

**IMPACT OF BUDGETARY ALLOCATION ON PROVISIONS  
AND MANAGEMENT OF INFRASTRUCTURAL FACILITIES  
IN SENIOR SECONDARY SCHOOLS OF LAFIA  
EDUCATIONAL ZONE, NASARAWA STATE, NIGERIA**

**BY**

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**BEING A DISSERTATION SUBMITTED TO THE SCHOOL OF  
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EDUCATIONAL ADMINISTRATION AND PLANNING**

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**MAY, 2019**

## **DECLARATION**

I hereby declare that this work is the product of my own research efforts, undertaken under the supervision of Professor Garba Dahuwa Azare and has not been presented anywhere for the award of a degree or certificate with exception of some of the quotations which have been duly acknowledge in accordance with conventional academic tradition.

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## CERTIFICATION

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This research is dedicated to my late father Mallam Abubakar Abdullahi Imam whose effort in enrolling me into school reaping fruit after his demise.

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## ABSTRACT

*This study investigated the impact of budgetary allocation on provisions and management of infrastructural facilities in senior secondary schools of Lafia educational zone, Nasarawa state. The objectives of the study were to find out the impact of budgetary allocation on the provisions of infrastructural facilities in senior secondary schools of Lafia education zone, examine the extent to which budgetary allocation impacted on the maintenance of infrastructural facilities in senior secondary schools of the study area, to find out the impact of budgetary allocation on effective management of infrastructural facilities in senior secondary schools and examine the impact of budgetary allocation on Principals' ability to maintain infrastructural facilities in senior secondary schools of Lafia educational zone, Nasarawa state. The design of the study was descriptive survey. The sample size used was 152, drawn from the population using research advisor 2006. An instrument used for the study was researcher designed questionnaire. Stratified random sampling technique was used in selecting the sample. Mean and standard deviation was used as statistical tools for analyzing the data. The findings were: the amount of money allocated to study area is not enough to cater for provision of infrastructural facilities, because of insufficient allocation of funds to study area maintenance of infrastructural facilities become a serious challenge, inability of government to release funds on time lead to ineffective management of infrastructural facilities in the study area and due to school board refusal to release funds to school management, principals find it difficult to effectively maintain infrastructural facilities in Lafia Educational Zone of Nasarawa State. The study recommends that; government and other major stakeholders should ensure that enough provision is made in the educational budget for provision of infrastructural facilities in senior secondary schools of Lafia Educational Zone of Nasarawa State, money should be disbursed to school Principals for facilities maintenance and management including costs of technology, because some facilities maintenance cases needed urgent attention, school administrators, teachers and students should develop and inculcate good facilities maintenance culture, well-trained personnel should be deployed to carry out either major or minor maintenance services for classrooms, furniture and other less technical and sophisticated educational facilities.*

## **CHAPTER ONE**

### **INTRODUCTION**

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

The importance of adequate funding in educational development cannot be overemphasized. No organization can carry out its function effectively without adequate financial resources at its disposal. 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 salaries and allowances, maintain the plants and keep the services going. In Nigeria, secondary school education derives its major fund from the annual allocation to the education sector. Unfortunately, allocation to the education 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. Furthermore, it has never been the practice of states to make provision for secondary education, which in most cases has been in the form of running grant to schools on termly or sessional basis and depending on the size of enrolment of each school. However, complaints of inadequate fund for the development of secondary education in Nigeria abound in literature, which is attributed to lack of or inadequate as well as decay in the existing infrastructural facilities in secondary schools.

It appears that the infrastructural facilities in the school setting go a long way to motivate students to learn. Infrastructural facilities in any school system range from the school plant, that is the school buildings, classroom, library, laboratories, toilet facilities, furniture, learning materials and other infrastructures that would likely motivate students towards learning. Physical facilities that are connected to effective learning/academic

performance of students appear not to be sufficient in our secondary schools today. Those available seem not to be of standard quality, some seem to lack maintenance culture, while some are in dilapidated conditions. The status of physical facilities especially secondary schools today appears to be of great concern to educators. It seems that the provisions of these school facilities have dwindled over the years, perhaps due to increase in school enrolment rate, which had led to population explosion in schools.

It has observed that school physical facilities are essential tools that facilitate and stimulate learning programs. Teachers need them in an ideal working environment. If physical facilities are available, students tend to have interest in learning; this will invariably lead to high performance. The ineffective performance of students perhaps is the lack of physical facilities and a motivating learning environment. Most of the schools seem to lack the necessary facilities that could enhance effective teaching and learning, as a result students perform very low in terms of academic performance. Inadequate physical facilities have some adverse effect on students' interest to learn. Hence, this may invariably affect their academic performance. In a situation where students are not having access to normal facilities like library equipment and inadequate seats in the classrooms these could contribute to low performance of students. Therefore, there should be enough space, seats, laboratory and learning facilities and other physical facilities that could enhance the level of academic performance of students.

However, School infrastructural facilities refer to the school plant, that is, the school buildings, classrooms, library, laboratories, toilet facilities, furniture, offices and other materials and infrastructures that would likely motivate students towards learning. Physical facilities are germane to effective learning and academic performance of

students. In support of this, Hallak (1990) identified school infrastructural facilities as the main factor contributing to academic achievement in the school system. They include the school buildings, classroom, libraries, laboratories and recreational equipment among others. Hallak claimed that the quality, appropriateness and adequacy of these items contribute to performance in the school system. Recent studies have emphasized the importance of the availability of physical facilities. In summarizing, Ajayi and Ayodele (2001), they emphasized that the availability of these resources are quite important to achieving effectiveness in instructional delivery and supervision in the school system. Non- availability of basic facilities such as classrooms, office accommodation, workshops, sporting facilities, laboratories, library et cetera that is been experienced in secondary schools. These facilities have to be adequate and should be in good condition for schools to function properly. Effective teaching to take place in any educational setting there must be provision of adequate and quality physical facilities. Adequate number of infrastructural facilities has to be provided to secondary schools for effective and efficient learning.

School's infrastructural facilities played a very significant role in directing the task of teaching and that of shaping students learning process in and out of school. No doubt, school's infrastructural facilities as tool for instituting an effective teaching and learning process constituted sizeable investment of public funds over its development and maintenance by the government. Today most of the school's facilities that are supposed to promote and enhance teaching and learning in secondary schools are obsolete in nature and form thereby, creating a serious challenge to the 21<sup>st</sup> century educational needs of the learners. Others are dilapidated in addition, not suitable to motivate students to learn.

School/educational infrastructural facilities according to Dare (2010) are all the available assets of a school that can be used to foster and facilitate effective teaching and learning as well as to protect the physical well-being of the occupants. The school facilities are the physical expression of the school curriculum. That is, the school curriculum determines largely the nature of school facilities and the purpose it will serve. School facilities are expected to be adequately and carefully planned, developed and maintained in order to ensure their relevance to the school curriculum and towards effective teaching and learning in educational institutions and this can only be achieved through adequate budget allocation to education sector.

Moreover, the teaching process is such a task that proved to be difficult in the light of the present scenario, where learning take place in an un-conducive environment without adequate educational facilities, evaluating the standard of education at any given level and how it is manage will be very difficult. The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behavior through critical thinking. This process does not take place in a vacuum but rather in an environment structured to facilitate learning. Environment of an organization comprised of elements relevant to its operation, and they include direct and indirect action elements. School facilities, constitute the major components of both direct and indirect action elements in the environment of learning. A close relationship exists between the physical environment and the academic performance of students; the quality of education that children receive bears direct relevance to the availability or lack thereof of physical facilities and overall atmosphere in which learning takes place.

The school facilities consist of all types of buildings for academic and non- academic



activities, equipment for academic and nonacademic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, cleaning materials, food services, these facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school.

The education system has undergone tremendous changes in the form of its philosophy. Broadened goals and objectives, new approaches to service delivery and architectural design, quantum leap in school enrolment, multiplicity of curricula programmes and extra-curricular activities, introduction of Information and Communication Technology (ICT) and expanded academic support services such as guidance services to students, teachers and the community, integration of the school and community. The resultant effect of all these changes is the need for creative and innovative steps in the management of school facilities. For example, research findings have shown that students learn better, when a combination of methods and materials are employed during teaching.

Therefore, facilities management is a process that ensures that buildings and other technical systems support the operations of an organization. The International Facilities Management Association (2002) described facilities management as the practice of co-ordination of the physical workplace with the people and the work of the organization; it integrates the principles of business administration, architecture and the behavioral and engineering sciences. School facilities management is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. This involves among other things, collective decision making in relation to

selection of site for establishment of new schools, design and construction of new school plants including grounds, renovation and modernization of old plants, provision of equipment for academic and non-academic activities, maintenance of all facilities and review of management practices and processes. Facilities are buildings, properties and major infrastructure, which include physical and material assets. Facilities in schools are materials resources that enhance teaching and learning thereby making the process meaningful and purposeful. Facilities in schools can be defined as the entire school plant which school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching and learning experiences. Facilities in schools are the physical and spatial enablers of teaching and learning which will increase the production of results. School facilities serve as pillars of support for effective teaching and learning. Teaching facilities include all of the infrastructure and material resources that are used to support the delivery of quality education.

Good quality and standard institution of learning depend largely on the provision, adequacy, utilization and management of educational facilities. Educational curriculum cannot be sound, well operated with poor, and badly managed school facilities. From all indication, facilities in schools are physical resources that facilitate effective teaching and learning. They include blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chairs, playground, storage space and toilets. In Nigeria, school's enrolment has continued to increase, as such adequate fund need to be allocated to increase school's facilities for effective teaching and learning.

Maintenance of facilities in school's entails ensuring that the facilities in kept near their original state as possible. This involves keeping the school sports and football field clean, periodic renovation of the buildings, servicing the school bus and generator sets, repairs etc. for restoring the facilities to optimum working condition. Management of facilities in schools involves keeping records of the facilities, supervising the facilities, planning for the facilities, motivating students and teachers to participate in facilities maintenance and evaluating the available facilities. Research reports have revealed that a significant relationship existed between school environment and students' attitude to schooling. Studies have also shown that the condition of facilities in schools have a strong effect on academic performance of students. Many scholars, researchers, administrators and educational planners have confirmed that facilities in schools in Nigerian are inadequate and few available ones are over utilize due to the astronomical increase in school enrolment and underfunding. Such situation hinders effective teaching and learning, making the process rigorous and uninteresting to students and teachers. Similarly, the inadequacy of infrastructural facilities and lack of maintenance of available facilities were major problems facing Nigerian educational system. The facilities in schools are grossly inadequate to match the students' population and the available facilities were poorly maintained. The availability and maintenance of school facilities will enhance teaching and learning and improve academic performance of students.

The actualization of the goals and objectives of education requires adequate provision, maximum utilization and appropriate management of the facilities. This implies that facilities management is a collective responsibility of government, school heads, staffs, students of the individual schools and the community where the school is situated.

Collective effort brings into facilities management new ideas and perspective. Adequate provision of infrastructural facilities is determined by the level of funding of educational system. When funds are adequately provided it will make it possible to actually achieve the aims and objectives of secondary education as outlined by the Federal Republic of Nigeria in the National Policy of Education (FRN) (NPE, 2013) revised edition. As such, adequate provision of facilities to schools cannot actualize without adequate funds.

## **1.2 Statement of the Problem**

Most of the secondary schools in Nigeria experienced inadequate provision and management of school's infrastructural facilities, due to inadequate educational budget, unequal distribution of educational facilities, problems of managing the existing infrastructure and population expulsion due to high enrolment rate. These facilities range from school's buildings, classrooms, laboratories, furniture, instructional materials and other infrastructure that motivate teaching and learning process need to be adequately provided in our schools today. In a situation where students are not having access to normal facilities in school can contribute to low performance, whereas facilities are adequately provided there seems to be an increase in students' performance. Therefore, the government and principals as the leaders in schools need to have adequate experience in school management or should have a profile of possession of various training on management to play active leadership role in ensuring school facilities are adequately provided and properly manage in schools.

Therefore, this particular study are to; find out educational budget made to Nasarawa State Ministry of Education, the extent in which budget influence the provision of infrastructural facilities, determine the influence of budget on provision of instructional

materials, impact of budget on the maintenance of infrastructural facilities and influence of educational budget on principals' ability to maintain instructional materials in senior secondary schools of Lafia Educational Zone, Nasarawa State, Nigeria. However, inadequate budget lead to inadequate provision of infrastructural facilities and an enabling environment that could affect secondary schools' students towards high academic performance.

### **1.3 Objectives of the Study**

The objectives of the study are:

1. To find out the impact of budgetary allocation on provisions of infrastructural facilities in senior secondary schools of Lafia Education Zone, Nasarawa State.
2. To examine the extent to which budgetary allocation impacted on maintenance of infrastructural facilities in Senior Secondary Schools of Lafia Education Zone, Nasarawa State.
3. To find out the impact of budgetary allocation on effective management of infrastructural facilities in Senior Secondary Schools of Lafia Education Zone, Nasarawa State
4. To examine the impact of education budgetary allocation on Principals' ability to maintain infrastructural facilities in senior secondary schools of Lafia Education Zone, Nasarawa State.

### **1.4 Research Questions**

The study answered the following questions:

1. What is the impact of budgetary allocation on provisions of infrastructural facilities in Senior Secondary Schools of Lafia Education Zone, Nasarawa State?

2. To what extent do budgetary allocation impact on the maintenance of infrastructural facilities in senior secondary schools of Lafia Education Zone, Nasarawa State?
3. How do budgetary allocation impact on the effective management of infrastructural facilities in senior secondary schools of Lafia Education Zone, Nasarawa State?
4. What is the impact of budgetary allocation on Principals' ability to maintain infrastructural facilities in senior secondary schools of Lafia Education Zone, Nasarawa State?

### **1.5 Significance of the Study**

The findings of the study highlighted the extent in which budget allocation can be of great benefit to the policy- makers, government, school administrators, teachers, students, researchers and Parent Teachers' Association (PTA). The policy-makers will be well equipped with reliable information that will serve as an input for law making on issues relating to allocation of funds, timely released period, as well as legal framework guiding its activities. It will equip the government and ministry of education with the necessary information that will enable them to provide adequate budget to provide facilities that will enhance better academic performance of the students. The findings will expose the effect of lack of school facilities so that all stakeholders in education will seek means of increasing school facilities for betterment of the students. It will provide an extensive knowledge of school's facilities to initiate, sustain and put to use.

Based on this finding, both teachers and students will tailor towards using appropriate school facilities to enhance better learning and academic performance. The findings will

also expose effect of poor utilization of available facilities to all stakeholders and enable principals and other school administrators to seek means of effective utilization of the existing school facilities to improve teaching and learning process.

The students benefit when the teachers in ensuring effective teaching and learning process use school infrastructural facilities provided. It also affords other researchers to look into the grey areas not covered in the present study and seek possible ways of improving it. While the Parent Teachers Association on its part will be in position to appreciate what the state government is doing in order to educate their children, this will see the need to assist the schools.

Moreover, the research also goes a long way to reveal some of the impact of budget allocation on provision and management of infrastructural facilities in the overall academic performance of senior secondary schools' students both in school made examinations and national examinations.

### **1.6 Scope and Delimitation of the Study**

This study investigated the impact of budget on provision and management of infrastructural facilities in senior secondary schools of Lafia Education Zone of Nasarawa State. While, the delimitation of the study is public senior secondary schools of Lafia Education Zone, other schools that are outside the zone being it public, private, junior or Senior Secondary Schools are not part of this research work. The study in its content covered only the principals and school bursars of public senior secondary schools within Lafia Education Zone, any other principals and school bursars outside Lafia Education Zone are not part of this study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This section reviewed relevant literature, work or contributions of some notable authors. This is to understand, identify and analyzes the critical variables that relates to the present study in order to identify the gap in knowledge and attempt to fill it. In an attempt to do this, the System Theory Approach is being reviewed as a theoretical frame of study.

#### **2.2 Conceptual Framework**

The following concepts or variables that relate to this study were conceptualized in order to understand, identify and analyze the critical variables that relate to the present study.

##### **2.2.1 Concept of Budget**

Budget is an estimate or forecast that is been approved by the management. Is also seen as a statement of purpose, anticipated revenues, work propose to perform and money allocated to achieve work proposed, Wheldon (2012). Budgetary allocation is the process of sharing amount of money or funds to a particular ministry or organization by either federal or state government for the running of that particular ministry within a period of one year, Abayomi (2012). He also opined that budgetary allocation is the process of sharing amount of money or funds to a particular ministry or organization (such as school) either federal or state government for the running of that particular ministry or organization within a stipulated period of year.

Therefore, when adequate allocation is made to education sector, there will be every tendency of providing enough facilities that will aid teaching and learning process. The National Policy on Education recognizes that education is an expensive social service that



requires adequate financial provision from all tiers of government for successful implementation of its programs. It is line of this that the United Nation Education Scientific and Cultural Organization (UNESCO) has recommended at least twenty-six percent (26%) of every county's annual budget should be spent on education. Therefore, for any school system to function well, there must be a certain amount of money budgeted to, and guidelines must be set-up to govern the smooth operation of it. When adequate amount is being budgeted to education sector, there will be every tendency of adequate provision of educational facilities that will aid teaching and learning activities.

### **Types of Budget**

- **Annual Budget:** - An annual budget is budget that is develop for a yearlong period. An annual budget is often the organization's yearly budget that they publish in summary form in their annual report or business statement, depending on the organization. An annual budget could operate according to the financial year (e.g.1July 2015 30June 2016) or the calendar year (e.g. 11 January 2016; 31 December 2017).
- **Program Budget:** - A program budget highlights the income and expenditure that incurred for the development and implementation of a specific program. In addition, a budget is prepared specifically for a project or program. This type of budget includes expenses and revenues related to a specific project only. No revenues or expenses of any other project are mixed with this particular project.
- **Operational Budget:** - An operational budget can also be called an organizational budget. This type of budget highlights the income earned and expenditure that is incurred by an organization. Operational budget may be broken into areas/

departments so that these areas/ department have their own budget allocation to operate within, this budget allocation is use to determine the commitment to each area or department can make and make the level of resources available, Nwokocha, et al, (2014).

### **Purpose of School Budget**

The purposes of school budget are:

- i. To strike a balance between revenue and expenditure, that is establishment of equilibrium of what to be spent;
- ii. To provide room of adjustment for fluctuations in terms of purchase of goods and services;
- iii. To provide back up for accountability and accuracy in schools;
- iv. To serve as an instrument of a school managers (Principals) to manage educational scarce resources judiciously and efficiently;
- v. To serve as an instrument of equitable distribution of scarce resources in educational organization; and
- vi. To guide against misappropriation of educational allocated funds.

### **2.2.2 Infrastructural Facilities**

Adesua, A, (2016) refer infrastructural facilities as the school plant, that is, the school buildings, classrooms, library, laboratories, furniture, offices and other materials and infrastructures that would likely motivate students towards learning. Schools exist for the purpose of teaching and learning. Therefore, school infrastructural facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process. Infrastructural facilities are germane to effective learning

and academic performance of students, as such, it strives to give students a comfortable atmosphere in which they work and learn. In developing countries like Nigeria, low level of learning among secondary schools' students can partly be attributed to poor or inadequate infrastructural facilities of the schools. In support of this, Hallak cited in Odeh (2015) identified infrastructural facilities as the main factor contributing to academic achievement in the school system. While the availability, relevance and adequacy of these resources contribute to academic achievement. The scholar acknowledged the fact that unattractive school buildings, inadequate classrooms, furniture such as desk and chairs, absence of libraries and laboratories facilities can contribute to poor academic achievement.

Likoko, et al., (2013) commented that, schools that lack adequate classrooms for instance, students hold their lessons outside or under trees. During bad weather, such lessons are postponed or are never held altogether. Physical facilities are the fundamental factors in better learning and achievements of the students. All facilities must be provided to the schools for the students' better, concrete, and real experiences. Physical facilities help to enhance the learning of the students. Research shows that availability of the physical facilities including classrooms, water, electricity, boundary wall, toilets, furniture, playgrounds, libraries, and dispensaries have a significant positive influence on the performance of the students and their achievement (Saeed and Wain, (2011). Lawrence (2003) emphasized that the unavailability of school physical facilities negatively affects staff and student's motivation. A good school environment and adequate school with enough physical facilities have a significant positive effect on teacher's motivation and student's academic achievement. O'Neill (2000) opined that

school facilities impacts on student achievement, attendance and teacher retention. Reynolds (1996) found that a negative impact on student achievement where lack of school physical facilities.

Khan and Iqbal (2012) asserted that, adequate and quality school physical facilities are basic ingredients for quality education to achieve the intended goal of the school program. They also strengthen the idea by emphasizing that learning is a complex activity that requires students and teachers' motivation, adequate school facilities such as standardized buildings and classrooms with their facilities, instructional materials and equipment for student's development. Furthermore, Hansen (2000) acknowledged that, there are several factors affecting students' academic achievement. These include internal and external classroom factors. He mentioned the classes size as a factor that can affect academic performance, with enough infrastructures, the smaller the class, the better the performance.

### **Benefit of Facilities in Schools**

Adequate provision of infrastructural facilities in schools can influence to the teaching and learning processes. Buildings that provide accommodation for various purposes should be constructed safe and stable for effective teaching and learning to students. The rooms should be provided with proper ventilation and lighting arrangement in order to meet various requirements. The classrooms, laboratories and subject rooms in secondary schools should be well equipped with adequate furniture. The library be well stocked with all types of relevant books, laboratories with scientific apparatus in order to meet the laid down specification, instructional materials should also be provided. Adequate provision of infrastructural facilities in secondary schools can lead to increase

instructional effectiveness, improve the cleanness, orderliness and safety of facilities, reduce the operational cost and life cycle cost of a building, extend the useful life of a building, increase efficiency and effectiveness of the staff and students. if also these facilities are adequately provided it will extremely play an important role in the physical, moral and mental welfare of secondary.

The primary purpose of teaching and learning process is to bring a significant change in behavior through active participation and critical thinking of the learner. This cannot take place without availability of instructional materials (Afework and Asfaw, 2014). Oladejo et al. (2011) referred instructional materials as objects or devices, which help the teacher to make a lesson much clearer to the learners. Instructional materials are also described as concrete or physical objects that provide sound, visual or both to the sense organs during teaching. In this study, instructional materials involve students' textbooks, teacher's guide; reference books discovered that our public schools are starved of both teaching and learning resources. Adeogun expressed that effective teaching cannot take place within the classroom if basic instructional. The primary etc. instructional materials are very important in the whole process of teaching and learning of any subject. They make learning more pleasant to students because they offer a reality of experience, which stimulate self-activity and imagination on the part of the students. They also supply concrete basis for conceptual thinking and hence, reduce meaningless word responses from the students (Nyamubi, 2003). Likewise, Campbell (1999) agreed that instructional materials enhance the teaching/ learning process by exhibiting information necessary to acquire knowledge and skills. Kapoli (2001) noted that instructional materials enable the students to explore the language used in day- to- day life which is tailored to their need

and interests. Oni (1995) said that availability and quality of instructional materials facilitates smooth operation of any school and thereby enhancing effective teaching/learning activity, which lead to higher educational attainment by students.

Adeogun (2010) discovered a very strong positive relationship between instructional materials and academic performance. According to Adeogun, schools endowed with more instructional materials performed better than schools that are less endowed or materials are not present. Instructional materials are the most important resources needed at school level apart from teachers. Therefore, if curriculum is to succeed, the preparation and provision of instructional materials must be handled with utmost care and adequate allocation of fund for it provision. Similarly, Oni (1995) said that availability, quality of materials facilitates smooth operation of any school and thereby enhancing effective teaching/learning activity and when this is so, there is higher educational attainment by students.

### **2.2.3 Concept of Management**

Management is the organization and mobilization of all human and material resources in a particular system for the achievement of specified objectives, Fagbamiye (1979). The two key words in this definition are human and material resources. The human resources in the school are men and women ranging from principals down to the security personnel. While, material resources are school infrastructural facilities that include classrooms, assembly halls, laboratory and workshops, libraries, instructional materials, etc. To achieve proper management of all these facilities, it is the responsibilities of the school to ensure that the provided infrastructures are well organized and mobilized so that the objectives of the school system can be achieved to the fullest.

Facilities management is an integral part of the overall management of school. The actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of the facilities, this will improve the quality of teaching and learning. Therefore, the responsibility of management of facilities requires collective efforts, Dare (2010). He also opines that the success of any educational system certainly hinges on proper planning, efficient administration and adequate financing. Fenker (2004), stated that facilities management is a process that ensures buildings and other technical systems that the operations of an organization. International Facilities Management Association, (2002) described facilities management as the practice of co-ordination of the physical work place with the people and the work of the organization. It also del with the application of scientific methods in the planning, organizing, directing, co- ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. This involves among other thing, collective decision- making in relation to selection of site for establishment of new schools, design and construction of new school plants including grounds, renovation and modernization of old plants, provision of equipment for academic and non-academic activities. As such, secondary schools require adequate provision of infrastructural facilities with adequate funding and proper management for maximum functionality, guarantee, safety, usability and lifespan for intended future uses.

### **Levels of Management**

The three levels of management that are commonly found in an organization are;

- **Front-line or Supervisory Management:** - this is the lowest level in the hierarchy of management. The jobs at this level are entry- level position into management

occupation. Managers at this level direct the workers (employees). They are close to the action for the job, which involves supervising the activities of the operatives.

- **Middle level Management:** - is a management level where managers work at levels between the lower and top levels, which constitute the middle management. The examples of this level of management are; Departmental heads, Regional managers, zonal managers etc. they report to top managers who implement the organizational policies.
- **Top-level Management:-** This constitutes highest level in the management hierarchy. This is policy- making level in an organization. Top- level managers are responsible for the overall management of the organization. They decide the objectives, policies and strategies to be pursued towards their attainment.

Management as remarked by Ojedele (2008) suggested that, keeping infrastructural facilities in the best possible condition at all the time. Olagboye (2008) from a different point of view identified the followings as benefits of proper management of infrastructural facilities in schools.

- i. Proper management of infrastructural facilities ensure safety for those using it
- ii. It facilitates effective teaching and learning process
- iii. It saves cost. This is because re-activating a collapse building may cost more than to make early repairs on the building
- iv. It ensures suitability of school facilities for continue use because repairs and replacement of various equipment makes such to be in good shape.
- v. It reduces student's unrest and demonstration, because students can protest or demonstrate when school facilities are not provided



An aspect of school management that is generally over-looked is facilities management. When new buildings are constructed and taken over by the appropriate authorities, practically no attention is paid to the maintenance of such buildings. Several school buildings that are over fifty years old have never undergo renovation or any form of modernization in spite of the changes in the educational system. Facility maintenance is an issue that concerns all levels of the educational system ranging from the pre-kindergarten to the tertiary levels. Some of these facilities are architecturally obsolete and therefore cannot contribute to functional education. Maintaining the new buildings, renovating and modernizing the old ones require considerable expertise and commitment of human and material resources. Changes in weather conditions and lack of maintenance culture are responsible for the aging and deterioration of school buildings, grounds and equipment. School managers and teachers who constantly use school facilities lack knowledge of facilities maintenance planning. Consequently, they fail to integrate facility maintenance into the management of the school. The issue of facility maintenance is haphazardly addressed at all levels of the educational system. Repairs take place only when problems arise due to break down of the existing facility. Facility maintenance entails providing clean and safe environment for teaching and learning. It also involves provision of adequate facilities for teaching and learning. This type of maintenance should be adopted in the facility maintenance plan, Micheal and Oseni (2012). These are preventive, routine, emergency repairs, and predictive maintenance.

- i. **Preventive Maintenance** - This is a type of maintenance carried out on school facilities to avoid breakdown and ensure optimal performance of the facility. Up to date information about the facility is required to serve as a guide for the maintenance

team. Preventive maintenance saves cost and time. It is usually an integral part of the management practice in societies where maintenance culture is well established. Decisions on preventive maintenance are collectively made and implemented.

- ii. Routine Maintenance** - This is carried out periodically as scheduled by the school managers. Facilities may be serviced monthly, quarterly or even annually depending on the agreed schedule. Manufacturers guide provide information on the nature and maintenance intervals. School managers comply with these guides to avoid breakdown of the equipment.
- iii. Emergency Repairs** - This is very common in the management of school facilities in societies where maintenance culture is not well established. It takes place when a facility breaks down and urgent measures or steps had to be taken to remedy the situation. In this regard, collective decision-making may not be possible because there may be limited time to bring together all the necessary individuals to make decisions. It is also expensive because due to lack of maintenance, the extent of damage may demand total replacement of the facility or high cost of repair. In some cases, the breakdown may cause injury or even death to staff and or students of the school. The resultant effect may be high insurance premium or prevent the use of the facility for teaching and learning until repair had been effected. School managers should proactively develop and implement facilities management plan for addressing facility needs.
- iv. Predictive Maintenance** -This involves the use of computer software to predict equipment failure based on age, user demand and performance measures. The responsibility of management of facilities requires collective efforts. Collaborative

efforts bring into facilities management new ideas and perspectives. According to the Planning Guide for Maintaining School Facilities, effective school facilities maintenance plan can:

- a. Contribute to an organization's instructional effectiveness and financial well-being
- b. Improve the cleanliness, orderliness and safety of an educational organization's facilities.
- c. Reduce the operational costs and life cycle cost of a building
- d. Help staff deal with limited resources by identifying facilities priorities proactively rather than reactively
- e. Extend the useful life of buildings
- f. Increase energy efficiency and help the environment.

Facilities management is therefore an integral part of the overall management of the school. School managers should carry out comprehensive assessment of the facilities to determine areas of need. This requires an integrated effort of all stakeholders who possess the expertise need for accurate and up- to-date assessment of all aspects of school facilities. Therefore, school manager should adopt modern methods of facilities management. This will improve the quality of teaching and learning as thus;

- i. Have accurate information about the condition of the facilities and the scale of the funds needed. Keep the condition of the building stock and resources under regular review.
- ii. Define priorities for expenditure

- iii. Ensure financing by convincing authorities (key people)
- iv. Establish resources and funding allocation mechanism
- v. Stick to planned maintenance schedules
- vi. Act promptly to repair damage.
- vii. Give responsibility for the condition of facilities to people who are close to the facilities concerned.
- viii. Involve the users in management.

To achieve proper management of all facilities provided, it is the responsibilities of the school to ensure that the facilities provided are well organized and mobilized so that the objectives of the school system be achieved to the fullest. Likewise, facilities provided in schools require proper management for maximum functionality, guarantee, safety, usability and lifespan for intended services. Management of infrastructural facilities in schools are done for the following reasons, Physical decay; Obsolesce - growing out of use; As a result of wear and tear of usage; Accident or natural disaster e.g. rain, storms, fire, splash on the walls etc. Ijaduola (2008) clipped in that school infrastructural facilities need to be adequately managed in order to ensure both effectiveness and efficiency of the system.

### **Managerial Skills**

Managerial skills are those skills that school managers are require to possess to enable them to handle different kind of situations in the school. This involves the obligation to make prudent use of human and material resources. This requires sound judgment to handle complex situation. These skills are; Technical skills: - refers to the ability of school managers to use tools, equipment, procedures, techniques and knowledge of a

specialized field. It is primarily concerned with the ways of doing things. It implies of proficiency in a specific field of activity. These skills are most important for the lower level managers, because their nature of work requires supervision of the workers. Human skills are primarily concerned with “person” in contrast to “things”. When a manager is highly skilled in employee relations, he is aware of their attitudes, assumptions, and beliefs and recognizes their limitations as well as their usefulness, he accepts the existence of viewpoints and feelings different from his own.

Thus, human skills refer to the ability of the manager to work effectively as a group member and to build cooperative effort in the team he or she leads. Is the ability to work with, understand and motivate people. The manager understands why people behave as they do and be able to make his own behavior understandable to them. He can foresee their reactions to possible courses of the action. His skills in working with others are natural and continuous. Conceptual Skills also called design and problem-solving skills involve the ability of a school manager to: See the organization and the various components of it as a whole; understand how its various parts and functions are related in a network fashion; and to foresee how changes in any one of these may affect the others. Conceptual skills extend to visualizing the relation of the organization to industry, to the community and to the political, economic and social forces of the nation as a whole and even to forces that operate beyond the national boundaries. It is the creative force within the organization. A high degree of conceptual skill helps in analyzing the environment and in identifying the opportunities and threats, Adeogun (2010).

### **2.3 Theoretical Framework**

The study used the System Theory Approach as a theoretical frame of reference to the study of impact of budget allocation on provision and management of infrastructural facilities in Senior Secondary Schools of Lafia Educational Zone, Nasarawa State. This section uncovered the level of the application of system theory in the running of modern day organizations. This is borne out of the reality that this theory is one amongst many models, which its numerous benefits when applied are factorial to any organization's growth, and therefore necessitated a study of this theory.

Therefore, System theory is a theory that focuses on the relationships between the parts, rather than reducing an entity into its parts or elements. The organization as a system having integrated parts must be coordinated for efficiency and effectiveness. System theory also focuses on the arrangement and relationship between the parts and how they work together as a whole. The way the parts are organized and how they interact with each other determines the properties of that system. Flood and Jackson (1991) define a system as a complex and highly interlinked network of parts exhibiting synergistic properties, the whole is greater than the sum of its parts. It is a collection of interrelated parts acting together to achieve some goals which exists in the environment. Checkland (1981) defines a system as a model of whole entity that may be applied to human activity. With respect of management, system simply refers to a set of different independent parts working together in interrelated manner to accomplish a whole, it is with this essence that synergism appears. For instance, different departments, sections form education as an organization and units composed of individuals and groups that are independent but working together to achieve a common goal with the aim of turning

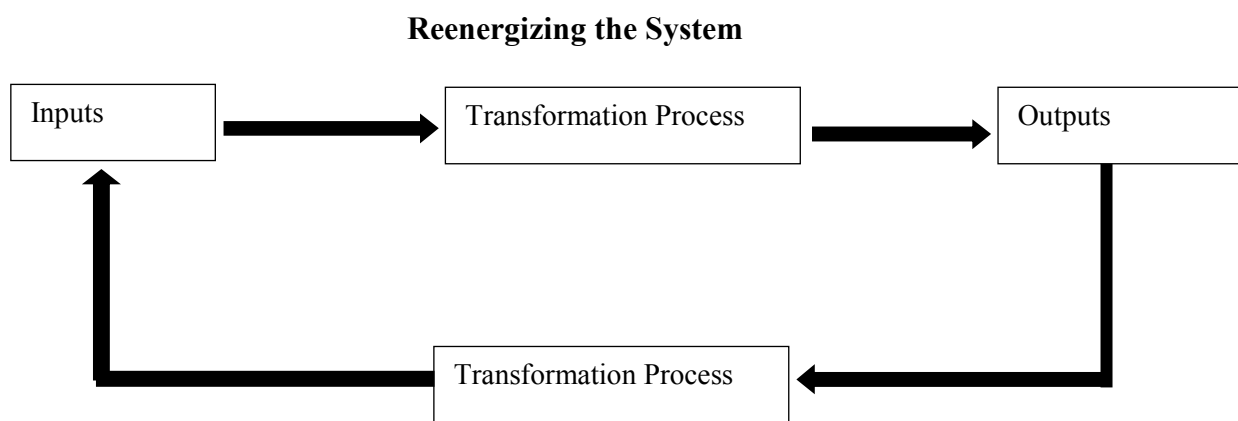
organizational vision into reality.

Today, organizations are perceived as an open-ended process of coordinating purposeful individuals whose actions stem from applying their unique interpretations to the particular situations confronting them. For instance, in current situation, an organization that will not be sensitive to its environment will hardly survive. Things like technology, social and economic phenomena are not static but are always changing; hence, organizations needed to adopt in order to survive. It is also through interaction with external environment that organizations get its inputs in term of raw material, financial resources, labour and process them, and lastly remits as output to its environment for utilization.

Ludwing Von Bertalanffy (1973) recognized the need of any organization to interact with its external environment, unlike what was proposed by classical school theorists like Max Weber, F. Taylor and Fayol who viewed organization as closed system. To him, for survival of an organization like the way living organism survives, should operate in open system and not closed system. This is what made his work to make system concept become recognized worldwide as approach to be adopted by organization for their efficiency and effectiveness in the dynamic and changing environments. He was against reductionism, arguing that, real system is open and do interact with external environment, where he emphasized on holism while solving organization problems. Therefore, open system changed the way of thinking about organizational management from mechanical view of organization. It looks at management as an open-ended process. It emphasized detachment, objectivity and control. Today organizations are perceived as an open-ended process of coordinating purposeful individuals whose actions stem from applying their

unique interpretations to the particular situations confronting them. For instance, in current situation, an organization, which will not be sensitive to its environment, will hardly survive. Things like technology, social and economic phenomena are not static but are always changing; hence, organizations are needed to adopt in order to survive. It is also through interaction with its external environment the organization gets its inputs in term of raw material, labour and process them, and lastly emits as output to its environment for selling or capital investment. Take example of Company, it gets its raw materials from environment and sells its products to the same environment, and through feedback it adjusts itself in order to meet the requirement of its customers, and hence survival.

Therefore, no organized enterprise exists in a vacuum; it is rather known to depend on its external environment that is a part of a larger system, such as the industry to which it belongs, the economic system and the society (Wehrich et al., 2008). According to them, the organization receives inputs, transforms them and exports the outputs to the environment as shown in the basic input-output model below.



**Inputs- Outputs Model of System theory**  
**Source: Wehrich, et al (2008)**



From the above inputs- outputs model, all schools are open systems, although the degree of interaction with their environment may vary. Open systems contain five basic elements: inputs, transformation process, outputs, feedback, and the environment. The open systems view of schools provides an excellent framework for analyzing the process of education and the role the school administrator plays in that process. Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals (Norlin, 2009). This definition is useful, for it specifies several important features of schools: they consist ultimately of people; they are system and are goal-directed in nature; they attain their goals through some form of coordinated effort; and they interact with their external environment. The definition, however, does not elaborate on one important feature of schools deserving special attention: All schools are open systems, although the degree of interaction with their environment may vary.

According to open-systems views, schools constantly interact with their environments. In fact, they need to structure themselves to deal with forces in the world around them (Scott, 2008). Systems theory works on the inside and outside of the organization, as a way of understanding and anticipating the consequences of any decision (Ahrweiler, 2011). As depicted above, an open system consists of five basic elements (Scott, 2008): inputs, a transformation process, outputs, feedback, and the environment. A system is a collection of part unified to accomplish an overall goal. If one part of the system is removing, the nature of the system is change as well. A system can be looked at as having inputs (e.g. resources such as raw materials, money, technologies, and people), processes (e.g., planning, organizing, motivating, and controlling), outputs (products or services) and outcomes (e.g., enhanced quality of life or productivity for customers/clients,

productivity). Systems share feedback among each of these four aspects of the system.

The Systems Theory may seem quite basic; the effect of systems theory in management is that it helps managers to look at the organization more broadly. It has also enabled managers to interpret patterns and events in the workplace i.e., by enabling managers to recognize the various parts of the organization, and in particular, the interrelations of the parts. In their own opinion, the model requires expansion and development into a model of process, or operational management that indicates how the various inputs are formed through the managerial functions of planning, organizing, staffing, leading and controlling. However, the following sub topics are the basic components of a system.

**Inputs:** The composition of inputs from the external environment may include people, capital, managerial skills as well as technical knowledge of skills. It also includes the various claimants – groups of people making demands on the organization; such as employees, consumers, suppliers, stockholders, federal, state and local governments.

**Transformation Process:** In an organizational system, inputs are transforming in an effective and efficient manner into outputs. This can be viewed from different perspectives. Focus can be on such management functions as finance, production, personnel and marketing.

**External Variable:** As a component of the systems model, the external environment plays a key role in the transformation of inputs into outputs. While it is true that organizations have little or no power to change the external environment, they have no alternative but to respond to it.

**Outputs:** Inputs are secured and utilized by transformation through the managerial functions with due consideration for external variables into outputs. Outputs of different

kinds vary with the organization. They usually include many of the following; products, services, profits, satisfaction and integration of the goals of various claimants to the organization.

**Reenergizing the System:** It is worthy of note that in the systems model of management process, some of the outputs become inputs again. Apparently, the satisfaction and new knowledge or skills of employees become important human inputs. Similarly, profits are reinvested in cash and capital goods, such as machinery, equipment, buildings and inventory. Buttressing what Weihrich et al had written, Amobi and Nnabuike (1999), revealed that many management experts to the three – part production process of an organizational activity, have likened the systems theory. They revealed that Katz and Kahn in their analysis of the basic properties of an organization had also identified the input – throughout – output process.

Therefore, the system theory of management is relatively in practice in school. The school as a system has a composition of subsystems that make up the whole system. These are seen in the departmentalization or sectionalization of the school system. A head of department who controls and coordinates every activity of that department supervises each subsystem. He in turn reports to the school head that is in charge of the system as a whole. An observable relationship exists among the subsystems revealing that the components of the system are connected together. For instance, the subsystems are seen in the likes of the following departments: bursary office, labour, games activities, library, school farm, etc. the connection among subsystems is fixed in an organized way and is structurally made explicit. The practice of the system theory in school as an organization is instrumental to the formal flow of communication by which the organization is

operationally managed. It has been observed that the success recorded both termly and annually has attributed to the adoption of the systems theory in the management of school as an organization.

Systems such as schools use four kinds of inputs or resources from the environment: human resources, financial resources, physical resources, and information resources. Human resources include administrative and staff talent, labor, and the like. Financial resources are the capital the school uses to finance both ongoing and long-term operations. Physical resources include supplies, materials, facilities (i.e. chairs, tables, books, blackboards, dusters, admission registers, logbooks attendance registers, all materials used in construction of classrooms etc.) and equipment. Information resources are knowledge, curricula, data, and other kinds of information utilized by the schools. The school administrator's job involves combining and coordinating these various resources to attain the school's goals learning for all. The interaction between students and teachers is part of the transformation or learning process by which students become educated citizens capable of contributing to society. How do school administrators accomplish this? Work of some kind is done in the system to produce output. The system adds a value added to the work in process (Shaw, 2006).

This transformation process includes the internal operation of the organization and its system of operational management. Some components of the system of operational management include the technical competence of school administrators and other staff, their plans of operation, and their ability to cope with change. Tasks performed by school administrators within the organization's structure will affect the school outputs. The environment surrounding the schools/school district includes the social, political, and

economic forces that impinge on the organization. The environment in the open systems model takes on added significance today in a climate of policy accountability. Pressures at the local, state, and federal levels mark the social, political, and economic contexts in which school administrators' work. Thus, school administrators today find it necessary to manage and develop internal operations while concurrently monitoring the environment and anticipating and responding to external demands.

Schools as open systems in which two or more persons work together in a coordinated manner to attain common goals consists of five basic elements: inputs, a transformation process, outputs, feedback, and the environment. Schools use four kinds of resources from the environment: human, financial, physical, and information resources. Through technology and administrative functions, the inputs undergo a transformation process. In schools, the interaction between students and teachers is part of the transformation or learning process by which students become educated citizens capable of contributing to society. Open systems export a product into the outside environment. In a school, the output may be students' knowledge, skills, abilities, and attitudes. Feedback serves as a control mechanism. Negative feedback from the outputs or environment can be used to correct deficiencies in the inputs or the transformation process, or both. The inputs are used to teach students who are then exported into the outside environment. These graduates continue to contribute energy to the school system in the form of one or more resources, human, financial, physical, or information. There should be feedback which is very crucial to the success of school operation. Negative feedback can be used to correct deficiencies in transformation of process or the inputs or both which in turn will have a positive effect on the school's outputs.

To be precise, government expenditures in terms of providing infrastructural facilities to Secondary schools in Nasarawa State is highly decreasing because of underfunding by its major source and this resulted to bedevil by a myriad of problems, which keep day by day. These include among others are dearth of infrastructure, inadequate classrooms, furniture, laboratories for teaching and research materials. Similarly recurrent expenditure as expenditure incurred on personnel in the organization, consumable supplies, repairs, and maintenance and refurbishing during the financial year, it is also referred to as operating costs.

Recurrent expenditure will normally take the largest share of the gross or total expenditure for a particular year. Capital expenditure includes expenditure on buildings, school sites, equipment and machinery minus the cost of their repair and maintenance. There is also, what is called real resource costs, Edem (1982) described real resource costs as “the units of physical inputs into the educational system such as the number of textbooks, library books, and teachers, areas of floor space and so on. They become monetary resources when they are expressed in terms of their monetary value. Factor costs are the prices paid for various resource factors under the separate headings of teachers, supplies, equipment and buildings.

## **2.4 Review of Empirical Studies**

This section focused on the review of related empirical studies conducted by different researchers that are related to this study.

Many studies have been conducted by different researchers at different time, which are related to this study for example, in the study conducted by Ibijoke (2012), to examine *“Impact of School Facilities on teaching and Learning in Nigerian Air Force Secondary*

*Schools*”. The purpose of this study was to find out how electricity, pipe-borne water, classroom and laboratory have impact on teaching and learning in Nigerian Air Force Schools. Four research questions and four null hypotheses formulated and tested using ANOVA at 0.05 level of significant. The research design adopted in the study was descriptive survey. Structured questionnaire was used by the researcher, based on the findings, it was recommended that Nigeria Air force directorate should make effort to supply electricity at all times in schools, provide enough classrooms and other facilities in all the Nigerian Air Force Schools.

Nwokocha et al., (2014) conducted a study on “*Perceived of Budget Preparation Procedure on Secondary Schools Administration in Abia State, Nigeria*”. The aim is to find out if the budget preparation procedures in use were seen as an incentive or discouragement in the administration of secondary schools in terms of its task areas. Altogether 192 school Principals participated in the study from 192 secondary schools in the three education zones of the state. Three research questions were posed and data were collected using a 14 items questionnaire titled budget Preparation Procedure and School Administration Questionnaire.

Data were analyzed using frequency distribution and means. Results indicated that the budget Preparation procedure used in secondary schools appears to negatively affect the administration of secondary schools in Abia State, Nigeria. This is because an adequate quantity of teachers has not been recruited. In addition, facilities are not adequately provided for. Consequently, the study gives evidence to a new conception that focuses on regular retraining of serving principals in financial matters. Such principals with administrative capabilities and experience may become excellent administrators. It is

therefore necessary for a strict adherence to budget preparation procedures and for the inclusion of principals and other stakeholders (Parents, employers of labour, representative of the community etc.) in secondary education during budget preparation.

Adebule et al (2015), in their study of Impact of Instructional Materials on Students' Academic Performance in Mathematics in Secondary Schools in Ekiti State of Nigeria.

The study was a quasi- experimental research design that employed pretest, post-test non-randomized control group design. The population of the study comprised all the students in Junior Secondary Schools in Ekiti State. The sample consisted of 90 students selected from nine secondary schools in Ekiti State through the multistage sampling technique.

A self-designed instrument tagged Mathematics Students Achievement Test (MSAT) was used to collect data for the study. The responses obtained were analyzed using Achievement Mean Scores, Multiple Bar Charts and Analysis of Covariance at 0.05 level of significance. The findings show that the pre- test mean scores of both experimental and control groups are 6.63 and 7.43, respectively while the posttest mean scores are 11.35 and 8.40, respectively. This study also revealed that significant difference exists between the performance of students taught with instructional materials and those taught without instructional materials. It was recommended that principals and officials of the Ministry of Education should ensure regular supervision to enhance effective use of instructional materials and resources in the teaching of Mathematics in schools.

However, in the study carried out by Michael and Oseni (2012) on Adequacy of Budgetary Allocation to Educational Institutions in Nigeria. The Data used are Federal Government Recurrent Expenditure from 2000 to 2011 sourced from Central Bank of Nigeria CBN Statistical Bulletin (2000-2011). Simple descriptive statistics was used and



it was found out that though there were increases but they fall short of the international benchmarks. The recommends that internally generated revenues (IGR) should be increased from 10 % to 15%to have access to additional funds and education should not be left in the hands of bureaucrats or politicians who are not aware of the implications for the quality of life of the coming generations.

More so, Mucai (2013) in her study of Availability and Utilization of Educational Resources in Influencing Students Performance in Secondary Schools Mbeere, South Embu County, Kenya. The objectives of the study were to find out the status of material and physical resources in secondary schools: to determine how effectively students and teachers utilize the available textbooks, laboratories and libraries in influencing students' performance: to determine to what extent Governments funding has contributed to availability of educational resources in secondary schools.

A survey design was used in this study because it helped the researcher to describe the existing conditions and make inferences related to this study. The target population for the study comprised 34 secondary schools in Mbeere South Embu County with a total population of 6403 students, 34 principals 68 H.O.Ds (languages and sciences). Stratified sampling was used to sample girl's public schools, boys boarding and mixed day to avoid bias of sampling one type of school and to determine whether there are variations in availability and utilization of educational resources in the different categories of schools. The study sample comprised of 3 boys (100%), 4 girls (67%) boarding and 8 mixed (30.8%) day secondary schools. Purposive sampling was used to sample 15 principals (45.5%), 30 H.O. Ds (45.5%).

Simple random sampling technique using lottery was used to sample 1 form 3 English language class and 15 students in form 3 classes in each category of schools. Questionnaires, lesson observation schedule and checklist were used to collect data. Piloting of instruments was done in two schools that were not included in the study. Content Validity of the instruments was determined by employing the expertise of my supervisors and lecturers at the department, while reliability was determined through test-retest method. Data was coded and keyed in the computer for analysis using the (SPSS). Qualitative data also analyzed thematically according to objectives and presented in narration form according to objectives. Quantitative data were analyzed by use of descriptive statistics such as averages, percentages, mean and range. The findings were presented using frequency distribution tables.

The study found out that the textbooks were not sufficient but there was no acute shortage since textbooks could be shared by a considerable number of students in all categories of schools. This implies that the subsidized secondary education had contributed towards availability of textbooks. The study also found out that Library services were largely inadequate in almost all the secondary schools with only 1 boys (33.3 %) and 1 girls school (25%) having 1 library each and none in the 8 mixed (87%) sampled secondary schools. The subsidized secondary education and CDF had not significantly contributed to availability of libraries in secondary schools. As far as laboratories are concerned all the girls and boys boarding schools had at least two laboratories (53.3%) and 6 mixed schools 40% had 1 laboratory each.

Available textbooks were utilized by students in reading ahead of the teachers, writing notes among others while teachers utilized textbooks in preparation of lessons, giving

assignments and setting exams in all categories of schools. However, unavailability of textbooks hindered utilization especially in mixed day schools. Utilization of library services was hindered by lack of libraries and inadequate learning materials. Underutilization of laboratories is caused by inadequate laboratories equipment that made teachers to demonstrate to students rather than students doing experiments on their own. Inadequate educational resources may have contributed to poor performance especially in mixed day schools among other factors. Government funding is found to be inadequate.

## **2.5 Summary and Uniqueness of the Study**

This study examined the impact of budget allocation on provision and management of infrastructural facilities in senior secondary schools in Lafia education of Nasarawa State. The researcher gave the brief introduction of the study, by explaining of budget, infrastructural facilities and management of facilities in schools. Statement of the problems that necessitated the researcher to develop interest and conducted the research. It contained five objectives, five research questions, scope and delimitation and other variables that are related to the topic were discussed.

The research design employed by the researcher is descriptive survey design, the target population for the study comprised of 110 Senior Secondary Schools in Lafia Educational Zone of Nasarawa State. Sample size used were 152, stratified random sampling technique, while the target populations are the school principals and bursars of senior secondary schools of the study area. However, the data for this study were collected from the principals and bursars of senior secondary schools of the zone. In analyzing the data, the researcher analyzed and presented the data in a tabular form using percentage and frequency count, while Mean and Standard Deviation was used as a method for data

analysis to compute the results of the findings.

Questionnaire was used to collect data for the study, piloting of instrument was done in two schools, corrections made by the experts to ensure the validity of the instrument was considered and test re-test method of administration of an instrument was used.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discussed the methodology used for the research as well as the procedures for collecting data. It presented the research design, population of the research study, sample size, sampling techniques, data collection instrument, validity and reliability of the research, data collection procedure and procedure for data analysis.

#### **3.2 Research Design**

The research adopted a descriptive survey research design for the conduct of the study. A descriptive survey is used to “*describe*” a situation, subject, behavior or phenomenon, (Creswell, 2013). Descriptive studies are often described as studies that are concerned with finding out what is of a particular problem. Therefore, the researcher employed descriptive design in order to ascertain the extent to which budgetary allocation impacted on provisions and management of infrastructural facilities in Senior Secondary Schools of Lafia Education Zone, Nasarawa state.

#### **3.3 Population and Sample**

##### **3.3.1 Population of the Study**

The population of the study comprised of all Principals and school Bursars of public senior secondary schools of Lafia Educational Zone, Nasarawa State. There were one hundred and ten (110) Public Senior Secondary Schools with one hundred and ten principals and bursars, totaling two hundred and twenty (220) across Lafia Educational Zone of Nasarawa State.

##### **3.3.2 Sample Size**

Out of the entire population of the study, one hundred and fifty-two (152) respondents

were selected to participate in the study. A sample size of 152 is sufficient for a population of 220 (Research Advisor, 2006). A sample size according to Buba (2012), refer to a unit of the population drawn from entire population through a definite procedure.

**Table 3.3.2: Showing Sample Size of Respondents.**

| S/N | Number of Schools | Number of Principals | Number of Bursars | Total |
|-----|-------------------|----------------------|-------------------|-------|
| 1.  | 110               | 76                   | 76                | 152   |

**Source:** Field Study (2017)

### **3.3.3 Sampling Technique**

A stratified random sampling technique was used to draw the sample for the study. Using stratified random sampling technique enabled the researcher to select the number of schools from the entire population in such a way that each member of the population has equal chance of been included or represented in the sample representation.

### **3.4 Data Collection Instrument**

The instrument used by the researcher to collect relevant data for this study is researcher designed questionnaire. The instrument was titled (IBAPMIF), impact of budgetary allocation on provisions and management of infrastructural facilities in Senior Secondary Schools of Lafia Educational Zone, Nasarawa State. The questionnaire was structured in a 4- point Likert scale format of Strongly Agreed (SA), Agree (A), Disagree (D), Strongly Disagreed (SD) respectively. The instrument consists of 15 questionnaire items from which the respondents were to express disposition or opinions.

### **3.5 Validation of the Instrument**

#### **3.5.1 Validity of the Instrument**

Validity of an instrument refers to the extent or degree to which the test instrument measures what it is expected or supposed to measure. Therefore, to avoid ambiguity and ensure balance of the questionnaire as well as validity of the content, the researcher considered the corrections made by the experts and appropriate modification regarded as effective and items reconstructed. In this case, the study instrument is relevant to the problems of the study and the data provided the information that relate to the problems. To ensure this, experts in test and measurement examine the questionnaire before administered to ensure the validity and the content of the instrument.

#### **3.5.2 Reliability of the Instrument**

The researcher administered the instrument on 50 respondents outside the sample of the study using the PPMC. The reliability index obtained was 0.6 which is an acceptable level of significance. Reliability of the instrument is the consistency and replicability of the instrument to produce same or similar scores, (Cohen, Manion and Morrison, 2006).

### **3.6 Procedure for Data Collection**

The researcher collected a letter of authority for research from the Department of Education, Bayero University, Kano introducing the researcher to the sampled respondents. Therefore, the researcher along with the research assistants distributed the research questionnaire to all the targeted respondents personally. It took a period of 2-weeks to administer and collect the filled questionnaires from the respondents. All the questionnaire was returned filled.

### **3.7 Procedure for Data Analysis**

The research adopted descriptive analysis in analyzing the data for the study. The descriptive statistical tools used were Mean ( $\bar{X}$ ) and Standard Deviation (SD). This enabled the researcher to determine whether, and to what extent does budgetary allocation impacted on provisions and management of infrastructural facilities in Senior Secondary Schools of Lafia Education Zone, Nasarawa State.



## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter presents data analysis undertaken in the study. It is with a view to determine the acceptability or otherwise of each of the questions which guided the study. A summary of the findings later on presented in this chapter for easy understanding and towards drawing a valid conclusion. The chapter ended with a discussion of each research questions.

#### 4.2 Result/Findings

The outcome of the research based on the data collected from the field revealed the following findings which were presented in tabular form according to the research questions raised thus:

**Research Question 1:** What is the impact of budgetary allocation on the provisions of infrastructural facilities in senior secondary schools of Lafia Education zone, Nasarawa State?

**Table 4.1:** Responses on impact of budgetary allocation on the provisions of infrastructural facilities.

| S/N | STATEMENT   | RESPONSES/ PERCENTAGES |    |    |    |    |    |    |    |     |      |
|-----|---|------------------------|----|----|----|----|----|----|----|-----|------|
|     |   | SA                     | %  | A  | %  | D  | %  | SD | %  | (X) | S.D  |
| 1.  | Lafia education zone mostly receives sufficient budgetary allocation for capital budgets.                                   | 25                     | 16 | 15 | 10 | 42 | 28 | 70 | 46 | 38  | 50.0 |
| 2   | Capital Budgets are mostly not released timely for infrastructural facilities   | 40                     | 26 | 52 | 35 | 40 | 26 | 20 | 13 | 38  | 23.7 |
| 3   | Considerable percentage of education budgets are for recurrent expenditure  | 50                     | 33 | 35 | 23 | 37 | 24 | 30 | 20 | 38  | 15.6 |
| 4   | Sufficient budgetary allocation for capital projects allow for provision and maintenance for conducive learning environment | 65                     | 42 | 50 | 33 | 27 | 18 | 10 | 07 | 38  | 44.2 |

**Source: Field work (2017)**

The analysis of table 4.1 above shows that 25 respondents with 16% strongly agree that Lafia Education Zone mostly receives sufficient budgetary allocation especially for capital budget, 15 of the respondents 10% agreed, 42 respondents 28% disagreed while 70 of the respondents 46% strongly disagree. The mean score of this analysis is 38 while the standard deviation is 50.0. The analysis of item two from table 4.1 revealed that forty of the respondents with 26% strongly agreed that capital budget provisions are mostly not released timely for infrastructural provision, fifty-two of the respondents with 35% agreed, forty of the respondents with 26% disagreed while twenty of the respondents with 13% strongly disagreed. The mean score of the scores is 38 while the standard deviation is 23.7. For item 3, the analysis revealed that fifty of the respondents with 33% strongly agreed that considerable percentage of education budgets are for recurrent expenditure, thirty-five of the respondents with 23% agreed with the statement, thirty-seven with 24% disagrees while thirty respondents taking 20% strongly disagreed. The mean score is however put at 38 while SD stood at 15.6

The analysis of item 4 from table 4.1 shows that sixty-five of the respondents with 42% strongly agreed that sufficient budgetary allocation for capital project allows for provisions and maintenance of conducive learning environment, fifty of the respondents with 33% agreed, twenty-seven of the respondents 18% disagreed while ten respondents with only 7% strongly disagreed. The mean score of this set of responses is 38, while the SD is 44.2

**Research Question 2:** To what extent the budgetary allocation impact on the maintenance of infrastructural materials in Senior Secondary Schools of Lafia Education Zone, Nasarawa State?

**Table 4.2:** Responses on impact of budgetary allocation on maintenance of infrastructural facilities.

|     |   | RESPONSES/PERCENTAGES |    |    |    |    |    |    |    |     |      |
|-----|---|-----------------------|----|----|----|----|----|----|----|-----|------|
| S/N | STATEMENT   | SA                    | %  | A  | %  | D  | %  | SD | %  | (X) | S.D  |
| 5   | Maintenance of infrastructure is not given desired attention in budgetary allocation  | 70                    | 46 | 50 | 32 | 12 | 08 | 20 | 14 | 38  | 47.0 |
| 6   | Because of under-funding physical facilities in school are in deplorable conditions   | 60                    | 39 | 47 | 31 | 32 | 21 | 13 | 09 | 38  | 35.0 |
| 7   | Classroom facilities such as chairs and tables are in good condition in senior secondary school of Lafia Education Zone. Hence does not required urgent budgetary attention | 09                    | 06 | 05 | 04 | 60 | 39 | 78 | 51 | 38  | 63.3 |
| 8   | Building facilities in senior secondary school in Lafia Education Zone are in good conditions that requires no maintenance anytime soon                                     | 14                    | 09 | 18 | 12 | 50 | 33 | 70 | 46 | 38  | 46.3 |
| 9   | Good infrastructural facilities in the school system motivate students toward learning  | 48                    | 32 | 67 | 44 | 19 | 13 | 18 | 11 | 38  | 41.2 |

**Source: Field work (2017)**

The analysis from table 4.2 above revealed that seventy of the respondents with 46% strongly agree that maintenance of infrastructure is not given desired attention in budgetary provision, fifty of the respondents with 32% agreed, thirty-seven of the respondents with 8% disagreed while thirty of the respondents 14% strongly disagree. The mean score of this analysis is 38 while the standard deviation is 47.0. The analysis of item six from table 4.2 revealed that sixty of the respondents 39% strongly agreed that because of under-funding, physical facilities in schools are in deplorable conditions, forty-seven the respondents with 31% agreed, thirty-two of the respondents with 21% disagreed while thirteen of respondents with only 9% strongly disagreed. The mean score

of the scores is 38 while the standard deviation is 35.0. For item 7, the analysis revealed that nine of the respondents with 6% strongly agreed that classroom facilities such as chairs and tables are in good condition in senior secondary schools of Lafia Education Zone hence does not require urgent budgetary attention, five of the respondents 4% agreed with the statement, sixty with 39% disagrees while seventy-eight with highest of 51% respondents strongly disagreed. The mean score is however put at 38 while SD stood at 63.3

The analysis of item 8 from table 4.2 shows that fourteen of the respondents strongly with 9% agreed that building facilities in secondary schools in Lafia Education Zone are in good condition that requires no maintenance any time soon, eighteen with 12% of the respondents agreed, fifty of the respondents with 33% disagreed while seventy with 46% respondents strongly disagreed. The mean score of this set of responses is 38, while the SD is 46.3.

The analysis of item 9 from table 4.2 shows that forty-eight with 32% of the respondents strongly agreed that good infrastructural facilities in the school system motivates students towards learning, sixty-seven with taking the highest of 44% of the respondents agreed, nineteen with 13% of the respondents disagreed while eighteen respondents with 11% strongly disagreed. The mean score of this set of responses is 38, while the SD is 41.2.

**Research Question 3:** How do budgetary provision impact on the effective management of infrastructural facilities in Senior Secondary School, Lafia Education Zone, Nasarawa state?

**Table 4.3:** Responses on impact of budgetary allocation on effective management of infrastructural facilities.

| S/N | STATEMENT   | RESPONSES/PERCENTAGES |    |    |    |    |    |    |    | (X) | S.D  |
|-----|---|-----------------------|----|----|----|----|----|----|----|-----|------|
|     |   | SA                    | %  | A  | %  | D  | %  | SD | %  |     |      |
| 10. | Funds are needed in school management to properly manage and maintain schools infrastructural facilities  | 45                    | 30 | 72 | 47 | 20 | 13 | 15 | 10 | 38  | 45.3 |
| 11  | School principals do not captured the cost of facilities maintenance in their annual estimate   | 33                    | 22 | 38 | 25 | 46 | 30 | 35 | 23 | 38  | 10.0 |
| 12  | Principals do rely heavily on state government budgetary allocation for maintenance of infrastructural facilities. They do not usually look for other alternative sources | 51                    | 34 | 37 | 24 | 20 | 13 | 44 | 29 | 38  | 22.2 |

**Source: Field work (2017)**

The analysis in table 4.3 above shows for item ten that, forty-five with 30% of the respondents strongly agree that funds are needed in school management to properly manage and maintain school infrastructural facilities, seventy-two with 47% of the respondents agreed, twenty of the respondents with 13% disagreed while fifteen with only 10% of the respondents strongly disagree. The mean score of this analysis is 38 while the standard deviation is 45.3. The analysis of item eleven from table 4.3 revealed that thirty-three of the respondents with 22% strongly agreed that school principals do not capture cost of facilities maintenance in their annual estimate, thirty-eight with 25% of the respondents agreed, forty-six of the respondents 30% disagreed while thirteen-five with 23% of the respondents strongly disagreed. The mean score of the scores is 38 while

the standard deviation is 10.0. For item twelve, the analysis revealed that 34% with fifty-one of the respondents strongly agreed that principals do rely heavily on state government budgetary allocations for maintenance of infrastructural facilities. They do not usually look for alternative sources, thirty-seven of the respondents with 24% agreed with the statement, twenty with 13% disagrees while forty-four respondents with 29% strongly disagreed. The mean score is however put at 38 while SD stood at 22.2

**Research Question 4:** What is the impact of budget on principals' ability to maintain infrastructural facilities in Senior Secondary Schools of Lafia Education Zone, Nasarawa State?

**Table 4.4:** Responses on impact of budgetary allocation on principals' ability to maintain infrastructural facilities.

| S/N | STATEMENT  | RESPONSES/PERCENTAGES |    |    |    |    |    |    |    | (X) | S.D  |
|-----|--|-----------------------|----|----|----|----|----|----|----|-----|------|
|     |  | SA                    | %  | A  | %  | D  | %  | SD | %  |     |      |
| 13. | School management always ensure that facilities are in good shape for teaching and learning in spite of inadequate allocation        | 40                    | 26 | 32 | 21 | 48 | 32 | 32 | 21 | 38  | 13.0 |
| 14  | Some school principals lack maintenance culture and some deliberately divert allocation main for facilities management to other uses | 73                    | 48 | 30 | 20 | 10 | 06 | 39 | 26 | 38  | 46.0 |
| 15  | School boards do not release capital budget to school principals, they implement it at their level                                   | 50                    | 33 | 45 | 30 | 25 | 16 | 32 | 21 | 38  | 20.0 |

**Source: Field work (2017)**

The analysis from table 4.4 above shows item thirteen with 26% of forty respondents strongly agree that school management always ensures that facilities are in good shape for teaching and learning in spite of inadequate allocation, thirty-two of the respondents

with 21% agreed, forty-eight of the respondents with 32% disagreed while 21% with thirty-two of the respondents strongly disagree. The mean score of this analysis is 38 while the standard deviation is 13.0. The analysis of item fourteen from table 4.4 revealed that seventy-three of the respondents with 48% strongly agreed that some school principals lack maintenance culture and some deliberately divert allocation meant for facilities management to other uses, thirty with 20% of the respondents agreed, ten of the respondents with only 6% disagreed while thirty-nine of the respondents with 26% strongly disagreed. The mean score of the scores is 38 while the standard deviation is 46.0. Item fifteen, the analysis revealed that fifty of the respondents with 33% strongly agreed that school boards do not release capital budget to school principals, they implement it at their own level, forty-five of the respondents with 30% agreed with the statement, twenty-five with 16% disagrees while thirty-two respondents with 21% strongly disagreed. The mean score is however put at 38 while SD is 20.0

The allocation made to education sector in Nasarawa State for the period of three years possess serious challenges of slow pace in the provision of infrastructural facilities in senior secondary schools of Lafia Education Zone. In the year 2014, the amount allocated to education was N10, 164, 180, 883 from the state annual budget of N114, 545, 424, 34,00. Whereas, 2015budgetofN107,904,891,045,00 ministry of education gotN7,666, 176, 293, 00billion. In 2016 budget of N79, 301,850, 593,00bililion, only N7, 288, 857, 139billion was allocated to education sector for capital and recurrent expenditure, (Nasarawa State Budget Template, 2016). However, Nasarawa State Government need to improve budgetary allocation made to state ministry of education in order to enable the ministry to provide adequate resources that will expand schools and cater for the growing

population. The percentages of money allocated yearly to education Ministry during the stated years were far lower than the percentage recommended by UNESCO to provide infrastructural facilities to Schools.

The National Policy of Education recognizes that education as expensive social services requires adequate financial provision from all tiers of government for successful implementation of its programs. It is in line of this that the United Nation Education Scientific and Cultural Organization (UNESCO) has recommended at least twenty-six per cent (26%) of every country's annual budget should be allocated to education sector. Therefore, any government that adhered to this international benchmark, there will be adequacy in times of provision and effective management.

However, the allocation made to this education zone for the above mentioned periods is very low, as such; it will pose a serious challenge in providing infrastructural facilities to schools.

#### **4.3 Summary of Findings**

From the data collected, analyzed and interpreted, the findings were summarized as follows from:

1. The amount of money allocated to Lafia Education Zone is not enough to cater for provision of infrastructural facilities in senior secondary schools of the zone;
2. Because of insufficient allocation of funds to Lafia Education Zone, maintenance of infrastructural facilities such as chairs and tables become a serious challenge;
3. Inability of government to release funds on time led to ineffective management of infrastructural facilities in senior secondary schools of the study area;
4. School principals find it difficult to properly and effectively maintain school infrastructural facilities in senior secondary schools of Lafia Education Zone due to



school boards do not release funds for maintenance of infrastructural facilities.

#### **4.4 Discussion of the Findings**

The results of the study revealed that school facilities in public Senior Secondary schools of Lafia Educational Zone, Nasarawa State are in state of disrepair. The reason for this is as a result of inadequate budget allocation to the sector. Findings on the shortage of infrastructural facilities such as classrooms, furniture, laboratory equipment etc. that the proportion of what was allocated to education is inadequate to provide facilities in schools. Findings as regards to schools' facilities maintenance, the inadequate fund allocated and disbursed to schools appears to have not allowed for proper maintenance of available facilities. In addition, over usage of the facilities tend to make the facilities highly damage and total dilapidation.

As regards to role of principals in the management and maintenance of school facilities were periodic inspection of the facilities, decentralization of maintenance, preventive and emergency maintenance, keeping records of school facilities and seeking community involvement in facilities management and maintenance. More so, facilities are not purchased as when due. For effective management and maintenance of school facilities, school principals should adopt corrective maintenance and preventive maintenance to ensure that school facilities are kept near their original state as possible

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This section presents the summary of the research conducted in a concise manner as well as conclusions and recommendations on the impact of budgetary allocation on provision and management of infrastructural facilities in Senior Secondary Schools of Lafia Educational Zone, Nasarawa State.

#### **5.2 Summary**

Provision and management of infrastructural facilities in school setting goes a long way to motivate teachers and students in teaching and learning process. School buildings, classrooms, library, laboratories, furniture, learning materials and other infrastructural facilities that motivate students towards learning need to be sufficiently provided in senior secondary schools of Lafia Education Zone, Nasarawa State. School facilities need to be fulfilled in order to address the objectives of education and improvement of the school in particular. It is also imperative to note that inadequacy of school resources highly affected the teaching/ learning process and prevent school practice in improving the quality of education. Infrastructural facilities as an essential and significant tools needed for teaching and learning of school to promote students' performance by making learning more interesting, and this requires adequate fund for acquisition.

However, schools' infrastructural facilities became vital tools or resources in teaching-learning effectiveness and there is every need for adequate provision and proper management. There is need to ensure that the right type of facilities is made available at the right time and place for the right type of teaching- learning activities. The need to inject economy into educational facilities provision and use. More so, it is through

monitoring, supervision, control and regular maintenance that the provision of these facilities in an educational institution can be properly operate and maintain. School facilities give meaning to teaching and learning process. Therefore, facilities management is an integral part of the overall management of the school. School managers should carry out comprehensive assessment of the facilities to determine areas of need and this requires integrated effort of all stakeholders who possess the expertise need for accurate and up-to- date assessment of all aspect of school facilities, because the actualization of the goals and objectives of education requires the provision, maximum utilization and appropriate management of the facilities.

Therefore, the provision and management of infrastructural facilities in schools requires collective efforts. Management processes, which involve planning, organizing, decision-making, leading, coordinating and controlling are applied in facilities management. Broadened educational goals and objectives as a result of changes in socio- economic development have necessitated the involvement of several minds in the facilities provision and management process. It requires experts input form a wide range of stakeholders. Collaborative efforts bring into facilities provision and management new ideas and perspectives. Over the years, school managers have emphasized that infrastructural facilities available for academic and non- academic activities are grossly inadequate. This issue is very sensitive and demanding because it bears directs relevance to the funding of education and most importantly to the quality of outputs of the educational system. These facilities were provided when the student's population in the school was reasonably low when compared to the population of the same school presently using the same facilities. The school facilities needed for effective teaching and

learning are inadequate, and in some place are they are totally absent due underfunding of the education sector.

### **5.3 Conclusions**

School infrastructural facilities are the essential facilities necessary for the enhancement of teaching and learning process. These include libraries, classrooms, furniture, laboratory equipment, etc. however, these school facilities must be sufficiently being provided in our educational institutions and well maintained to ensure that optimal use and achievement of educational objectives both in immediate and in the future, given the available resources.

Adequate budget allocation making students having access to normal facilities in the classrooms and these contribute to increase in performance of students. Adequate budget allocations provide school standardized buildings with their facilities and instructional materials for students' development. However, adequate budgetary allocation is an ingredient for quality education and to achieve the intended goal of the school program. It was concluded that school facilities remained one of the essential factors in the realization of the goals of secondary education in Nigeria. This is because of its great role on teaching and learning process cut across the provision of essential services such as building, furniture, laboratory equipment, instructional materials etc. They play a different role in the promotion of teaching and learning. The national policy on education recognized the impact of these essential services to the successful running of schools in its blueprint. Therefore, it is important to note that they are viable tools for productive teaching and learning process. Based on these, government and other major stakeholders by extension should entrench endeavor to provide adequate budget to education sector in

other to provide all these facilities since they are goal-oriented. However, school infrastructural facilities as an educational tool for the development of students towards the realization of educational goals and objectives, yet the result of this study have shown that majority of the infrastructural facilities in senior secondary schools of Lafia Educational Zone of Nasarawa State are in a poor state of disrepair.

## **5.4 Recommendations of the Study**

### **5.4.1 Recommendations from the Study**

School facilities are very important in sound education of the students towards the realization of educational goals and objectives. In senior secondary schools of Lafia educational zone, Nasarawa state, public secondary schools are in a state of disrepair. To address the issue of school facilities in the study area, the study recommendations as follows:

1. Government as a major educational financier should ensure that enough is made in the educational budget for provision of infrastructural facilities in study area.
2. Adequate money should be disbursed to school managers for facilities maintenance and management, as a result, educational planners and policy makers should ensure that enough is made in the budget for facilities maintenance because some facilities maintenance cases needed urgent attention.
3. A maintenance department with well-trained personnel should be established in schools to carry out either major or minor maintenance services for classrooms, furniture and other less technical and sophisticated educational facilities.
4. School principals should develop and inculcate good facilities maintenance culture to teachers and students, as well as preventive maintenance procedure should be established

and implemented by the school principals. This will increase the facilities lifespan and likewise improve teaching – learning within their vicinity.

#### **5.4.2 Recommendations for Further Studies**

This will enable other researches emanating from this present study to address other critical areas of interest in this research work. It has therefore suggested that the followings be looked into:

1. Appraise the roles played by every stakeholder aimed at putting the facilities into functional use to enhance teaching and learning process.
2. Investigate the effect of bureaucratic problems involved in the smooth operation of senior secondary schools from the viewpoint of its leadership style and the secrecy nature of information in the organization.

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## APPENDIX II: QUESTIONNAIRE

Dear Respondents,

I am a Postgraduate Student of Unit of Educational Administration and Planning, Faculty of Education, Bayero University, Kano, with Registration Number SPS/14/MED/00018. Currently undertaking my research work on the ***“Impact of Budgetary Allocation on Provision and Management of Infrastructural Facilities in Senior Secondary Schools of Lafia Educational Zone of Nasarawa State”***. This particular research questionnaire is purposely designed to solicit your information on this aspect to help and enable the researcher to conduct a successful study on the topic and be rest assured that all information given will be treated with confidentiality because is for academic purpose only. Thanks in anticipation of your usual cooperation. You are please request to respond appropriately to the statement in questionnaire by ticking [✓] in the column provided against each statement based on your opinion. Your responses will be used to drive conclusions on the “Impact of Budgetary Allocation on Provision and Management of Infrastructural Facilities in Senior Secondary Schools in Lafia Educational Zone of Nassarawa State.

|      |   | RESPONSES |   |   |    |
|------|---|-----------|---|---|----|
| S/N. | STATEMENTS/ITEMS  | SA        | A | D | SD |
|      | <b>Impact of Budgetary Allocation on Provisions of Infrastructural Facilities</b>   |           |   |   |    |
| 1    | Lafia Education zone mostly receives sufficient budgetary allocation especially for infrastructure  |           |   |   |    |
| 2    | Funds are mostly not released timely for infrastructural provisions   |           |   |   |    |
| 3    | Considerable percentage of education budgets are for recurrent expenditure  |           |   |   |    |
| 4    | Sufficient budgetary allocations for capital projects allow for provision and maintenance of conducive learning environment   |           |   |   |    |
|      | <b>Impact of Budgetary Allocations on Maintenance of Infrastructural Facilities</b>   |           |   |   |    |
| 5    | Maintenance of infrastructure is not given desired attention in budgetary allocation  |           |   |   |    |
| 6    | Because of under-funding physical facilities in schools are in deplorable conditions  |           |   |   |    |
| 7    | Classroom facilities such as chairs and tables are in good condition in senior secondary schools of Lafia education zone hence does not require urgent budgetary attention. |           |   |   |    |
| 8    | Building facilities in senior secondary schools of Lafia education zone are in good condition that requires no maintenance anytime soon.                                    |           |   |   |    |
| 9    | Good infrastructural facilities in the school system motivates students towards learning  |           |   |   |    |
|      | <b>Impact of Budgetary Allocation on Effective Management of Infrastructural Facilities</b>   |           |   |   |    |
| 10.  | Funds are needed in school management to properly manage and maintain school infrastructural facilities   |           |   |   |    |
| 11.  | School Principals do not capture cost of facilities maintenance in their annual estimates.  |           |   |   |    |
| 12.  | Principals do rely heavily on state government budgetary allocations for maintenance of infrastructural facilities. They do not usually look for other alternative sources. |           |   |   |    |

|     | <b>Impact of Budgetary Allocation on Principals' ability to maintain School Infrastructural Facilities</b>                               |  |  |  |  |
|-----|--|--|--|--|--|
| 13. | School management always ensures that facilities are in good shape for teaching and learning in spite of low allocations.                |  |  |  |  |
| 14. | Some school principals lack maintenance culture and some deliberately divert allocations meant for facilities maintenance to other uses. |  |  |  |  |
| 15. | School boards do not release capital budgets to school principals' they implement it at their level.                                     |  |  |  |  |

### **APPENDIX III: Required Sample Size**