

**ASSESSMENT OF PRINCIPALS' BUDGET PREPARATION AND
RESOURCE ALLOCATION PROCEDURES IN THE
ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN
SOUTHWEST, NIGERIA**

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ABSTRACT

The study assessed principals' budget preparation and resource allocation procedures in the administration of public secondary schools in Southwest, Nigeria. The study was guided by two research questions and two hypotheses. This study adopted a survey research design. The population of the study was 3,254 while the sample was 650 respondents. A multi-stage sampling procedure was used to determine the sample size of the study. The instrument used for data collection was a self-structured questionnaire titled, "Principals' Budgeting Preparation and Resource Allocation Procedures Questionnaire (BPRAPQ)". Seven experts validated the instrument used for the study, five in Educational Administration and Planning, and two from Measurement and Evaluation. To ensure the reliability of the instrument, 30 copies of the instrument were trial-tested on principals and Bursars in three Local Government Areas that were not part of the used Local Government Areas from three states in Southwest, Nigeria. The data collected were analyzed using Cronbach Alpha statistic to compute the reliability estimate and the overall reliability co-efficient of 0.75 was obtained. Mean and Standard Deviation were used to answer the research questions that guided the study, while a t-test was used to test the hypotheses formulated for the study at a 0.05 level of significance. The major findings of the study were that there was no statically significant difference between the mean ratings of principals and bursars the procedures used by principals for budgets preparation, while a significant difference exists between the mean ratings of principals and bursars on resource allocation procedures used by principals in the administration of public secondary schools in Southwest, Nigeria. Based on the findings of the study, it was recommended among others that public secondary school principals should endeavor to prepare their annual budgets at the beginning of every academic year and ensure to involve their subordinates and other school management team in the preparation of the budgets.

Keywords: Budget Preparation and Resource Allocation Procedures, Administration, and Public Secondary Schools

1.0 INTRODUCTION

The importance of effective budgeting and resource allocation in any given educational institution cannot be overemphasized. This is because finance is an important resource

needed in the school system and that needs to be well managed because, through it, all other vital elements in the school can be obtained. It must be emphasized that financial resources are needed to maintain equipment and facilities such as school plants, provision of instructional materials, furniture items among others. Ekundayo (2019) notes that though finance is very important in the management of education, however, money is always in short supply. This, therefore, calls for budgeting in order to effectively manage the funds that are made available to schools, especially public or government secondary schools.

The school finance resource planning usually starts with the drafting of a budget. The term budget is frequently used where disbursement of money is involved. Simply put, a budget is defined as an organization's operating plan in form of monetary terms. It is the expected revenue and expenditure for a year, based on estimates of an organization. A budget can also be said to be a comprehensive and financial plan of an establishment, usually for a given year. A school budget is a statement that describes how various educational objectives outlined for the year are to be financed. Opiyo (2014) defines a budget as a detailed plan or program of an institution showing the acquisition and allocation of resources in order to achieve its goals and objective over a period of time expressed in quantitative terms. Odeh (2015) also posits that a budget is a financial statement of the proposed expenditure and expected revenue of the government, public corporation, or educational institution for a particular period of time.

Budgeting can be said to involve the formation of pre-planned objectives, the reporting of exact performance results, and the appraisal of the performance of the firm in terms of the predetermined goals and objectives. Budgeting can also be defined as a process of preparing and the use of budgets to achieve the goals of the organization. Budgeting in school is the process of preparing a statement of the anticipated income and the proposed expenditure. Palema (2017) asserts that budgeting is a useful tool for planning since it represents a plan. The author notes further that budget is the key instrument through which an organization base to implement activities. It can therefore be asserted that budgeting involves the process for preparing a summary of the programs of the school reflecting the expected revenues and expenditures in terms of funds which must always be properly accounted for in the school.

One of the responsibilities of principals in the administration of the secondary school is preparing the school budget. The principal as financial manager of the school is expected to plan or prepare the school budgets for each academic year with the assistance of school bursars. In doing this, the principal is expected to involve the school bursars, departmental heads, and some other staff in school budget planning for effective school administration. This may be why Ayodele and Ekundayo (2011) maintain that the participation of staff in budget preparation enhances better financial planning and this will as well motivate them ineffective implementation the budget in the school. It must be emphasized that the preparation of the school financial statement, whether regressive or progressive have to be carried out with a procedure to achieve the school goals and desirable improvement in the teaching and learning process. Nwokocha (2015) asserts that the preparation of the school budget is done in stages by the principals, bursars, the different sectional heads and heads of departments, the games master, agriculture master, physical and education master among others usually submit their planned programs and financial implications. A school principal

therefore should not make the preparation of school budget one-man affairs so that such budget can incorporate the needs of various sections of the school system.

It is also the responsibility of principals in secondary school administration to effectively allocate available financial resources according to the school budget estimates. In the administration of the secondary school, there is a need for proper allocation of financial resources for the success and achievement of school goals and objectives. The principal is therefore expected to allocate the resources in the school according to how they were planned for a given period. In the school system, it is worthy to note that the resources in the school are not only needed but must also be properly harnessed for the purpose of achieving the school objectives and to keep the school going. Supporting this, Oyekan, Adedun, and Oresajo (2015) posit that the availability of resources and their mobilization is of great importance to any education industry. The authors further maintain that the financial position of an educational institution has a lot to do with the continuity and existence of the institution. For this reason, principals as the financial managers of the school are expected to ensure that the financial resource allocation in school positively correlates with the implementation of programs in the school, such as the procurement of teaching and instructional materials for the realization of school goals and objectives.

The principal is the chief accounting officer of the school and he is directly responsible for funds disbursement and management in the school, while a bursar can be described as the individual saddled with the responsibility of financial administration in the school. Bursars are said to be the heads of the bursary department and are responsible to the principal who is the head of the school. They are employees of the Teaching Service Board and are employed to assist the school head to take care of financial matters in the school. Bursars are the custodians of secondary school account books, make necessary entries as prescribed by financial guidelines, collect and collate budget items, effect payments on behalf of the principals, prepare and pay salaries to all categories of workers among other duties. In most schools, bursar's roles include the teaching of business studies, commerce and financial accounting, managing school account, payroll duties, providing regular updates to the principals and school governing body on financial performance, and procurement of goods and payment in secondary school administration.

1.1 Theory of Public Finance

The theory of public finance was propounded by Wiseman and Peacock in 1961. The theory states that public expenditure does not increase in a smooth and continuous manner but in jerks or steps like fashion. The theory is a theory of public expenditure. It has to do with the role of the government in the economy. It is the branch of economics that assesses the government revenue and government expenditure of the public authorities and the adjustment of one or the other to achieve desirable effects and avoid undesirable ones. Also, the theory explains that at times some social or other disturbances take place creating a need for increased public expenditure which the existing public revenue cannot meet. The occurrence of any disturbance makes the public expenditure increase and makes the inadequacy of the revenue quite clear to everyone. The movement from the other level of expenditure and taxation to a new and higher level is the displacement effect. The inadequacy of revenue as compared with the required public expenditure creates an inspection effect. The purview of

public finance is considered to be threefold, consisting of government effects on; the efficient allocation of available resources, the distribution of income; and the stability of the economy.

The theorists affirm that the government and the people review the revenue position and the need to find a solution to the important problems that may come up and agree to the required adjustment to finance the increased expenditure. They, therefore, attain a new level of tax tolerance. They are ready to tolerate a greater burden of taxation and as a result, the general level of expenditure and revenue goes up. In this way, the public expenditure and revenue get stabilized at a new level till another disturbance occurs to cause a displacement effect. Thus, each major disturbance leads to the government assuming a larger proportion of the total national economic activity. The theorists believed that there is a concentration effect. In as much as the theory is convincing, one tends to point out that its opinion that the public expenditure can only jump due to abnormal occurrence is not perfect postulation. This is obvious because of public expenditure activities and also an increase in their intensity and quality. Increasing population, urbanization, and ever-increasing awareness of its duties on the part of the state lead to an upward movement of public expenditure.

This theory, when considered from the point of view of the theorists, borders on the unusual increase in expenditure which is not stable, and the inability of the general income to meet up with the organization's expenditures. The theory can be related to this study because public finance is believed to always provide ample food for thought on the central problem of scarcity and the associated issues of growth and distribution of the scarce resources in the school. Therefore, it can be applied to the study because most supervising teams from the ministries of education and school board management in the secondary schools in Southwest, Nigeria, concentrate attention on revenue generation mostly from government, surplus expected at the end of the school session, and compliance with budget guidelines at the expense of problems principals may encounter when the available money is inadequate for the purchase of educational materials needed for effective teaching-learning.

Resource generation, allocation, and utilization are the essential components of a public financial management system. The collection of sufficient resources from the economy in an appropriate manner along with allocating and use of these resources efficiently and effectively constitute good financial management in the school. The theory would assist the principal and school generally to meet rising academic standards with inadequate or declining funding at this period of the current climate of economic uncertainty, Covid-19, and global economy melt-down where the government has other sectors to finance. School finances are closely tied to both public policy and student achievement therefore requires adequate fund management by the school heads. With allocations and revenue-raising tax systems fluctuations, the application of the public finance theory would help to keep pace with decisions affecting schools and bring about effective secondary school administration.

Administration in school exists for the purpose of providing instruction and therefore requires effective management of school funds. It is the careful and systematic arrangements and the use of resources, situations, and opportunities for the achievement of the specific objectives of a given organization. Ogunbiyi (2017) in a study defines administration as the harmonization of both human and material resources towards the attainment of school goals and objectives. Ochai (2013) maintains that administrators by virtue of occupation initiate, plan, organize, direct, lead, control, supervise, motivate, evaluate and unify human and

material resources towards the achievement of an organization's goals and objectives. The success of the administration of the secondary school, therefore, relies mostly on effective budgeting and accounting management practices of a well-trained and as well extremely inspired principals and bursars. This is because finance is the life wire of any given educational institution like secondary schools.

The researcher observed that there were issues with the planning, allocation, and utilization of financial resources in the school by the principals who are the financial manager of the schools. It was noted that some principals do not give their staff the opportunity to contribute facts during the planning stage of the budget. Furthermore, there were indicators of poor budgeting and resource allocation procedures with limited financial resources available in the school and of diverting funds meant for a particular project in the school to another without proper documentation, even where these records are kept, they are manipulated for selfish interest. It is against this background that the researchers assessed what happens as regards budget preparation and resource allocation procedures in the administration of public secondary schools in Southwest, Nigeria.

1.2 Statement of the Problem

The importance of budget preparation and efficient resource allocation in our public secondary schools cannot be overemphasized. Budget preparation and resource allocation is a crucial task in the administration of the secondary school. Many public secondary schools in Nigeria, particularly in the Southwest make efforts to raise sufficient funds with the intention of providing their schools with adequate teaching aids/instructional materials, basic infrastructures such as classrooms, dormitories, science laboratory equipment among others. Equally, Government funds the school budgetary allocation, grants and aids, and other services to fund the public secondary schools. All these efforts by the government, individuals, institutions, and groups are in a bid to ensure sound, qualitative and effective school administration. The growing demand for adequate disbursement and accountability on huge scarce and financial expenditure on education then calls for good budget preparation and resource allocation in our public secondary schools.

Resource allocation in school involves a trade-off process in which funds, time, staff, and other resources are divided among competing needs, often creating inequities. The barriers and challenges observed on school budget preparation and resource allocation in southwest, Nigeria clearly indicate that a number of allocation challenges were seen as resolvable, such as inflexibility of categorical funds or the need to build staff capacity. Other barriers and challenges, however, remained unresolved and negatively impacted the secondary school administrators to effectively allocate resources to support performance goals. These included unexpected fluctuations in fund sources, inability to provide instructional materials, and diverting funds meant for a particular project in the school to another without proper accounting records. All the efforts put in place to generate funds will become valueless if such funds are not effectively and efficiently managed. When resources in the school are not well allocated and managed, it becomes waste, and to guide against such, it is necessary to put on ground planning strategies such as through effective budgeting, which is suspected to be having deficiency and causing havoc in public secondary schools in the area of the study. The researchers, therefore, see the need to assess principals' budget preparation and resource allocation procedures in the administration of public secondary schools in Southwest, Nigeria

so as to advance recommendations to improve on some of the problems linked with budget preparation and resource allocation in the administration of public secondary schools in Southwest, Nigeria.

1.3 The objective of the Study

The objective of the study was to assess the principals' budget preparation and resource allocation procedures in the administration of public secondary schools in Southwest, Nigeria. Specifically, the study sought to:

1. ascertain principals' budget preparation procedures in the administration of public secondary schools in Southwest, Nigeria.
2. assess principals' resource allocation procedures in the administration of public secondary schools.

1.4 Research Questions

The following research questions guided the study:

1. What are the principals' budget preparation procedures in the administration of public secondary schools in Southwest, Nigeria?
2. What are the principals' resource allocation procedures in the administration of public secondary schools?

1.5 Hypotheses

The following null hypotheses were formulated and were tested at a 0.05 level of significance:

1. There is no significant difference between the mean ratings of principals and bursars in the principals' budget preparation procedures in the administration of public secondary schools.
2. There is no significant difference between the mean ratings of principals and bursars in the principals' resource allocation procedures in the administration of public secondary schools.

2.0 METHODOLOGY

A survey research design was adopted to collect data used for the study. The population of the study consists of all the 3254 principals and bursars in public secondary schools in Ekiti, Ondo, Osun, Oyo, Ogun, and Lagos states, Southwest, Nigeria. There are 1627 principals and 1627 bursars in public secondary schools in Southwest, Nigeria. Source: (Directorates of Planning, Research, Statistics and Computer (DPRSC) unit of Ministry of Education, Ekiti, Ondo, Osun, Oyo, Lagos and Ogun States, Southwest, Nigeria, 2020). The sample size of the study was 650 respondents. The sample is made up of 325 principals and 325 Bursars from 325 public secondary schools in Southwest, Nigeria. This represents twenty percent (20%) of principals and bursars in public secondary schools in Southwest, Nigeria. A multi-stage sampling procedure was used in the selection of the respondents. The multi-stage sampling

procedure was used because the sample size selection was done in stages. At the first stage, the percentage was used to determine the number of respondents; the second stage involved the use of a proportionate stratified sampling technique to determine the number of schools per state, education zone, and local government areas. In the third stage, a simple random sampling technique was used to select three (3) local government areas from the education zones of each state for equal representation. The last stage involves the use of a simple random sampling technique to select the number of schools from the selected local government areas.

The instrument for data collection was a self-structured questionnaire titled, "Principals' Budgeting Preparation and Resource Allocation Procedures Questionnaire (BPRAPQ)". The questionnaire was arranged in two clusters each with 7 items. Cluster 1 sought information on principals' budget preparation procedures and Cluster 2 procedures used by the principals for resource allocation. The instrument was subjected to both face and content validation by seven experts. To ensure the reliability of the instrument, 30 copies of the instrument were trial-tested on principals and Bursars in three Local Government Areas that were not part of the used Local Government Areas from three states in South-West, Nigeria. The data collected were analyzed using Cronbach Alpha statistic to compute the reliability estimate and the overall reliability co-efficient of 0.75 was obtained. Mean and Standard Deviation were used to answer the research questions that guided the study, while a T-test was used to test the null hypotheses formulated for the study at a 0.05 level of significance.

3.0 RESULTS

Presentation of Data Analysis to answer research questions

Research Question 1: What are the principals' budget preparation procedures in the administration of public secondary schools in Southwest, Nigeria?

Table 1: Mean and Standard Deviation of Responses of Principals and Bursars on Principals' Procedures of Budget Preparation in the Administration of Public Secondary Schools in Southwest, Nigeria

S/N	Item Description	Principals N = 317			Bursars N = 306		
		\bar{x}	SD.	Dec.	\bar{x}	SD.	Dec.
1.	Principals ensure that budgets are prepared at the beginning of every academic year	2.72	1.05	Agree	2.67	0.87	Agree
2.	Principals use circular showing format for budget preparation sent by Secondary School Board Management	2.82	1.07	Agree	3.10	0.90	Agree
3.	Departmental heads submit the estimates of their departmental financial needs to guide the budget preparation.	3.00	0.94	Agree	2.93	0.78	Agree
4.	Principals do a survey of revenue sources within	2.79	0.85	Agree	2.88	0.61	Agree

	their schools before budget preparation						
5.	Principals consider staff's workshops, seminars, conference during budget preparation	2.71	1.03	Agree	3.08	0.84	Agree
6.	Extra-curriculum activities are considered during budget preparation such as sports and quiz competition among others.	2.85	0.99	Agree	3.21	0.80	Agree
7.	Estimate of the past income and expenditure at least for a year are compared with the present during the budget preparation	3.00	0.97	Agree	2.88	0.80	Agree
	Cluster Mean	2.84	0.99	Agree	2.96	0.80	Agree

Key: N = number of respondents, \bar{x} = mean, SD = Standard Deviation, Dec. = Decision

The result of the data analysis shown in the Table 1 presents the mean and standard deviation of responses of principals and bursars on principals' budget preparation procedures in the administration of public secondary schools in Southwest, Nigeria. For principals, table 1 indicates that the mean scores are as follows: item 1 which states that principals ensure that budgets are prepared at the beginning of every academic year has mean score of 2.72 with standard deviation of 1.05, item 2 that says principals use circular showing format for budget preparation sent by secondary school board management rated 2.82 with standard deviation of 1.07, item 3 which states that departmental heads submit the estimates of their departmental financial needs to guide the budget preparation has 3.00 with standard deviation of 0.94, item 4 that says principals do a survey of revenue sources within their schools before budget preparation rated 2.79 with standard deviation of 0.85, item 5 which states that principals consider staff's workshops, seminars, conference during budget preparation rated 2.71 with standard deviation of 1.03, items 6 that says extra-curriculum activities are considered during budget preparation such as sports and quiz competition among others have 2.85 with standard deviation of 0.99, while item 7 which states estimate of the past income and expenditure at least for a year are compared with the present during the budget preparation rated 3.00 with standard deviation of 0.97. For bursars, table 1 shows that the mean ratings are as follows: item 1 states that principals ensure that budgets are prepared at the beginning of every academic year have mean score of 2.67 with standard deviation of 0.87, item 2 that says principals use circular showing format for budget preparation sent by secondary school board management rated 3.10 with standard deviation of 0.90, item 3 which states departmental heads submit the estimates of their departmental financial needs to guide the budget preparation has 2.93 with standard deviation of 0.78, item 4 that says principals do a survey of revenue sources within their schools before budget preparation rated 2.88 with standard deviation of 0.61, item 5 which states that principals consider staff's workshops, seminars, conference during budget preparation rated 3.08 with standard deviation of 0.84, items 6 that says extra-curriculum activities are considered during budget preparation such as sports and quiz competition among others have 3.21 with standard deviation of 0.80, while item 7 which states estimate of the past income and expenditure at least for a year are compared with the present during the budget preparation rated 2.88 with standard deviation of 0.80. The cluster mean of 2.84 with SD of 0.99 for principals and 2.96 with SD of 0.80 for

bursars indicates that the respondents were homogeneous in their responses. With these cluster mean scores, it can be concluded that all the items in Table 1 are principal’s budget preparation procedures in the administration of public secondary schools in Southwest, Nigeria.

Research Question 2: What are the principals’ resource allocation procedures in the administration of public secondary schools?

Table 2: Mean and Standard Deviation of Responses of Principals and Bursars on Principals’ Resources Allocation Procedures in the Administration of Public Secondary Schools in Southwest, Nigeria

S/N	Item Description	Principals N = 317			Bursars N = 306		
		\bar{x}	SD.	Dec.	\bar{x}	SD.	Dec.
1.	Principal ensure that all items of expenditure are always in line with budget estimates	2.70	0.84	Agree	2.01	0.59	Disagree
2.	Principal allocates funds based on students’ needs within the framework of the curriculum	2.72	0.28	Agree	2.21	0.59	Disagree
3.	Principal ensure fairness in resource allocation for equity in education opportunities.	2.67	0.66	Agree	2.11	0.60	Disagree
4.	Resource allocation in school is done based on the amount of funds available	3.03	0.95	Agree	2.51	0.79	Agree
5.	Principals consider staff’s workshops, seminars, conference during budget preparation	2.75	0.83	Agree	2.57	0.56	Agree
6.	Principals have structures that guide equitable distribution of resources in the school	2.69	0.93	Agree	2.06	0.66	Disagree
7.	Educational resources are allocated inequitably in our school	2.27	0.95	Disagree	2.59	0.81	Agree
	Cluster Mean	2.69	0.78	Agree	2.29	0.66	Disagree

Key: N = number of respondents, \bar{x} = mean, SD = Standard Deviation, Dec. = Decision

The analysis of data as presented in Table 2 revealed the mean responses of the principals and bursars on principals’ resource allocation strategies in the administration of public secondary schools. As seen in the table for principals, item 1 which states that principal ensure that all

items of expenditure are always in line with budget estimates was rated 2.70 with standard deviation of 0.84, item 2 that says principal allocates funds based on student's needs within the framework of the curriculum has a mean score of 2.72 and standard deviation of 0.28, item 3 on if principal ensure fairness in resource allocation for equity in education opportunities rated 2.67 with standard deviation of 0.66, item 4 which says resource allocation in school is done based on the amount of funds available has mean score of 3.03 with standard deviation of 0.95, item 5 states that principals consider staff's workshops, seminars, conference during budget preparation was rated 2.75 with standard deviation of 0.83, item 6 which says principals have structures that guide equitable distribution of resources in the school has a mean score of 2.69 with standard deviation of 0.93, while item 7 that says educational resources are allocated inequitably in our school was rated 2.27 with standard deviation of 0.95. For bursars, it is seen in the table that item 1 which states that principal ensure that all items of expenditure are always in line with budget estimates was rated 2.01 with standard deviation of 0.59, item 2 that says principal allocates funds based on students' needs within the framework of the curriculum has a mean score of 2.21 with standard deviation of 0.59, item 3 on if principal ensure fairness in resource allocation for equity in education opportunities rated 2.11 with standard deviation of 0.60, item 4 which says resource allocation in school is done based on the amount of funds available has mean score of 3.51 with standard deviation of 0.79, item 5 states that principals consider staff workshops, seminars, conference during budget preparation was rated 2.57 with standard deviation of 0.56, item 6 which says principals have structures that guide equitable distribution of resources in the school has a mean score of 2.06 with standard deviation of 0.66, while item 7 that says educational resources are allocated inequitably in school was rated 2.59 with standard deviation of 0.81. It can be seen from the result that principals agree with item 1 to 6, and disagree with item 7 which means educational resources are allocated inequitably in the school. For bursars, they only agree with item 4, 5 and 7, while they disagree with item 1, 2, 3, and 6. The cluster mean for principals is 2.69 with SD of 0.78 and 2.29 and SD of 0.81 for bursars showed that the respondents were not homogeneous in their responses. This means that principals and bursars differ in their responses on principals' resource allocation strategies in the administration of secondary schools in Southwest, Nigeria.

3.1 Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean ratings of principals and bursars on the principals' budget preparation procedures in the administration of public secondary schools.

Table 3: T-test Analysis of difference between the mean ratings of Principals and Bursars on the Principals' Budget Preparation Procedures in the Administration of Public Secondary Schools

Group	N	Mean	Std. Deviation	t.	df	Sig. (2-tailed)	α	Decision
Principals	317	2.840	0.990	-1.661	621	.097	0.05	Accepted
Bursars	306	2.960	0.800					

Table 3 presents the t-test analysis of the difference between the mean ratings of principals and bursars on the principals' budget preparation procedures in the administration of public secondary Schools in Southwest, Nigeria. The result in Table 3 revealed p (sig) of 0.097 and p (α) of 0.05 at 621 degrees of freedom. Since p (sig) of 0.097 is greater than 0.05 level of significance, the hypothesis is accepted. This means that there is no significant difference between the mean ratings of principals and bursars on the principals' budget preparation procedures in the administration of public secondary schools in Southwest, Nigeria.

Hypothesis 2: There is no significant difference between the mean ratings of principals and bursars on the principals' resource allocation procedures in the administration of public secondary schools.

Table 4: T-test Analysis of difference between the mean ratings of Principals and Bursars on the Principals' Resource Allocation Procedures in the Administration of Public Secondary Schools

Group	N	Mean	Std. Deviation	t.	df	Sig. (2-tailed)	α Decision
Principals	317	2.690	0.780	6.898	621	.000	0.05 Rejected
Bursars	306	2.290	0.660				

Table 4 presents the t-test analysis of the difference between the mean ratings of principals and bursars on the principals' resource allocation procedures in the administration of public secondary schools. The result in Table 4 revealed p (sig) of .000 and p (α) of 0.05 at 621 degrees of freedom. Since p (sig) of .000 is lower than the 0.05 level of significance, the hypothesis is rejected. This implies that a significant difference exists between the mean ratings of principals and bursars on the principals' resource allocation strategies in the administration of public secondary schools in Southwest, Nigeria.

4.0 DISCUSSION OF FINDINGS

The analysis of the data presented in Table 1 revealed the procedures used by the principals for budget preparation in the administration of public secondary schools in Southwest, Nigeria. The result shows that the principals and bursars agreed that principals' budget preparation procedures used in the administration of public secondary schools in Southwest, Nigeria include that principals ensure that budgets are prepared at the beginning of every academic year, principals use circular showing format for budget preparation sent by the secondary school Board Management, departmental heads submit the estimates of their departmental financial needs to guide the budget preparation, principals do a survey of revenue sources within their schools before budget preparation, principals consider staff workshops, seminars, conference during budget preparation, extra-curriculum activities are considered during budget preparation such as sports and quiz competition among others and that estimate of the past income and expenditure at least for a year are compared with the present during the budget preparation. This finding is in agreement with the finding of Agyeni (2015) who found in a study that principals in grant-aided secondary schools in North-Central to a great extent comply with budget guidelines and procedures for the effective administration of the school. Agency findings further established that there was a

statistically significant difference between the mean ratings of principals and bursars in grant-aided secondary schools on the extent principals used to prepare budgets with budget guidelines and procedures. The result of the study also corroborates the finding of Okoye and Okorji (2021) who stated that the budgeting practices adopted by principals for effective school administration include embarking on a market survey to get facts when preparing the school budgets. The authors further maintain that during budget preparation, principals carry other staff along and give priority to the most pressing needs in budget planning, makes some monitory allocations for unforeseen expenditure in the course of budgeting, estimate the expected income in the school budget and consider staff workshops, seminars, conference during budget preparation. The result of hypothesis 1 in Table 3 further established that there is no significant difference between the mean ratings of principals and bursars on the principals' budget preparation procedures in the administration of public secondary schools.

The result as presented in Table 2 shows the opinion of principals and bursars on the principals' resource allocation strategies used in the administration of public secondary schools in Southwest, Nigeria. The result revealed that the principal's resource allocation strategies used to allocate resources in the administration of public secondary schools in Southwest, Nigeria include that principals ensure that all items of expenditure are always in line with budget estimates, principals allocate funds based on student needs within the framework of the curriculum, principals ensure fairness in resource allocation for equity in education opportunities, principals ensure that resource allocation in school is done based on the number of funds available, principals consider staff workshops, seminars, conference during budget preparation, principals have structures that guide the equitable distribution of resources in the school, educational resources are allocated equitably in the school. This finding agrees with the finding of Opiyo (2014) who found that principals' resource allocation is in line with master's budget and school development plans. Similarly, the author establishes that resource allocation in the school budget estimate determines the procurement of teaching/learning materials and equipment in public secondary schools in Uriri District, Kenya. The finding also corroborates the finding of Abayomi (2011) who found that the resources used in the schools are allocated based on a budget estimate and the number of funds available for student's achievement in the school. However, bursars are on the contrary with the opinions of the principals through the cluster mean score of 2.29 in Table 2 on resources allocation strategies used in the school. They disagreed that principals ensure that all items of expenditure are always in line with budget estimates, allocate funds based on student needs within the framework of the curriculum, ensure fairness in resource allocation for equity in educational opportunities and ensure that resource allocation in school is done based on the number of funds available. This finding contradicts the finding of Lizelle (2014) who found that resource allocation in school is done based on the available funds generated in the school and that since budget serves as a financial monitoring tool to compare the expenditures of money to the schools' goals and objective, allocating school resources will be based on the available funds in the school. The result of hypothesis 2 further established in Table 4 that there is a significant difference between the mean ratings of principals and bursars on the principals' resource allocation strategies in the administration of public secondary schools in Southwest, Nigeria. This may be because principals as the financial managers of public secondary schools have the responsibility of allocating financial resources in the school in their capacity while bursars are not responsible for resource allocation in the school.

5.0 CONCLUSION

Based on the results of the study, it was revealed that the respondents agreed that principals actually prepare their annual budgets through the identified procedures, while they differ in their responses on principals' resource allocation procedures. It can therefore be concluded that all the items in table 2 are principals' budget preparation procedures, while the respondents were not homogeneous in their responses on principals' resource allocation procedures in the administration of public secondary schools in Southwest, Nigeria. Also, the study statistically found that there was no significant difference between the mean ratings of principals and bursars on procedures used by principals for budgets preparation, while a significant difference exists between the mean ratings of principals and bursars on resource allocation procedures in the administration of public secondary schools in Southwest, Nigeria.

6.0 RECOMMENDATIONS

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

1. Public secondary school principals should endeavor to prepare their annual budgets at the beginning of every academic year and ensure to involve their subordinates and other school management team in the preparation of the budgets.
2. Principals as the heads of Secondary Schools should ensure proper resource management and also ensure fairness in resource allocation through structures that guide the equitable distribution of resources in the administration of schools.

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