

Budgeting and Fund Management in Secondary Schools in Rivers State

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Abstract

This study is designed strategically to investigate budgeting and fund management in secondary schools in Rivers state. The study used correlational survey design. Five research questions were formulated and four hypotheses were postulated and tested. The researcher used stratified random sampling techniques to select 267 principals from public secondary school in the state. An instrument of questionnaire for budgeting and fund management in secondary schools was administered to gather data for the study. The data was analyzed using a t-test statistical tool with statistical package for social science (SPSS) version 22.1. Using a five point Likert scale questionnaire. The result of the analysis showed that there is a significant relationship between male principals and female principals on the factors responsible for effective implementation of budgeting and fund management in secondary schools. Specifically, budgetary policies showed a strong positive and significant relationship of 3.08 and 0.78 is indicating that the extent of budget policies implementation relevance to school principals is high. Based on these, it was concluded that principals of public secondary schools implement budgeting and fund management among others, most schools are run on adhoc financial allocation basis through the imprests system, external influence during the course of implementing budgeting policies should be avoided as this enslaves the principal and subsequently makes him handicap in the field so, there should be unilateral contract toward maintenance contracts. It recommends that public schools should endeavour to implement budget to enhance socio infrastructural development and to guide against extravagant expenditure of school administrators.

Keywords: Budgeting, Implementation, Financial management incentives, and Infrastructure development, Auditing and investigation.

INTRODUCTION

Education, which is the pivotal tool for development and transformation any level, of national economic development has for some time now undergone series of changes due to inadequate funds to service the system. This may in the future, lead to unplanned educational development in many countries, especially the third world countries. No organization can survive or function effectively without adequate financial resources at its disposal. Money is needed to pay salaries, maintain school plants and keep educational services going. Thus, the budget plays an important role. In a social situation, education is a capital intensive business, which requires enough financial and material resources. In order to account for the ultimate sources of all revenue for school expenditure, we rely on the school budgetary planning and implementation.

As an important tool for school management, budgeting helps the management to look ahead and become more effective and efficient in administering the business operations of tertiary institutions. Budgeting facilitates control by providing definite expectations in planning that can be used as a frame of reference for judging the subsequent performance. A budget is a planning instrument while managers administers it and a standard for comparing progress and evaluating results after it is established. Pandy (1994) in Enaohwo (2017) asserts that budgeting helps to optimize the use of the tertiary institution's resources. Therefore, budgeting is a sine-qua-non for effective and efficient management of tertiary institutions in Rivers State.

Apparently the financial management of schools was a joint responsibility of voluntary agencies and regional ministries of education, where tertiary institutions acted as agents of both the voluntary agencies and government. The Head of the institutions prepared the budget, which was approved by the institutions budget committee and passed on to the ministry, for final vetting and approval and thereafter, the Head of the Institutions, spends the fund accordingly. Mgbodile (1986) in Okpola (2012) declared that school accounts were audited by the Heads of the Institutions with the approval of the Regional Minister of Education.

Currently, the trend has been towards a total state, committed in its entire ramification. Students pay their school fees and levies to the school treasury. But schools still derive revenue from other sources, which might help for effective budgeting and management of funds, both human and material resources within the system. In support of the above statement, the teacher's service manual (1974:22) as cited in Ogbonna stated that "one of the duties of the school heads is to collect school fees and such funds as may be available to him for the running of the school. In the same vein, the Ignatius Ajuru University of Education has numerous facilities serving as a source of supplementary income generated from the business entrepreneur such as shops and lock up stores all over the premises. According to Agabi (2020) served as internally generated revenue, IGR, I equally interacted with a shop owner who disclosed that shop rent amounts to one hundred thousand naira only (Eze, 2019) as incremental cost.

The relevance of budget deals with revenue collection from many sources and spending the money in the interest of education. For example, in the tertiary institutions such as Rivers State University, the school budget is an expression of public purpose and educational program. Therefore, the school budget becomes the medium whereby education policies are translated into action. The budget is thus conceived as work plan for the fiscal year and as a disciplinary agent to control the use of resources devoted to a particular purpose. Budget as a periodic planned program of action designed to achieve some defined goals in any field of human endeavour, expressed in numerical terms with regards to the accrual and disbursement of resources or output. Budgets are prepared to achieve targets or objectives. Thus, education or school budget is the translation of education needs into a financial plan.

The accounting system will be employed to determine the cost of building each school, through a planned budgetary control measure to avoid extravagant spending. This is apparently based on the fact that the task of providing infrastructures and other social amenities lies solely with government. It is pragmatically important that budgetary is made available for product management in ensuring the provision of these necessary facilities to the citizen and change the life style of the people. Nte, (2018) vowed that some governments do not have the people at heart in making budget and development of social infrastructure facilities. Furthermore, budget should impact the people's lifestyle. Once the cost of building each school is determined and approved, it becomes a budgetary policy and this policy will outline in detail the type of building to be erected, materials to be used, the quality, cost, etc. However, Agabi (2017), identified three types of budget viz: Capital budget; Financial budget and Rolling budgets.

1.1 Statement of the problem

It has been discovered that budgetary in fund management, are powerful instruments of development, financial prudence and accountability in any given establishment. There is widespread evidence of pervasive and massive poverty in the Land, in spite of the growing public expenditure in the school budget. Records available show that the present status of public secondary schools in Rivers State is yet to justify the huge annual government investment on them. The study explores Government Secondary School Emohua, Girls Secondary School Rumuokwuta, Birabi-Memorial Grammar School Bori; Model secondary school GRA ,Port-Harcourt; Ascension High School Eleme; Eleme-Alimini Community Secondary School; all in Rivers State, are all in share and receive of abound of dilapidated school buildings, uncompleted and abandoned blocks of classrooms, inadequate seats for both staff and students, lack of instructional materials, lack of laboratory equipment for effective teaching and learning of the sciences and other technical subjects, etc. In addition, personnel (teachers) welfare has also been a subject of neglect. Salaries and other allowances or incentives, accumulates over several months before payment is affected. The pensioners accumulated salary indebtedness by the government, yet all these are planned and included in each year's budget.

It is against this background that the researcher wishes to investigate, to see the level of implementation of budgetary plans in secondary schools. Also, investigate the causes of failures in implementing budgetary policies in state schools.

1.2 Purpose of the study

The primary purpose of this study is to examine the implementation of budgetary and fund management in secondary schools in Rivers State. Specifically, the purpose of this study includes the following:

1. To explore the relevance of budgetary and fund implementation in the state schools.
2. Investigate on the important factors responsible for the implementation of budgetary policies in schools.
3. Evaluate the procedures adopted in the implementation of budgetary policies and fund management in secondary schools.
4. Find out the constraints in implementing budgetary policies in public secondary schools in Rivers State.
5. To identify the major problems militating against implementation of budgetary policies in secondary schools.

1.3 Research questions

The research questions are formulated below, to guide in carrying out this study.

1. What is the relevance of implementing budgetary policies in government secondary schools?
2. What factors are responsible for the implementation of budgetary policies by secondary school principals in Rivers State?
3. What procedure do principals of public secondary schools in Rivers State adopt in implementing the budgetary policies in their schools?
4. What is the constraint to the implementation of budgetary policies in Rivers State?
5. What problems do principals of public secondary schools encounter in the implementation of budgetary policies?

1.4 Research Hypotheses

The following hypotheses were formulated to guide the study.

Ho₁: There is no significant relationship between male principals and female principals on the factors responsible for effective implementation of budgetary policies in secondary schools.

Ho₂: There is no significant relationship between experienced and inexperienced principals on the budgetary implementation procedures adopted in their schools.

Ho₃: There is no significant relationship between principals of Upland schools and principals of Riverine schools on the constraints to the implementation of budgetary policies in secondary schools in Rivers State.

Ho₄: There is no significant relationship between principals of urban secondary schools and principals of rural schools on the problems encountered in the implementation of budgetary policies.

1.5 Significance of the study

This study will be of great relevance to principals of secondary schools, administrators of both State and Federal Ministries of education, politicians, the private sectors, individuals and the society at large. It will be a reference point to them in the decision making process. Furthermore, it will also be useful in both economic and financial analysis.

It is noteworthy that implementation of budgetary and fund management stimulates the economy which brings about program analysis in educational policies. Perhaps, a budget is regarded as an important instrument in government economic policy. The study therefore shall be a rallying point to students, individuals, corporate bodies, the private sector and the government for forecasting their future expenditure not only in education, but a general growth in the economy.

1.6 Delimitation of the study

This study is centered to all the principals of public secondary schools in Rivers State. This study is also delimited to implementation of budgetary policies in secondary schools in Rivers state.

1.7 Definition of terms

1. **Budget:** Is a financial plan of income and expenditure for a fiscal year, these are government forecast in monetary terms towards achieving educational development.
2. **Budgetary Practices:** The application of various budgetary measures or budget types in school administration.

3. **Implementation:** This refers to all controlling measures or practices adopted by principals via guided principles, to derive benefits towards educational development.

2.0 Review of Related Literature

In this chapter a wide range of related literature budget, budgetary and fund management were reviewed. Thus, the review is broken into the following parts:

1. Theoretical framework
2. Conceptual analysis
3. Objective of budgetary
4. Administration and control of budgetary
5. Review of related empirical studies

2.1 Theoretical Framework

The theoretical framework for the study is predominantly based on budgetary theory of instrumentalism postulated by Charles Lindblom (1959) which stated that budgeting usually involved a continuation of past budgets with incremental modification to suit changing circumstances (Bartle, 2003). Budgeting has been changing at a rapid pace. Before now, the scope of budgeting was circumscribed to more listing of items to be purchased (Eze, 2016). Because of this, organization including educational institutions has structured their management practices around this theme. Today, school principals are not in a passive role of a compiler of lists of items rather they are tying budgetary practice of the management of an organization (The school) they find themselves. The principal as head of school, manager and administrators of instructional leadership and accountability. It is their obligation to ensure that funds are raised economically and used judiciously (Drury, 2002). Eze (2016) submitted that it is because of this change in emphasis the descriptive treatment of the subject of budgeting is being replaced by growing analytical content and sound theoretical under pinning. Continued that inflationary state has jeopardized the behavioural attitude of a rational consumer due to global economic meltdown. In addition, it is on the basis of this that organizations see budget as very vital in the management machinery. As taxes seem to be on expression of political philosophy in naira terms so budgets in secondary schools are expressions of their education philosophy in naira terms for fixed period of time. To buttress this Wenrich (1974) in Eze (2016) is of the opinion that school facilitates budgets as the reflection or educational philosophy of the institution as well as provide physical setting for its implementation. This implies that the most rules about budgetary practice is that, educational planning proceeds financial planning. Ajiogu, (1991) stated that none the less, it is the rule that is most frequently broken. Since budgeting and educational planning are continuing processes, they have to be accomplished concurrently. This, the physical and financing management as well as planning need to direct involvement of the school manager who is the principal. Gauerke (2006) supporting the views state above, opines that the structured of budgetary practices facilitated or hinders the normal financial of any human organization. A budget must be flexible to create forum for innovation and new programme development.

2.1.1 Conceptual Analysis

A budget according to Meigs and Meigs (1981) is “a summary statement of plans expressed in quantitative terms: it guides individuals or accounting entity in reaching financial or operational goals” Lucey (2002). Conceptualizes a budget to be “a quantitative expression of a plan of action prepared in advance of the period to which it relates” Lucey pointed out that a budget is a quantitative statement for a defined period of time, which may include planned revenues, expenses,

assets Liabilities and cash flows. A budget provides a focus for the organization aids the co-ordination of activities and facilitates control. On the other hand, Buhar, (1987) asserts “Budget simply as a document indicating the total and composition of government expenditure and the sources from which such expenditures are expected to be financed in the course of the year” Ajuogu, (1997) qualified a budget to be a quantitative plans for a firm’s operation in a coming period of time”. Drury, (2000) refers to the detailed plans of a company as budgets. On his part, Igbuzor (2004) provided view of a route of views of different scholars of what budget is all about including the origin of the word budget.

However, Kwanashie in Ogbuzor (2004) gave a more comprehensive description of budget when he said that “the budget is a key instrument for macroeconomic management in most economies and its efficacy determines the success of government in meeting societal goals.” the budget is also a tool for the implementation of social, political and economic policies and priorities which impact on the lives of the population.

Idomoboye (2001) on his part opined “that budget are financial and or quantitative statement, prepared and approved prior to a defined period of time, of the policy to be pursued during that period for the purposes of attaining given objective” A budget according to his postulation may include income, expenditure and employment of capital. A budget is a detailed plan of action for future period, either for the business as a whole or for any sub-unit. It attempts to estimate the profitability of a company in a future budget period given a certain level of activity. It does not pretend to control the cost of a product even though; the budget will be based upon estimated of cost. Uchenna, Obara and Ubaka (2000) viewed budget as a plan of financial operation embodying an estimate of proposed expenditure for a given period and the proposed means of financing them. They opined that this term is also used to designate the financial plan presented to legislative body for consideration and approval. Agabi (2002) put on end when he pointed out the “the term budget has come to mean different things to different people, depending on the field and the purpose to be served by it” According to him, while some see it as a numerically quantified plan for action, others perceived it as a periodic estimate of revenue and expenditure, and yet others from his deduction a budget can be regarded as a periodic planned programme of action designed to achieve some defined goal, in any field of human endeavour, expressed in numerical terms with regards to the accruals and disbursement of resources or outputs. It is a numerical or quantitative expression of a plan of action designed to achieve some defined goals in any given field or human endeavour within a given time frame. Eze (2019) budget is an indicator of the anticipated revenue and expenditure for a fiscal year that involves comparative analysis of previous performance of an institution or corporate organization. Furthermore, Budget necessitates a deliberate and argument before consent and approval is made. The committee goes extra mile in sourcing information for Implementation of the plan. While a budget is conceptualized as a periodic planned programme of action designed to achieve some defined goals in any field of human endeavour, expressed in numerical terms with regards to the accrual and disbursement of resources or output, budgeting on the other hand refers to the procedures and mechanisms by which the budget is prepared, implemented and monitored. However, most authors use both terms interchanging ably which to me could be correct.

2.1.2 Uses of Budgetary Practices in Secondary School

Aidenagbon (2003) pointed out that there are many useful purposes which the budgetary process can serve. Apart from serving as an instrument of effect management, budgeting practices can be used to promote the following managerial function in any school.

- i. The budgetary can be used as a control and coordination device. The second is when the budget is used to set specific educational goals such as increasing enrolment or improving

performances, control and coordination can be achieved by the organizational structure coordination devices include priority setting, established and regulation of routine timing of function in order to ensure the maximization of goal attainment.

- ii. A budget is necessary for accountability and answerability. It is a device for ensuring the careful and honest stewardship of school fund.
- iii. Budget is a means of ensuring participation in the running of the educational system. There should be participation from grass-root. Member of a committee should be saddled with the responsibility of monitoring activities that can improve or enhance budget plan.
- iv. The budget is a tool for the implementation of social, political and economic policies and priorities which impact on lives of the population.
- v. Budget is an instrument for ensuring economic examination for their various alternatives in achieving a given and establishing the costs and benefits of each alternative, and selecting the alternative that maximizes the achievement of a given end. A good budget is one that achieves optimal allocation of the available resources.

2.1.3 The Objective of Budgeting

As an integral part of management, budget is a comprehensive and co-ordinate plan expressed in financial terms for the operations and resources of an enterprise for some period in the future. Applying this specific definition of budget, Roe (2001) sees educational budget as that interpreted to the public in such a way that when formally adopted expresses the kind of educational programme the community is willing to support financially and morally for a one year period. This requires careful planning aimed at serving the society. The objectives of budget differ from one year or sometime are similar. The strategies to achieve the objectives also differ. Pandey (1994), in Nte (2003) stated that the major purpose of budget is:

- To provide a detailed plan of action for reducing uncertainty and for the proper direction individual and group effort to achieve goals. Communicate expectations to all concerned with the management of the school so that they are understood supported and implemented.
- Co-ordinate the activities and effort in such a way that the use of resources is maximized.
- State the school's expectation in clear and formal terms to avoid confusion and to facilitate their attainability.

2.1.4 Objective of school budget as follows:

1. To identify the key elements in the management of funds, facility and personnel.
2. Identify needs control expenditure and ensure accountability or financial stewardship.
3. To implement educational polices and actualize educational programmes.
4. Ascertain future expectations for judging actual performance.
5. Granting opportunities for staff members articulate their financial and resources requirement for successful operation in the school. Enaohwo (1990), identified the five stages of educational budget cycle to include:
 1. Preparation stages
 2. Presentation and defence
 3. Authorization and adoption
 4. Administration /implementation or execution
 5. Appraisal of evaluation/review

To arrive at the final budget figures which Drury (2000), referred to as the master budget, Igwe (2000) made us to understand that the ministry of finance issues “call circular” to all ministry, departments, parastatals etc. in response, these units of government forward their advance proposal of expenditure and revenue to the ministry of finance. It is the call circular that trigger of the formulation and preparation stage of the budget process. (Eze,2010). Assert that on his appointment as Chairman: Finance & Account, Ebenezer Baptist church, GRA Port-Harcourt. The duty commenced immediately with preparation of budget an as other department of the church were requested to forward their budget plan within two weeks of notification.

In Rivers state public secondary schools. To above description is what obtained in the budgetary process. The state ministry of finance issues call circular to all ministries department, parastatal, etc including the ministry of education which in turn directs all schools principals from all schools and send same to the ministry of finance. This then form the ministry of education budget for the coming year. Agabi (2002) pointed out that what constitutes the basic stage in the budgetary process includes:

1. Dissemination of budget preparation guide.
2. Budget draft budget defence and modification
3. Budget approval or authorization

2.1.5 The principal and Budget Implementation

The principal is the head of a secondary school as such, he is the manager and administrator of that school. It is the responsibility of the principals to provide budget for instructional leadership of accountability and stewardship of member staff. Principal frames school goals, communicate school goals supervision and evaluation, coordination of the curriculum, monitoring of students progress, protection of instructional time, maintaining high visibility. Providing incentives for teacher and student to ensure quantity delivery for school effectiveness

2.1.6 Administration and Control of Budget:

A budget irrespective of its quality and working principle does not end at the preparation stage but the practice and its administration is an important as the budget itself. The administration, supervision, and control of the one that yield desired results. Ebong in Okeke (2010) attest to the fact that the authority to administer the budget is given to the principal alone practicing the budget according to him is to make sure the principal must always keep an eye on the receipt and expenditure elements.

Adesina and Famiboye (1988) stated that budget administration could be the responsibility of board officials and assistant budget administrators”. He asserts that “seeking to achieve the educational effectiveness and needs in terms of available fiscal resources and establishment traditional relevant bursars should look up to the school budget appraisal as responsibility shared by the board of governors, Estate education, commission, staff and knowledgeable persons who have interest.

Taiwo (1992), recognizes the school principle as a man who pilots the school with his eyes on the compass to ensure that the school is steered in the right direction, when he stated that: We must keep constantly in view the philosophy the school and the national goals of education and direct all efforts at achieving those goals. He is the father of the school community to whom the children individual and as a groups look up for general direction, guidance, support and protection. Furthermore, the principal is the leader of the staff, the success of the school depends on great deal on the kind of leadership which he gives to the staff and the responses to that leadership.

Controlling profit and operation: it serves as a useful benchmark with which actual results can be compared. The government subsidizes the cost of education though it is a collective responsibility that necessitates individuals, parents, guardian and organization. Budget entails comparative analysis of actual results with budgeted results. It helps managers to evaluate the performance of individuals, departments, or entire organization with anticipated goals.

Education and national budgets: The Nigeria government accepts that education is no longer a private enterprise, but a huge government venture that must demand its whole hearted intervention and active participation, and it has reaffirmed its policy of using education as instrument "par excellent for affecting national development (Edem,2011).

2.1.7 According to Adesina (1981) in Owondah (2018) purpose of a budget are as follows:

1. The school budget forecasts the activities, services, and programmes, which our appropriate governing council (e.g. Board of governors) has approved for given period, usually a one-year period.
2. The budget shows what revenue is to be anticipated and from what sources this is to be derived.
3. The school budget shows detailed financial statements and estimates of expenditure for various items of the school system.
4. The school budget shows what other contributions and pressures on the budget that are anticipated during the financial year. The pressure is inflation.
5. School budget must be prepared in such a way that it can be executed by anyone, even from outside the school system.

2.1.8 Limitation of Budgeting in Education

Possible Limitations of Budgeting: The following are eminent factors that can limit an institutional budget viz.

1. Political instability with the economy
2. Revenue and expenditure may be difficult to estimate
3. Lack of adequate and realistic data for proper budgeting
4. It may encounter inter-departmental conflicts.
5. Persistent increase in the level of inflation
6. Places a great demand on management time
7. It may involve considerable costs.
8. It may take away management flexibility

2.1.9 Types of Education Budget

In education perspective, budget is mainly established to guide the financial behavior of an administrator. However, there are three (3) types of budget to be discussed viz.

1. **Capital budget:** As the name suggest is expressed as the acquisition of assets, fixed and current that often requires a huge amount of money/fund in procurement. Capital budget primarily concerned with the purchase of such assets as property, buildings and equipment.
2. **Flexible budget:** This kind of budget that accommodate easily adjustment. It creates forum for analysing each item of cost contained in the budget into "fixed" and "variable" element. The procedure for developing a flexible budget is quite simple but the results are only accurate if the cost behaves in the predicted fashions. Too often, simplistic assumptions are made in cost behavior, which are unrealistic.

3. **Rolling budget:** In this budgeting system in a school continually updated by periodically adding a new incremental time period, such as a quarter, and dropping the period just completed. At the end of a budget period, the budget serves another useful purpose. Agabi (2018) asserted that it is a long term budget that operates a term evaluation process. Its duration may occur twenty years or more and necessary adjustment can be made to accommodate the term.
4. **Zero-base budget:** Implies starting the budget from zero situations and justifying each segment of the budget rather than merely adding to historical budgets or actual. Conventionally, budgets are only queried when they show increase in expenditures over previous years. In zero-Based Budgeting there is a positive attempt to eliminate inefficiency and slack from current expenditure. Cucey (2002), introduced zero-based budgeting. And he identified the following, structures systematic approach to budgeting based on zero-based budgeting: -
 - Organizations are divided into sections known as decision units.
 - Each decision units are clearly-defined
 - Similar decision package are defined for increment allocations to activities,
 - The decision packages are ranked.

2.1.10 Budgetary Procurement

The budgetary process normally have a paradigms shift, because budget is realistic but fluctuate as a result of economic variable inflationary and deflationary.

The budget process as acknowledged by Ezeocha (1990) is inevitably a time consuming one. It involves an elaborate working out of the estimated revenue and expenditure section by section, item by item in greater details. John (2017) asserts that the budgetary process is made up of five stages which must be systematically followed. These are;

- i. Stage of preparation
- ii. Presentation of defence
- iii. Authorization and implementation
- iv. Appraisal or execution

The preparation of a budget is based on major formats or models which have gained lot of popularity in the school system. A typical Example of budget is shown.

Table: Maritime Aviation institution

S/N	Facility	Expected revenue	Proposed expenditure
1.	Accountancy	450,000	648,000
2.	Management	550,000	480,000
3.	Administration	400,000	535,000
4.	Education	900,000	850,000
5.	Engineering	1,500,000	1,200,000
6.	Aviation	1,000,000	800,000
7.	Shipping	620,000	700,000
8.	Petroleum	800,000	650,000
9.	Logistics	500,000	450,000
	Total	6,720,000	6,313,000

Source: 2016 Lagos Avocation Maritime business school. Page 12

In the above table, shows annual budget allocation of expected revenue of #6,720,000 against expenditure of #6,313,000. It is an indication of surplus budget. With the budgetary allocation the school can provide libraries, books, renovate schools, pay staff salaries etc.

2.1.11 Challenges Associated with Budgeting:

The Following are challenges associated with budgeting

- **Inflation:** According to Eze (2018) is the astronomical increase in price level of goods and services. Nte (2009) pointed out “that inflation is a condition where the volume of purchasing power is persistently proceeding ahead of the output of goods and services available to consumers and producers, with the result that there is a persistent tendency for prices and ways to rise, that is for the value of many to fall”. It means a rise in all prices including commodities and factors of production. It equally affects the cost of education. Also, education being regarded as a non-profit investment is largely consumed by the entire population.
- **Political instability:** There are frequent changes in government as a result of corrupt politicians or the selfishness of some military personnel who always refuse to relinquish power. Each government that comes into power initiates its own programmes. At one time, it is a civilian government and at the other, it is a military government for instance Rtd (Gen) Olusegun Obasanjo had commenced the universal primary education scheme. But could not be sustained. The democratic administration of Dr. Goodluck Ebele Jonathan GCFR, President of the Federal Republic of Niger, a Transformation Agenda characterized by its great emphasis on Human Capital Development. Thus, both the vision 20:2020 and the transformation agenda are anchored on the recognition that the people are the most essential assets of any nation. For instance, the rising demand for education. Eze (2018) cited in Agi seminar discussion in University of education enrolment list, 12,000 candidate desiring education against expectancy of 5,000 normal requirement of the university.
- **Economic factor:** (William Bennett 2014) points out some drawbacks in current models of human resource development, arguing for the development of more comprehensive system analysis models. He explores the relationship between secondary vocational education and economic development by posing three hypotheses that are subsequently examined in the light of educational, economic and demographic data. General changes in economic policy pose problem to effective budgeting in education. Effective budget starts with effective planning. But this is difficult when economy is down turn, unpredictable virtually at all time. The only thing that is constant is policy change, and this does not support effective budgeting.
- **Population explosion:** This is apparently another major problem confronting budgeting funding of education in Nigeria. Nigeria has an estimated population of one hundred and fifty million people but this figure is under casted meaning that 20 million is not included in giving a cumulative of one hundred and seventy million as census statistical data. Thou an increase in population would imply an increase in the number of facilities and equipment to be provided by the government. When funds are inadequate, there are problems in the achievement of the desired objective.

- **Evaluation of budget:** This is predominantly another important aspect of budget that requires the daily quarterly and half year monitoring and appraisal to guide against excess expenditure that may warrant un-necessary query in the hand of administrator. According to Ojelabi (1981) Cautioned that heads of institutions should not see themselves as money grabbers or ten percenters. The primary purpose of budget evaluation is to determine the weakness and strength, its quality and the extent to which it agrees with actually financial administration.

2.1.12 Funding in Secondary Education

Funding in educational perspective is used to describe money set -aside to finance educational project or programmes. It equally means money or financial resources. Fund could be in form of cash, credit facilities, shares and bank credits etc. Also, allowance, undistributed profits in the form of secondary education occupies a strategic position in Rivers state because of the important roles it plays in preparing the students for useful living in the society and for higher education. The state government manages and funds secondary education in the state through its state ministry of education. The ministry does this through the state education commission for execution of their administrative function Azunna (1997), the funds provided to secondary education by the government are used to pay teachers salaries and allowances, procure instructional material and equipment and other physical facility. Funding secondary education is capital intensive and involves a huge amount of money for procurement of physical infrastructures for the achievement of secondary education goals and objectives Morris (1990).

Ogbonaya (1997) observed that funds is one of the important factor resources for realization of education objective. Pernutimately in Rivers State, RumuodogoI-Odegu in Emohua Local Government Area of Rivers State. during the administration of HRH Oha Ezeotto, parents, Local community and individual assist in the funding of primary and secondary education Eze (2019), the community earning assets was palm –front. This was mortgaged for over ten years. The revenue generated was used for the construction of building and major repairs. Parents deny themselves a lot of benefits (things) to keep their children in school. Local Communities also often levied themselves to raise enough funds to provide facilities in schools like classroom blocks, halls and dormitories. Similarly, as a way to motivate and embrace education brilliant personality were given scholarship to study in the western world.

Anazonwu (2002) reported that most parent and Local communities assist schools that have resource problems. Regrettably, most serious problem facing secondary schools in rivers state poor infrastructure or dilapidated poor learning facilities is that of inadequate funds. The funds provided by the state government are never enough. Fagbeni (1986) concluded that the obvious consequence of inadequate funding of secondary education in most states include difficulty to provide instructional materials. Pay teachers' salaries and provided equipment for teacher science in the schools. The problem of funding has been the most persistent and stormy issue militating against schools ability to maintain existing service in the state. Since the state government finds it difficult in recent times to provide the resources and materials to schools, the broad aims and objectives of secondary education will not be realized. This perhaps is one of the reasons why the state government encourages private sector participation in its funding of secondary schools. According to Patrick (1983), private sector is the part of country's economy Owned, operated managed by private individuals. Private sector includes business organization industries and firms owned and managed by individuals or groups. They employ the service of secondary school graduates as typists, clerks and sales agents. As noted by Ogbonnaya (2002), that private participation in funding of school is

low. Inadequate funding of secondary schools in the state is an issue of great concern both to the state Government, parents, private individuals and organizations. The state government has been making frantic efforts to increase funding for secondary education, situation actually has not improved. Many school principals complain of inadequate funding and other material resources to run their schools. Many schools are still tacking teachers and other physical facilities needed for learning.

2.2 Summary of literature Review

Secondary education occupies a strategic position in Rivers state because of the important roles it plays in preparing the students for useful living in the society and for higher education. It bridges the gap between other level of education. Its major purpose is to impart knowledge, train students in a certain profession such as Arts, Science, Social Sciences, etc.

School budget has been used as a tool to test the management of school administration. Its objective is aimed at achieving the goals of the school system. Scholars have presented a common view point as to the adoption of budgetary policies that must emphasize adequate utilization of resources in the school system.

Furthermore, it is commonly seen that the type of budgetary practice notwithstanding, the ultimate aim is to achieve the purpose for which the school is established. A common view point as to the adoption of budgetary policies that must emphasize, adequate of budgetary policies that must emphasize adequate utilization of resources in the school system.

Furthermore, it is commonly seen that the type of budgetary practices notwithstanding, the ultimate aim is to achieve the purpose for which the school is established. A common objective of school budget is to ensure that educational policies and programmes are implemented and actualized respectively. Therefore, the importance attached to these objectives is to be used as a planning and control mechanism by the school principal budget committee is usually asset for the preparation of budget which must work in line with the goals and objectives of the school. Even though the budget is prepared by an appointed committee, its final approval lies on the authorized body.

Finally, regular budget review and auditing seems to a control measure for the implementation of the school budget. The practice and administration of the budget border on the school principal who is at apex the school organizational chart.

3.0 Methodology

The researcher instrument is a self-designed questionnaire consists of 25 items based on the research questions and 5 five hypotheses were formulated to guide the study. Part A, item 1-5 is designed to collect data on the relevance of budgetary policies implementation in the state secondary school. Part B, items 6-10, designed to collect data on the factors responsible for implementation budgetary policies in schools. Part C, items 11-15, was designed to collect data on the procedure that principals adopted in the implementation of budgetary policies in schools. Part D, item 16-20, built to collect data on constraints of implementation, of budgetary polices in schools. Which Part E, items 21-25, was prepared to collect information on the implementation of budgetary policies in public secondary schools in Rivers State. The questionnaire was structured on four-point modified Likert scale as follows:

High Extent =4 points

Moderate Extent =3 points

Low Extent =2 points

Very low Extent =1 point

3.1 Research Design

This study adopted a descriptive and survey design that investigated budgetary and fund management in secondary schools in Rivers State. The purpose of the study was to survey and describe the anticipated optimal allocation of budgets.

3.2 Population

The population for this study comprises 267 principals of secondary schools in the 23 local government areas of River State.

3.3 Sample and Sampling technique

The sample size for this study is 160 principals drawn from twelve local government areas of Rivers State. That is 6% percent of the total population. Simple random sampling techniques were used to select twelve local governments. The stratified sampling technique was used to select 6% of principals from each of the 12 local Government areas.

3.4 Instrumentation

The questionnaire has one hundred and sixty (160) items and it will be used to get information from principals, and school administrators.

3.5 Validity

To ensure that instrument is valid for the study, questions and hypotheses were used to cross check the questionnaire items. The comments and observations by experts will help to improve on the content of the instrument and also direct focus of the study.

3.6 Reliability

The questionnaires were consisted throughout the various steps. The test-retest method was used to ascertain the liability of the instrument. The instrument actually measure what it was design to measure.

Administration of Instrument

The questionnaire will be administered to the various educational institution listed above in obtaining relevant information. A total of one hundred sixty (160) questionnaires will be administered to the respondents the researcher will personally administer the questionnaire and explanation on the questionnaires or items which may be confusing after filling the questionnaires, the researcher will personally retrieve them.

Methods of data analysis

The data will be analyzed using mean and standard deviation to answer the research questions where percentage amid Chi-square (X^2) will be used to test the hypotheses of the study. There are two variable draw from the independent sample each

Presentation and Analysis of Data

This deals with the presentation and analysis of the data and responses elicited from respondents with the aid of the research instrument, the questionnaire. The data are based on the research questions which guided the conduct of the study. The hypotheses were duly tested

Research Question 1

Research question one: What is the relevance of implementing budgetary policies in government secondary schools in Rivers State?

Table 1: Mean responses on relevance of implementing budgetary policies in government secondary schools in Rivers State

		n=157							
S/N	ITEM	SA	A	D	SD	\bar{X}	Std	Decision	
1.	Budgetary policies implementation enhances adequate and efficient utilization of resources and infrastructure.	78	49	24	6	3.27	0.86	Agreed	
2.	Budget policies implementation ensures the availability of fund or resources.	45	84	22	6	3.07	0.76	Agreed	
3.	Budget policies implementation help to dominate wastage of fund meant for developmental purposes.	37	84	33	3	2.99	0.72	Agreed	
4.	Budgetary policies implementation helps to foster better understanding and harmonious relationship among staff.	48	73	31	5	3.04	0.80	Agreed	
5.	Budgetary potencies implementation can enhance success on management and administration.	40	86	25	6	3.02	0.76	Agreed	
Grand Mean						3.08	0.78	Agreed	

The table above showed that with the means of 3.27, 3.07, 2.99, 3.04 and 3.02 and standard deviation of 0.86, 0.76, 0.72, 0.80 and 0.76 that principals agreed that the implementation of budget policies enhances adequate and efficient utilization of resources and infrastructure, it ensures the availability of fund or resources, helps to dominate wastage of fund meant for developmental purposes, helps to foster better understanding and harmonious relationship among staff as well as success on management and administration respectively. The grand mean ($\bar{X} = 3.08$, Std= 0.78) is indicating that the extent of budget policies implementation relevance to school principals is high.

Table 2: Mean responses on factors are responsible for the implementation of budgetary policies in government secondary schools in Rivers State

		n=157							
S/N	ITEM	SA	A	D	SD	\bar{X}	Std	Decision	
6.	It is government policy	40	84	31	2	3.03	0.71	Agreed	
7.	Available financial resources	40	67	39	11	2.87	0.88	Agreed	
8.	Conduct of principals (male and female)	37	58	50	12	2.76	0.90	Agreed	
9.	The administration of school (male and female)	47	79	23	8	3.05	0.81	Agreed	
10.	Location of the school (upland or Riverine)	44	78	28	7	3.01	0.80	Agreed	
Grand Mean						2.95	0.82	Agreed	

The table above showed that with the means of 3.03, 2.87, 2.76, 3.05 and 3.01 and standard deviation of 0.71, 0.88, 0.90, 0.81 and 0.80 that principals agreed that government policy, finance availability, conduct of the school principals, administration of the school as well as the location of the school respectively are the factors responsible for implementation of budgetary policy in government secondary schools in Rivers State. The grand mean ($\bar{X} = 2.95$, Std= 0.82) is indicating a high influence of the factors on budgetary implementation policy in government secondary schools in Rivers State.

Research question three: What procedure do principals of public secondary schools in Rivers State adopt in implementing budgetary policies in government secondary schools in Rivers State?

Table 3: Mean responses on procedure principals adopt in implementing budget policies in government secondary schools in Rivers State

n=157								
S/N	ITEM	SA	A	D	SD	\bar{X}	Std	Decision
11.	Principals seek for clear reading and understanding of the budget.	49	63	37	8	2.97	0.87	Agreed
12.	Take cognizance of every estimate in the budget.	43	55	47	12	2.82	0.92	Agreed
13.	Acknowledged the objectives of the budget.	48	73	26	10	3.01	0.85	Agreed
14.	Principals try to avoid misappropriation and wastage of fund.	35	82	29	11	2.90	0.83	Agreed
15.	Principals are involved in the organization and controlling of all available resource.	38	86	25	8	2.98	0.78	Agreed
Grand Mean						2.94	0.85	Agreed

The table above showed that with the means of 2.97, 2.82, 3.01, 2.90 and 2.98 and standard deviation of 0.87, 0.92, 0.85, 0.83 and 0.78 that principals of government secondary schools in Rivers State adopt reading and understanding of the budget, take cognizance of every estimate in the budget, acknowledge the objectives of the budget, avoid misappropriation and wastage of fund or involve in organization and controlling of all available resources. The grand mean ($\bar{X} = 2.94$, Std= 0.85) revealed that the adoption of the strategies are effectively employed by the principals.

Research question four: What are the constraints to the implementation of budgetary policies in government secondary schools in Rivers State?

Table 4: Mean responses on the constraint to the implementation of budgetary policies in Rivers State

n=157								
S/N	ITEM	SA	A	D	SD	\bar{X}	Std	Decision
16.	Inadequate revenue base of the school	42	76	32	7	2.97	0.81	Agreed
17.	Lack of supervision from secondary education board	47	77	23	10	3.03	0.84	Agreed
18.	Shortage of fund	45	80	26	6	3.04	0.78	Agreed
19.	External influence from employer	51	60	38	8	2.98	0.88	Agreed
Grand Mean						3.01	0.83	Agreed

The table above showed that with the means of 2.97, 3.03, 3.04 and 2.98 and standard deviation of 0.81, 0.84, 0.78 and 0.88 showed inadequate revenue base of the school, lack of supervision from secondary school education board, shortage of fund and external influence from the employer are the major constraints to the implementation of budgetary policy in government secondary schools in Rivers State. The grand mean ($\bar{X} = 3.01$, Std= 0.83) revealed that the level of constraint is high.

Research question five: What problems do principals of public secondary schools encounter in the implementation of budgetary policies?

Table 5: Mean responses on the principals encountered in the implementation of budgetary policies in Rivers State

n=157								
S/N	ITEM	SA	A	D	SD	\bar{X}	Std	Decision
20.	Most problems encountered are caused by principals themselves	40	72	39	6	2.93	0.81	Agreed
21.	Diversion of fund	45	81	21	10	3.03	0.82	Agreed
22.	If principals will not encountered any problem.	38	57	28	34	2.63	1.08	Agreed
23.	Through adequate documentation and financial reporting can be achieved.	87	40	24	6	3.32	0.87	Agreed
24.	Major problems encountered by principals boarder on the use of poor implementation techniques.	27	89	33	8	2.86	0.75	Agreed
Grand Mean						2.95	0.87	Agreed

The table above showed that with the means of 2.93, 3.03, 2.63, 3.32 and 2.86 and standard deviation of 0.81, 0.82, 1.08, 0.87 and 0.75 showed that principals of government secondary schools encountered the following while trying to implement budgetary policies: diversion of fund, poor implementation techniques, etc. The grand mean ($\bar{X} = 2.95$, Std= 0.87) revealed that the problems encountered by the principals on the implementation of budgetary policy are relatively high.

Hypotheses testing

Ho1: There is no significant mean difference between male and female principals on the factors responsible for effective implementation of budgetary policies in secondary schools.

Table 6: Summary of t-test on the responses between male and female principals on the factors responsible for effective implementation of budgetary policies in secondary schools

Sex	N	\bar{X}	Std	df	Z-cal.	Z-crit.	Sig.	Decision
Male	58	3.03	0.81	155	0.889	1.66	0.409	NS
Female	99	2.91	0.82					

NS= Not Significant

Since the t-test calculated value (0.889) is less than the t-test tabulated (1.66) hence we conclude that there is no significant mean response difference between the male and the female principals on the factors responsible for effective implementation of budgetary policies in secondary schools. Therefore, the null hypothesis is upheld at 0.05 level of significance of 155 degree of freedom.

Ho2: There is no significant mean difference between experienced and inexperienced principals on the budgetary implementation procedures adopted in their schools.

Table 7: Summary of t-test on the responses between experienced and inexperienced principals on the budgetary implementation procedures adopted in their schools

Sex	N	\bar{X}	Std	df	Z-cal.	Z-crit.	Sig.	Decision
Experienced	85	2.97	0.83	155	0.589	1.66	0.572	NS
Inexperienced	72	2.89	0.87					

NS= Not Significant

Since the t-test calculated value (0.589) is less than the t-test tabulated (1.66) hence we conclude that there is no significant mean response difference between experienced and inexperienced principals on the budgetary implementation procedures adopted in their schools. Therefore, the null hypothesis is upheld at 0.05 level of significance of 155 degree of freedom.

Ho3: There is no significant mean difference between upland and Riverine schools principals on the constraints to the implementation of budgetary policies in secondary schools in Rivers State.

Table 8: Summary of t-test on the responses between upland and Riverine schools principals on the constraints to the implementation of budgetary policies in secondary schools in Rivers State

Sex	N	\bar{X}	Std	df	Z-cal.	Z-crit.	Sig.	Decision
Upland	69	2.39	0.66	155	0.565	1.66	0.789	NS
Riverine	88	2.42	0.66					

NS= Not Significant

Since the t-test calculated value (0.565) is less than the t-test tabulated (1.66) hence we conclude that there is no significant mean response difference between the Upland and the Riverine principals the constraints to the implementation of budgetary policies in secondary schools in Rivers State. Therefore, the null hypothesis is upheld at 0.05 level of significance of 155 degree of freedom.

Ho4: There is no significant mean difference between urban and rural schools principals on the problem encountered in the implementation of budgetary policies.

Table 8: Summary of t-test on the responses between urban and rural schools principals on the problem encountered in the implementation of budgetary policies

Sex	N	\bar{X}	Std	df	Z-cal.	Z-crit.	Sig.	Decision
Male	68	2.99	0.89	155	0.429	1.66	0.632	NS
Female	89	2.93	0.85					

NS= Not Significant

Since the t-test calculated value (0.429) is less than the t-test tabulated (1.66) hence we conclude that there is no significant mean response difference between the urban and the rural principals on the problem encountered in the implementation of budgetary policies. Therefore, the null hypothesis is upheld at 0.05 level of significance of 155 degree of freedom.

Rural

Urban

SUMMARY OF FINDING

Budgetary policies implementation is of utmost relevance in the development of public secondary schools in Rivers State. It's aimed at guiding the behavioural magnitude of principals financial matters and extravagant expenditure. Economically to at optimal level budget is cardinal point in performance evaluation.

A number of factors are responsible for efficient implementation of budgetary policies in schools by principals. There is no significant relationship between budgetary policy implementation and it procedures adopted by principals of secondary schools in Rivers State. There is no particularly accepted budgetary implementation and the procedures adopted by principals of secondary schools in Rivers State.

There is no particularly accepted budgetary policy implementation and the procedures adopted by principals in carrying out their implementation exercises. But budgetary policy implementation does make principal efficient administrators of their scholars. Principals of public secondary schools in Rivers state encounter different problems in the process. There is no significant relationship between budgetary policy implementation and problems encountered by principals in their implementation processes. Principals of public secondary schools in Rivers State implement budgetary policies in their schools.

DISCUSSION OF FINDINGS

This work was designed strategically to investigate and examines implementation of budget policies and fund management in the secondary schools in Rivers state. Five hypotheses were formulated and tested in the null form. Based on the outcomes all the null hypotheses were accepted. In addition, five research questions were also posited. The result also indicated a favourable response that implementation of budgetary policies were carried by principals of schools.

To this effect Adaralegbe (1972) in Nte (2013) agreed that government spending is influenced by budgetary policy and implementation. It was found that there is no significant relationship between implementation of budgetary policies and the budgetary procedures adopted by principals. This was tested using the t –test as a statistical tool. The implication of this is that irrespective of the budgetary procedures adopted by principals, they can still achieve result in building optimal level of efficient administrations of their schools. Hence, (Okeke, 2001) agreed that efficiency relates to how well resources are utilized in pursuing and performing various activities of the instruction. There are no universally accepted and objective value free criteria for measuring efficiency. However, Bernard 1938 in Ukeji Okorie and Nwagbara (1992) agreed that the test of the individual is to co-operate.

Ironically, in the same development, the study revealed that government policy was largely responsible for the budgetary implementations of principle of secondary school in Rivers state. Every school principals fundamentally have some form of principles to guide his financial and resources management. Basically, such resources are relatively scarce, here the need to follow up the laid down policies becomes imperative. This was also tested and the null hypotheses accepted based on the result.

The implication is that principals are affected by some factors in the course of implementing budgetary policies. Constraints of budgetary policies implementation was also investigated and tested upon. The respondents unanimously agreed that the issue of inadequate revenue base of the school stands the major constraint militating against efficient implementation of budgetary policies in public secondary schools in Rivers State. There are issues of massive dislocation of program schedules which will invaluablely affect the running of the school.

Respondents were also unanimous in their responses on problems encountered by principals in the implementation of their budget plans and policies. They however agreed that there should be openness, honesty, and sincerity, adequate documentation and financial reporting or information flow effective uses of implementation technique and mastery of budget contents to overcome these problems. Enawhuo (1990) agreed that revenue base is the foundation therefore very obligatory in budgeting practice.

In the same vein, it was also found that there is no significant policy implementation and the problems encountered by principals in the implementation of budgetary policies. These were tested using the t-test as a statistical tool. This implies that the implementation of budgetary policies has no bearing with the problems associated with the implementation of budgetary policies.

Budgetary policies can not directly and automatically eliminate the problems associated with budgetary implementation. Finally, it was also found that budgetary implementation was very relevant to the development of Public Secondary Schools. Respondents were unanimous in their responses to this effect. It enhances adequate and efficient utilization of available resources and infrastructure, ensure the availability of funds and resources for infrastructural development of the schools, helps to eliminate waste, misappropriation and embezzlement of funds meant for development purposes and finally budgetary implementation, enhance success in management through the provision of services beneficial to the society (Ebong, 2004). In spite of the above, the findings also revealed that there is no significant relationship between budgetary implementation and infrastructural development of public schools. Like in order previous cases, although there may not be any direct relationship but an indirect relationship may exist as noted by Agabi 1999, when he agreed that financial planning (budgetary) and control of funds is most essential for the provision of the needed amenities and facilities to improve the productivity of the educational systems. In a related development, a good fiscal and programmed budget is effective resource allocation, a process crucial for optimal utilization of available facilities in the school set-up.

CONCLUSION

Based on the findings of this study, it was concluded that:

- i. Principals of public secondary schools implement budgetary policies.
- ii. Principals of school do encounter myriad of problems in the course of implementing budgetary policies.
- iii. Budgetary policies implementation is very relevant to the infrastructural development of public secondary schools.
- iv. Budget is one of the pre-requisites for the management of public secondary schools.
- v. The level of effectiveness achieved in the use of any budgetary policy depended on the extent to which the principals understood the workings and the implication of such policies in financial management.
- vi. Some constraints to the successful implementation of budgetary policies were also identified.
- vii. There are also some notable factors responsible for easy implementation processes. however, it was found that:
 - a. There is no significant relationship between budgetary policy implementation and the infrastructural development of public secondary school in Rivers state.

- b. The budgetary policy implementation of male principals is not significant related to the budgetary implementation of the female principals.
- c. There is no significant relationship between budgetary policy implementation and the budgetary implementation procedures of experienced and inexperienced principals of schools.
- d. There is no significant relationship between principals of Riverine schools and upland schools on the constraints budgetary policies implementation in their schools.
- e. There is significant relationship between principals of urban school and principals of rural schools on the problems encountered in the course of budgetary practices.

RECOMMENDATION

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

1. Principals in public secondary school should endeavour to implement budget to enhance socio infrastructural development.
2. Budget allocation to institution facilitate and control fund management against extravagant expenditure of school administrators.
3. The relevant authorities in school management such as government, parent teachers association and community development committee should supervise and monitor revenue appropriated for a specific project due to diversion of fund
4. Most schools are run on adhoc financial allocation basis through the imprest system, external influence during the course of implementing budgetary policies should be avoided as this enslaves the principal and subsequently make him handicap in the field.
5. There is tendency for principal to update their knowledge on financial matters. Some are still operating on analog instead of digital this will make them versatile, innovative, dynamic and enhance their capacity to efficient and effective.
6. Finally, experts professionals in the fields of finance should organize conferences, workshops, seminars and in –service training for these caliber of personnel. This is due to the fact that finance is the life wire of every organization.

CONCLUSION

The study investigated budgeting and fund management in secondary schools in Rivers State. Budgeting as an indispensable tools and a summary statement of plans expressed in quantitative terms, guides individual s or operational goals, of cooperative organization. Budgeting inculcate rapid development in prudent management of fund in educational institutions in the same vein, effective and effective utilization of financial resources and guides against financial diversion and fraudulent deception of revenue. Budget provides basis for auditing and investigation, therefore making creditors to have assess of financial performance of the organization. It constitutes basis for checking wastages or mismanagement because it allows specific use of fund for a particular programme. It ensures optimal utilization of available financial resources, especially in the existence of insufficiency in fund availability.

My Personal Contribution

In course of carrying out this research/discovering why so many organizations liquidated in meeting the demand of her prospective customer which is basically on liquidity and inability to declare

profitability that is attractive to the shareholders in financial institution. These constitute the major challenge in the banking sector to reconcile on creditors and debtors. In the banking sector where I was privilege to serve as a steward I discovered that budget implementation constituted a major challenge and was neglected due to meeting competing needs. Substantially, mode of operation was basically on imprest system and no contingency fund. After 2 years, I was promoted to head Finance and Accounts. Instantly I intimated the general manager and other top ranking staff of the organization, a decision reached as five men committee was set to prepare a working budget within two weeks term of reference was issued. After that the budget was prepared and presented for deliberation and discussion. Then the house gave an approval for the budget and it became a working document. Pertinently the committee was dissolve and another team was set up to evaluate and appraisal the budget surplus of income was generated over expenditure. The budget has enhanced the management of the organization through financial prudence. Budget implementations are pivotal instrument to provide infrastructural facilities to schools, communities and other co-operate organization.

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