

FUND UTILISATION ON DEVELOPMENT OF SECONDARY SCHOOLS IN AFIJIO LOCAL GOVERNMENT AREA OF OYO STATE

¹Oluwo, M.K. and ²Bello, A.E.

Corresponding author- oluwomathias@yahoo.com, +2348022937582
belloabiodun30@yahoo.com, +2348060079960

^{1,2}Department of Educational Foundations, School of Education, Federal College of
Education (Special), oyo

Abstract

The study investigated the influence of fund utilization on development of secondary schools in Afijio Local Government Area, Oyo State. The research design adopted for this study was descriptive survey research design. The population of the study comprised 17 principals and 632 teachers in the 17 public secondary schools in Afijio Local Government Area, Oyo State. All the 17 principals involved the study. Also, simple random sampling technique was used to select 15 teachers each from the entire 17 public secondary schools in Afijio Local Government Area, Oyo State making 255 sampled teachers. Two set of self-designed questionnaires titled Funding Questionnaire (FQ) and Students' Development Questionnaire (SDQ) were used to collect data from the respondents. Frequency counts, simple percentages and mean were used to analyse data collected based on research questions raised while Pearson Product Moment Correlation was used to analyse data collected based on the formulated hypothesis at $p < 0.05$. The results showed that the sources of funding of secondary schools included fund generated from PTA, education tax fund and donation, Old Students Association and government grants. The cognitive, affective and psychomotor domains had high, moderate and steady development rate respectively. Also, the result indicated a high positive relationship between fund utilisation and development secondary schools ($r = 0.595$, $p < 0.05$). The study concluded that fund utilisation had significant influence on the development of secondary schools in Afijio Local Government Area of Oyo State. It was therefore recommended that all stakeholders in education should assist in funding secondary education in order to improve the cognitive, affective and psychomotor domains of the students.

Keywords: Affective, Cognitive, Development, Fund utilization, Psychomotor, Secondary schools

Introduction

Education is universally acknowledged as a cornerstone for national development, serving as a catalyst for economic growth, social progress, and political stability. In Nigeria, the educational system is structured into three tiers: primary, secondary, and tertiary education. Among these, secondary education occupies a pivotal position, acting as a bridge between the foundational primary education and the specialized tertiary education. Secondary school

development refers to the development as reflected in students' cognitive, affective and psychomotor domain of learning.

According to the Federal Republic of Nigeria (2014) in the National Policy on Education, secondary education is the education children received after primary education and before the tertiary stage. It aims at providing all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background. It also offers diversified curriculum to cater for the differences in talents, opportunities and future roles; and provide trained manpower in the applied science, technology and commerce at sub-professional grades. In addition, it inspires students with a desire for self-improvement and achievement of excellence and fosters national unity with an emphasis on the common ties that unite human's diversity and raises a generation of people who can think for themselves, respect the views' and feelings of others, orthography and literature. The realisation of these objectives is contingent upon funding from relevant authorities, such as the government, within the framework of this study.

Funding is considered by educational stakeholders as the soul of education and an essential resource for the management of any organization. Educational institutions that cannot fund her activities will find it difficult to achieve her goals and objectives. Adequate funding is a necessity for developing new skills, knowledge and techniques through quality research work which is needed for employment opportunities among graduate students (Egwurugwu & Onyeukwu, 2023). Fund utilization has to do with making practical and effective use of money for the development of secondary schools. It is the practical or worthwhile use of money for the provision of necessary human and material resources for the development secondary of schools.

Ekundayo and Ekundayo (2024) asserted that financial resource is very important in educational institutions. Money is a very important resource needed in educational system and that it must be well managed and utilised because through proper management of money, other vital elements in educational institutions can be obtained. Moreover, because of the governments' perceived underfunding of the education sectors in many developing nations, the United Nations Educational Scientific and Cultural Organization (UNESCO) recommended that the education sectors receive at least 26% of each developing nation's total annual budget. Since this would raise the quality of education in these nations, it is expected that all developing nations will follow this benchmark directive (Ohaegbulem & Chijioke, 2023). Matthew (2016) also reported that in Nigeria, money meant for education development is viewed as national cake where everybody wishes to cut his/her share of it. In most cases money earmarked for education are mismanaged or misappropriated by those in charge. Ogunode, Audu, and Olatunde-Ayedun (2022) asserted that funding is a crucial resource for the management and administration of educational institutions. The lifeblood of higher education is sufficient fund. Adeleke, Oguntoye, and Bello (2025) examined fund utilisation, leadership style, and research training correlates of high-quality research output at South-West Nigerian colleges of education. The findings showed a strong relationship between fund utilisation and high-quality research output in South-West Nigerian colleges of education. Nwadike, (2024) observed that every student's academic success depends on the availability, distribution, upkeep, sustainability and utilisation of funding from the government and other relevant non-governmental organizations.

Public secondary schools in Nigeria are primarily funded by the government, with supplementary support from non-governmental organizations, community contributions, and international aid. The effective utilisation of these funds is crucial for the development of these institutions. Fund utilisation encompasses the allocation, disbursement, and management of

financial resources to achieve educational objectives. Hence, this study investigated the influence of fund utilization on the development of secondary schools in Afijio Local Government Area, Oyo State.

Statement of the Problem

The seemingly persistent underdevelopment of secondary schools in Afijio LGA, despite the allocation of funds, presents a paradox that necessitates investigation. The persistent decline in cognitive, affective and psychomotor domain of learning among students has grave implication on providing trained manpower in the applied science, technology and commerce at sub-professional grades. Although, several reasons have been adduced for poor development of secondary schools but the issue of funding appears to be a strong contention. The government's ability to deliver quality education and establish new priorities relies heavily on sufficient funding. The issue of insufficient funding for secondary schools in Nigeria has yet to see effective solutions. This challenge has negatively impacted the quality of teachers in secondary schools, with many educators displaying a lack of commitment. However, to the best knowledge of the researcher, none have thoroughly examined the influence of funding in terms of fund utilisation on the development of secondary schools in Afijio Local Government Area of Oyo State. To address this gap, this study investigated the influence of fund utilisation on the development of secondary schools in Afijio Local Government Area of Oyo State.

Purpose of the Study

The main objective of the study was to examine the influence of fund utilisation on the development of secondary schools in Afijio Local Government Area of Oyo State. Specifically, the study sought to:

1. ascertain the source of funding of secondary schools in Afijio Local Government Area of Oyo State;
2. investigate the level of students' development in the area of cognitive, affective and psychomotor in secondary schools in Afijio Local Government Area of Oyo State;
3. examine the relationship between fund utilisation and the development of secondary schools in Afijio Local Government Area of Oyo State;

Research Questions

The following research questions were raised and answered to guide the study

1. What are the sources of funding of secondary schools in Afijio Local Government Area of Oyo State?
2. What is the level of students' development in the area of cognitive, affective and psychomotor in secondary schools in Afijio Local Government Area of Oyo State?

Hypothesis

This hypothesis was formulated and tested at $p < 0.05$.

H₀1: There is no significant relationship between fund utilisation and development of secondary schools in Afijio Local Government Area of Oyo State.

Methodology

The research design adopted for this study was descriptive survey research design. The population of the study comprised of all the 17 principals and 632 teachers in the 17 public secondary schools in Afijio Local Government Area of Oyo State. All the 17 principals were purposively selected for the study. Also, simple random sampling technique was used to select 15 teachers each from the entire 17 public secondary schools in Afijio Local Government Area

of Oyo State making 255 sampled teachers. The instruments used for the collection of data for this study were questionnaires. Two set of self-designed questionnaires titled Funding Questionnaire (FQ) and Students' Development Questionnaire (SDQ) were used to generate data from the respondents. The questionnaires were divided into two sections A and B. Section A was used to obtain the biographic data of the respondents while section 'B' was used to generate data on fund utilization and students' development while Section. In order to ensure the content and face validity of the instrument, the questionnaires were given to two experts in the field of educational management for thorough checking to ensure that the instruments measured what it is supposed to measure. Cronbach's Alpha measure of internal consistency was used to test the reliability of the instruments and the reliability coefficient of 0.8 and 0.87 were obtained for the two instruments respectively. The researchers with three trained research assistants visited the selected schools to administer the questionnaire to the sampled respondents after seeking their permission. Descriptive statistics (frequency counts, simple percentages and mean) was used to analyse data collected based on research questions raised to guide the study while inferential statistics of Pearson Product Moment Correlation (PPMC) was used to analyse the data collected based on the formulated hypothesis at $p < 0.05$

Results

Research Question One: What are the sources of funding to secondary schools in Afijio Local Government Area, Oyo State?

Table 1: Descriptive Statistics Showing the Sources of Funding of Public Secondary Schools in Afijio Local Government Area, Oyo State

S/N	Items	SA	A	D	SD	Mean
1	School generates funds from school fees	-	-	200(74%)	72(26%)	1.7
2	School generates funds from school business	-	-	185(68%)	87(32%)	2.0
3	School generates funds from school PTA levies	125(46%)	95(35%)	46(17%)	6(2%)	3.2
4	School generates funds from education tax fund, international aid agencies and donations	95(35%)	46(17%)	124(46%)	7(2%)	2.8
5	School generates funds from the sale of admission form	-	-	192(71%)	80(29%)	1.7
6	School generates funds from Old Students Association	121(44%)	127(47%)	15(6%)	9(3%)	3.3
7	School generates funds from government grants	112(41%)	142(52%)	10(4%)	8(3%)	3.3
	Weighted Mean					2.6

The data presented in the table one provided insights into the various sources of funding of secondary schools in Afijio Local Government Area, Oyo State as perceived by respondents, along with their levels of agreement (SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree). The weighted mean score of 2.6 suggested a moderate reliance on the sources of funding with specific patterns emerging for each item. On the school fee as a source of funding (Mean = 1.7), a significant majority 200(74%) disagreed and 72(26%) strongly

disagreed that schools generate funds from school fees. This indicated that school fees are not a major source of funding, likely due to policies favoring free or subsidized education. In item 2, most of the respondents, 185(68%) disagreed, while 87(32%) strongly disagreed, indicating that school businesses, such as sales or entrepreneurial activities, did not contribute to school funding. In item 3, Out of 272 respondents 125(46%) strongly agreed, 95(35%) agreed, 46(17%) disagreed and 6(2%) strongly disagreed that school generated fund from PTA levies are a significant source of funding. It is clear that contributions from Parent-Teacher Associations play a crucial role in financing school operations. In item 4, out of 272 respondents, 95(35%) strongly agreed, 46(17%) agreed, 124(46%) disagreed and 7(2%) strongly disagreed that school generated funds from education tax fund, international aid agencies and donations. This indicated that while some schools benefit from these sources, their impact is inconsistent or varies among institutions. In item 5, most of respondents 192(71%) disagreed while 80(29%) strongly disagreed that school generated funds from the sale of admission form. This indicated that indicate that the sale of admission forms is not a significant funding source, possibly due to regulated admission processes or low fees. In item 6, out of 272 respondents 21(44%) strongly agreed, 127(47%) agreed, 15(6%) disagreed and 9(3%) strongly disagreed that school generated funds from Old Students Association. In item 7, out of 272 respondents 112(41%) strongly agreed, 142(52%) agreed, 10(4%) disagreed and 8(3%) strongly disagreed that school generated funds from government grants. This analysis confirmed that government grants are a major source of funding, emphasizing the critical role of government allocations in sustaining public secondary schools.

From the analysis, only items 3(mean =3.2), 4(mean=2.80, 6(mean=3.3 and 7(mean=3.3) had mean values greater or equal to weighted mean of 2.6. Therefore, the sources of funding of public secondary schools in Afijio Local Government Area, Oyo State included fund generated from PTA, education tax fund and donation, Old Students Association and government grants.

Research Question Two: What is the level of students' development in the area of cognitive, affective and psychomotor in secondary schools in Afijio Local Government Area, Oyo State?

Table 2: Descriptive Statistics Showing the Level of Students' Development in the Area of Cognitive, Affective and Psychomotor in Secondary Schools in Afijio Local Government Area, Oyo State

S/N	Items	SA	A	D	SD	Mean
A	Development in the Cognitive Domain					
1	Majority of the students have more than five credits in WAEC	106(39%)	112(41%)	44(16%)	10(4%)	3.15
2	The students are mentally ready for academic adventures	135(49%)	102(38%)	25(9%)	10(4%)	3.34
3	Students in my school performs well in external academic competitions	176(65%)	79(29%)	9(4%)	6(2%)	3.58
4	Students in my school display academic prowess in class	185(68%)	75(28%)	6(2%)	6(2%)	3.62
5	Many of the students get involve in academic discussions during class hours	125(46%)	110(40%)	34(13%)	3(1%)	3.32
6	Many of the students in my school are doing well in tertiary institutions	172(63%)	69(25%)	26(10%)	5(2%)	3.50

7	Our school is well known for academic excellence	203(75%)	61(22%)	3(1%)	5(2%)	3.70
8	Our school is known for academic integrity	118(43%)	136(50%)	8(3%)	10(4%)	3.34
	Weighted Mean					3.44
B	Development in the Affective Domain					
9	Students' do not engage in examination malpractice	133(49%)	92(34%)	42(15%)	5(2%)	3.30
10	The students are disciplined	143(53%)	110(40%)	12(4%)	7(3%)	3.44
11	The students are obedient to school authority	129(47%)	123(45%)	16(6%)	4(2%)	3.39
12	The students do not engage in truancy behavior	135(50%)	126(46%)	9(3%)	2(1%)	3.45
13	The students are respectful	121(44%)	134(50%)	9(3%)	8(3%)	3.36
14	Students often do not disrespect the teacher and the constituted authority	110(41%)	141(52%)	12(4%)	9(3%)	3.29
15	Students often come to school early	120(44%)	134(49%)	8(3%)	10(4%)	3.34
16	Students strictly follow rules and regulations	103(38%)	143(52%)	19(7%)	7(3%)	3.26
17	The students are punctual in school activities	123(45%)	125(46%)	15(6%)	9(3%)	3.33
	Weighted Mean					3.35
	Development in the Psychomotor Domain					
18	Students display high level of skills in the cultural activities	125(46%)	95(35%)	46(17%)	6(2%)	3.25
19	The students communicate very well with one another in English Language	112(41%)	141(52%)	13(5%)	6(2%)	3.32
20	The students are computer literate	96(35%)	142(53%)	20(7%)	14(5%)	3.18
21	The students display high level of skills in sporting activities	126(46%)	128(48%)	12(4%)	6(2%)	3.88
22	Students have mastery of pre-vocational skills in the junior secondary schools	121(44%)	127(47%)	15(6%)	9(3%)	3.33
23	The students display high level of skills for self-employment	102(38%)	143(52%)	20(7%)	7(3%)	3.26
24	The students display skills in drama activities	112(41%)	142(52%)	10(4%)	8(3%)	3.32
25	The students display skills in laboratory activities	127(47%)	93(34%)	46(17%)	6(2%)	3.20
	Weighted Mean					3.28

Source: Field Work 2025

The data presented in the table 2 showed the students' development in three domains of student learning: cognitive, affective and psychomotor. The weighted means for each domain indicate their overall level of development. On the development in cognitive domain (weighted mean = 3.44) which evaluates academic performance, readiness for learning, and intellectual achievements, the schools excelled in academic excellence (mean = 3.70) and external academic competitions (mean = 3.58). Also, many students did well in tertiary institutions (mean = 3.50), and there is a high level of academic integrity (mean = 3.34). On the development in affective domain (weighted mean = 3.35) which assesses students' attitudes, discipline, obedience, respect, and adherence to rules and regulations, students demonstrated high discipline (mean = 3.44), punctuality (mean = 3.45), respect for authority (mean = 3.39) and avoidance of truancy (mean = 3.45). This reflected a good moral upbringing and school management and well-managed school culture. On the development in psychomotor domain (weighted mean = 3.28) which measures students' practical skills, including cultural activities, communication, computer literacy, sports, and vocational skills, the students excelled in sporting activities (mean = 3.88) and mastery of pre-vocational skills (mean = 3.33) highlight efforts to equip students for entrepreneurship and job readiness. These two skills had mean values greater or equal to weighed mean of 3.28

Analysis of the level of students' development in the area of cognitive, affective and psychomotor in secondary schools in Afijio Local Government Area, Oyo State showed that the cognitive domain had the high development rate, affective domain had moderate rate while psychomotor had a steady development rate.

H₀₁: There is no significant relationship between fund utilisation and development of secondary schools in Afijio Local Government Area, Oyo State.

Table 3: Relationship between Fund Utilisation and Development of Secondary Schools

		Fund Utilisation	Development of Secondary Schools
Fund Utilisation	Pearson Correlation	1	.595**
	Sig. (2-tailed)		.000
	N	272	272
Development of Secondary Schools	Pearson Correlation	.595**	1
	Sig. (2-tailed)	.000	
	N	272	272

**. Correlation is significant at $p < 0.05$ level (2-tailed).

Source: Field Work 2025

The p value of 0.000 is significant at 0.05 level of significance with r value of 0.595 ($p < 0.05$). This showed a high positive relationship between fund utilisation and development of secondary schools. The null hypothesis is therefore rejected while the alternative hypothesis is accepted. The conclusion is that there is significant relationship between fund utilisation and development of secondary schools in Afijio Local Government Area, Oyo State.

Discussion of Findings

The result from the analysis of research question one showed that only items had mean values greater or equal to weighted mean of 2.6. Therefore, the sources of funding to public secondary schools in Afijio Local Government Area, Oyo State included fund generated from PTA, education tax fund and donation, Alumni Association and government grants. The result of the analysis of research question two on the level of development of secondary schools in the area of cognitive, affective and psychomotor of students learning in Afijio Local Government Area, Oyo State showed that the cognitive domain had the high development rate, affective domain had moderate rate while psychomotor had a steady development rate. The result from the analysis is significant. This showed a high positive relationship between fund utilisation and development secondary schools. This result indicated that there is significant relationship between fund utilisation and development of secondary schools in Afijio Local Government Area, Oyo State. Majority of the respondents responded that funds were spent on the actual items budgeted for through proper supervision and adequate accounting procedure for incoming and outgoing funds. This result is in line with the submission of Nwadike (2024) who observed that every student's academic success depends on the availability, distribution, upkeep, sustainability and utilisation of funding from the government and other relevant non-governmental organizations. Matthew (2016) also reported that in Nigeria, money meant for education development is viewed as national cake where everybody wishes to cut his/her share of it. In most cases money earmarked for education are mismanaged or misappropriated by those in charge. As a result there is less to show for in terms of educational facilities and students' performance in the examination.

Conclusion

The study examined influence of fund utilization on the development of secondary schools in Afijio Local Government Area of Oyo State. After a careful analysis of the sources of funding and level of development of secondary schools in the area of cognitive, affective and psychomotor of students learning, the study concluded that the sources of funding of secondary included fund generated from PTA, education tax fund and donation, Old Students Association and government grants. Also, the cognitive, affective and psychomotor domains had high, moderate and steady development rate respectively. In addition, the study concluded that funding in terms of fund utilisation had significant influence on the development of secondary schools in Afijio Local Government Area of Oyo State.

Recommendations

Based on the findings, the following recommendations were made

1. All stakeholders in education should assist in funding secondary education in order to improve the cognitive, affective and psychomotor domains of the students.
2. The secondary school administrators should ensure that the available funds are judiciously utilised.
3. Government should invest more in ICT and laboratories facilities to enhance practical skills of students in order to improve their psychomotor domain.
4. School administrators should strengthen policies and programmes that encourage discipline and respect for rules to sustain positive behaviours to enhance the affective domain of students.
5. The government and school administrators should encourage a balanced focus on all three domains to promote holistic development of students.

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