

Influence of Finance on the Management of Public Senior Secondary Schools in Abuja, FCT

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Abstract

This study examined influence of finance on the management of public senior secondary schools in Abuja, FCT. The study adopted descriptive research design, two research questions and hypotheses were developed; descriptive research design was used. The population was 4111 stakeholders while the sample size of 357 was determined by research advisors sampling table (2006). The study adopted simple random sampling technique in selecting eighteen public senior secondary schools in six area councils in Abuja, FCT. The instrument used for the collection of data was a self structured questionnaire titled, Influence of Finance on the Management of Public Senior Secondary Schools Questionnaire (IFMPSSSQ) and the reliability coefficient index of 0.85 was used. Data were analysed using frequency and percentage for the demographic variables. The hypotheses were tested using One-Way Analysis of Variance (ANOVA) at 0.05 mean score. Findings of the study revealed that, most of the school facilities in secondary school in FCT were not adequately provided due to poor financing and finance significantly influence instructional supervision in secondary schools in FCT. It was recommended that public secondary schools in FCT Abuja should be adequately financed in order to improve the quality and quantity of school facilities; and effective instructional supervision should be encouraged in public secondary schools in FCT Abuja through adequate financing.

Key words: Finance, Management, Public Senior Secondary.

Introduction

One of the major objectives of establishing Secondary Education is to give adequate training for students that have finished basic education or need to compliment weak basic education. According to Federal Republic of Nigeria [FRN] (2014), the broad goals of secondary education in Nigeria include preparation of the individual citizens for useful living within the society and for higher education. In specific term, public senior secondary education provides all junior secondary school leavers with the opportunity for higher education, irrespective of sex, social status, religious or ethnic background; offering of diversified curriculum to cater for differences in talents, opportunities and future roles.

Admission in public senior secondary schools in Abuja FCT is based on merit, determined by an entrance examination taken by all final year junior secondary schools students. The public senior secondary schools in Abuja are financed by the federal government and are supposed to be free. However, newly admitted students in public senior secondary schools are required to purchase books, uniforms and pay for assorted materials amounting to the sum of twenty three thousand naira (N23,000) only, for day students; while boarding students pays additional nine thousand naira (N9,000) only, for feeding; making the total sum of thirty two thousand (N32,000) only for a year. Although, the school charges for returning day students is four thousand nine hundred naira (N4,900) only, while the returning boarding students pays the sum of thirteen thousand nine hundred naira (N13,900) only, as school charges and feeding per year.

In order to effectively achieve the objectives of establishing public senior secondary education, finance is one of the major resources that must be given special consideration. Finance is viewed as money used to provide educational facilities for achievement of educational goals. According to Jumare (2016) Educational finance are funds generated by educational institutions through federal, state or local governments, grants, internally generated funds, donations within and outside Nigeria and any other fund used to achieve educational goals.

Ogbonaya (2000) opined that educational finance is a process by which tax revenues and other sources are derived for the establishment and operation of educational institutions, as well as, the process by which these resources are allocated to the institutions for educational use. This buttressed the relevant of finance in achievement of educational goals. In the same vein, Amadi (2014) opined that funds provided by the government are very important for the success of any secondary school because purchase of school facilities such as buildings, equipments, payment of teachers' salaries and allowances as well as running of sundry expenses are done by finance. This means that funding of school facilities results to effective teaching performance. In other words, inadequate funding has resulted to poor teaching performance in secondary school systems.

According to Obasi and Asodike (2007) no human institution can effectively run without adequate provision and management of finance. This implies that public senior secondary education programme cannot be effectively managed when there is no adequate provision of financed. Bright (2019) opined that education funding is the provision of resource (money) necessary to finance the totality of inputs required

in all educational system to achieve its desired objectives of teaching and learning for the betterment of the society. In other words, funding education entails the process of acquisition and expending of financial resources for the provision of the required School facilities such as laboratories, libraries, classrooms, accommodations, workshops and Information and Communication Technology (ICT) centres; etc.

Consequently, Afiangideh and Abraham (2016) opined that finance is needed for the payment of staff salaries, the procurement of instructional materials, erection of new buildings and the maintenance of existing ones. This also buttressed the fact that finance is one of the most imperative stakes in the development of education for quality performance.

Also, in order to achieve quality performance in a school system, school facilities have significant role to play. Financing and providing these school facilities helps in the achievement of educational objectives. According to Jaiyeoba and Atanda (2005) Educational facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are provided. In the same vein, Akpan (2011) viewed school facilities as the material things that are movable and immovable property, physical structures and assets that helps to enhance academic work in an educational institution. It implies that school facilities are the necessary educational materials that enable a good teacher achieve the set goals of the school system.

In other words, if schools are not well equipped with adequate school facilities, the effects will be low performance in the achievement of educational goals. In the views of Adetoro (2019) who stated that many schools are not well equipped and even those that have facilities are not adequate. This therefore, calls for urgent need for adequate funding for the provision of school facilities for effective teaching and learning process. According to Ahmed (2003), in most of the nation secondary schools, teaching and learning takes place under environment that is not conducive, lacks the basic materials and thus hindered the fulfilment of educational objectives. This emphasises the relevance of financing school facilities for effective teaching and learning in secondary school system.

Nakazalle, Bolatito and Magaji (2019) stated that virtually all public secondary schools are without adequate instructional facilities, teaching aids and instructional materials to facilitate teaching and learning in schools. However, Akpan (2011) opined that the process of teaching and learning in school involves the provision of learning experiences and the interaction of the learners with the environment. In the same vein, Okoli (2004) stated that a good learning environment enhanced teaching and learning. This buttressed the fact that students learn best when the environment is adequately equipped. This implies that school facilities facilitates learning and when learning has taken place, the learner will be able to think clearly, independently and reasonably to solve relevant societal problems in any given environment.

Another fundamental process that is unavoidable in the improvement of teaching and learning in schools is instructional supervision. Financing instructional supervision should be a deliberate effort by the government and authorities concern

in other to effectively improve quality performance of teaching and learning in schools. According to Dikcogu and Eric (2019) instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. Accordingly, Peretomode (2009) opined that instructional supervision is a tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system. This implies that for effective operation of a good school system, financing instructional supervision is an indispensable function that is inevitable for quality performance to be achieved.

Financing of public senior secondary education should be a fundamental duty of the government. This is because public senior secondary education is one of the most important instruments for the development of individuals and the nation. According to Federal Republic of Nigeria [FRN] (2014) education is adopted as instrument par excellence for National Development. As a result, educational sector particularly Secondary Education required funding to achieve the stated objectives. It was based on the views above the researcher sought to examine the influence of finance on the management of public senior secondary in Abuja, FCT.

Statement of the Problem

The problem of financing Public Senior Secondary in Nigeria has become a recurring decimal. Inadequate finance has resulted to the deplorable state of public senior secondary schools, characterized by overcrowding, poor and inadequate physical facilities and inability to purchase current technological instructional facilities particularly in Abuja Federal Capital Territory. The inability of the Federal Capital Territory Administration (FCTA) to adequately finance and provide physical structures, infrastructure and teaching facilities has caused very serious setbacks in ensuring standards and achievement of objectives in FCT public senior secondary schools.

Very worrisome also is the failure of the government to adequately finance instructional supervision; thereby causing a drastic decline in quality teaching and learning in public senior secondary schools in Abuja, FCT. In view of this, the study seeks to find out the influence of finance on the Management of Public Senior Secondary in Abuja, FCT.

Purpose of the Study

Finance is one the major resources for achievement of the objective of public senior secondary education. The study sought to:

1. find out influence of finance on provision of school facilities in public senior secondary schools in Abuja, FCT;
2. ascertain influence of finance on instructional supervision in public senior secondary schools in Abuja, FCT.

Research Questions.

The following research questions guided the study:

1. how does finance influence provision of school facilities in public senior secondary schools in Abuja, FCT?
2. Does finance influence instructional supervision in public senior secondary schools in Abuja FCT?

Research Hypotheses.

The following null hypotheses guided the study and tested at 0.05 levels of significance.

Ho₁. There is no significant difference in the opinions of Principals, Vice Principals Administration (VP Admin), Vice Principal Academic (VP Acad.) and Teachers on influence of finance in the provision of school facilities in public senior secondary schools in Abuja, FCT;

Ho₂. There is no significant difference in the opinions of Principals, Vice Principals Administration (VP Admin), Vice Principal Academic (VP Acad.) and Teachers on influence of finance in the instructional supervision in public senior secondary schools in Abuja, FCT.

Methodology

The descriptive survey research design was adopted for this study. The population of the study was 4111, consisted of 62 Principals, 124 Vice Principals Admin/Acad., 3925 Teachers of Public Senior Secondary Schools in Abuja, FCT. Based on the statistics made available by the Department of School Services, FCT Secondary Education Board (SEB), (Teachers & Principals Statistics on Public Secondary Schools in Abuja FCT 2019); there are a total of 62 Public Secondary Schools in Abuja, FCT.

The sample of the study was selected amongst the public senior secondary schools in the six Area Councils in Abuja FCT. This was to ensure geographical spread across the Area Councils in Abuja FCT. Eighteen public senior secondary schools were selected in the six Area Councils in Abuja FCT. The choice of fifteen out of sixty two public senior secondary schools was based on the opinion of Olayiwola (2007), who stated that 10-30% of a population can be used as a sample to represent the entire population. More so, simple random sampling technique was adopted in selecting the exact public senior secondary schools covered by the study. This was anchored on the views of Isansedighi, Joshuah, Asim and Ekure (2004) that using simple random sampling, the selection of each element is selected without bias. That means, the investigator exercises no control over whom or what will be selected. Therefore, for picking the sampled public senior secondary schools, balloting method was adopted in which names of the secondary schools were written according to their area councils on strips of paper, which were then folded to conceal their contents and placed in six boxes representing six area councils. The boxes were shuffled and blind-folded persons required picking one of the folded papers at random. The names of the picked papers are noted as selected. The process was then repeated until eighteen Public Senior Secondary Schools were selected.

Moreover, research advisors sampling table (2006) was used to determine the appropriate sample size of the study. Based on the table, a population of 4000 or

little above 4000 has a corresponding sample size of 357 respondents. Base on a sample size of 357 was adopted for this study, considering the fact that the population of the study was 4111. However, to determine the distribution of sample size which comprises the principals, vice principals' administrative academic and teachers; purposive sampling was employed to ascertain distribution based on the population. This was done relying on the opinion of Nwana(2008) that purposive sampling technique gives the researcher opportunity to select a size that appears to him or her as being representative of population defined by his or her research problem.

In addition, the instrument used for the collection of data was a structured twenty item questionnaire titled, Influence of Finance on the Management of Public Senior Secondary Schools Questionnaire (IFMPSSSQ). The instrument was subjected to face validity of three experts who scrutinized the items to ensure suitability and language clarity. Also, the reliability of the instrument was assured. Section A of the instrument concerned bio-data of the respondent, while sections B and C comprises of 20 item statements on influence of finance on the management of public senior secondary schools in Abuja, FCT. Accordingly, four (4) point Likert scale was used in rating respondents' opinion. These include strongly agree (4), agree (3), disagree (2), strongly disagree (1). The instrument was administered and retrieved by the researcher. Data were analysed using frequency and percentage for the demographic variables. Also, the hypotheses were tested using One-Way Analysis of Variance (ANOVA) at 0.05 mean score.

Table 1: Sample of the study

S/N	Public Senior Sec. Schools	Principals	V.P Adm/ Acad	Teachers	Total
1	Abaji GGSS	1	2	16	19
2	Gawu GSS	1	2	18	21
3	Pandagi GSS	1	2	8	11
4	Bwari GSS	1	2	23	26
5	Jibi GSS	1	2	23	26
6	Mpape GSS	1	2	15	18
7	Dukpa GGSS	1	2	16	19
8	HajCampGSS	1	2	10	13
9	Zuba GSS	1	2	24	27
10	Gaube GSS	1	2	15	18
11	Kuje GSS	1	2	24	27
12	Pegi GSS	1	2	15	18
13	Dangara GSS	1	2	12	15
14	Kwali GSS	1	2	19	22
15	Pai GSS	1	2	10	13
16	Gosa GSS	1	2	21	24
17	Gwagwa GSS	1	2	18	21
18	Maitama GSS	1	2	16	19
	Total	18	36	303	357

The breakdown of the sample of the study in table 1 shows that Principals were 18, Vice Principals Administration and Academic were 36 and Teachers were 303; making the total 357 sample of the study.

Results

Research Question 1: How does finance influence provision of school facilities in public senior secondary schools in Abuja, FCT?

This section relates to items 1-10 in the questionnaire and the views of Principals, Vice Principals Administration and Academic and Teachers on influence of finance on the provision of school facilities in public senior secondary schools in Abuja, FCT.

Table 2: Mean Scores of Respondents on influence of finance on the provision of school facilities in public senior secondary schools in Abuja, FCT

S/N	Item statement	Respondent	SA	A	D	SD	N	Mean
1	School facilities are adequately financed and provided in schools	Principals	10	4	3	1	18	3.3
		Teachers	100	13	100	10	303	2.1
		VP Adm/Acad	4	12	10	10	36	2.3
2	There are enough classrooms for teaching and learning in the school	Principals	5	2	8	3	18	2.5
		Teachers	50	60	143	50	303	2.4
		VP Adm/Acad	9	10	15	2	36	2.7
3	Government provides adequate laboratory equipment in the school	Principals	6	2	10	-	18	2.8
		Teachers	59	30	109	83	303	2.1
		VP Adm/Acad	4	7	19	6	36	2.3
4	Accommodation facility is adequately provided in school	Principals	5	-	10	3	18	2.4
		Teachers	50	100	90	70	303	2.8
		VP Adm/Acad	10	1	11	14	36	2.2
5	Library facility is provided adequately in the school	Principals	-	5	8	5	18	2.0
		Teachers	52	42	127	92	303	2.2
		VP Adm/Acad	5	2	19	10	36	2.1
6	Financing school facilities is regarded as a waste of resources by the Government	Principals	6	3	7	2	18	2.7
		Teachers	41	52	140	70	303	2.2
		VP Adm/Acad	5	16	11	4	36	2.6
7	Electricity and water facilities in the school are adequately financed	Principals	6	-	3	9	18	2.2
		Teachers	63	20	120	10	303	1.9
		VP Adm/Acad	6	10	23	1	36	2.8
8	Internet cafe in the school is well financed	Principals	8	5	2	3	18	3.0
		Teachers	131	32	123	25	303	2.9
		VP Adm/Acad	6	15	8	8	36	2.5

9	Tables and chairs for effective teaching and learning are provided in school	Principals	8	2	6	2	18	2.8
		Teachers	20	43	190	50	303	2.1
		V.P Adm/Acad	12	5	13	6	36	2.6
10	Whiteboards and markers are provided for teaching and learning in the school	Principals	3	8	4	3	18	2.6
		Teachers	42	31	190	40	303	2.3
		V.PAdm/Acad	17	6	8	5	36	2.9

Table 2 revealed the views of Principals, Vice Principals Administration and Academic and Teachers on influence of finance on the provision of school facilities in public senior secondary schools in Abuja, FCT. From the responses of the respondents, the item statement 1 was to find out if School facilities are adequately financed and provided in schools. The item was accepted by the respondents with the mean score of 3.3, 2.1 and 2.3 respectively. Item 2 shows the responses of respondents on whether there are enough classrooms for teaching and learning in the school with the mean score of 2.5, 2.4 and 2.7 for principals, teachers and V.P Adm/Acad respectively, which implies acceptance. Item 3 was on whether Government provides adequate laboratory equipment in the school. The result revealed 2.8, 2.1 and 2.3 as the mean score for principals, teachers, and V.P Adm/Acad accordingly implying rejection. Item 4 was on whether Accommodation facility is adequately provided in school. The item statement was accepted by the respondents with the mean score 2.4, 2.8 and 2.2, respectively. Item 5 was further rejected by the respondents with the mean score of 2.0 for principals 2.2 for teachers, and 2.1 for V.P Adm/Acad. Item 6 had the mean score 2.7, 2.2 and 2.6 for principals, teachers, and V.P Adm/Acad accordingly. Item 7 was also rejected by the respondents with the mean score of 2.2 1.9 and 2.8. Item 8 revealed that principals had 3.0, teachers had 2.9 and V.P Adm/Acad had 2.5 as their mean score. Item 9 had mean score of 2.8, 2.1, and 2.6 for principals, teachers, and V.P Adm/Acad, which implied rejection. Item 10, principals had 2.6, teachers had 2.3 and V.P Adm/Acad 2.9. It was established that most of the school facilities in secondary school in FCT were not adequately provided due to poor financing.

Research Question 2: Does finance influence instructional supervision in public senior secondary schools in Abuja FCT?

This section relates to items 11-20 in the questionnaire and the views of Principals, Vice Principals Administration and Academic and Teachers on influence of finance on instructional supervision in public senior secondary schools in Abuja FCT.

Table 3: Mean Scores Respondents on influence of finance on the instructional supervision in public senior secondary schools in Abuja FCT.

S/N	Item statement	Respondent	SA	A	D	SD	N	Mean
11	Instructional supervision is adequately financed in the school	Principals	7	4	5	2	18	2.8
		Teachers	43	22	131	92	303	2.0
		VP Adm/Acad	10	5	13	8	36	2.4

12	School authority regularly participate on instructional supervision when it is adequately financed	Principals	2	5	8	3	18	2.3
		Teachers	20	122	18	17	303	2.0
		V.P Adm/Acad	12	5	11	8	36	2.5
13	Teaching and learning is improved when instructional supervision is conducted in school	Principals	3	10	2	3	18	2.7
		Teachers	170	13	20	100	303	2.8
		VP Adm/Acad	17	8	8	3	36	3.0
14	Teachers performed better when instructional supervision is carried out	Principals	3	10	3	2	18	2.6
		Teachers	140	51	91	11	303	2.9
		V.P Adm/Acad	6	10	13	7	36	2.4
15	Instructional supervision develops favourable climate for effective teaching and learning.	Principals	3	10	3	2	18	2.7
		Teachers	106	50	67	80	303	2.6
		VP Adm/Acad	9	12	10	5	36	2.6
16	Instructional supervision promotes students and teachers interaction	Principals	3	13	2	2	18	3.1
		Teachers	150	34	23	78	303	2.7
		VP Adm/Acad	11	14	6	5	36	2.8
17	Teachers special qualities are discovered when instructional supervision is conducted	Principals	3	10	1	4	18	2.6
		Teachers	127	65	25	100	303	2.8
		VP Adm/Acad	7	17	8	4	36	2.7
18	Classroom management is enhanced when instructional supervision is carried out	Principals	3	11	02	02	18	2.8
		Teachers	61	164	57	30	303	2.9
		VP Adm/Acad	4	15	3	8	36	2.0
19	Instructional supervision provides guide to staff development	Principals	5	7	5	1	18	2.8
		Teachers	80	87	60	60	303	2.5
		VP Adm/Acad	8	17	6	5	36	2.7
20	Financing instructional supervision is regarded as a waste of resources by the government.	Principals	5	7	8	1	18	3.2
		Teachers	17	37	149	78	303	2.0
		V.P Adm/Acad	2	7	15	12	36	2.0

Table 3 shows the responses of respondents on influence of finance on instructional supervision in public senior secondary schools in Abuja FCT. Item 11 was on whether Instructional supervision is adequately financed in the school. The result shows that principals had mean score of 2.8, teachers 2.0 and VP Adm/Acad 2.4, the item statement was therefore accepted by the respondent. Item 12 was on whether School authority regularly participates on instructional supervision when it is adequately financed. The result revealed the mean score of 2.3, 2.0 and 2.5 for principals, teachers and VP Adm/Acad respectively, which implies acceptance of the item statement. Item 13 was on whether Teaching and learning is improved when instructional supervision is conducted in school. The result revealed 2.7, 2.8 and 3.0, as the mean score for principals, teachers, and V.P Adm/Acad accordingly implying acceptance. Item 14 was on whether Teachers performed better when instructional supervision is carried out. The item statement was also accepted by the respondents with the mean score 2.6, 2.9, and 2.4, respectively. Item 15 was further accepted by

the respondents with the mean score of 2.7 for principals, 2.6 for teachers, and 2.6 for V.P Adm/Acad. Item 16 had the mean score 3.1, 2.7, and 2.8 for principals, teachers, and V.P Adm/Acad accordingly. Item 17 was accepted by the respondents with the mean score of 2.6, 2.8, and 2.7. Item 18 revealed that principals had 2.8 teachers had 2.9 and V.P Adm/Acad had 2.0 as their mean score. Item 19 had mean score of 2.8, 2.5, and 2.7 for principals, teachers, and V.P Adm/Acad. Item 20 principals had 3.2, teachers had 2.0 and V.P Adm/Acad 2.0. It was established that finance significantly influenced instructional supervision in public senior secondary schools in FCT,

Hypotheses Testing

Hypothesis One (H₀): There is no significant difference in the opinions of respondent on the influence of finance in the provision of school facilities in public senior secondary schools in Abuja, FCT.

Items covering this section were collected from items 1-10 in the questionnaire. Details are captured in table 4.

Table 4: Summary of Analysis of Variance (ANOVA) on influence of finance in the provision of school facilities in public senior secondary schools in Abuja, FCT.

Class Visitation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23.932	3	5.867	6.054	0.072
Within Groups	338.421	354	0.788		
Total	362.353	357			

From Table 4, the F-value was 6.054 and the P-value is 0.072 at 0.05 levels of significance. Since the P-value was more than the level of significance set for the study, the hypothesis was therefore retained. Thus, there is no significant difference in the opinions of respondents on finance in the provision of school facilities in public senior secondary schools in Abuja, FC

Hypotheses 2 (H₀): There is no significant difference in the opinions of respondents on influence of finance in the instructional supervision in public senior secondary schools in Abuja, FCT.

Items covering this section were collected from items 11-20 in the questionnaire. Details are captured in table 5.

Table 5: Summary of Analysis of Variance (ANOVA) on influence of finance in the instructional supervision in public senior secondary schools in Abuja, FCT.

Status	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.865	3	3.248	2.422	0.421
Within Groups	365.360	354	0.850		
Total	372.225	357			

From table 5, the F-value is 2.422 and the P-value is 0.421 at 0.05 levels of significance. Since the P-value was less than the level of significance set for the study, the hypothesis was therefore rejected, thus, There was significant difference in the opinions of the respondents in the opinions of respondents on influence of finance in the instructional supervision in public senior secondary schools in Abuja, FCT

Discussions of findings

The study on the influence of finance on provision of school facilities in public senior secondary school in Abuja, FCT revealed that school facilities in most senior secondary schools in FCT were not adequately provided due to poor finance by the government. The responses of the respondents by and large show that; laboratory equipment, library facilities, electricity and water, tables and chairs, whiteboards and markers are not adequately provided by the government for effective teaching and learning in most FCT public senior secondary schools. These views are in conformity with Bright (2019) who opined that education funding is the provision of resource (money) necessary to finance the totality of inputs required in all educational system to achieve its desired objectives of teaching and learning for the betterment of the society. Accordingly, Ahmed (2003) revealed that in most of the nation secondary schools, teaching and learning takes place under environment that is not conducive, lacks the basic materials and thus hindered the fulfilment of educational objectives. In the same vein, Adetoro (2019) opined that many schools are not well equipped and even those that have facilities are not adequate. This therefore, calls for urgent need for adequate funding for the provision of school facilities for effective teaching and learning process.

The study on the influence of finance on instructional supervision in public senior secondary school in Abuja, FCT shows that finance significantly influence instructional supervision in secondary schools in FCT. The responses of the respondents in general show that; when instructional supervision is well financed, school authority regularly participate on instructional supervision, teaching and learning is improved, teachers performed better, students and teachers interaction is enhanced, classroom management is improved. These views are upheld by Dikeogu and Eric (2019) who stated that instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. Accordingly, Peretomode (2009) opined that instructional supervision is a tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system. Therefore, for effective teaching and learning and instructional delivery in public senior secondary schools in Abuja FCT, financing school facilities and instructional supervision should be a top most priority by the government.

Conclusion

School facilities play significant role in teaching and learning process, adequate provision of such facilities will facilitate effective instructional delivery.

Similarly, proper financing of schools will make instructional supervision appetizing for both staff and students. It is therefore, important to conclude that finance has significant influence on the management of public senior secondary schools in FCT, Abuja.

Recommendation

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

1. Public secondary schools in FCT Abuja should be adequately financed to improve the quality and quantity of school facilities in order to enhance achievement of instructional effectiveness, and achievement of educational objectives.
2. Effective instructional supervision should be encouraged in public secondary schools in FCT Abuja through adequate financing in order to improve quality performance of teaching and learning in Schools.

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