



Funding As Correlates of Planning and Organizing Towards Effective Management of Higher Education in Rivers State

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ABSTRACT

This study investigated relationship between funding and management of Rivers State owned, managed higher institutions. Correlational research design was adopted for the study. The population consisted of 558 academic staff and 231 non-academic staff. Two set of questionnaires were used as research instruments for collecting data for the study, mean and standard deviation scores were computed and used to answer two research questions, Pearson's Product Moment Correlation Coefficient (r) was employed to analyze the data and test the validity of the two hypotheses. The results of the study revealed that funding relates with planning and organizing as aspect of effective management of higher education. It was also found that significant relationship exists between funding and planning as an aspect of effective management of higher education, as well as between funding and organizing as an aspect of effective management of higher education. It was recommended that the funds provided for should be properly planned and used for effective management of higher education. The authorities of the institutions of higher education should use professional personnel for specific purposes to achieving effective management of higher education. Firms and private individuals should be encouraged through tax rebate to assist by donating to the education endowment fund of the higher education.

Keywords: Funding, management, planning, organizing.

INTRODUCTION

School funding in Nigeria was initially left in the hands of the missions that brought and established schools. The first primary school was built at Badagry in 1842. Many other primary schools were established by different missionaries between 1846 and 1929 (Achuonye, 2007). The first secondary school in Nigeria was Church Missionary Society Grammar School founded in 1859 by T.B. Macauley. Many other secondary schools were established between 1859 and 1882 with little or no financial support from the colonial government (Ogbonnaya, 2012). It took colonial administrators about 40 years after inception of formal education in Nigeria to indicate strong intention to intervene in educational matters by issuing an ordinance. The financing or funding of schools was left in the hands of the missions that established them. Colonial government made their first appearance in financing education between 1870 and 1879 with a paltry allocation of £300 (three hundred pounds) to the various mission schools (Adesina, S. & Ogunsaju, 2010).

The grant-in-aids system expanded over the years in scope and complexity. By 1912, every mission school that based on inspection report (See Dike 1988 Curriculum Improvement and Supervision) was assisted on the basis of examination result, average attendance and

organizational efficiency (Ogbonnaya, 2012). Government acquired and opened more schools as the communities began to appreciate western education. By 1970, according to Ogbodo in Peretomode (2004), government acquired all primary and secondary schools from the voluntary agencies. Also in 1972, education which was in the concurrent list according to 1963 constitution was reversed and all the state universities were acquired by the federal government. Government's financial involvement in the running of the schools has increased tremendously over the years due to radical increase in demand and expansion of the education industry. Today, there are two categories of schools. They are; those that are owned and sponsored by government (public schools) and those that are owned by individuals (private schools). In the public schools, the various levels of government play major important roles in financing education at different levels. It is equally important to note that parents and guardians contribute in financing of education in Nigeria through payment of levies, school fees, taxes, donations etc. and even the opportunity cost incurred by sending their children to school.

Education remains the main catalyst for the development in any society whether in the developed or developing world. The future development of the world and individual nations hinge more, than ever on the capacity of individuals and countries to acquire, adopt and advance knowledge (Republic of Kenya, 2007). In addition, efficient management of schools resources is crucial in order to make the school a pleasant, safe and comfortable center that will increase student's attendance, motivation and willingness to participate adequately in both curricula and co-curricular activities (Osei-Owusu & Kwame, 2012).

Education constitutes a vital flow in the management of human, physical and financial resources of a nation especially in developing countries like Nigeria and growing states like Rivers. This is so because education had been considered the key to all development process and also produces the right skills and attitudes to move a nation forward. For Okafor (2006, p.52) human beings are active agents who accumulate capital and natural resources, build social, economic and political organizations and also carry forward national development. When a country or state is unable to develop the skills and knowledge of its people and utilize its resources effectively in the national economy, this will affect development.

Fund refers to sum of money or other resources set aside and for a specified purpose (Mifflin, 2016). Fund can be any of the following such as; physical cash, credit facilities that is, trade credits, bank credits, allowances or discount received, differed expenses such as differed taxes, rents, bills undistributed profit in the form of retained earnings, reserve etc. There are short and long term sources of funds. Short term sources of funds are funds needed for a short period of time. Short term sources of funds can be grouped into two; internal and external sources. The internal sources are the ones available within the organization. They include retained earnings, depreciation provisions accounts payable, new equity and proceeds from sales of assets. External sources are those sources outside the school or educational institutions which requires contact with external bodies like United Nations Educational Scientific and Cultural Organization (UNESCO) and United Nations Children Fund (UNICEF). Other external sources of funds available to educational institutions include commercial bank loans, exchange programmes embarked upon by various institutions etc. the success or failure of any educational institution therefore, depends largely on the availability of funds, the effective usage and management of such funds by the school administrator.

Table 1: An Outlay of Government Subvention to the seven Institutions for the Period 2011-2017.

Name of Institution	N 2011	N 2012	N 2013	N 2014	N 2015	N 2016	N 2017
Rivers State University	400,000,000	5,859,881,631	300,000,000	4,201,106,334	4,159,269,166	3,951,305,707	4,011,769,233
Ignatius Aguru University of Education	2,187,302,736	4,337,112,537	491,496,981	3,626,365,437	3,189,634,151	2,934,463,418	2,934,463,418
Ken SaroWiwa Polytechnic Bori	97,000,000	2,572,994,120	95,000,000	1,910,780,168	1,859,555,594	1,733,600,034	2,741,394,694
Port Harcourt Polytechnic College of Arts and Science Rumuola	133,500,000	1,131,711,790	181340206	1,198,522,503	1,196,034,867	1,184,034,867	1,372,726193
Rivers State School of Nursing	25,000,000	Not in Budget	48,000,000	Not in Budget	Not in Budget	Not in Budget	Not in Budget
Rivers State College of Health Technology	30,000,000	454,558,912	102,000,000	420,852,526	412,301,142	372,027,516	372,027,516
Rivers State School of Midwifery	20,000,000	Not in Budget	96,000,000	Not in Budget	Not in Budget	Not in Budget	Not in Budget

Source: Extract from the Rivers State Approved Budget from 2011-2017 (Port Harcourt).

Enaohwo in Ukeje, Osho and Fagbamiyi (2012) pointed out that funding is the ultimate and critical determinant of the level of growth and development of the entire higher education system. Institutions of higher learning could get significant amount of funds from tuition, state grants, federal aid, philanthropy, research contacts, endowment income and sales of services. This diversity ensures that no single resource is able to dictate how resource will be used as it is possible for higher institutions to manage their resource.

One important way for evaluating educational standard and quality is an examination of the resources available for the teaching and learning experiences. The quality of education that higher institutions offer should bear direct relevance to the availability of education resources and its utilization. It is against this background that the researcher decided to investigate how funding influences effective management of higher education in Rivers State.

Statement of the Problem

Although the problem of effective funding and management of higher education in Nigeria seem to be generally recognized, the expectation is that institutions of higher education are established to provide their students with the opportunities to effectively acquire the needed skills, knowledge and attitudes. The inability of the government to adequately fund education seems to prolong and cause delay in the payment of staff salaries, provision of facilities in the institutions thereby affecting the morale and performance of staff. These have virtually led to persistent strike actions by staff of these institutions.

The funding and management of higher education is affected by any change in political structure of the country. This change is an impediment to resource management and utilization. In recent times, allocation of resources to education was based on quota system which is politically oriented. Resources are not allocated based on merit but on political consideration. This development is a serious threat to socio-economic advancement and should be discouraged. Enaohwo (2015: 247) clearly stated that effective resources management and planning is incomplete without a deliberate promotion of research, inquiry and innovation for the purpose of improvement. Furthermore, he identified absence of the risk control measure and management in the use of school resources as an impediment to the effective and efficient management of funds for higher education.

Purpose of the Study

The purpose of this study was to investigate how funding of higher education relates with effective administration of the institutions of higher learning in Rivers State. Specifically, the objectives of the study are:

1. To what extent does funding relate with planning as an aspect of effective management of higher education in Rivers State.
2. To what extent does funding relate with organizing as an aspect of effective management of higher education in Rivers State.

Research Questions

The following research questions guided the study.

1. How does funding relate with planning as an aspect of effective management of higher education in Rivers State
2. How does funding relate with organizing as an aspect of effective management of higher education in Rivers State.

Hypotheses

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

1. There is no significant relationship between funding and planning as an aspect of effective management of higher education in Rivers State.
2. There is no significant relationship between funding and organizing as an aspect of effective management of higher education in Rivers State.

METHOD

This study adopted correlational research design. This is so because the study provided the information on the opinions of senior staff concerning the problems under investigation and to establish relationship between the independent and dependent variables.

The population for this study consisted of 2812 senior staff of the seven institutions of higher learning in Rivers State, namely; Rivers State University, Port Harcourt Ignatius Aguru University of Education, Rumuolumeni, Ken SaroWiwa Polytechnic, Bori, Elechi Amadi Polytechnic Rumuola, Rivers State College of Nursing, Rivers State College of Health Technology and Rivers State School of Midwifery at Rumuem all in Rivers State.

Twenty percent (20%) of the senior staff of the seven institutions was selected for this study, presently there are 2812 senior staff in these higher institutions. Twenty percent (20%) of the entire population consisted of 1249 staff. Stratified random sampling procedure was adopted to draw the sample size used in this study, 558 senior academic staff and 231 senior non-academic staff totaling 789.

The main instrument used for data collection for this study was three sets of questionnaires, one index and two questionnaires. They are funding of higher education index (FOHEI). Planning as an aspect of effective management of higher education questionnaire (PAMHEQ) and organizing as an aspect of effective management of higher education questionnaire (OAEMHEQ).

Each of the instruments was face and content validated by two specialist in educational management in the department of educational foundation and two measurement and evaluation experts of the Faculty of Technical and Science Education all of the Rivers State University, Nkpolu, Rivers State. The experts was selected based on the fact that they possess the expert knowledge and experience in test construction and have been using similar research instruments in eliciting information for the purpose of research study.

To establish reliability of the instrument test re-test method was employed, the FOHEI and PAEMHEQ was pre-tested through test re-test method using (10) ten academic staff, 5 from University of Port Harcourt and 5 from Federal College of Education (Technical) Omoku. The internal consistency of PAEMHEQ and OAEMHEQ was determined by computing them respectively. This showing that the instruments are reliable. The coefficient of the responses was computed using Pearson’s Product Moment Correlation Co-efficient (r).

RESULTS

Research Question 1

How does funding relate with planning as an aspect of effective management of higher education in Rivers State?

Table 2: Mean and Standard Deviation Computation on extent of how funding relate with planning in the effective management of higher education in Rivers State.

(N = 789)				
Variable	Total Responses	Mean Score	Standard Deviation	Remarks
Funding	2280	2.89	0.218	High Extent
Planning as Aspect of Management	2289	2.85	0.215	High Extent

Table 2 shows that mean and standard deviation scores of respondents on the extent which funding relate with planning as an aspect of effective management of higher education in Rivers State is presented in this table. The calculated mean score for funding of higher education is 2.89 with standard deviation score of 0.218, which is greater than the average point of 2.5. This shows that higher education in Rivers State is funded to a high extent. The calculated mean score for planning as an aspect of effective management of higher education in Rivers State is 2.85 with

standard deviation score of 0.215 which is higher than the average point of 2.5. This reveals adequate planning as an aspect of effective management of higher education in Rivers State. From the foregoing, since the computed mean scores for funding and planning as an aspect of effective management of higher education in Rivers State are greater than the average point of 2.5, the researcher therefore concludes that funding relate with planning as an aspect of effective management of higher education in Rivers State is to a high extent.

Research Question 2

How does funding relate with organizing as an aspect of effective management of higher education in Rivers State?

Table 3: Mean and Standard Deviation Computation on extent of how funding relate with organizing in effective management of higher education in Rivers State (N = 789)

Variable	Total Responses	Mean Score	Standard Deviation	Remarks
Funding	2280	2.89	0.218	High Extent
Organizing as Aspect of Management	2270	2.86	0.214	High Extent

Table 3 reveals that mean Standard deviation scores of respondents on the extent which funding relate with organizing as an aspect of effective management of higher education in Rivers State is presented in this table. The calculated mean score for funding of higher education is 2.89 with standard deviation score of 0.218 which is greater than the average point of 2.5. This shows that higher education in Rivers State is funded to a high extent. The calculated mean score for organizing as an aspect of effective management of higher education in Rivers State is 2.86 with the standard deviation score of 0.214 which is greater than the average point of 2.5. This reveals adequate organizing as an aspect of effective management of higher education in Rivers State. From the foregoing, since the computed mean scores for funding and organizing as an aspect of effective management of higher education in Rivers State are greater than the average point of 2.5, the researcher therefore concludes that funding relate with organizing as an aspect of effective management of higher education in Rivers State to a high extent.

Hypothesis 1:

There is no significant relationship between funding and planning as an aspect of effective management of higher education in Rivers State.

Table 4: Computation of the relationship between Funding and Planning as an aspect of effective management of Higher Education in Rivers State

VARIABLE	MEAN	STD.DEV.	ΣXY	CONSTANT TERM	r-cal	r-crit
Funding	2.89	0.218	1,055.98	0.6548	0.4563	± 0.1946
Planning	2.85	0.215				

N = 789 Df = 787

The means and standard deviations between funding and planning as an aspect of effective management of higher education in Rivers State and the constant term are presented in table 4. With N = 789, df = 787 and P = 0.05. The calculated R between funding and planning as an aspect of effective management of higher education was 0.4563 and the critical value of R was ± 0.1946. At this juncture therefore, the calculated R is statistically significant at $\alpha = 0.05$. Since it is greater than the critical value of R the hypothesis (H0₁) is thus not accepted (that is rejected)

and the conclusion is that there is significant relationship between funding (Y) and planning (X₁) as an aspect of effective management of higher education in Rivers State.

Hypothesis 2:

There is no significant relationship between funding and organizing as an aspect of effective management of higher education in Rivers State.

Table 5: Computation of the relationship between Funding and Organizing as an aspect of effective management of higher education in Rivers State

VARIABLE	MEAN	STD.DEV.	ΣXY	CONSTANT TERM	r-cal	r-crit
Funding	2.89	0.218	1494.72	0.4829	0.576	± 0.1946
Organizing	2.6	0.214				

N = 789 Df = 787

The means and standard deviations between funding and organizing as an aspect of effective management of higher education and the constant term is presented in table 5.

With N = 789, df = 787 and P = 0.05, the calculated R between funding and organizing as an aspect of effective management of higher education was 0.576 and the critical value of R was ± 0.1946. At this juncture therefore, the calculated R is statistically significant $\alpha = 0.05$ since it is greater than the critical value of R. The hypothesis (H₀₂) is thus not accepted (that is, rejected) and the conclusion therefore is that, there is significant relationship between funding (Y) and organizing (X₂) as an aspect of effective management of higher education in Rivers State.

DISCUSSION OF FINDINGS

In course of this study, the researcher generated two research questions which guided the study and formulated also tested two hypotheses for the study and the results are discussed as follows:

Based on the results of the study, the researcher discovered that the extent of funding higher education is to a high extent and funding is related with planning of higher education to a high extent in Rivers State. The implication of this result is that funding relates with planning as an aspect of effective management of higher education in Rivers State. Moreover it is likely that any deficiency in funding and planning as an aspect of effective management of higher education may affect the relationship of effective management of higher education in Rivers State. The result of this study supports the finding of Akagbo (2014), Edoh (2010), Chinyere, (2008), and Amadi (2016) which agrees that funding relates with planning as an aspect of effective management of higher education in Rivers State.

The results of this study also reveals that there is significant relationship of how funding relates with planning as an aspect of effective management of higher education in the seven higher educational institutions in Rivers State. The result of this study agrees with the provisions findings of Izuchi (2006), Jones A. & George C. (2011) and Adah and Mamman (2013) which stated that the funding and planning of the seven institutions of higher education is not adequate in this findings, it also implies that funding and planning does not meet the required minimum standard of the National Universities Commission (NUC).

Based on the results of the study, the researcher discovered that funding relate with organizing as an aspect of effective management of higher education in Rivers State is to a high extent and that there is significant relationship between funding and organizing as an aspect of effective management of higher education in Rivers State. The implication of these results is that inadequacy of funds and poor organizing provided for the higher education adversely goes a long way in relating the effectiveness of management of higher education in Rivers State.

The result of this study supports the findings of Whitley (2012), Kruchen (2011), Agabi (2016) and Myvick (2004) which disclosed that shortage of funds and organizing relate with the running of institutions of higher learning.

Blang (2014), Amadi (2016) also identified the process of constructing organizational pattern, marketization and new form of accountability as major issues relating with planning and organizing of higher education in Rivers State.

CONCLUSION

Based on the results and findings of the research work, the researcher therefore noted that there are many deficiencies existing in the funding and effective management of higher education in the seven institutions of higher learning owned and managed by Rivers State. The study identified some of these deficiencies in the areas of shortage of qualified planners and managers, inadequacy, non-functionality and unavailability of facilities/equipments also poor funding of higher education. Since these deficiencies are discovered in the course of this study, it is possible that these institutions of higher education pay little or no attention to seminars on budgeting, in service training to occasionally evaluate their academic and non-academic staff development. The researcher noted that despite these deficiencies, funding has relationship with planning, organizing, controlling, budgeting, directing and evaluating in the effective management of higher education in Rivers State. The managers of these institutions run and manage the higher institutions of learning.

RECOMMENDATIONS

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

1. Institutions for higher education should engage the services of experts of educational management and planning to ensure all management and planning of their institutions to meet the required academic and infrastructural standards.
2. Educational managers should always update their knowledge through researches, seminars, workshops and conferences to meet the current trend and rapid development changes in budgeting and management of higher education. This will assist in achieving effective management of their institutions of higher education.
3. Government, non-governmental organizations, private individuals, companies and communities should actively participate in the funding of higher education.
4. Funding institution of higher education should be given top priority by the government in both the federal and state annual budget. Government should also ensure that budgeted funds for institutions of higher learning are disbursed accordingly. This will assist in improving the quality of standards of educational programmes as in planning, organizing, controlling, budgeting, directing and evaluating as well as replacing facilities when necessary.

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