activities. The study also supports Asika's (2010) report that renovation programme leadsto and records remarkable improvement in students' academic performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the summary of the findings of this study. It equally presents the conclusions drawn from the findings, recommendations and suggestions that were made for further studies.

#### **Summary of Findings**

The cardinal objective of this research study was to investigate the relationship that existed among funding, school development programmes and senior secondary school students' academic performance in North-central Nigeria. In order to achieve this objective, the study used six operational objectives which includes to find out the sources of funding secondary school education in North-central Nigeria; investigate how the fund allocated to secondary school education was utilised in North-central Nigeria; investigate how the actual fund utilised on school development programmes in secondary school in North-central Nigeria; identify various school development programmes in senior secondary schools in North-central Nigeria; and examine the level of implementations of school development programmes in senior secondary schools in North-central Nigeria; examine the level of senior secondary students' academic performance in North-central Nigeria.

Three (50%) out of six states located in North-central geo-political zone were selected as sample through purposive sampling technique. Self-designed questionnaire titled School Development Programme Questionnaire (SDPQ), Funding School Development Programme Checklist and Secondary School Students' Academic Performance Proforma (SSSAP) were used to obtain necessary data on the study variables. Relevant literature were also reviewed in relation to the variables and sub variable in the study and were used to develop seven research questions raised for the study, while one main hypothesis and six operational hypotheses were formulated to guide the study. Descriptive survey research design was used to obtain information from the representative sample of the targeted population of the study. Funding and school development programmes were the independent variables while students' academic performance was the dependent variable. Descriptive statistical techniques of percentage, rating and rank ordering were used to answer the seven research questions raised in the study. Multiple regression statistics were used to test the

main hypothesis while Pearson product-moment correlation statistic was used to test the five operational hypotheses at 0.05 level of significance.

The findings of the study showed that:

- i. budgetary allocation is the main source of funding secondary school education with the average percentage of 98%, PTA and IGR are 0.20% and 1.12% respectively while grant and donation have not contributed to sources of funds to secondary education in North-central Nigeria during the study years.
- ii. the actual fund spent on secondary school education was encouraging to an extent over the years of the study, but there is room for improvement if the fund allocated to education sector is increased by the State Government.
- iii. the actual fund utilised on the school development identified as programmes going on in secondary schools in north-central Nigeria was not encouraging specifically on infrastructure and school renovation. However, student exchange was adequately funded in all years of the study.
- iv. various school development programmes embarked upon by the states in the North-central secondary schools include teacher training development, student exchange, student welfare services, infrastructure and school renovation.
- v. the level of the implementation of various school development programmes identified in secondary schools in North-central Nigeria was moderate with the average mean of 2.00 and above except for student exchange that high mean score of 3.44 was obtained. Thus, the overall mean score obtained was 2.67 indicating that the level of school development programmes in secondary schools in North-central was moderate.
- vi. the students' performance was averagely okay with the average performance of 65.5% of the students that enrolled having 5credits including English Language and Mathematics, while about 38.8% scored below 5 credits. The study found out that academic session of 2015 marked the period with the highest academic performance of 81.1% of the candidates that had 5 English Language and Mathematics.
- vii. there was a significant relationship among funding, school development programme and students' academic performance with R square .189 (18.9%).
- viii. there was a significant relationship between teacher development and students' academic performance in North-central Nigeria (cal r-value 0.388< p-value 0.000).

- ix. there was a significant relationship between student exchange development programme and students' academic performance in North-central Nigeria (cal r-value  $0.416 < p$ -value  $0.000$ .)
- x. there was a significant relationship between student welfare services development programme and students' academic performance in North-central Nigeria (cal r-value  $0.432 < p$ -value  $0.000$ ).
- xi. there was a significant relationship between infrastructure development programme and students' academic performance in North-central Nigeria (cal r-value  $0.438 < p$ -value  $0.000$ ).
- xii. there was a significant relationship between school renovation development programme and students' academic performance in North-central Nigeria (cal r-value  $0.467 < p$ -value  $0.000$ ).

## Conclusion

This study examined the relationship that existed among funding, school envelopment programmes and secondary school students' academic performance in North-central Nigeria. Based on the findings, the study concluded that the main source of funding secondary education was from budgetary allocation with a little support from PTA and IGR. The survey result of the findings also concluded that the total budget and the actual of fund expended to secondary school education in North-central Nigeria were adequate with the average of 80% of the budget estimate on education.

It was furthermore concluded that school development programmes had not been uniformly funded. Out of the various school development programmes embarked upon by North-central secondary schools, student exchange programme was adequately funded with the average of 69%, while infrastructure and school renovation average were 4% and 10% respectively, indicating that they were not adequately funded. Also, the study concluded from the findings that the level of the implementation of school development programmes was moderate with 2.00 and above mean score obtained on each except the student exchange that was high with the mean score of 3.44. It was concluded that the overall mean score obtained was 2.67 which signified that the level of the implementation of school development programmes under the period of study among secondary schools in North-central Nigeria was moderate.

The study also concluded that the students' performance was average with 65.5% of the students that enrolled securing 5 credits including English Language and Mathematics, while about 38.8% scored below 5 credits. The study concluded that 2015 academic session was the year that the states sampled had the best result in WASSCE over the years of study, with 81.1% of the candidates that had 5 English Language and Mathematics. And 46.0% was recorded in 2012 academic session as the year that recorded the lowest performance under the period of the study.

The study concluded that, there was a significant and positive relationship among funding, school development programmes and students' academic performance in secondary schools in North-central Nigeria. It was also concluded that, there was a significant and positive relationship among teacher development, student exchange, student welfare services, infrastructure, school renovation and students' academic performance in North-central secondary schools. The study concluded that to enable quality education that will bring about improvement in students' academic performance, there must be sufficient fund allocated to education to execute various school development programmes that will bring about effective teaching and learning.

### **Recommendations**

Based on the findings of this study, the following recommendations should be considered by relevant stakeholders in education industry:

- i. State Government should improve on education budget and evolve a more radical method of funding secondary schools. There is need to set criteria for getting funds from both PTA, IGR, grant and donors to complement budgetary allocation from the Government. Also there should be a policy that will bond non-governmental organisations found in the locale of the secondary schools to contribute reasonably to the funding of secondary school education.
- ii. Sufficient fund should be allocated to education sector from the state budget that will feed secondary school budget to improve on its estimate which will positively affect the actual fund spent on secondary school education and then in turn enhance students' academic career in North-central Nigeria secondary schools.
- iii. State government should mobilise special funds to improve on the actual fund utilised on school development programmes, specifically on infrastructure and school renovation in secondary schools in North-central Nigeria.

- iv. State government should embark more on various school development programme needed in secondary school and improve more on the existing development programme going on.
- v. There is need for the improvement on the level of the implementation of school development programmes to obtain very high mean score in North-central secondary schools.
- vi. State Government should expend more fund to school development programmes to improve teaching and learning, educational facilities that may boost secondary school students' academic performance to a distinction grade in North-central Nigeria.
- vii. More funds should be budgeted on school development programmes among secondary schools in North-central Nigeria.
- viii. Teacher development programmes should be the government priority to improve on the innovation on the teaching profession in North-central Nigeria
- ix. Government should strengthen more on the number of students admitted on exchange programme to secondary school in North-central Nigeria since it is found significant on students' academic performance
- x. Government should expend more funds to various welfare services to enable students find learning environment and activities interesting.
- xi. Government should improve on the budget estimate and the actual fund on infrastructure in North-central secondary schools to cushion over-crowded and in turn improves studentson their academic endeavour.
- xii. More fund should be released to the renovation programme in North-central Nigeria secondary schools in order to enable both the teachers and students find the school environment conducive.

### **Limitation of the Study**

The study was limited to senior secondary schools in North-central Nigeria. The study mainly used questionnaire, checklist and result proforma for data collection. The generalisation of the findings of this study is limited to some secondary schools in three states in North-central Nigeria because of the sample and sampling techniques employed. The time frame from (2010/11-2014/15) of data was used, the non-challant attitude of the respondents towards the data collection and dearth of relevant literature also constituted part of the limitation of by the study.



### **Suggestion for Further Studies**

The present study involved secondary schools in North-central Nigeria, principals of senior secondary schools, project officers from ministry of education as subject used and students' results in West Africa Secondary School Certificate Examination for the study. Considering the limitation of the study, the following suggestions are made for further research:

- Funding and school development programmes as correlates of senior secondary school students' academic performance in South-west Nigeria
- Funding and implementation of secondary school development programmes in North-central Nigeria
- Funding secondary school, Non-governmental organisation and students' academic performance in Nigeria
- Impact of funding on the provision of infrastructure development programme in North-central Nigeria
- School development programmes and senior secondary school students' academic performance in North-central Nigeria

### **Contribution to Knowledge**

Based on the findings of the study, it can be established that the outcome of this study would bring about need for other stakeholders in education sector to contribute reasonably to the funding of education, particularly secondary school education. Also, there is need for the government to improve on the budgetary allocation to education from the state budget. The findings further establish the need to fund various development programmes particularly infrastructure and school renovation to cushion over-crowded students in the classroom and meet the demands of the public on education. Finally, it is established that there is need for improvement on the students' academic performance through funding and school development programmes among secondary schools in North-central Nigeria.

## **CHAPTER FOUR**

### **PRESENTATION, DATA ANALYSIS AND DISCUSSION**

This chapter presents the analysis of the data collected and the discussion of the findings of the study. The research questions raised for the study were answered using mean rank ordering, graph and percentage to analyse the students' results collected to give distribution patterns of all the items and variables in the data set. Also, the main and operational hypotheses formulated for the study were tested using multiple regression analysis and Pearson product-moment correlation coefficient, respectively at 0.05 level of significance.

#### **Answering Research Questions**

The research questions raised were answered as follows:

**Research Question One:** What are the sources of funding senior secondary school education in North-central Nigeria?

**Table 6***Analysis of Sources of Funding Secondary School Education between 2011 and 2015 in North-central Nigeria*

<b>Source of Funding</b>	<b>2011 (₦)</b>	<b>%</b>	<b>2012 (₦)</b>	<b>%</b>	<b>2013 (₦)</b>	<b>%</b>	<b>2014 (₦)</b>	<b>%</b>	<b>2015 (₦)</b>	<b>%</b>
Grant	-	-	-	-	-	-	-	-	-	-
IGR	246,869,100.00	01.12	225,867,300.00	00.86	514,697,970.00	01.83	533,358,548.00	01.56	547,848,310.00	01.55
PTA	45,081,915.00	00.20	46,145,433.75	00.18	3,562,830.00	00.01	3,752,180.00	00.01	3,080,530.00	00.01
Budgetary										
Allocation	21,701,493,043.15	98.67	25,915,581,892.05	98.96	27,569,697,742.00	98.15	33,605,976,540.00	98.43	34,721,054,193.05	98.44
Donations	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>21,993,444,058.15</b>	<b>100</b>	<b>26,187,594,625.80</b>	<b>100</b>	<b>28,087,958,542.00</b>	<b>100</b>	<b>34,143,097,260.00</b>	<b>100</b>	<b>35,271,983,033.05</b>	<b>100</b>

**Source:** Field Survey, 2017

Table 6 shows that budgetary allocation was the highest of sources of funding secondary school education in North-central Nigeria as over 98 percent of the money for secondary education comes from the budget allocation. Other sources used such as the Internally Generated Revenue and PTA have not been contributing reasonable amount to funding secondary school education in the states sampled for the study. In all years, 2011-2015, the budget allocation accounted for 98% on the average, while sources from PTA and IGR accounted for 1.12%. This indicates that the sources of fund to secondary school education in North-central Nigeria are mainly on Government budgetary allocation.

**Research Question Two:** What is the actual fund spent on senior secondary school education in the states of North-central Nigeria between 2011 and 2015?

**Table 7**

*Actual Expenditure on Secondary School Education in North-central Nigeria between 2011 and 2015*

Years	Total Recurrent (₦)	Actual Fund Spent (₦)	%	Total Capital (₦)	Actual Fund Spent (₦)	%
2011	12,109,347,426.00	11,500,811,249.00	94.97	9,583,145,677.00	3,249,640,162.00	33.91
2012	14,923,270,480.01	11,854,901,745.09	79.44	10,992,311,341.01	6,256,845,227.71	56.92
2013	15,673,952,656.00	19,549,910,832.71	124.73	11,895,745,086.00	2,929,878,406.26	24.63
2014	21,417,402,208.08	21,174,299,292.00	98.86	12,188,574,406.00	394,607,205.03	03.24
2015	22,919,513,180.00	20,723,097,618.00	90.42	11,801,541,012.00	1,010,639,701.00	08.56

**Source:** Field Survey, 2017

Table 7 shows the flow of funds released to secondary school education in North-central Nigeria. In every year, reasonable percentage of the recurrent expenditure was actualised except for 2012 that had 79.44% compared to other years. In 2013, excess fund was released on the recurrent expenditure, over ₦4billion naira was expended above the ₦15billion budgeted; this amounted to 25% of excess expenditure. In 2014 and 2015, the

recurrent budget performance for secondary school education in the states was 98.86 and 90.42 percent respectively. Note, the analysis of the vote of fund to secondary education was shown in Appendix VI

**Research Question Three:** What is the actual fund utilised on school development programme in North-central Nigeria secondary schools?

**Table 8**

***Budget on Secondary School Development Programmes between 2011 and 2015 in North-central Nigeria***

<b>Years</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilised(₦)</b>	<b>%</b>
2011	6,462,492,000.24	518,660,531.40	08.03
2012	5,637,278,004.34	326,743,417.42	05.80
2013	6,183,290,620.44	331,396,498.44	05.36
2014	5,892,290,620.44	703,211,805.72	11.93
2015	6,832,924,272.81	185,584,456.44	02.72
<b>Total</b>	<b>1,008,275,518.10</b>	<b>2,065,596,709.42</b>	<b>06.66</b>

**Source:** Field Survey, 2017

Table 8 shows the budget estimate and actual fund utilised for school development programmes between 2011 and 2015 academic sessions in North-central Nigeria. In 2014, only 11.93 percent of the fund was released which was low but better than other years. Therefore, the fund expended on school development programmes in all years was ₦2billion which amounted to 6.66% of the total budget which could be regarded as inadequate. The study further analyse the budget and actual spent on school development programmes on yearly bases, see Appendix VI .

**Research Question Four:** What are the various secondary school development programmes in North-central Nigeria?

**Table 9:*****Distribution of Respondents on School Development Programme going on in Secondary***

Table 9 indicates that 328(45.30%) of the total respondents signifies that teacher development programme is available in Secondary Schools in North-central Nigeria; 61(00.83%) of the total respondents had Student Exchange programme in their schools, while 194(26.79%) of the total respondents ticked Student Welfare Services programme as available development programme in their schools. Furthermore, 92(12.71%) out of 724 respondents indicated that infrastructural development programme was available and 104(14.36%) of the respondents also ticked that school renovation programme was going on in the sampled secondary schools in North-central Nigeria.

**Research Question Five:** What is the level of implementation of school development programmes in North-central Nigeria?

**Table 10**

*Mean and Rank of Respondents on the School Development Programmes in North-central Nigeria*

Item No	Programmes	Mean	Level
1	Teacher Development Programme	2.51	Moderate
2	Student Exchange Development Programme	3.44	High
3	Student Welfare Development Programme	2.56	Moderate
4	Infrastructure Development Programme	2.42	Moderate
5	School Renovation Development Programme	2.43	Moderate
<b>Overall Means</b>		<b>2.67</b>	

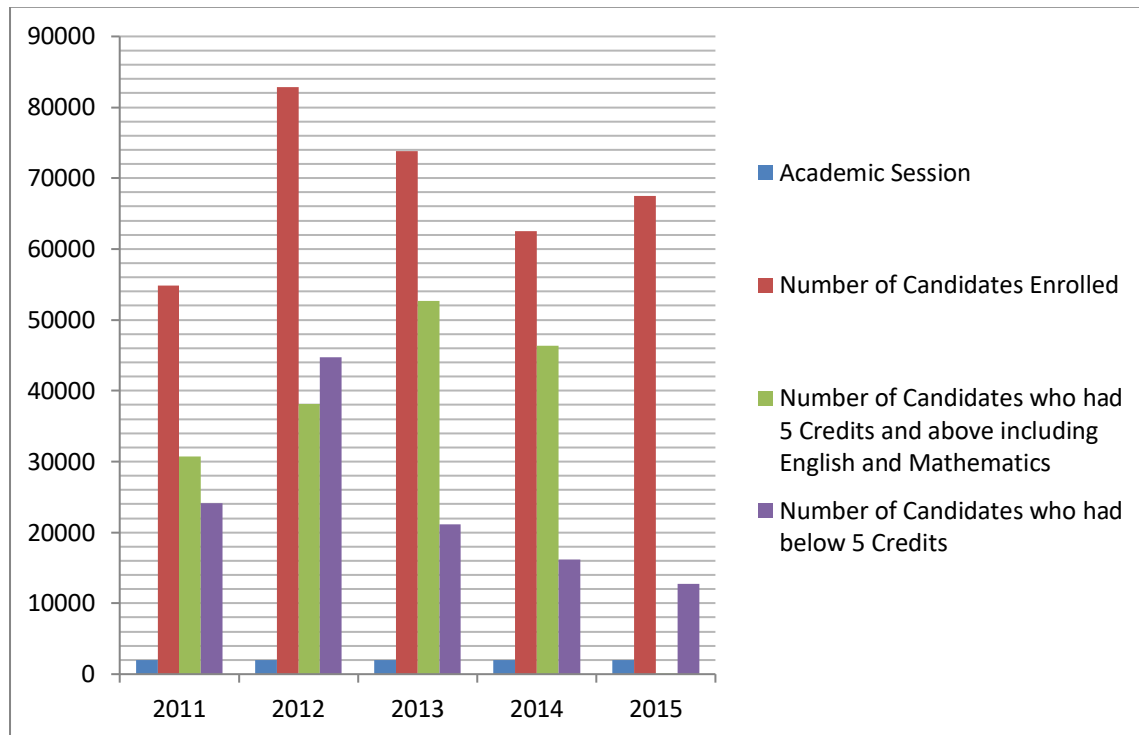
**Sources:** Field Survey, 2017

Mean:  $\geq 4.00$  =Very High, Mean: 3.00-3.99 High, Mean: 2.00-2.99 =Moderate, Mean: 0.00-1.99 = Low

The result in Table 10 shows that the overall mean score of school development programme implementation is 2.67. This implies that the implementation of school development programmes is moderate in North-central states secondary school in Nigeria.

**Research Question Six:** What is the level of senior Secondary School Students' Academic Performance in North-central Nigeria?

**Figure 2:** Analysis of students' academic performance in North-central Nigeria



**Source:** Field Work, 2017

Figure 1 shows the trend of students' academic performance between 2011 and 2015 academic session. The figure shows 2012 as the least performing years with 42.3% of the candidate securing 5 English Language and Mathematics, 2013 was the best performing year with 90.1% of the students that had 5 English Language and Mathematics. The trend declines steadily afterwards to 84.2% in 2014 and 76.2 % in 2015.



## Hypotheses Testing

The main and operational hypotheses earlier formulated for this study were s at 0.05 level of significance.

**Main Hypothesis:** There is no significant relationship among funding, school development programmes and senior secondary school students' academic performance in North-central Nigeria.

**Table 11**

**Results of Multiple Regression Analysis of Funding, School Development Programmes and Senior Secondary School Students' Academic Performance in North-central Nigeria**

Model	R	R Square	Adjusted R Square	Standard Error of Estimator
	.435	.189	.185	83.87111

Table 11, the multiple regression of funding, school development programmes and students' academic performance in North-central Nigeria shows that the regression coefficient (R square) is .189. This indicates that about 18.9% of the variation in the students' academic performance in North-central Nigeria is accounted for by the funding and school development programmes. It can therefore be inferred that school development programmes and funding are important indicators of senior secondary school students' academic performance in North-central Nigeria. Thus, it could be concluded that the extent to which the school development programmes and funding perform, go a long way in determining the senior secondary school students' academic performance in North-central Nigeria.

**Table 12**

**Multiple Regression Analysis of Funding, School Development Programmes and Students' Academic Performance in North-central Nigeria**

<b>Model</b>	<b>Sum of Square</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p-value</b>	<b>Decision</b>
Regression	753123.009	2	376561.505	53.532	.000	H <sub>0</sub>
Residual	3235807.336	461	7034.364			
<b>Total</b>	<b>3988930.346</b>	<b>463</b>				Rejected

Significant  $p < .05$

In Table 12, the multiple regression test carried out shows that school development programmes and funding significantly influenced students' academic performance in North-central Nigeria. This is because the calculated p-value of .000 is less than the significance level of 0.05. Therefore, the null hypothesis was rejected and it could be stated that there was a significant relationship among funding, school development programmes and students' academic performance. This implies that funding and school development programmes could be used to determine secondary schools students' academic performance in North-central Nigeria.

**Table 13**

**Results of Contribution of Funding, School Development Programmes and Students' Academic Performance in North-central Nigeria**

Variable	$\beta$ (coefficient)	Std. Error	Beta	T	p-value
Constant	20.070	17.662		1.136	.000
Funding	6.194E-10	.000	.029	.699	.003
School Development programmes	1.373	.133	.433	10.315	.000

Significant  $p < .05$

Table 13 shows that the p-value of funding and school development programmes are .000 and .003 which is less than the significance level of 0.05. The null hypothesis was rejected meaning that there was a significant relationship among funding, school development programmes and students' academic performance in North-central Nigeria. This indicates that funding and school development programmes are indicators to determine the secondary schools students' academic performance in North-central Nigeria.

**Table 14**

**Results of Correlation Analysis between Teacher Training Development Programme and Senior Secondary School Students' Academic Performance in North-central Nigeria**

Variables	Mean	SD	Df	Calculated r-value	p-value	Decision
Teacher Development Programme	12.41	5.800	461	0.388	0.000	H <sub>0</sub> Rejected
Students' Academic Performance	115.56	92.920				

Significant  $p < .05$

Table 14 shows that the calculated r-value 0.388 is greater than the p-value 0.000 at 461 degrees of freedom, using 0.05 level of significance. Thus, teacher development programme is an indicator of students' academic performance in secondary



Table 16 shows that the calculated r-value 0.432 is greater than the p-value 0.000 at 461 degrees of freedom, using 0.05 level of significance. was rejected. This indicates that there was a significant relationship between student welfare services and students' academic performance in North-central Nigeria. This implies that student welfare services are an indicator of students' academic performance in secondary schools in North-central Nigeria.

**Table 17**

**Results of Correlation Analysis between the Infrastructural Development Programme and Senior Secondary School Students' Academic Performance in North-central Nigeria**

Variables	Mean	SD	df	Calculated r-value	p- value	Decision
Infrastructural Development Programme	12.287	5.867	461	0.438	0.000	H <sub>0</sub> Rejected
Students' Academic Performance	115.56	92.920				
Significant p < .05						

Table 17 shows that the calculated r-value 0.438 is greater than the p-value 0.000 at 461 degrees of freedom, using 0.05 level of significance. was rejected. This indicates that there was a significant relationship between the infrastructural development programme and students' academic performance among secondary schools in North-central Nigeria. This implies that infrastructural development programme is an indicator of students' academic performance among secondary schools in North-central Nigeria.

**Table 18**

**Results of Correlation Analysis between the School Renovation Programme and Senior Secondary School Students' Academic Performance in North-central Nigeria**

Variables	Mean	SD	Df	Calculated r-value	p-value	Decision
-----------	------	----	----	--------------------	---------	----------

School Renovation Programme	12.546	5.920				
			461	0.467	0.000	$H_0$
Students' Academic Performance	115.56	92.920				Rejected
Significant $p < .05$						

Table 18 shows that the calculated r-value 0.467 is greater than the p-value 0.000 at 461 degrees of freedom, using 0.05 level of significance. In view of this, the null hypothesis was rejected. This means that there was a significant relationship between school renovation development programme and students' academic performance among secondary schools in North-central Nigeria. This implies that school renovation programme is an indicator of students' academic performance in secondary schools in North-central Nigeria.

### Discussion of Findings

The study investigated the relationships among funding, school development programme and students' academic performance. Seven research questions were raised to determine the sources of funding secondary school education, actual fund spent on secondary school education and actual fund utilised on school development programmes in North-central Nigerian secondary schools. The research questions were also raised to determine the level of secondary school students' academic performance and the extent to which school development programmes were implemented in North-central Nigerian secondary schools. Research question one found out about the sources of funding senior secondary school education in North-central states in Nigeria. From the findings of the study, only the budgetary allocation had the highest percentage of 98.67% , 98.96%, 98.15%, 98.42 % and 98.43% in 2011, 2012, 2013, 2014, and 2015 respectively. Other sources include IGR and PTA which had very little contribution of 1.12%, 0.86%, 1.83%, 2.56% and 1.55 % to the funding of secondary school education in North-central Nigeria.

The findings revealed that Government allocation is the main source of funding education which may not be able to meet up with the demands for education from the public. The study corroborates the findings of Nakpodia (2014) that stated that education is falling in Nigeria because Government alone cannot effectively fund the resources needed by the schools to enable the stated goals of education. In the same vein, Ezekwesili (2007) reported that government lacks the capacity to cope with the demands and challenges of maintaining a viable and qualitative secondary school educational system; therefore, there is need to initiate policies to engender the private sector participation in the funding and the provision of resources for the secondary education to ensure the achievement of the laid down standard.

Research question Two enquired about the actual fund spent on senior secondary school education in North-central Nigeria. The outcome of the study revealed that the highest percentage of education budget from the state budget was 14.04 % between 2011 and 2015. It was noted that the percentage obtained was low compared to 26% suggested by UNESCO (2011). Without sufficient fund budgeted for education, it will be difficult to put in place development programmes that may improve students' academic performance. The findings further reveal that budget allocation to secondary school education from the education budget in North-central Nigeria in Table 3 was encouraging with 80.53% as the highest with 55.35% as the lowest. In spite of this, there is need for sufficient fund to education to give room for more fund allocation to secondary schools in North-central Nigeria. The findings of the study on the research question two also reveals that secondary school recurrent expenditure was moderate in terms of the percentage compared to the capital expenditure that the average percentage of it was less than 50%.

From the findings, it could be deduced that capital projects such as building, renovation and provision of physical facilities were not put into consideration since the fund

expended to capital expenditure was not adequately released during the period of this study. The study is in line with Nwagwu's (2003) study that serious short fall and inadequacies in education funding manifest in over-crowded classroom, equipped workshop etc. Also, the study corroborates Obe's (2009) observation that money is important in education setting because it will be used to construct building, purchase needed physical facilities and the like. Therefore, funding can be classified as a major factor that can be used to determine quality education as observed by Meenyinikor, Nyeche and Julia (2014). They reported that the funding of education is one of the major prerequisites for educational goal attainment.

Research question Three enquired about the actual fund utilised on school development programme in secondary schools in North-central Nigeria. It was revealed that during the period of this study, the highest actual fund utilised on school development programmes in secondary school was 11.93%. This implies those school development programmes were not adequately funded in North-central secondary schools. However, school development programmes in terms of physical and non-physical facilities are educational resources that can facilitate effective teaching and learning if adequately funded. Also, in 2011, student exchange programme had 73.04 percent actual fund while teacher development had the lowest actual percentage of 3.12% followed by infrastructure with 5.22%.

The finding of the study indicates that teacher development and infrastructure were not implemented as expected in 2011. It was also revealed that in 2012, teacher development was focused and the actual fund utilised out of the budget was 64.53%, while infrastructure and school renovation actual funds utilised were 2.59% and 9.51% respectively. The finding in this year implies that both school renovation and infrastructure were not well funded. The study reveals that in 2013, student exchange also had the highest percentage of the actual fund utilised amounting to 72.45% while infrastructure had only 2.35% which could be said



to be too low. The findings of this study show that in 2014, infrastructure, renovation, teacher development and student welfare services were under funded except for student exchange programme that had 59.60%. In 2015, student exchange development programme had 94.38% of its budget compared to school renovation that was budgeted for but zero actual funds utilised was recorded.

On the other hand, it was revealed that school renovation was not done in 2015. However, during the period of this study, infrastructure and school renovation had the highest budget, but a very low actual fund released was noted. This indicates that infrastructure and school renovation are lacking sufficient fund, and these are physical development that will cushion conducive teaching and learning environment to enhance effective students' academic performance. The findings of the study are in agreement with Ekundayo's (2010) submission that physical and educational facilities have significant impact on the quality of teaching and learning process. The study also corroborates Olayemi's (2012) report which stated that the standard of education in Nigeria is ranked among the best but the problem of the delivery and insufficient fund allocated to it continue to have negative impact on the capital projects, e.g. , school infrastructure.

Research question Four examined the various school development programmes available in North-central secondary school. As agreed by 45.30% of the respondents that teacher development is available in their school followed by student welfare services with 26.79%, school renovation with 14.36%, infrastructure with 12.70% and student exchange with 0.82%. The finding implies that teacher development programme is going on in many schools but student exchange is not a development programme that many schools benefited or enjoyed.

Research question Five sought to determine the level of the implementation of school development programmes among secondary schools in North-central Nigeria. The findings of the study reveals that only the level of implementation of student exchange development programme was high with a mean score of 3.44; while others were moderate with the average mean score of 2.00 and above. This implies that student exchange programme is well implemented among secondary schools in North-central Nigeria. However, the overall mean score obtained on school development programme was 2.67; thus, the level of the implementation of school development programmes among secondary schools in North-central Nigeria was considered moderate.

Research question Six was about the level of senior secondary school students' academic performance in North-central Nigeria. The finding reveals that the total number of the candidates that registered for West African Secondary School Certificate Examinations between 2011 and 2015 was 341,425. And 222,510 out of 341,425 candidates had 5 English Language and Mathematics amounting to 65.5% while 118,912 of the candidates had below 5 credits amounting to 34.8%. This implies that the level of students' academic performance is average but there is room for improvement if education is well funded in Nigeria.

In hypotheses testing, the main hypothesis and all the operational hypotheses were rejected. This implies that the main hypothesis which stated that there is no significant relationship among funding, school development programmes and students' academic performance in North-central Nigeria was rejected. This indicates that the coefficient of determination ( $R^2$ ) obtained for the parameters of the study of .189 shows that 18.9% of students' academic performance in North-central Nigeria is accounted for by the funding and school development programmes. It can therefore be inferred that school development programmes and funding are important indicators of secondary school students' academic performance in North-central Nigeria. Thus, it could be concluded that the extent to which

the school development programmes and funding perform goes a long way in secondary school students' academic performance in North-central Nigeria. This finding corroborates with the view of Oyediji (2012) that there is need for sufficient money to carry out the basic school development programmes that may lead to the achievement of secondary school education goals. Also the outcome is in line with Adeyanju's (2012) submission that funding is one of the important determinants of the success of students' academic performance in both internal and external examinations.

The operational hypothesis onewhich states that teacher development programme is not significant on students' academic performance in North-central Nigeria was rejected. Therefore, it implies that teacher training is an indicator that can be used to improve students' academic performance in North-central Nigeria. This finding is in support of Ahmad, Akinnubi and Alabi's (2013) opinions that teacher development programmes are professional development activities to enhance their knowledge, skills, and attitudes so as to improve students' academic performance. Also, the finding of the study is in agreement with Adebile's (2009) view that re-training of teachers on the job is meant to enhance functional educational system in Nigeria and to improve students academically.

Hypothesis Twowhich states that student exchange development programme is not significant on students' academic performance in North-central Nigeria was rejected. This means there was a relationship between student exchange development programme and students' academic performance in the sampled secondary schools in North-central Nigeria. Student exchange programme can be used to boost students academically. This finding tallies with that of Mohammed (2013) that student exchange programme is proposed to promote unity, culture and support students to improve on their academic performance.

Hypothesis Three reveals that there was a significant relationship between student welfare services and students' academic performance in North-central Nigeria. This implies that student welfare services are indicators that could be used to determine students' academic performance in North-central Nigeria. This is in line with Olokoba's (2014) submission that welfare services are to be promoted by the concerned body as much as possible in order to assist the students to improve on their academic endeavour. Also, Mustapha (2015) viewed that the role of student welfare service development programme as an integrated students' support and development services which are focused on students' academic and personal needs throughout their academic career.

The finding of hypothesis Four in the study indicates that a significant relationship existed between infrastructure and students' academic performance in the sampled secondary schools in North-central Nigeria. This shows that infrastructure development programme is a pointer to use in achieving better students' academic performance in secondary schools in North-central Nigeria. This finding corroborates Bello, Durosaro, Oduwaiye and Sofoluwe's (2014) opinion that provision of infrastructural facilities can be used to determine students' academic performance. Also, the study supports Okoli and Ahunanya's (2011) report that physical infrastructure contributes directly or remotely to students' academic performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the summary of the findings, conclusion and recommendation of this study. It equally presents the conclusions drawn from the findings, recommendations and suggestions that were made for further studies.

#### **Summary of Findings**

The cardinal objective of this research study was to investigate the relationship that existed among funding, school development programmes and senior secondary school students' academic performance in North-central Nigeria. To achieve this objective, the study used six operational objectives which include to find out the sources of funding secondary school education in North-central Nigeria; investigate how the fund allocated to secondary school education was utilised in North-central Nigeria; investigate how the actual fund utilised on school development programmes in secondary school in North-central Nigeria; identify various school development programmes in senior secondary schools in North-central Nigeria; and examine the level of implementations of school development programmes in senior secondary schools in North-central Nigeria; examine the level of senior secondary students' academic performance in North-central Nigeria.

Three (50%) out of six states located in North-central geo-political zone were selected as sample through purposive sampling technique. Self-designed questionnaire titled School Development Programme Questionnaire (SDPQ), Funding secondary school and School Development Programme Checklist and Secondary School Students' Academic Performance Proforma (SSSAP) were used to obtain necessary data on the study variables. Relevant literature were also reviewed in relation to the variables and sub variable in the

study and were used to develop seven research questions raised for the study, while one main hypothesis and five operational hypotheses were formulated to guide the study. Descriptive survey research design was used to obtain information from the representative sample of the targeted population of the study. Funding and school development programmes were the independent variables while students' academic performance was the dependent variable. Descriptive statistical techniques of mean, graph and percentage were used to answer research questions one to six raised in the study. Multiple regression statistics were used to test the main hypothesis while Pearson Product-moment Correlation statistics was used to test the five operational hypotheses at 0.05 level of significance.

The findings of the study showed that:

- xiii. budgetary allocation is the main source of funding secondary school education with the average percentage of 98%, PTA and IGR are 0.20% and 1.12% respectively while grant and donation did not contributed to sources of funds to secondary education in North-central Nigeria during the study years.
- xiv. the actual fund spent on secondary school education was encouraging to an extent over the years of the study, but there is room for improvement if the fund allocated to education sector is increased by the State Government.
- xv. the actual fund utilised on the school development identified as programmes going on in secondary schools in North-central Nigeria was not encouraging specifically on infrastructure and school renovation. However, student exchange was adequately funded in all years of the study.
- xvi. various school development programmes embarked upon by the states in the North-central secondary schools include teacher development, student exchange, student welfare services, infrastructure and school renovation.

- xvii. the level of the implementation of various school development programmes identified in secondary schools in North-central Nigeria was moderate with the average mean of 2.00 and above except for student exchange that high mean score of 3.44 was obtained. Thus, the overall mean score obtained was 2.67 indicating that the level of school development programmes in secondary schools in North-central was moderate.
- xviii. the students' performance was average with 65.5% of the students performance that enrolled having 5 credits including English Language and Mathematics, while about 38.8% scored below 5 credits. The study found out that academic session of 2015 marked the period with the highest academic performance of 81.1% of the candidates that had 5 English Language and Mathematics.
- xix. there was a significant relationship among funding, school development programme and students' academic performance with R square .189 (18.9%).
- xx. there was a significant relationship between teacher development and students' academic performance in North-central Nigeria (cal r-value 0.388 < p-value 0.000).
- xxi. there was a significant relationship between student exchange development programme and students' academic performance in North-central Nigeria (cal r-value 0.416 < p-value 0.000.)
- xxii. there was a significant relationship between student welfare services development programme and students' academic performance in North-central Nigeria (cal r-value 0.432 < p-value 0.000).
- xxiii. there was a significant relationship between infrastructure development programme and students' academic performance in North-central Nigeria (cal r-value 0.438 < p-value 0.000).

xxiv. there was a significant relationship between school renovation development programme and students' academic performance in North-central Nigeria (cal r-value  $0.467 < p\text{-value } 0.000$ ).

## **Conclusion**

This study examined the relationship that existed among funding, school envelopment programmes and secondary school students' academic performance in North-central Nigeria. Based on the findings, the study concluded that the main source of funding secondary education was from budgetary allocation with a little support from PTA and IGR. The survey result of the findings also concluded that the total budget and the actual of fund expended to secondary school education in North-central Nigeria were adequate with the average of 80% of the budget estimate on education.

It was furthermore concluded that school development programmes had not been uniformly funded. Out of the various school development programmes embarked upon by North-central secondary schools, student exchange programme was adequately funded with the average of 69%, while infrastructure and school renovation average were 4% and 10% respectively, indicating that they were not adequately funded. Also, the study concluded from the findings that the level of the implementation of school development programmes was moderate with 2.00 and above mean score obtained on each except the student exchange that was high with the mean score of 3.44. It was concluded that the overall mean score obtained was 2.67, which signified that the level of the implementation of school development programmes under the period of study among secondary schools in North-central Nigeria was moderate.



The study also concluded that the students' performance was average with 65.5% of the students that enrolled securing 5 credits including English Language and Mathematics, while about 38.8% scored below 5 credits. The study concluded that 2015 academic session was the year that the states sampled had the best result in WASSCE over the years of study, with 81.1% of the candidates that had 5 English Language and Mathematics. And 46.0% was recorded in 2012 academic session as the year that recorded the lowest performance under the period of the study.

The study concluded that, there was a significant and positive relationship among funding, school development programmes and students' academic performance in secondary schools in North-central Nigeria. It was also concluded that, there was a significant and positive relationship among teacher development, student exchange, student welfare services, infrastructure, school renovation and students' academic performance in North-central secondary schools. The study concluded that to enable quality education that will bring about improvement in students' academic performance, there must be sufficient fund allocated to education to execute various school development programmes that will bring about effective teaching and learning.

### **Recommendations**

Based on the findings of this study, the following recommendations should be considered by relevant stakeholders in the education industry:

- xiii. State Governments should improve on education budget and evolve a more radical method of funding secondary schools. There is need to set criteria for getting funds from both PTA, IGR, grant and donors to complement budgetary allocation from the Government. Also, there should be a policy that will bond non-governmental

organisations found in the locale of the secondary schools to contribute reasonably to the funding of secondary school education.

- xiv. Sufficient fund should be allocated to the education sector from the state budget that will feed secondary school budget to improve on its estimate which will positively influence the actual fund spent on secondary school education, and then, in turn, enhance students' academic performance in North-central Nigeria secondary schools.
- xv. State government should mobilise special funds by giving it a caption in the budget to improve on the actual fund utilised on school development programmes, specifically on infrastructure and school renovation in secondary schools in North-central Nigeria.
- xvi. State governments should embark more on various school development programmes needed in secondary schools and improve on the existing development programmes going on.
- xvii. There is need for the improvement on the level of the implementation of school development programmes to obtain very high mean score in North-central secondary schools.
- xviii. State Governments should expend more funds on school development programmes to improve teaching and learning, educational facilities that may boost secondary school students' academic performance to a distinction grade in North-central Nigeria.
- xix. More funds should be budgeted on school development programmes among secondary schools in North-central Nigeria.
- xx. Teacher development programmes should be the government priority to improve on the innovation on the teaching profession in North-central Nigeria
- xxi. Governments should strengthen more on the number of students admitted on exchange programme to secondary schools in North-central Nigeria since it is found helpful to and important to students on their academic performance

- xxii. Government should expend more funds on various welfare services such as provision of text books, library services, recreation spots and the like to enable students find learning environment and activities interesting.
- xxiii. Government should improve on the budget estimate and the actual fund on infrastructure in North-central secondary schools to cushion the negative effect of overcrowding classroom and in turn improves students on their academic endeavour.
- xxiv. More funds should be released to the renovation programme in North-central Nigeria secondary schools in order to enable both the teachers and students find the school environment conducive.

### **Limitations of the Study**

The study was limited to senior secondary schools in North-central Nigeria. The study mainly used questionnaire, checklist and result proforma for data collection. The generalisation of the findings of this study is limited to some secondary schools in three states in North-central Nigeria because of the sample and sampling techniques employed. The time frame from (2011-2015) of data was used, the non-challant attitude of the respondents towards the data collection and dearth of relevant literature also constituted part of the limitation of by the study.

### **Suggestion for Further Studies**

The present study involved secondary schools in North-central Nigeria, Principals of senior secondary schools, project officers from Ministry of Education as subject used and students' results in the West Africa Secondary School Certificate Examination for the study.

Considering the limitation of the study, the following suggestions are made for further research:

- Funding and school development programmes as correlates of senior secondary school students' academic performance in South-west Nigeria
- Funding and implementation of secondary school development programmes in North-central Nigeria
- Funding secondary school, Non-governmental organisation and students' academic performance in Nigeria
- Impact of funding on the provision of infrastructure development programme in North-central Nigeria
- School development programmes and senior secondary school students' academic performance in North-central Nigeria

### **Contributions to Knowledge**

Based on the findings of the study, it can be established that the outcome of this study would bring about need for other stakeholders in the education sector to contribute reasonably to the funding of education, particularly secondary school education being a link between basic school and tertiary institution. Also, there is need for the government to improve on the budgetary allocation to education from the state budget. The findings further establish the need to fund various development programmes particularly infrastructure and school renovation to cushion over-crowded students in the classroom and meet the demands of the public on education. Finally, it is established that there is need for improvement on the students' academic performance through funding and school development programmes among secondary schools in North-central Nigeria.

## REFERENCES

- Abdulkareem, A. Y. (1990). *A guide on historical foundations of education in Nigeria*.  
Ilorin: Kewulere Press
- Abdulkareem, R. L. (2017). Lecturers' job commitment, cooperate culture and university goal achievement in South-west geo-political zone, Nigeria. (Unpublished Ph.D. thesis), University of Ilorin, Ilorin, Nigeria
- Abdulrahaman, A. Y. (2010). *Financial responsibilities of states and parents of students in the students exchange programme*. A paper presented at Conference of Principals of Students Exchange Programme School, Katsina, Katsina State. 11<sup>th</sup>, April.
- Abdulrashid, G. (2012). Secondary education in Nigeria: A synthesis of basic student-specific concerns from guidance and counseling perspective. *Journal of International Cooperation in Education*, 2(5), 17-22.
- Abraham, N. Y. (2012). *Students exchange programme: Prospects, problems and purpose of monitoring and inspection*: A paper presented at the Workshop of Principals of Students Exchange Programme Schools, Katsina, Katsina State. 15<sup>th</sup>, May.
- Abubakar, S. (2010). An evaluation of educational funding in the fourth republic: A critique. In W. Terhemba, & N. S. Talla, (Eds.), *Governance and economic development in the fourth republic*. (pp. 257-275). Lapai, Niger State: Aboki Publishers
- Adebayo, F. A. (2011). Higher education and human capacity building in Nigeria. *Journal of Educational Review, New Delhi, India*, 4(4), 467-476.

- Adebayo, F.A. (2016). Teacher capacity building and students' academic performance among public junior secondary schools in Kwara State. *British Journal of Education Society and Behavioural Science*, 12(3), 23-31.
- Adebile, R. F. (2009). Curriculum implementation and re-training of teachers in English language: Pre-conditions for functional Nigerian educational system. *An International Multi-Disciplinary Journal*, 3(2), 287-295.
- Adedokun, R. A. (2015). *Value for money expenditure in tertiary education management: the roles of internal audit*. A paper presented at an orientation programme. Lagos Nigeria. 7<sup>th</sup>, January.
- Adeleke, A. A. (2005). Use of library resources by academic staff in Nigeria polytechnics. *Journal of Library Science*, 12(2), 15-20.
- Adeneye, O. A. (2016). Recent curriculum reforms in primary and secondary schools in Nigeria in the new millennium. *Journal of Education and Practices*, 2(6), 23-31
- Aderounmu, W. O., & Ehiametalor, E. T. (1985). *Introduction to administration of schools in Nigeria*. Ibadan: Evans Brother Nigeria Ltd.
- Adesina, S. A. (1981a). *Introduction to educational planning*. Ile-Ife: University of Ife Press
- Adesina, S. A. (1981b). *Some aspects of school management*. Lagos: Educational Industries.
- Adewale, T. M., Ajayi, K. O., & Enikanoselu, O. A. (2012). Trends in the Federal Government financing of Education in Nigeria. Retrieved from <http://www.fundingofeducationinnigeria.ovj>.

- Adeyanju, T. K. (2012). An impact of study of the MDG teacher retraining project, 2006-2010: NTI commissioned study. *African Virtual University*. Retrieved from <http://oer.gvu.org/bistream>.
- Adeyemo N. O. (2009). *Education and its challenges in Nigeria*. Ibadan: Sunald Printing Press.
- Afolabi, S. O. (2005a). *Educational system analysis and management*, (Handbook), Kwara State College of Education, Ilorin, Nigeria
- Afolabi, S. O. (2005b). *Influence of resource utilization on organizational effectiveness in Kwara State Government-owned tertiary institutions*. (Unpublished Ph.D. thesis), University of Ilorin, Ilorin, Nigeria.
- Agharuwhe, A. A. (2013). Teachers' effectiveness and students' academic performance in public secondary schools, Delta State, Nigeria. *Journal of Educational And Social Research*. 3(3), 105-111
- Agusiobo, B. C. (2008). Laboratory and resources utilization: Findings by integrated science teachers. *Education Journal*, 1(5), 29-36.
- Ahmad H. O., Akinnubi O. P., & Alabi, A. T. (2013). Teacher development programmes and students' performance in Ilorin West Local Government Area, Kwara State, Nigeria. *Journal of Development Studies. Institute of Ethics Development Studies, Uganda, Martyrs University*. 3(1), 23-45
- Ahmed, M. O. (2010). Funding and infrastructural facilities of secondary schools in Oyo state. *Nigeria Journal of Educational Foundations and Management*, 4(31), 25-30
- Ajayi, I. A. (2007). *Issues in school management*. Ikeja, Lagos: Bolabay.

- Akangbogu, S. D. (1987). *Economics of educational planning in Nigeria*. New Delhi: Nikas Publishing house PVT Ltd.
- Akinkugbe, O. O. (1994). *Nigeria and education: The challenges ahead, proceedings and policy recommendations of the second Obafemi Awolowo foundation, dialogue*. Ibadan: Spectrum Books Ltd.
- Akinnubi, O. P. (2010). *Plan implementation, resource utilization and internal efficiency in Nigerian universities*. (Unpublished Ph.D. thesis), University of Ilorin, Ilorin, Nigeria.
- Akinwumi, F. S., & Tijani H. (2012). Report on the 2 day workshop on how to improve teaching methods in Nigerian universities: Paper presented at a workshop, Afe Babalola University, Ado-Ekiti, Nigeria. Retrieved from <http://Abuad.edu.org/workshop/pdf>.
- Alani, R. O. (2005). Deregulation of the ownership and management of primary and secondary schools in Nigeria. *Journal of Education and Practice*. 5(3), 45-49
- Ali, A. A., & Ajibola, A. L. (2015). Issues and prospects of effective implementation of new secondary school curriculum in Nigeria. *Journal of Education and Practice*, 6(34), 73-81.
- Alibi, A. (2002). *The professional education and development of teachers*: Retrieved from <http://www-personal.umich.edu>.
- Alimba, N. C. (2007). Community participation in the management of the education system: The Nigeria experience. *African Journal of Historical Sciences in Education*, 3(1), 101-110.



- Anho, J. E. (2011). Impact of Entrepreneurship education and training on university graduates for sustainable development. In E. A. Arubayi, N. E. Akpotu & E. P. Oghuvbu (Eds.), *A book of reading: Education and training for entrepreneurship*. (pp 1-11) Abuja: National Open University.
- Anibuze, A. U. (2013). *Effect of refers in Nigeria education sector*: Retrieved from [www.voiceofcollegestaff/counseling/implication](http://www.voiceofcollegestaff/counseling/implication).
- Aremu, O. A. & Soka, B. O. (2003). A multi causal evaluation of academic performance of Nigeria learners: *Issues and implications for national development of guidance and counseling*, University of Ibadan, Ibadan: spectrum Books Ltd.
- Armstrong, M. A. (2005). *Human resource management practice* (9th Ed.) London: Sterling
- Arong, F. E., & Ogbudu, M. A. (2010). Major causes of declining quality of education in Nigeria from administrative perspective: A case study of Dekina Local Government Area. *Journal of Canadian Social Science*, 6(3), 61-76.
- Asika, A. O. (2010). Students and teachers' perception of the causes of poor performance in Ogun state secondary school Nigeria. *European Journal of Social Sciences*, 13(2), 33-38.
- Atolagbe, A. A. (2011). *Public cost, internal efficiency and academic performance in Kwara State public secondary schools*. (Unpublished Ph.D. thesis), University of Ilorin, Ilorin, Nigeria.
- Ayeni, A. J., & Adelabu, M. A. (2011). Improving learning infrastructure and environment for sustainable quality assurance practices in secondary schools in Ondo State, South West, Nigeria. *International Journal of Research Studies in Education*, 1(1), 61-68.

- Babalola, A. (2012). *Education suffering from inadequate funding: National Mirror*. Retrieved from [http://curve.coventry.ac.uk> orim+2014pdf](http://curve.coventry.ac.uk/orim+2014pdf).
- Balami, D. H. (2003). *Finance of education in Nigeria*. Paper presented at the Forum on cost and finance of Education in Nigeria, Abuja. Retrieved from [http:// http://eric.ed.gov](http://http://eric.ed.gov)
- Bello, O. T. (2012). *Public-private partnership, infrastructural development and university goals achievement in South-west Nigeria*. (Unpublished Ph.D. thesis), University of Ilorin, Ilorin, Nigeria.
- Bello, O. T., Durosaro, I. A., Oduwaiye, R. O., & Sofoluwe, A. O. (2014). Public-private partnership and infrastructural development in Nigerian universities. *African Higher Education Review*, 8(1), 68-77. Retrieved from <http://eric.ed.gov>.
- Bernadin, H. K., Kane, J. S., Ross, S., Spina, J. D., & Johnson, D. L. (1995). *Performance appraisal design, development and implementation in hand book of human resources management*, G. R. Ferris, S. D. Rosen, S. D. & D. J. Barnum, (Eds.), The basis of performance management. Retrieved from [https://www.koganpage.com>documentpdf](https://www.koganpage.com/documentpdf)
- Biswajit, B. (2013). Need of continuous professional development of teachers. *A Weekly Journal of Higher Education*, 51(51), 19-23.
- Boaduo, N. A., Khazamula, S. M., & Daphne, G. (2011). Teacher education and training for Africa in the 21<sup>st</sup> century: What form should it take? *Journal of Educational Research and Review*, 6(1), 31-39.
- Brumbach, G. B. (1988). *Some ideas, issues and predictions about performance management public personnel management*: Winter, 387-402.

- Castelonos, R. (1986). *Home enrolment and study habit on academic achievement of secondary school students*. Retrieved from Shadhganga inflibnet.ac.in/bitstream.
- Central Bank of Nigeria. (2010). *Statistical bulletin*. Abuja, Nigeria: Federal Government Press.
- Chandan R. R. (2012). *Development programme in higher education institute*. West Bengal, India: Kaliyaganj College.
- Chinelo, O. D. (2011). *Falling standard in Nigeria education: Traceable to proper skills acquisition in schools*. *Educational research*, 2(1), 803-808.
- Considine, G., & Zappala, G. (2002). Influence of social and economic disadvantage in the academic performance of school students in Australia. *Journal of Sociology*, 38(3), 129-148.
- Dadi, L. (2014). *Effectiveness of competency-based TVTET curriculum in Ethiopia: the case of TVET institutions of Oromia regional State*. (Unpublished Ph.D. thesis), Addis Ababa: Addis Ababa University, Ethiopia.
- Durosaro, D. O. (1998). *School plant management in Nigeria. Trends, issues and problems in management of Nigeria Education- project monitoring and school plant maintenance*, Ondo: National Institute for Planning and Administration.
- Durosaro, D. O. (2012). *Where the shoe pinches: The cost of education*. Ilorin: University of Ilorin 103<sup>rd</sup> Inaugural Lecture.
- Durosaro, D. O., & Fasasi Y. A (2009). *Education finance in contemporary school administration in Nigeria*. In K. Oyesi, S. Ogunsaju, & J. Oni (Eds.), *Contemporary*

school administration in Nigeria. 109-119 Ijagun, Ijebu: Tai Solanrin University of Education.

Edem, D. A. (2006). *Introduction to educational administration in Nigeria*. Ibadan: Spectrum Ltd.

Ehiametalor, E. T. (2011). *School facilities management practices in Nigeria: Current issues in educational management*. Benin: Uniben Press.

Ekpo, T. N. (1994). *Financing secondary education in a declining resources*. Enugu: Sam and Star Group of Companies.

Ekpoh U. I., Edet, A. O., & Nkwama, Y. I. (2013). Development programmes and secondary school teachers job performance in Uyo metropolis, Nigeria. *Journal of Education and Practice*, 4(12), 81-92.

Ekundayo, H. T. (2010). Administering secondary schools in Nigeria for quality output in the 21<sup>st</sup> Century: Principals Challenges. *European Journal of Educational Studies*, 2(3), 187-192.

Ekundayo, H. T. (2010). Administering secondary schools in Nigeria for quality Output in the 21<sup>st</sup> Century: Principals challenges. *European Journal of Educational Studies*, 2(3), 187-192.

Emetarom, U. G. (2003). *Provision and management of facilities in primary schools in Nigeria: Implications for policy formulation*. Paper presented at the annual National Conference of NAEAP, University of Ibadan, Ibadan, Nigeria.

- Ezekwesili, O. (2007). *Public private partnership is a way of injecting a new lease of life into the education sector*. A Paper Presented at the Commissioning of Ultra Modern Science and Technology Innovation Center, University of Nigeria, Nsukka.
- Fafunwa, A. B. (1974). *History of education in Nigeria*. Ibadan: NPS Educational Publishers Ltd.
- Federal Ministry Education (2016). *Education sector status report*. Abuja: Federal Government Press.
- Federal Ministry of Education (2003). *Education sector status report*. Abuja: Federal Government Press.
- Federal Ministry of Education (2007). *Statistics of education in Nigeria 1999-2005*. Abuja: Federal Government Press.
- Federal Ministry of Education/UNESCO/JAPAN PROJECT, (2003). *Proceedings of UNESCO International Bureau OF Education West Africa Sub-Regional Seminar Workshop*. Lagos, Nigeria: FME/UNESCO JAPAN
- Federal Ministry of Finance (2013). *Budgetary allocation to education sector*. Retrieved from [www.budgetoffice.gov.ng>index.php](http://www.budgetoffice.gov.ng/index.php)
- Federal Ministry of Finance (2017). *Budgetary allocation to education sector*. Retrieved from [www.budgetoffice.gov.ng>index.php](http://www.budgetoffice.gov.ng/index.php)
- Federal Republic of Nigeria (2013). *National policy on education*. Abuja: NERDC Press
- Federal Republic of Nigeria, (2006). *Operation Reach All Secondary Schools: Report on the state of secondary schools in Nigeria*. Abuja: Federal Government Press

- Francis, T. (2012). Student personnel services. Retrieved from <http://www.feu.nrmf.ph/services.html>.
- Geoffrey, O. E. (2003). *Education sector status report*. Abuja: Federal Government Press
- Gilbert, J. (2013). *Does academic performance predict good teaching?* Retrieved from <http://www.citeonline.com>
- Gilbert, R. (2006). *Educating the world citizen: A curriculum for citizenship education*. Retrieved from <https://espace.library.uq.edu.au>
- Godly, O. (2014). Rural development projects in Nigeria: The case of Rivers State. *Mediterranean Journal of Social Sciences*, 5(3) 31-42.
- Government Account Standards Board (2013). Fiscal year financial statement. Retrieved from [www.fiscal\\_year\\_financial\\_statemnet.com](http://www.fiscal_year_financial_statemnet.com)
- Graetz, B. (1995). *Socio-economic status in education research and policy*. Retrieved from [www.edu.org](http://www.edu.org). *Socio-economic status and school education DEET/ACER* Canberra.
- Gwany, D. M. (2006). Teacher education: Cognitive neuropsychological and idiosyncratic foundations in the educational psychologist. *A Journal of the Nigerian Council of Educational Psychologists*, 2(1), 86-92.
- Hallack, J. (1990). *The analysis of educational cost expenditure*. Paris: UNESCO IIEP
- Hinchliffe, K. (2002). *Public expenditures on education in Nigeria. Issues estimates and some implication*. Washington D.C: World Bank
- Hoy, W. K. & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice*. (9<sup>th</sup> Ed.): McGraw-Hill Education.

- Humphery, A. U. (2014). *Challenges faced by teachers when teaching learners with developmental disability*. (Unpublished M.Ed desertation). Retrieved from <http://www.duo.uio.no>hand.k>
- Hussain, M. A., Iqbal, M. Z., & Akbar, M. S. (2010). Technology based learning environment and student achievement in English as a foreign language in Pakistan. *Journal of World Academy of Science and Technology*, 61,129-133.
- Idris, H. U. (2001). Funding of traditional community development service/project. *African Journal of Education*, 6(2), 58 – 65.
- Igbinedion, V. I. (2006). Strategies for funding of post secondary secretarial education programmes. *International Journal of Educational Research (INJER)*, 1(1), 40-41.
- Ige, A. M. (2011). Myths and realities of falling standard of education in Nigeria: The way forward. *Nigeria Journal of Professional Teachers*, 2, 36-48.
- Ige, A. M. (2012). The Challenges facing school inspection amid universal basic education (UBE) implementation in Nigeria. *International Journal of Learning and Development*, 2(5), 31-50.
- Igwe, S. O. (2000). *Professional handbook for teachers. Imo State, Nigeria*: Milestone for Nigeria Union of Teachers Publications.
- Izobo, M. O., Dare A. O., & Kunle, A. V. (2014). Infrastructure conditions in public secondary schools, Ogun state Nigeria. *International Journal of Civil, Structural, Environmental and Infrastructure Engineering Research and Development (IJCEIERD4)*.4(5), 17-24.
- Jaiyeoba, A. O., & Atanda, A. I. (2003). *Community participation in the provision of facilities in secondary schools in Nigeria*. Paper presented at the skills improvement

programme for effective performance of teachers in Nigerian schools at Ondo, Nigeria.

Jaiyeoba, A. O., & Atanda, A. I. (2005): *Quality sustenance in Nigerian education system: government challenges*. Nigerian Association for Educational Administration and Planning, 3(7), 98-103

Jibrin N. (2016, November 17<sup>th</sup>) School renovation and upgrading. Vanguard News. Retrieved from <http://prnigeria.com>

Jimmy, I. B. (2016). Analysis of impact of rural development project: A case study of renovation of primary and secondary schools in riverside rural communities in Cross River state, Nigeria. *International Journal of Scientific & Engineering Research*, 2(3), 9-14.

Kamanu, O. (2007). *The resources of courage education foundation*. A paper presented at the Fund Raising Dinner held in Lagos by Courage Education Foundation, A non-Governmental Organization based in Lagos.

Kaplan, (2016). *Kaplan SSAT ISEE for Private and independent school admissions*: Kaplan test Prep Paper back. Retrieve from <https://www.download-geek.com/download/book/kaplan+ssat+isee+2016+for+private+and+independent+school+admissions+kaplan+test+prep+by+kaplan+2015+06+02+paperback.html?aff.id=8857&aff.subid=80&dppctx=52019347&dp=3312>

Kothari, C. R. (2012). *Research methodology: Method and techniques*. New Dehil: New Age International Publishers.



- Kure, A. A. (2001). A keynote address by the former Executive Government of Niger State at the conference/workshop for principals of students exchange programme schools, Mina, Niger state, Nigeria.
- Kwara State Government. (2015). *Revised recurrent and capital estimates of the government of Kwara state, Nigeria*. Ilorin: Budget Department Ministry of Planning and Economic Development Publisher
- Kwara State Ministry of Finance. (2012). A report from the Accountant General's Office. Ilorin: Kwara State Government.
- Lawal, H. S. (2004). *Teacher education and the professional growth of the 21<sup>st</sup> century Nigeria teachers*. (Unpublished seminar paper), Federal College Education, Katsina, Kastina, Nigeria.
- Lui, K. (2015). *Chinese company helps Nigerian state renovate school building*. Retrieved from [http://news.xinhumanet.com/english/2015-10/22/c\\_134740654.htm](http://news.xinhumanet.com/english/2015-10/22/c_134740654.htm)
- Macquarie Group Foundation Annual Review. (2012). Macquarie University. Retrieved from [https://static.macquarie.com/dafiles/Internet/mgl/global/shared/about/community/about%20the%20foundation/docs/2012\\_macquarie\\_foundation\\_annual\\_report.pdf?v=3](https://static.macquarie.com/dafiles/Internet/mgl/global/shared/about/community/about%20the%20foundation/docs/2012_macquarie_foundation_annual_report.pdf?v=3)
- Madumere-Obike, C. U. (2007). Refocusing teacher education for sustainable development: A case for continuous teacher developmental programmes knowledge. *Review*15(7), 1-6
- Maehr, M. L., & Midgley, C. (1996). *Transforming school cultures*. Boulder, CO: West New Press.

- Mahanpatro, B. B. (2010). *Human resources management*. New Age International Publishers
- Mangudu, M. K. (2016). *Niger State school renovation*. Retrieved from [www.metrowatchonline.com](http://www.metrowatchonline.com)
- Marianhi, R. (2009). *Curriculum theory, design and assessment: The Commonwealth of Learning*, Module 13. Retrieved from [www.col.int/stamp/module13.pdf](http://www.col.int/stamp/module13.pdf)
- Meenyinikor J. N. D., Nyeche K., & Chijioke, J. (2014). Classroom teaching costs management and secondary education goals achievement in Rivers State, Nigeria. *Global Advanced Research Journal of Educational Research and Review*, 6(4), 31-44.
- Michael, U. J. (2016). *Kogi spends 2.99bn on renovating of schools..* Retrieved from [www.ait.ng.org](http://www.ait.ng.org).
- Micheal U. J. (2016). Kogi state consolidated budget. African Independent Television. Retrieved from [http://www.aitonline.tv/post-2016\\_budget\\_for\\_kogi\\_state](http://www.aitonline.tv/post-2016_budget_for_kogi_state)
- Miller, W. P., & Birch, R. E. (2007). *The influence of type of high school attended on university performance*. Retrieved from <http://www3.interscience.wiley.com/journal/118538313>.
- Ministry of Education, Every child counts. (2007). *Education reform agenda*. Ilorin: Kwara State Government Publisher
- Minnesota M. (2007) *Report on higher education performance*. Retrieved from [www.opencongress.org/bill/110.s/642/show-139k](http://www.opencongress.org/bill/110.s/642/show-139k).

- Mohammed, A. M. (2006). *Challenges of teacher education in the 21<sup>st</sup> century in Nigeria*: Being Lead Paper Presented at the 1<sup>st</sup> National Conference of the Faculty of Education, University of Abuja, Nigeria.
- Mohammed, D. (2013) *Complaints from students and the participating state on students exchange programme*. A paper presented at the 4<sup>th</sup> Conference/Workshop of Principals of Set Schools, Ministry of Education, Katsina, Nigeria
- Mohammed, I. (2012, May 5). Re-training of teachers, NTI and MDG. *The Nation*. Retrieved from [www.peoplesdailyng.com](http://www.peoplesdailyng.com)>the nation.
- Mushtaq, I., & Khan, S. N. (2012). Factors affecting students' academic performance. *Global Journal for Management and Business Research*. 12(9), 16-22.
- Mustapha, A. (2015). *Funding, students' personnel services and reformation in Boastal Training Institutions in Nigeria*. (Unpublished Ph.D. thesis), University of Ilorin, Ilorin, Nigeria.
- Nakpodia, E. D. (2012). Technique for improving private participation in the funding of educational institutions in Delta state. *International Journal of Sociology and Anthropology*, 2(1), 17-30
- Nakpodia, E. D. (2014). Type of factors in educational peaceful coexistence. *America Journal of Education*, 2(2), 84-196
- Nakpodia, E. D., & Obielumani, I. (2011). *Promoting Popular Participation for Entrepreneurship and sustainable basic educational development in Nigeria in education and Trainning for Entrepreneurship*: A book of readings, E. A. Arubayi, N. E. Akpofu (Eds.), Delsu, Abraka: University Printing Press.

- NERDC. (2009). Strategy for successful implementation of the new 9-year basic education and senior secondary school curricular. Retrieved from [www.nerdcnigeria.org.com](http://www.nerdcnigeria.org.com).
- Njokwu, Z. C. (2007). Comparison of students' achievement in the three categories of questions in SSCE chemistry practical examination. *Journal of Science Teachers' Association of Nigeria*, 47(1 & 2), 70-71.
- Norris M. H. (1990). *The effects of a school development programme on self-concept*. Child Study Centre, Yale University School of Medicine, New Haven, Connecticut. Received from <http://www.realizethedream.org/programs/sdp.html>.
- Nwachukwu, V. C. (2005). *Issues of standards and sustainability of quality education*. A paper delivered to the seminar of the all Nigeria conference of principals of secondary school, Abia State branch at Kolping conference Centre. Umuahia, Abia, Nigeria
- Nwadiani, K. (2012). *Concept of education finance*. Lagos: Spartan Press
- Nwafor, P. (2017, November 15<sup>th</sup>). Funding of educational sector. *Vanguard News*. Retrieved from <http://www.vanguardngr.com>
- Nwagwu, C. C. (2008). *With effective management, all students can learn: No excuse or exception*. Inaugural lecture series 93. University of Benin: University Press.
- Nwagwu, S. O. (2003). *Effective curriculum content implementation and Nigeria educational goals*. Ibadan: University Press.
- Nwankwo, J. (2012). *Keynote address delivered at the 13<sup>th</sup> conference of principals, monitoring, inspectors and schedule officers of students' exchange programme*. Kaduna: Kaduna, Nigeria

- Obanya, P. (2011). *Politics and the dilemma of meaningful access to education: The Nigerian story*, Consortium for Research on Educational Access, Transitions and Equity. Research Monograph Centre for International Education, University of Sussex, UK: CREATE.
- Obasanjo, O. (2012). *Education and development at the graduation ceremony of university of Nigeria*, Nsukka. A key note address. Retrieved from [www.mcser.org/jesr/article](http://www.mcser.org/jesr/article).
- Obe, O. (2009). Issues of funding education for standard counseling perspectives. *Journal of Education*, 49(3), 164-170.
- Odigbo, C. I. (1997), *Teachers perception of principals, management and Staff morale in Ontisha secondary school*. (Unpublished Ph.D.thesis), University of Nigeria, Nsuka.
- Odigbo, C. I. (2005). Public and private secondary school dichotomy in the Nigeria education. *Nigeria Journal of Educational Administration and Planning*, 5(2), 164-172.
- Odihambo, S. O. (2010). *The impact of e-learning on academic performance*. (Unpublished Master's dissertation), University of Nairobi, Kenya.
- Ogbonnaya N. I. (2005). *Foundations of education finance*. Nsukka: Hallman Publishers.
- Ogbonnaya, N. I. (2011). *Sources of funds for the implementation of educational programmes in Nigeria*. Onitsha: Cape International Publisher.
- Ogbuji, J. E. (2009). Evaluation of student personnel services in secondary schools in Cross River State. (Unpublished Ph. D. thesis), Educational Foundations. University of Nigeria, Nsukka.

- Ogundele, M. O. (2008). *Funding teachers' job satisfaction and students' academic performance of private secondary schools in Kwara State*. (Unpublished Ph.D. thesis). University of Ilorin, Ilorin, Nigeria.
- Okebukola, P. A. (2005). Science laboratory behaviour strategies of student relative to performance in and attitude towards science. *Journal of Research in Science Teaching* 22(3), 101-111
- Okebukola, P. A. (2015). Issues with funding of education in Nigeria. *Guardian Newspaper*. Retrieved from <http://guardian.ng>
- Okojie, C. O. (2010). *Systems and strategies for funding Nigerian universities*. A paper presented at a lecture on innovative and administrative effectiveness of university administrators in Nigeria.
- Okunola, P. O. (2005). *Resource utilization and projection in secondary schools in Oyo State of Nigeria*. (Unpublished Ph.D. thesis), University of Ibadan, Ibadan, Nigeria.
- Olagboye, A. A. (2004). Employment process and placement of personnel for quality of education in Nigeria schools. In J. O. Fadipe & P. K. Ojede (Eds.). *Management of Nigeria educational personnel administration and quality in education*. Ibadan: Dailygraphic
- Olagboye, A. A. (2009). *Introduction to educational management in Nigeria*. Ibadan: Daily Graphic.
- Olagboye, J. B. (2004). *Community utilization of school facilities: An aspect of school community relationship in Nigeria*. Lagos: Joja Educational Research and Publishers.

- Olawale, O. (2010). *Challenges currently facing the education sector in Nigeria: The Fronteira Post*. Retrieved from <http://valuefronteiraonline.com>
- Olayemi, A. A. (2012). Reconstruction of infrastructure for quality assurance in Nigeria public secondary schools. *Procedia-Social and Behavioural Science*, 69, 924-932. Retrieved from [www.sciencedirect.com](http://www.sciencedirect.com).
- Olokoba, A. A. (2014), *Impact of funding on the provision and management of students' welfare services in colleges of legal and Islamic studies in Nigeria*. (Unpublished Ph.D thesis), Ahmadu Bello University, Zaria, Nigeria.
- Olorok, N. (2006). *Supervision and school administration, in dynamics of educational administration and management*. Awka: Meks Publishing Company.
- Oludola, S. S. (2013). Recent curriculum reforms in primary and secondary schools in Nigeria in the new millennium. *Journal of Education and Practices*, 3(2), 78-84
- Omorie, N. (2005). *Re-packaging secondary education in Nigeria for great and dynamic economy*. Paper presented at the 2<sup>nd</sup> annual national conference of Association for Encouraging Qualitative Education in Nigeria (ASSEQEN) from 21<sup>st</sup> -24<sup>th</sup>, 2005. Retrieved from [www.sjpub.org/sjsa-214](http://www.sjpub.org/sjsa-214)
- Omosidi, A. S. (2007). *Relationship among funding, control system and organizational effectiveness in colleges of legal and Islamic studies in Nigeria*. (Unpublished Ph.D thesis), University of Ilorin, Ilorin, Nigeria.
- Onyeachu, J. A. E. (2006). Implementation issues in secondary education curriculum in Nigeria: problems and prospects. *International Journal of Research Development*, 2(3), 565-574.

- Osho, E. O. (2000). The national policy on education and functionality: The case of junior secondary school knowledge. *Review*, 2(2), 79-82
- Osifila, G. I. (2004). *Provision and management of physical plants as correlates of academic performance in Lagos State public secondary schools*. (Unpublished Master's dissertation), University of Lagos, Lagos, Nigeria.
- Oyededeji, N. B. (2012). *Management in education: Principles and practice*. Ilorin: Successful Educational Services.
- Oyekunle D. A., Odeleye, O. A., & Oyekunle, O. (2012). Private ownership and educational management in Nigeria: Issues and challenges. *JORIND*, 10(2), 1-7. Retrieved from [www.transcampus.org/journals](http://www.transcampus.org/journals).
- Oyetunji , A. (2016, Nov 20<sup>th</sup> ). Federation allocation to states. *The Punch*. Retrieved from [www.punchng.com/70-june-allocation](http://www.punchng.com/70-june-allocation).
- Pintrich, P. R. (2000). An achievement goal theory perspective on issues in motivation terminology, theory, and research. *The Contemporary Educational Psychology*, 25, 92–104
- Reddy, P., & Talcott, J. (2006). *Predicting university success in psychology: Are subject-specific skills important?* Retrieved from <http://www.aston.ac.uk/downloads/ihs/peelea/huw2006p.pdf>.
- Risch, J. (2012). *The importance of public school funding to students, schools and communications*. Retrieved from <http://www.goodschoolpa.ovj>.



- Roche, V. (2004). A constructivist model for evaluating postgraduate supervision: *A case study*. *Quality Assurance in Education*, 12(2), 82-93. Retrieved from <http://dx.doi.org/10.1108/09684880410536459>
- Rogers, H. (1973). *In-service training: Structure and content*. London: Ward Lock, Edu Press.
- Saavedrea, J. (2003). Resource Constraints and educational attainment in developing countries: Colombia 1945-2005. *Journal of Development Economics*, 3(2), 112-118
- Salami, A. R. (2013). Quality special educational needs for pupils with learning disabilities: the need to make reading a school subject. In K. Abdul (Ed.), *Access and quality of special educational needs service delivery in Nigeria*. Ibadan: Glory-land Publishing Company.
- Stoner, R., Freeman, E., & Gilbert, J. (2006). *Principles of management*. ebook market Stoner Freeman Gilbert Management Study Guide. Retrieved from [www.jiwaji.edu>pdf](http://www.jiwaji.edu>pdf).
- Subedi, B. R. (2003). Factors influencing high school students' achievement in Nepal. *International Educational Journal*, 4(2), 87-92.
- Suleiman, O. (2010). Determinants of academic performance in public day secondary schools, Manage District, Nigeria. *Journal of Research in Rural Education*, 7(1), 15-28
- Tanzania Newsletters (2015). *Economic and social research foundation newsletter* (Gov, UNDP and ESRF Launch Tanzania Human Development Report 2014). 14(1), 0856-5791.

- Tapia, A. (2002). Personal, family and academic factors affecting low achievement in secondary schools. *Electronic Journal of Research in Educational Psychology and Psychopedagogy*, 8(2), 91-99. Retrieved from [www.investigacion-Psicopedagogica.Org/Revista/Article/1/Englist/Art-1-4.pdf](http://www.investigacion-Psicopedagogica.Org/Revista/Article/1/Englist/Art-1-4.pdf)
- Tella, S. (2007). *Nigeria: Education public expenditure review: A synthesis of the main findings and recommendations from nine state reports*. Retrieved from [esspin.org>report>pdf](http://esspin.org/report.pdf)
- Terry, R. (2005). *Annual performance assessment of middleborough borough council's education and children's social care services*. Retrieved from [https://reports.ofsted.gov.uk/sites/default/files/documents/local\\_authority\\_reports/middlebrough/018\\_Annual%20Performance%20Assessment%20as%20pdf.pdf](https://reports.ofsted.gov.uk/sites/default/files/documents/local_authority_reports/middlebrough/018_Annual%20Performance%20Assessment%20as%20pdf.pdf)
- Timilehin, E. H. (2012). *Administering secondary schools in Nigeria for quality output in the 21st century: The principals' challenge*. Retrieved from <http://ozelacademy.com/eyes-ven3-1pdf> June 15, 2012, 12:00
- The Research Advisors (2006). Determining sample size for research activities. Retrieved from [http://research\\_advisors.com](http://research_advisors.com)
- Uche, C. M., Okoli, N. J., & Ahunanya, S. (2011). Infrastructural development and quality assurance in Nigeria higher education. *Journal of Emerging Trends in Education Research and Policy*, 4(1), 35-43.
- Uche, S. C., & Erukoba, O. I. (2010). *Professional skills for effective teaching*: Aba. Vitalis Books 48-56
- Ukeje B. O. (2008). *Financing education in Nigeria: Future Prospects*. In R. O. Ohuche (Ed.), *Moving education in Nigeria toward the year 2000*. Proceedings of the 1st, 2nd

& 3rd Congresses of Nigeria Academy of Education. Enugu, Nigeria: Optimal Solutions & Nigeria Academy of Education.

Ukeje, B. O. (2006). *Teacher education in Nigeria: Issues and concern in educational administration: The Nigerian case in international perspective*. Lagos: Macmillan.

UNESCO. (2011). *Education for all global monitoring report*. The hidden crisis: Armed conflict and education. Paris: UNESCO. Retrieved from [unesdoc.unesco.org>imagespdf](http://unesdoc.unesco.org/images/pdf)

United Nations Development Programme. (2011). *Human development report*. New York, USA: HILTOP

United States Department of Education. (2002). *The condition of education 2002 in brief*. NCE 2002-068, Washington, DC: United States Department of Education. Retrieved from <http://nces.ed.gov>pubs2002>> pdf

Uwagu, O. (2006). *Suggested organization for African school*. Ibadan: Longman

Uyi, K. E. (2012). Private sector participation in secondary education in Nigeria: Implications for national development: *International Journal of Development and Sustainability*, 1(3), 8-14. Retrieved from [www.isdsnet.com/ijds](http://www.isdsnet.com/ijds)

Wilfred, I. U. (2014). Rural development projects in Nigeria: The case of Rivers State. *Mediterranean Journal of Social Sciences*, 5(3), 604-610.

Woman Union for Rural Development. (n.d.). *Renovation of primary school*, Nkpor-Agu in Anambra State. Retrieved from [www.nappsng.org.school](http://www.nappsng.org.school).

Yusuf, H. O. (2009). Strategies for improving the teaching and reading comprehension in primary school. *Journal of Educational Research and Development*, 4(3), 63-68

Yusuf, H. O. (2015). Analysis of Nigeria secondary school students' reading habit: Implication for teacher education curriculum for English as a second language. *Africa Journal of Humanities*, 2(1), 1-13. Retrieved from <https://efc.abu.edu.ng>

**APPENDIX I**  
**UNIVERSITY OF ILORIN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT**

**SCHOOLDEVELOPMENTPROGRAMMES QUESTIONNAIRE (SDPQ)**

Dear Respondent,

This questionnaire is designed to elicit necessary information on Funding, School Development Programmes and Senior Secondary School students' Academic Performance in North-central Nigeria.

Kindly attend to the items appropriately as your response will be used for research purpose only.

Thanks.

Yours sincerely

SAGAYA, Abiodun Amudalatu,

**SECTION A: VARIOUS SCHOOL DEVELOPMENT PROGRAMMES**

**Instruction:** Please tick (✓) the ones available in your school

Various school development programmes in North-central states senior secondary schools:

- a. teacher training programme ☐
- b. student exchange programme ☐
- c. student welfare services programme ☐
- d. infrastructural development programme ☐
- e. school renovation programme ☐

## SECTION B: ITEMS ON SCHOOL DEVELOPMENT PROGRAMMES

**Instruction:** Kindly respond to the following items honestly as they affect your school by putting a tick (✓) against the appropriate option.

**KEY:**

Strongly Agree - SA

Agree - A

Disagree - D

Strongly Disagree - SD

S/N	Teacher Training Development Programme	SA	A	D	SD
1.	Fund allocated to in-service training by the Government is adequate.				
2.	In-service training is encouraged by giving financial assistance to the teachers on course.				
3.	Teachers are encouraged to attend seminars by giving financial assistance.				
4.	Fund is provided to organise workshop for teachers in your school				
5.	Training and re-training of teachers on the new curriculum is well-funded.				
	Student Exchange Development Programme	SA	A	D	SD
6.	Learning resources are well funded for students on exchange programme.				
7.	Inadequate funds affect the feeding of the exchange students.				
8.	Transportation of students on exchange programme back to their various states is well-funded.				
9.	Students on exchange programme examination fees are funded by the government.				
10.	Student on exchange programme has access to health care				

services.

<b>Students welfare service development programme</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
11.	The school library is well-funded by providing necessary text for self-study in your school				
12.	Fund is available to stock the health center or sick bay in your school.				
13.	Fund is available to procure necessary apparatus to the school laboratory.				
14.	Innovative instructional materials to facilitate teaching and learning are adequately funded.				
15.	The school health center is well-funded.				
<b>Infrastructural Development Programme</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
16.	Fund collected from Parent-Teacher Association is sufficient to improve classroom facility.				
17.	Teachers' staff room is well-funded to enhance effective teaching and learning in the school.				
18.	Adequate fund is provided for the construction of examination hall in the school.				
19.	Infrastructural development programme in your school is a joint effort of the government, PTA and other donor agencies.				
20.	Infrastructural development through Education Trust Fund (ETF) in your school is adequate for effective teaching and learning.				
<b>School Renovation Development Programme</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
21.	Renovation of dilapidated building contributes to the smooth running of the school activities.				
22.	Renovation of damaged school furniture is adequately funded				
23.	Laboratory equipment is regularly replaced in an attempt to improve teaching and learning.				
24.	Renovation development programme contributes positively				

to secondary school goal achievement.

25. There is adequate fund for frequent renovation of the school bus.

---

Thank you.



**APPENDIX II**  
**UNIVERSITY OF ILORIN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATIONALMANAGEMENT**

**FUNDING SECONDARY SCHOOL AND DEVELOPMENT PROGRAMME**  
**CHECKLIST (FSSDPC)**

Dear Respondent,

Please kindly supply information on funding school development programmes between 2011 and 2015.

State: .....

- i. Federal Government Budgetary allocation to North-central States, Nigeria between 2011 and 2015

<b>Year</b>	<b>Kwara State</b>	<b>Ammount</b>
2011		
2012		
2013		
2014		
2015		
<b>Total</b>		

<b>Year</b>	<b>Nasarawa State</b>	<b>Ammount</b>
2011		
2012		
2013		
2014		
2015		
<b>Total</b>		

<b>Year</b>	<b>Niger State</b>	<b>Ammount</b>
2011		
2012		
2013		
2014		
2015		
<b>Total</b>		

- ii. Sources of funding secondary education in North-central States, Nigeria between 2011 and 2015

<b>Sources</b>	<b>2011 (₦)</b>	<b>2012 (₦)</b>	<b>2013 (₦)</b>	<b>2014 (₦)</b>	<b>2015 (₦)</b>
Grants					
Internally Generated Revenue					
Parent Teacher Association					
School IGR					
External Aids					

- iii. Government expenditure on secondary education in North-central States, Nigeria between 2011 and 2015.

<b>Year</b>	<b>Capital ₦</b>	<b>Recurrent ₦</b>	<b>Total ₦</b>
2011			
2012			
2013			
2014			
2015			

## iv. Budget for infrastructure development programmes between 2011 and 2015

<b>Years</b>	<b>Budgets</b>	<b>Actual</b>	<b>%</b>
2011			
2012			
2013			
2014			
2015			

## v. Budget for school renovation development programmes between 2011 and 2015

<b>Years</b>	<b>Budgets</b>	<b>Actual</b>	<b>%</b>
2011			
2012			
2013			
2014			
2015			

## vi. Budget for teacher development programmes between 2011 and 2015

<b>Years</b>	<b>Budgets</b>	<b>Actual</b>	<b>%</b>
2011			
2012			
2013			
2014			
2015			

## vii. Budget for student exchange development programmes between 2011 and 2015

<b>Years</b>	<b>Budgets</b>	<b>Actual</b>	<b>%</b>
2011			
2012			
2013			
2014			
2015			

## viii. Budget for student welfare development programmes between 2011 and 2015

<b>Years</b>	<b>Budgets</b>	<b>Actual</b>	<b>%</b>
2011			
2012			
2013			
2014			
2015			

**APPENDIX III**  
**UNIVERSITY OF ILORIN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT**

**SECONDARY SCHOOL STUDENTS' PERFORMANCE PROFORMA (SSSPP)**

Dear respondent,

Kindly supply students' result in the West African Senior School Certificate Examination (WASSCE) between 2011 and 2015

State.....

<b>Year</b>	<b>No of Candidates Enrolled</b>	<b>No of candidates who had 5 Credits and above include English and Mathematics</b>	<b>No of candidates who had below 5 Credits</b>
2011			
2012			
2013			
2014			
2015			

Thank you

## APPENDIX IV

## Required Sample Size

Population size	Confidence = 95% Margin of Error				Confidence = 99% Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	47	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	<b>152</b>	190	215	244	182	211	229	246
300	<b>169</b>	217	251	291	207	246	270	295
400	<b>196</b>	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

The Research Advisor (2006)

**APPENDIX V**

The Honorable Commissioner,  
Ministry of Education,

**Attention:** Director PRS

Sir,

**REQUEST SEEKING PERMISSION TO CARRYOUT RESEARCH STUDY**

Complementing the introductory letter from University of Ilorin, Nigeria, my names are Sagaya, Abiodun Amudalatu under-going Philosophy Degree in Educational Management (Ph.D). The geographical location of the study is North-central Nigeria which Nasarawa, Niger and Kwara States is included, therefore, kindly permit me to carryout research study in your Ministry and some Senior Secondary Schools to be selected across the state.

The title of my research study is **FUNDING SCHOOL DEVELOPMENT PROGRAMMES AS CORRELATES OF SENIOR SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN NORTH-CENTRAL NIGERIA**

The scope of the study includes:

- i. Funds allocated to education sector in the state for five years (2011-2015) to be responded to by the budget officers from the appropriate end or the Ministry,
- ii. Data on various school development programmes going-on in the state to be responded to by the principals through questionnaire in some Senior Secondary Schools to be selected and;
- iii. Students' result in WASSSCE for five academic years (2011-2015) to be collected from the Ministry or the Senior Secondary Schools to be selected.

The researcher will be grateful, if the request is granted and treated with utmost urgent.

Yours faithful,

**Sagaya Abiodun Amudalatu**

## APPENDIX VI

*Analysis of Secondary School Education Budget between 2011 and 2015 in North-central Nigeria*

Years	(a) State Budget (₦)	(b) Education Budget (₦)	% $\left(\frac{b}{a} \times 100\right)$	(c) Secondary School Education Budget (₦)	% $\left(\frac{c}{b} \times 100\right)$
2010/11	317,663,916,730.00	31,145,588,275.01	09.80	21,692,493,097.05	69.65
2011/12	316,569,519,480.00	35,259,991,869.00	11.14	25,915,581,821.05	73.50
2012/13	364,127,087,620.00	49,803,566,476.03	13.68	27,569,697,742.00	55.36
2013/14	351,146,916,750.00	44,964,886,148.14	12.81	33,605,976,614.10	74.74
2014/15	342,718,752,758.00	43,115,299,236.00	12.58	34,721,054,192.05	80.53

**Source:** Field Survey, 2017

The education budget in the North-central states between 2011 and 2015 occupied a significant portion of the total state budget, (9.8%) in 2011 and it increased to (13.68%) in 2013, the education budget for the states took a nose dive in 2014 and 2015 approximately to 13%. On the whole, the education budget, as proportion of state budget, averaged 12.00% over the period under study. The table further indicates that secondary school education was adequately budgeted for over the period under study with an average budget estimate of over 80% of education budget in the state.



***Analysis of Secondary School Vote from Education Budget between 2011 and 2015 in North-central Nigeria***

<b>Years</b>	<b>Total Sec. Sch. Budget (₦)</b>	<b>Total Recurrent Vote (₦)</b>	<b>%</b>	<b>Total Capital Vote (₦)</b>	<b>%</b>
2010/11	21,692,493,097.05	12,109,347,426.00	55.82	9,583,145,677.00	44.18
2011/ 12	25,915,581,821.05	14,923,270,480.01	57.58	10,992,311,341.01	42.42
2012/13	27,569,697,742.00	15,673,952,656.00	56.85	11,895,745,086.00	43.15
2013/14	33,605,976,614.10	21,417,402,208.08	63.73	12,188,574,406.00	36.27
2014/15	34,721,054,192.05	22,919,513,180.00	66.01	11,801,541,012.00	33.99

**Source:** Field Survey, 2017

The table presents the details of recurrent and capital expenditure on secondary school education between 2011 and 2015 academic sessions. It is shown in the table that recurrent expenditure percentage for 2012 is higher than that of 2013. The table reveals that the higher the year from 2013, the higher the percentage which shows more commitment to recurrent expenditure. On the other hand, capital expenditure was decreasing on a yearly basis; this implies that there is a low budgetary vote to fund physical projects in North-central secondary schools during the period under study.

***Analysis of Secondary School Development Programmes Budget Expenditure in 2011 in North-central Nigeria***

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilised (₦)</b>	<b>%</b>
Infrastructure	4,738,000,000.14	233,221,594.14	04.92
School Renovation	1,579,521,000.48	237,347,077.16	15.03
Teacher Development	38,610,000.00	1,206,000.00	03.12
Student Exchange	42,361,000.00	30,779,710.00	72.66
Student Welfare Services	64,000,000.10	16,106,150.10	25.17

**Source:** Field Survey, 2017

In 2011, fund was released to finance school development programmes but it was not adequate mostly on teacher development, infrastructure and school renovation. This implies that school development programmes were not properly considered on the fund released to secondary school education except for student exchange programme that had 72.66% in 2011 academic session.

***Analysis of Secondary School Development Programmes Budget Expenditure in 2012 in North-central Nigeria***

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilized (₦)</b>	<b>%</b>
Infrastructure	4,207,500,000.00	108,795,706.28	02.59
Renovation	1,225,242,139.23	116,530,471.14	09.51
Teacher Development	49,044,465.00	31,646,840.00	64.53
Student Exchange	104,091,400.00	48,450,400.00	46.55
Student Welfare Services	51,400,000.11	21,320,000.00	41.48

**Source:** Field Survey, 2017

It was reveals that teacher development had the highest actual fund utilised of 31million amounted to 64.53%, followed by student exchange programme with 46.55%. The trend shows that infrastructure had the highest estimate budget, but has the lowest actual utilisation of 2.59%. This indicated that infrastructure development was not adequately paid attention to in the development programmes going on in secondary schools in North-central Nigeria in 2012

***Analysis of Secondary School Development Programmes Budget Expenditure in 2013 in North-central Nigeria***

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilised (₦)</b>	<b>%</b>
Infrastructure	5,221,840,813.34	122,640,756.34	02.35
Renovation	856,210,000.00	145,958,000.00	17.05
Teacher Development	4,567,000.00	873,422.00	19.12
Student Exchange	56,562,267.00	40,981,000.00	72.45
Student Welfare Services	44,110,540.10	20,943,320.10	47.48

**Source:** Field Survey, 2017

The analysis shows that infrastructural development programme had very low actual fund utilised estimate of 122 million naira amounting to 2.35% out of 5 billion naira estimate budgeted to it, which was the highest in 2013. However, student exchange development programme also had the highest percentage of 72.45% in 2013.

***Analysis of Secondary School Development Programmes Budget Expenditure in 2014 in North-central Nigeria***

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilised (₦)</b>	<b>%</b>
Infrastructure	4,143,541,000.30	269,038,582.20	06.49
School Renovation	1,230,710,000.90	110,200,471.39	08.95
Teacher Development	31,240,360.70	10,072,621.42	32.24
Student Exchange	46,270,100.51	27,579,000.51	59.60
Student Welfare Services	1,381,162,810.40	286,321,130.20	20.73

**Source:** Field Survey, 2017

School development programmes' total budget in 2014 showed that student exchange development programme had the average released of 27 million naira out 46 million naira amounting to 59.60 percent. On the other hand, infrastructure and school renovation took a very low percentage of the released fund of 6.49 and 8.95 percent

respectively. This implied that out of the school development programmes in North-central secondary schools, infrastructure and school renovation were not adequately funded in 20

***Analysis of Secondary School Development Programmes Budget Expenditure in 2015 in North-central Nigeria***

<b>Programmes</b>	<b>Total Budget (₦)</b>	<b>Actual Fund Utilized (₦)</b>	<b>%</b>
Infrastructure	4,362,230,360.50	99,958,328.12	02.29
Renovation	800,000,000.90	-	00.00
Teacher Development	39,179,399.00	7,793,721.00	19.89
Student Exchange	41,198,200.00	38,884,300.00	94.38
Student Welfare Services	389,000,000.00	187,172,000.00	48.12

**Source:** Field Survey, 2017

The trend of the analysis shows that school renovation had budget estimate, but no fund was released in 2015. Also, 4 billion naira was budgeted for infrastructure development, but only 99 million naira amounting to 2.29 percent was released. This indicated that school renovation was not done and the fund released to infrastructure was insignificance for its purpose in the sampled secondary schools in North-central Nigeria in the year 2015.

## Regression

**Variables Entered / Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	School Development Programmes ,Funding <sup>a</sup>		. Enter

a. All requested variables entered.

b. Dependent Variable: Academic Performance in North-central Nigeria

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.435 <sup>a</sup>	.189	.185	83.87111

a. Predictors: (Constant), School Development Programmes , Funding

**ANOVA<sup>b</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	753123.009	2	376561.505	53.532	.000 <sup>a</sup>
	Residual	3235807.336	461	7034.364		
	Total	3988930.346	463			

a. Predictors: (Constant), School Development Programmes , Funding

b. Dependent Variable: Academic Performance in North-central Nigeria

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.070	17.662		1.136	.256
	Funding	6.194E-10	.000	.029	.699	.003
	School Development Programmes	1.373	.133	.433	10.315	.000

a. Dependent Variable: Academic Performance in North-central Nigeria

## Correlations

**Descriptive Statistics**

	Mean	Std. Deviation	N
Teacher training and Development Programme	12.4060	5.79626	463
Academic Performance in North-central Nigeria	115.56	92.91958	463

**Correlations**

		Teacher Training and Development Programme	Academic Performance in North-central Nigeria
Teacher Training and Development Programme	Pearson Correlation	1	.388**
	Sig. (2-tailed)		.000
	N	463	463
Academic Performance in North-central Nigeria	Pearson Correlation	.388**	1
	Sig. (2-tailed)	.000	
	N	463	463

\*\* . Correlation is significant at the 0.05 level (2-tailed).

## Correlations

**Descriptive Statistics**

	Mean	Std. Deviation	N
Students' Exchange Development Programme	12.2462	5.96235	463
Academic Performance in North-central Nigeria	115.56	92.91958	463

**Correlations**

		Students' Ex-Change Development Programme	Academic Performance in North-central Nigeria
Students' Exchange Development Programme	Pearson Correlation	1	.416**
	Sig. (2-tailed)		.000
	N	463	463
Academic Performance in North-central Nigeria	Pearson Correlation	.416**	1
	Sig. (2-tailed)	.000	
	N	463	463

\*\* . Correlation is significant at the 0.05 level (2-tailed).

## Correlations

**Descriptive Statistics**

	Mean	Std. Deviation	N
Student Welfare Service Development Programme	12.3002	6.10926	463
Academic Performance in North-central Nigeria	115.56	92.91958	463

**Correlations**

		Students Welfare Service Development Programme	Academic Performance in North-central Nigeria
Student Welfare Service Development Programme	Pearson Correlation	1	.432**
	Sig. (2-tailed)		.000
	N	463	463
Academic Performance in North-central Nigeria	Pearson Correlation	.432**	1
	Sig. (2-tailed)	.000	
	N	463	463

\*\* . Correlation is significant at the 0.05 level (2-tailed).

## Correlations

**Descriptive Statistics**

	Mean	Std. Deviation	N
Infrastructural Development Programme	12.2873	5.86736	463
Academic Performance in North-central Nigeria	115.56	92.91958	463

**Correlations**

		Infrastructural Development Programme	Academic Performance in North-central Nigeria
Infrastructural Development Programme	Pearson Correlation	1	.438**
	Sig. (2-tailed)		.000
	N	463	463
Academic Performance in North-central Nigeria	Pearson Correlation	.438**	1
	Sig. (2-tailed)	.000	
	N	463	463

**Descriptive Statistics**

	Mean	Std. Deviation	N
Infrastructural Development Programme	12.2873	5.86736	463

\*\* . Correlation is significant at the 0.05 level (2-tailed).

**Correlations****Descriptive Statistics**

	Mean	Std. Deviation	N
School Renovation Development Programme	12.5464	5.92024	463
Academic Performance in North-central Nigeria	115.56	92.91958	463

**Correlations**

		School Renovation Development Programme	Academic Performance in North-central Nigeria
School Renovation Development Programme	Pearson Correlation	1	.467**
	Sig. (2-tailed)		.000
	N	463	463
Academic Performance in North-central Nigeria	Pearson Correlation	.467**	1
	Sig. (2-tailed)	.000	
	N	463	463

\*\* . Correlation is significant at the 0.05 level (2-tailed).