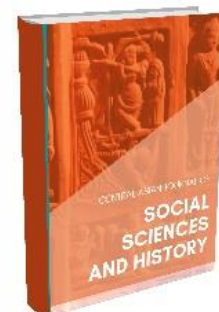




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Inadequate Funds for the Administration of Public Secondary Schools in Nigeria: Causes, Effects and Way Forward

Ogunode. N. J.

University of Abuja, Nigeria

Abubakar. Musa

Department of Adult and Continuing Education, Faculty of Education, Federal University, Wukari

Yahaya Danjuma M., Ajape Temitope Solomon

Abstract:

This article discussed the factors responsible for shortage of funds for the administration of public secondary schools in Nigeria. Secondary data were used in the article. The secondary data were sourced from online and print sources. The article identified; lack of political will to adequately fund secondary schools, corruption, poor implementation of financial strategic plans on funding of secondary schools, increase in population, poor support from private sectors, demand from other sector, inflation and regional conflict and insecurity as the factors responsible for inadequate funds for the administration of public secondary schools in Nigeria. The article also identified; shortage of funds, inadequate teachers, inadequate infrastructural facilities, poor supervision and poor quality of education as the effects of inadequate funding of the public secondary school education in Nigeria. To address this problem of inadequate funds in the Nigerian secondary schools, the following were recommended: the government should increase the funding of secondary school education, parents and other stakeholders should be encouraged to donate to secondary schools in their communities, school administrators should be prudent in the allocation and spending of public secondary school funds,

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government should fight all the forms of corruptions reducing the funds meant for the administration of public secondary schools, government should develop the political will to allocate more funds for the administration of public secondary schools, government should mobilize external resources through appropriate bilateral or multilateral agreements to help in contributing to the funding of secondary schools and Funds allocated should be disbursed on time in order to avoid the loss in real value arising from inflation.

1. Introduction

Public secondary schools are those established by either the Federal or State government. They are referred to as public secondary schools because they are established and being financed from taxes paid by the public. The Nigerian secondary school also known as Post-Basic Education and Career Development (PBECD) is the education children receive after a successful completion of nine years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes: (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship. The objectives of Post-Basic Education and Career Development (PBECD) according to National policy on education (2014) are to:

- a. provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;
- b. offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
- c. provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- d. provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;
- e. develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- f. inspire students with a desire for self-improvement and achievement of excellence;
- g. foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and
- h. raise morally upright and well-adjusted individuals who can think in dependently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

The realization of the objectives of secondary schools education depends on adequate funding, effective planning and effective administration. The annual funding provided for the administration of secondary schools education in Nigeria is inadequate. According to

Ogunode (2021) the problem facing the administration of secondary schools education in Nigeria is inadequate funding. This article is aimed to discuss the factors responsible for inadequate funds in the Nigerian secondary schools, the effects of inadequate funds in the administration of secondary schools and suggests the ways forward for the funding of secondary school education in Nigeria.

2. Concept of Administration

Administration is the application of human and materials resources of the institutions to achieve the institutions' programme. Administration is the application of organizational resources for the implementation of organizational programme for the purpose of realizing the organizational objectives. Administration is the arrangement of institutional human and materials resources in a way that it will be used to attain the institutional goals. The resources available for administration of institutions include human and materials resources. The human resources include teaching and non-teaching staff while the materials resources include; financial resources, instructional resources, infrastructural facilities etc. Financial resources, also known as funds or money is one of the most important resources needed for school administration. The importance of adequate funding in educational development cannot be overemphasized. No organization can carry out its function effectively without adequate financial resources at its disposal (Ige 2013). The usefulness of funds in any meaningful organization cannot be under rated because it serves as the major vehicular means through which human and material resources could be harnessed in order to achieve the goals for which the organization stands (Olorunsola and Belo 2018).

2.1 Concept of Funds

Funds are monies for implementation of programme in institutions. Funds are financial resources meant for the administration and management of an organization. Funds are monies use to implement educational services. Funds are very important in the administration of educational institutions. According to Section 13 of the National Policy on Education (2004), it states that "Financing of Education" comes from traditional sources of revenue for educational establishments which include taxes, school fees, education levies, or rates and sometimes donations. The bulk of education revenue in Nigeria comes from the sales of liquid and solid natural mineral resources, the principal of which is the petroleum products (Noun, 2009).

The major source of finance to public secondary schools is grant. Grant is the fund provided by government for building of structures, repairs and purchase of necessary equipment, maintenance, payment of salaries and allowances of staff in the school. Government grants are in two categories, these are:

- a. Capital Grant: This is part of government grants which is meant for provision of physical resources or fixed assets such as classrooms, libraries, buildings, office furniture, laboratories, typewriters, photocopiers, etc.
- b. Recurrent Grant: This is part of government grants that cover the payment of salaries and allowance of staff and all other consumable materials such as chemicals, writing materials and stationery (NOUN, 2009).

According to NOUN (2009) other sources of funds for secondary schools administration include:

- i. Donation and Endowment funds: This is one of the sources of financing secondary education in Nigeria. Many private sectors, corporations and companies and other individuals and philanthropists

have often contributed fund for the support of education through the award of scholarship, establishment of schools, supply of books and equipment.

ii. International Aid sources: Educational Finance also comes from international organizations. Notable among these organizations are the World Bank, the United Nations Educational Scientific and Cultural Organization (UNESCO), the United Nations International Children's Emergency Fund (UNICEF), the United Nations Development Programme (UNDP) and the World Health Organization (WHO).

iii. Loans: This is a source of financing individual person's education through borrowing from relations, communities or cooperative societies to pay school fees. Loan as a source of financing education is embarked upon by individuals as a last resort.

iv. Community participation: Communities also participate in financing education. This may come in form of Parents Teachers Association (PTA) levies. Apart from financial resources for education from government, land resource is also needed; some communities sometimes donate land to schools on request and build classrooms from the community purse (Noun, 2009).

2.2 Level of Funds Available for Administration of Public Secondary Schools

The level of funds available for the administration of public secondary school in Nigeria is small and inadequate. The various state government charged with the responsible of providing funds for the administration and management of public secondary schools in Nigeria have not been funding the secondary schools adequately.

Table 1.1: Pattern of Federal Government funding of education by Levels from 1996-2002.

Education levels	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %
Tertiary	79.9	78.9	68.4	69.1	75.8	68.1	79.9
Secondary	10.4	11.3	14.6	18.7	15.3	15.5	15.6
Primary	9.7	9.8	16.9	12.2	8.9	16.4	7.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(Sources NOUN 2009)

The pattern of investment within education sector is such that the tertiary level gets the lion share while the secondary schools and the primary gets the least. The federal government of Nigeria inability of implement the 26% of UNESCO recommendation for education is affecting the funding of education in Nigeria.

The breakdown of budgetary allocation for the ministry of education for one decade also showed that the budgetary allocation for the entire ministry of education have been below the recommended UNESCO 26% of the total annual budget for a year. A break-down of Nigerian education budget for decade revealed the following:

Years	Education Budget	Education budget in %	National Budget
2010	N234.8billion	5.10	N4.6trillion
2011	N306.3billion	6.20	N4.972trillion
2012	N400.15billion	8.43	N4.749trillion
2013	N426.53billion	8.60	N4.987trillion

2014	N493billion	10.70	N4.69trillion
2015	N392.2billion	8.91	N4.4trillion
2016	N369.6billion	6.01	N6.1trillion
2017	N448.01billion	6.00	N7.3trillion
2018	N605.8billion	7.04	N8.3trillion
2019	N620.5bn	7.05	8.83 trillion-
2020	N652.94bn	6.9	N10.50 trillion.

Source Ogunode & Sam (2020)

From the above table, the budget for the educational sector for one decade is below 15% and not up to the UNESCO recommendation of 26%.

Table 2: *Budgetary Allocation to Education of 20 Sampled Countries*

No	Country	% Allocation	Position
1	Ghana	31 %	1st
2	Cote d'Ivoire	30 %	2nd
3	Uganda	27 %	3rd
4	Mexico	26.4 %	4th
5	South Africa	25.8 %	5th
6	Swaziland	24.6 %	6th
7	Mexico	24.3 %	7th
8	Kenya	23 %	8th
9	United Arab Emirate	22.5 %	9th
10	Botswana	19 %	10th
11	Iran	17.7 %	11th
12	United States of America	17.1 %	12th
13	Tunisia	17 %	13th
14	Lesotho	17 %	14th
15	Burkina Faso	16.8 %	15th
16	Norway	16.2 %	16th
17	Columbia	15.6 %	17th
18	Nicaragua	15 %	18th
19	India	12.7 %	19th
20	Nigeria	8.4 %	20th

Source: World Bank, 2012

From the above table 2, it is clear that developing countries like Ghana; in the last 10 years, they have never budgeted less than 20 percent for education. They are South Africa, Egypt, among others. The implication of this is that majority of agencies and commissions that depend on the ministry of education are also underfunded. The implication of underfunding of the primary education is responsible for the various problems facing the primary school education. Some of these challenges include; inadequate teachers, inadequate infrastructural facilities which include classrooms, ICT facilities, instructional materials, staff offices, dilapidated school buildings, lack/shortage of laboratory apparatuses, uneven distribution of libraries in schools, irregular staff training and ineffective supervision and planning (Ibrahim, 2018).

Keller (2012) submitted that insufficient funds to maintain schools and pays teachers' salaries are

among other factors that militate against the smooth administration of secondary schools. The lack of adequate fund puts enormous degree of pressure on school administrators while Ogba and Igu (2014), observed that one of the biggest challenges of secondary school management and administration is poor funding. In their submission, they agreed that the extent to which adequate educational programmes are achieved depends largely on the economic provisions supporting the programme. Insufficient funds often leads to large classes for teachers, skimpy libraries, very limited instructional materials, low-priced building construction and poorly trained teachers. Anderson and Lamby (2005) opined that there is a high degree of pressure on school heads to raise funds so that their schools can be fully efficient.

3. Factors Responsible for Inadequate Funds for the Administration of Public Secondary Schools

There are many reasons or factors responsible for inadequate funds for the administration of public secondary schools in Nigeria. Some of reasons include; lack of political will to adequately fund secondary schools, corruption, poor implementation of financial strategic plans on funding of secondary schools, increase in population, poor support from private sectors, demand from other sector and inflation.

3.1 Lack of Political Will To Adequately Fund Secondary Schools.

The lack of political will to adequately fund the public secondary schools in Nigeria by the government is responsible for the problem of inadequate funds for the administration of public secondary schools in Nigeria. The public secondary schools in Nigeria are underfunded because the government is not willing to develop the political will to allocate adequate funds for the administration of secondary schools in Nigeria. The annual budgetary allocation for the administration of education in Nigeria is inadequate and is also below the UNESCO 26% recommendation for developing countries like Nigeria. The inability of the government to objectively stick to the implementation of the UNESCO 26% recommendation is responsible for the shortage of funds in the administration of public secondary schools in Nigeria. Ogunode & Nathan (2020) submitted that the factors responsible for poor funding of the education programme in Nigeria include lack of political will, mismanagement, diversion of funds, non-implementation of financial budget, fall in oil price in international market and corruption.

3.2 Corruption

Corruption is another factor responsible for the shortage of funds for the administration of public secondary schools in Nigeria. Corruption has penetrated the administration of educational institutions in Nigeria. The little funds released for the administration of public secondary schools in Nigeria is diverted and looted into private account for personal use by some officers and administrators responsible for the administration of secondary schools in Nigeria. Funds diversion is one of the common forms of corruption practices in the Nigerian educational institutions at the administrative level. The high rate of corruption at the administrative level is responsible for the shortage of funds for the administration of public secondary schools in Nigeria. Ogunode (2020) submitted institutional corruption is the problem preventing effective administration of education in Nigeria because funds allocated for provision of infrastructural facilities and services in the management and implementation of educational programme are been diverted by officers or political officeholders within the

institutions. Ayobami (2011) pointed out that corruption can be systematic in nature but in a long run will affect the whole life of an institution or society. Corruption can therefore limit the goals of an institution thereby resulting to wastages. Some of the funds made available for the provision of quality education are sometimes diverted for selfish use while in other cases, the budget for the educational sector are misappropriated. This has given rise to the inadequacy of funds for managing the secondary level of education.

3.3 Poor Implementation of Financial Strategic Plans on Funding of Secondary Schools

Another factor responsible for inadequate funds for the administration of public secondary schools in Nigeria is the poor implementation of financial strategic midterm plans. The federal government developed strategic financial plan of action for the implementation of secondary schools education in Nigeria but the strategic financial plan of action has been poorly implemented. According to British Council (2014) all the tiers are currently operating under the Federal Ministry of Education's Strategic Plan for the Development of the Education Sector 2011-2015. This Plan has two strategic goals – access and quality – and four key implementation areas: strengthening the institutional management of education; teacher education and development; technical and vocational education and training; funding, partnerships, resource mobilization and utilization (British Council 2014). The inability of the federal and state government to implement this strategic financial plan of action is among the factors responsible for shortage of funds for the administration of secondary schools in Nigeria.

3.4 Increase in Population

The increase in the population of pupils going into the secondary schools from the primary schools is high and this is putting more pressure on the little financial resources availability for the administration of public secondary schools in Nigeria. The rate of children going into the secondary schools is high and the funds for the provision of infrastructural facilities and employment of professional teachers is not there. Etuk (2007) observed that there has been expansion in the school system and students' population now in Nigeria without corresponding growth in the number of essential facilities to match the change. Olatunde and Amough (2013) observed that "Evidence shows an increasing rise in the total population of the African continent and in particular, school age increasing at the rate of 2.5 to 3% per annum and enrolment into schools is on the increase annually". Increase in population has therefore been a limitation to adequate planning for the delivery of quality education among secondary school students. Secondary schools enrollment rate in the last four decades has increased above the level of resources provided for this level of education. Population explosion as a result of various religious, social and cultural beliefs has therefore made it difficult for proper funding of secondary education (Unkwown). Oni (2009) argued that the appalling state of over-population through the experience of a one-time federal minister of education in Nigeria thus: In one state capital, I witnessed an appalling situation, where three classes made up of a total of 200 children were sitting under the sun facing one blackboard. This perchance meant that as a result of over-population, school children could not be accommodated in the classroom, but study outside classroom location. In Nigeria, free primary education is indicated in the universal primary education review of 1985 (Amaghionyeodiwe & Osinubi, 2006). The sad development experienced from the free primary education is that both federal and local government have constantly failed to reflect the effect of an increase in enrolment in the school's physical facilities (Unkwown).

3.5 Poor Support from Private Sectors

The poor support from private sector and Non-Governmental Organization toward the funding of secondary school education in Nigeria is another reason for inadequate funds in the Nigerian secondary schools. The private sectors and the nongovernmental organizations support in term of provision of educational funds or aids is low and not encouraging. This negative attitude of private sector and Non-Governmental Organization toward the funding Nigerian educational institutions is among the factors responsible for shortage of funds in the educational institutions in the country.

3.6 Demand from other Sector

Another factor responsible for the shortage of funds in the administration of secondary school in Nigeria is the other sectors competing for funds with the educational sector. The government prioritized sectors like health, power, security and infrastructural facilities development than the educational sector. Security is one of the sectors demanding huge funding from the government since 1999 when the country started facing various insecurity challenges. NOUN (2009) submitted that Grants released to schools are far below expectation. The reason for this is not farfetched, because different sectors are competing with education. What government allocates to education falls short of UNESCO's recommendation of 26% of a country's national budget. The resultant effects of these include ageing facilities, inadequate classrooms, incessant strike actions by teachers, shortage of laboratory and laboratory materials, brain drain, among others.

3.7 Inflation

Inflation is another factor responsible for inadequate funding for the administration of public secondary schools in Nigeria. NOUN (2009) defined inflation as a persistent fall in the purchasing power of money. It refers to a situation whereby too much money buys few goods. Such situation makes the preparation and implementation of school budgets cumbersome particularly when an accurate estimate of the rate of inflation over the budget period cannot be made. As a result of inflation, some of the projects budgeted for may not be implemented due to rising cost of materials. Inflation has further aggravated the situation by reducing the purchasing power of money available and escalating the salary bill of teachers. These problems have taken their toll on the funding of higher education in the country.

3.8 Regional Conflict and Insecurity

Insecurity problem in Nigeria is another major challenge facing the finance of the secondary school education. Security problem is consuming a lot of funds that are supposed to be used in the funding of basic education in the country. The insurgency in north-eastern Nigeria has been especially damaging to the education system. Since 2011, an estimated 19,000 teachers have been displaced and 1,200 schools have been damaged or destroyed. Approximately 1 million children in need and 600,000 children have lost access to learning due to the conflict. The education sector sustained an estimated \$272.96 million in damages to its infrastructure with Borno State most affected (UNICEF, 2017). The government at every level is battling with how to generate funds for reconstruction of the infrastructural facilities. Victor, Tochukwu & Seember(2016) observed that the ongoing violence and continued insecurity in Northern Nigeria may has significant impacts on education service delivery. The migration of internally displaced persons from conflict-affected states to ESSPIN states could lead to increased enrollment, and place pressure on limited resources available for education spending. Escalating conflict could also lead to prioritization of security spending which reduces the resources

available for social services.

4. Effects of Inadequate Funds for Administration of Public Secondary Schools

There are many implication of inadequate funding for the administration of public secondary schools. The effects of inadequate funds for public administration secondary school in Nigeria include: shortage of funds, inadequate teachers, inadequate infrastructural, instructional materials, poor supervision and poor quality of education.

4.1 Shortage of Funds

The effect of underfunding of the secondary school education in Nigeria is the result of shortage of funds for the implementation of programme and administration of secondary schools in Nigeria. Ige (2013) submitted that inadequate fund; inadequate and decay infrastructural facilities; inadequate and low quality teachers; negative attitudes of teacher; indiscipline of students; examination malpractices; low quality students-intake and poor academic performance of students; wastage; inappropriate curriculum; as well as the dilemma of disarticulation of schools as challenges facing secondary schools in Nigeria. Ajayi (2014) disclosed of public crises of various dimensions such as poor funding, poor educational infrastructure which include inadequate classrooms, inadequate and low quality teachers, and polluted learning environment. In a school, where these infrastructures and amenities are not well provided, heads of secondary schools efforts to administer schools diligently will be disenchanted. Olowoselu and Bello (2015) observed that poor funding of schools is a major problem of principals' leadership ineffectiveness as it weakens leadership potentials. In the school system, principals are often faced with paucity of funds as they are not allowed to collect extra money from the students irrespective of its purpose, and the meagre sum of money given by the state government as grants are not regularly released and they are even not enough to run the affairs of the school. Principals often experience shortfall in providing basic needs such as pieces of chalk, marker, pens, lesson notes, teachers' time/movement book, stationeries, well equipped first aid box, fuelling and maintenance of generators, maintenance of computers, provision of toilet facilities for members of staff as well as convenient offices for teachers among others. All these are believed to be essential in effective running of the school, but can hinder principals' managerial effectiveness if they cannot be provided as at when due.

4.2 Inadequate Teachers

Another effect of inadequate funding of the secondary school education is the shortage of teachers. Many secondary schools in Nigeria do not have adequate teachers due to poor funding. Ikegbusi (2014) observed that the success of secondary school administration depends on the availability of teachers. This implies that for proper running of a secondary school, quality and efficiency of staff determine to a great extent the successful achievement of its educational objectives. Ikegbusi, & Iheanacho, (2016) did a study to find out some of the hitches influencing effective administration of secondary schools in some selected zones of Anambra state namely: Aguata, Onitsha and Otuocha. The study revealed among others that many schools are understaffed and are still facing inadequate subject teachers, in other words, most principals are forced to teach some classes in addition to their official work of administration. On the strength of the findings, some recommendations were made among which are the provision of adequate and qualified teachers for effective teaching and learning;

the principals should be released from classes so that they can fully concentrate on administration of their schools. Odia and Omofonmwan (2007) submitted that acute shortage of teachers can result in poor outcome in teaching and learning.

4.3 Inadequate Infrastructural Facilities

Inadequate funding of secondary schools in Nigeria is also responsible for the problems of shortage of infrastructural facilities in most secondary schools in the country. Otegbulu (2016) found out that the perceived challenges to effective administration in Imo state are: inadequate physical facilities, equipment and instructional materials, insufficient funds, inadequate qualified school staff, inadequate staff motivation, indiscipline among teachers and students, frequent changes in educational policies among others. All these are believed to hinder principals' managerial effectiveness. Ike (2017) observed that in a majority of Nigeria secondary schools, the classroom accommodation is grossly inadequate. As a result of the large enrolments in these schools, the classrooms are usually overcrowded, with up to sixty or more students receiving instructions in classroom designed for only thirty or, forty students. In most cases, the chairs and desk are not enough; you see them sharing chairs, standing up, or sitting on windows or broken desk! When students are overcrowded like this, there is a stalling of the teaching-learning process and a disruption of the children's mental activity, a situation that generally militates against effective teaching and intellectual development of the children. A school with inadequate classrooms and facilities such as chairs, lockers, libraries, textbooks, laboratories, and workshop will be uncomfortable for pupils/students to learn. Unfortunately, there are inadequate infrastructure and facilities in many secondary schools in Nigeria (Ige, 2013, CBN, 2010). Ige (2013) and Ahmed (2003), observed that most secondary schools in the country, teaching and learning take place under unconducive environment, lacking the basic materials, thus hindering the fulfillment of educational objectives.

4.4 Poor supervision

Poor supervision of instruction in the Nigerian public secondary school is also caused by shortage of funds. The funds provided by the government for administration of public secondary schools in Nigeria is inadequate and is responsible for ineffective supervision of the secondary schools across the country. Ezekwesili, (2007) observed that despite the fact that supervision is very important in evaluating the effectiveness of schools, it is disturbing to note that it is irregularly conducted. He, however blames this poor response to supervision on insufficient vehicle for monitoring, poor funding for supervision and scarce number of qualified school supervisors.

4.5 Poor Quality of Education

Poor quality of education in the some public secondary school in Nigeria is another effect of underfunding of public secondary school in Nigeria. The performance of public secondary schools in Nigeria is poor and declining every day. Ige (2013) and Obe (2009), submitted without adequate funding, standards of education at any level shall be tantamount to a mirage, that is, building castles in the air. Money is important in a school because it is used to construct buildings, purchase needed equipment, pay staff salaries and allowances, maintain the plants and keep the services going. In Nigeria, secondary education derives its major fund from the annual allocation to the education sector. Unfortunately, allocation to the education sector on which secondary education depends has been consistently low in spite of the strategic role of the sector in the training of manpower for the

development of the economy.

5. Ways Forward

To address this problem of inadequate funds in the Nigerian secondary schools, the following were recommended: the government should increase the funding of secondary school education, parents and other stakeholders should be encouraged to donate to secondary schools in their community, schools administrators should be prudent in the allocation and spending of public secondary school funds, government should fight all the forms of corruption reducing the funds in the administration of public secondary schools, government should develop the political will to allocate more funds for the administration of public secondary schools, government should mobilize external resources through appropriate bilateral agreements to help contribute to the funding of secondary school and Funds allocated should be disbursed on time in order to avoid the loss in real value arising from inflation.

1. The Government should improve on percentage of her annual budget to education as recommended by UNESCO, which is 26% of the entire budget. The proportion of budget meant for the education sector should be allocated to the three levels of education based on reliable statistics on enrolment, staff strength, infrastructure, need for training, research, and so on (Noun, 2009)..
2. The government should encourage parents and other stakeholders to donate to secondary schools in their community generously. Infrastructures such as school hall and school field could be given rented out with token charges to increase the internally generated revenue (Noun, 2009).
3. The school administrators should be prudent in the allocation and disbursement of funds and grants meant for running the schools.
4. The government should fight all the forms of corruption reducing the funds in the administration of public secondary schools. The government should improve the tracking of education budget execution by preparing quarterly monitoring reports (QMR), several gaps remain.
5. The government should develop the political will to allocate more funds for the administration of public secondary schools. The government at every level should participant more in the funding of secondary school education.
6. The Nigerian government should mobilize external resources through appropriate bilateral agreements to help contribute to the funding of secondary school education in Nigeria. Development agencies such as the World Bank; UNICEF; Ford Foundation; John F. Kennedy Foundation; Rockefeller Foundation; WHO; USAID; and DFID should contribute to the secondary educational development of Nigeria (Noun, 2009).
7. Funds allocated should be disbursed on time in order to avoid the loss in real value arising from inflation. A number of uncompleted project in higher institutions are as a result of depreciation in real value of the money (Noun, 2009).

Conclusion

In conclusion, this article examined the various factors responsible for shortage of funds in the administration of Nigerian public secondary schools. The following were identified; lack of political will to adequately fund secondary schools, corruption, poor implementation of financial strategic plans on funding of secondary schools, increase in population, poor support from private sectors, demand from other sector, inflation and regional conflict and insecurity as the factors responsible for inadequate funds for the administration of public secondary schools in Nigeria. The paper also looked

and the effect of shortage of funds in the administration of public secondary schools in Nigeria and identified; shortage of funds, inadequate teachers, inadequate infrastructural, poor supervision and poor quality of education as the effects of inadequate funding of the public secondary school education in Nigeria. To solve this challenge of shortage of funds in the administration of Nigerian secondary schools, the following were recommended: the government should increase the funding of secondary school education, parents and other stakeholders should be encouraged to donate to secondary schools in their community, schools administrators should be prudent in the allocation and spending of public secondary school funds, government should fight all the forms of corruption reducing the funds in the administration of public secondary schools, government should develop the political will to allocate more funds for the administration of public secondary schools, government should mobilize external resources through appropriate bilateral agreements to help contribute to the funding of secondary school and Funds allocated should be disbursed on time in order to avoid the loss in real value arising from inflation.

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