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## **School Budget as an Instrument for Effective Administration of Primary Education in Bayelsa State, Nigeria**

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### **ABSTRACT**

*This study explores school budget as an instrument for effective development of higher education in Nigeria. A survey research design was employed for the study focused on some public schools in Bayelsa State. A school budget on primary education development assessment questionnaire (ASBPEDAQ) as administered to 150 public school administrators but retrieved 100 for the analysis. Two research questions were designed for the study. Simple percentage. The result showed that school budget is an essential instrument for effective development of primary education. Thus it is concluded that there is a significant relationship between implementation of school budget and effective development of education. Based on the findings, it is therefore recommended that administrators of primary schools should plan well on school budget for prudent management of developments.*

**Keywords:** Budget, School, Development, Primary Education.

### **INTRODUCTION**

Budgeting in primary education is a major challenge to all Nigeria Primary Education Administrators. Primary educational institutions in Nigeria are non-profit making institutions. They are solely funded by the federal or state government through allocations and subventions. The budgeting in primary education relies on the government's provision of finance available to them. It deals with the planning for development of the school on the income generated from the students and from the government

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allocation or subvention as well as the expenditures on overhead and capital projects within the school. Since primary education depends on grants and subventions from the government implementation of fiscal plans and budgeting plans depends on the grants hence, Mbajurorgu (1998) states that grants have created problems for budgetary controls. Hull-Mealister (1992) further stressed that despite these problems, primary education's fiscal planning, and budgeting requires a comprehensive long term plans so that essential resources are not damaged. Such comprehensive long term plans can be achieved when provisions are made for staff establishment costs, physical planning and development research etc, on departmental basis. This process will ensure adequate provision for materials, facilities and equipment.

School budget as a means of plan for financing a school system for a given period is usually a year. In reality budgeting is a part of development management technique. For example, a school administrator prepares the school monthly, quarterly and annually budget. Either budgeting whether recurrent or capital becomes a periodic exercise. Finally, we can now say that budgeting requires advance on items required. In school budget, we shall have a discourse on school budget as an expression of the school programme in fiscal terms.

The term budget means different things to different people. The word "budget" is derived from French word "Bougette" which literally means a leather bag sachet. To this vein, budget came to mean those papers containing the financial proposal for the year. The term budget was used for the first time in 1733 by Walpole, the British Chancellor of Exchequer because he used to carry a leather containing papers on the financial plans for the country to the House of Common for approval. So when he sets off to present his financial plan, in satirical manner, he said opening the bougette, which means opening leather bag containing financial statement of income and expenditure for the fiscal year.

A budget is also seen from a Latin word "Bulga" meaning purse-sample interpretation of this will indicate the budget as a bag of government money. Knight (1990) describes budget as "a quantitative expression of a plan of action budget must approximate by stating its objectives, inputs and expected outputs. It is a central mechanism, which describes plans,

proposals and goals of the institution for a specific time span. In doing this, it provides a guide to future actions for the management of allocated resources.

Roe (1961) opined that budget implies “the transaction of educational needs into a financial plan which is interpreted to the public such a way that when formally adopted it exercises the kind of educational programme the community is willing to support financially and morally for a one year.

According to Lins “Budget” is a tool with which vertically all management plans can be stated in government terms to qualitative criteria”. Diagnosing budget further Rowland also states that budget is the monetary statement of the anticipated earning and expenditure which may be incurred in the future period based on careful estimates of all the foreseeable factors likely to arise in the budget period. Benemone (2012) posits that budget is a compressive financial plan or projection of the total estimation revenue and the anticipated expenditure as prepared in advance in a period of one year for actualization of development services.

A School budget is period budget simply means a plan for financing a school system for a given period usually one year. The school budget is thus expressed in fiscal terms. Roe (1981) defined school budget (educational budgeting) as the translation of educational needs into financial plans which is interpreted to the public in such a way that when formally adopted, it expresses the kind of educational programme the community is willing to support financially and morally for a one year period. Musaaazi (1982) also describes school budget as a financial plan through which educational objectives are implemented and translated into reality. According to him, the budget becomes a reflection of resources allocated by the amount of resources available. Since the budget is a reflection of the school programme, it then means that the school budget can determine the overall planning of the school programme. According to Adesina (1980), a school budget has many proposes to serve both in defining the programmes and activities of the school system of the amount of money to be spent and in terms of money to be derived from diverse sources.

## **Functions of School Budget**

Adesina (1980) considers five of these functions of the school budget which are (i) the school budget forecasts the activities, services and programmes for the school for a given period usually one year period (ii) the school budget shows what revenue is to be derived, (iii) the school budget shows in detail, statements of estimates of expenditures for the various items for the school system as whole (iv) the school budget shows what other contributions and pressure on the budget that are school budget aids the administration of the school programmes in accordance with the accepted financial plan. Modern scholars also identified other functions of budget as applicable to school budget includes (a) planning and controlling of developing programme (b) serves a communication of development plans. The preparation of the school budget is the responsibility of the school Headmaster (or Head Teacher) or the school administrators. However, it is ideal that the people within the school system who will operate the budget should be involved in the school budget preparation. They are expected to collect necessary data that will constitute the income and expenditure for the fiscal year. Increase, both the academic and non-academic staff must have a say or a part in the preparation of the budget. According to Burrup (1977), the school budget involves principally four elements.

- i. Planning the educational programme from a defined clearly educational objectives and needs.
- ii. Getting the funds for running the programmes and services
- iii. Spending the funding appropriated for the educational plan and
- iv. Evaluating the results within the given period which is usually one fiscal year elements identified above serve as the cornerstone for budget preparation.

There are also three major plans involved in the preparation of the school budget. These summarized by Adesina (1980) as

- a. The educational plan which defines the policies of the school, its programme activities as well as other educational services to be carried out.
- b. The expenditures plan which translates each educational programme

or service into cost.

- c. The financial plan which sets the means of meeting the costs of the educational programmes and services.

In specific terms, there is need to follow a budgetary process according to Mgbodile (1986) description below;

- i. Development of the goals
- ii. Organization of activities
- iii. Drawing up the priorities since the goals or objectives may need resources beyond what is available for the fiscal year.
- iv. Administration or putting the fiscal plan into activities that will attain educational objectives. Budget preparation is a continuous process.

The school budget preparation has both short and long ranges for the school year. The long range budget may be when we have a team of teachers carrying out a project on how to teach science efficiently in the school. This may be a two year programme. The budget will therefore be long range budget for the improvement of the teaching of science in the school. The budget must be prepared in such a way that everybody will be able to read and exercise the details of the budget. However, a well prepared budget reveals the amount of efforts and preparation and planning that have gone into it. The school budget as the financial blueprint for the operation of the schools for the fiscal year has different types. Musaaazi (1982) has identified three types of school budget which include line item budget, programme budget and performance budget. In the same way, Jordan (1985) also identified some other types of budget which are incremental budgeting, performance based budgeting and zero based budgeting. Discourse will be made on the three types of budgets identified by Musaaazi. They are as follows: (i) line-term budgeting, (ii) performance budgeting and (iii) programme budgeting.

**Line-item Budgeting:** In line-item budgeting, which is a traditional approach to budgeting, attention is focused on specific items that make up the school programme. In this type of budget each item in last year's budget is the starting point for this year's budget and may be adjusted up or down the base. Jordan identified the underlying philosophy for this

approach to budgeting. With this approach according to him, little programme change need to occur and that revenues and expenditures are distributed properly in the existing format. The increase or decreases in any of the items are carefully calculated as percentage of the adjustment.

In the educational system, there are various programmes. Under each of the programmes there are some items. In Nigeria today there is the Universal Basic Education (UBE) programme. If this programme is to be implemented, it has to be broken down into manageable units, or item. These specific items any include the equipments, the buildings, classrooms, books, chalk, and so on. This appease tells us in specific terms what items are needed for the programme. It is when the items are identified that budgets are made according to the dictate of the items. This type of budget gives room for adjustment to be made on the identified items may be next year.

**Performance Budgeting:** This is budgetary methodology that attempts to allocate resources on the basis of an anticipated or past result. Performance reports compare actual experiences with budget projections. Jordan (1985). According to Musaaazi (1982) the performance budget focuses attention on the general character and relative performance of work to be done rather than items to be acquired. The performance based budgeting sets out the objectives and the activities necessary to accomplish these stated objectives. Since this is performance based budgeting, it is essential that we have to effective performance, there is need to have adequate personnel, materials, equipments and even money. All these are necessary since performance budget is outcome-oriented. This type of budget allows both the school administrators and movement to assess the efficiency of the various units, in the programme. This is so since in performance based budget there is emphasis on the allocation of cost per unit of service. For example in the school system the items should be clearly shown so that revenue can be allocated to each of the items. The amount of money allocated to each item is to help the item this year does not yield high performance expected on the part of the programme, the budgetary allocation is thus adjusted the next fiscal year. For example students accommodation budget will require the school

administrator to state the number of students to be accommodated and has to state all items of revenue and expenditure clearly shown to keep efficient performance in the accommodation of students.

**Programme Budgeting:** The programme based budget gives for the activity or programme to be defined for management evaluation and comparison. Each programme is associated with goals and objectives for the programme. The costs and benefits of the programme, alternatives methods of executing the programme and the consequence of not performing the programme are clearly stated. This budgeting approach is of the view that in an attempt to prepare the budget estimates, we first determine the programmes and set the modalities for which the measurement of the performance can be undertaken. Programme budgeting is different from performance budgeting. The programme budgeting is useful when the school administrator wants to review decisions taken on existing programmes. The programme budget presents the overall picture of the programme rather than detail of the items of the budget (table 1).

**Table 1:** An example of line item Budget

Item	Items Description	Actual 1991/92N		Estimate 1992/93N
1.	Staff salaries and allowances	750,000	800,000	750,000
2.	Office expenses	10,000	12,000	11,000
3.	Transport and Travelling	6,000	7,500	11,000
4.	Maintenance of pupils	5,000	6,000	6,500
5.	Vehicles maintenance	1,000	1,500	1,300
6.	Labour-General maintenance	1,500	2,000	1,600
	<b>TOTAL</b>	<b>773,500</b>	<b>829,000</b>	<b>781,400</b>

The school budget as has been stated here is the mirror of all educational programme. Therefore in preparing the budget it becomes imperative to back it up with clearly educational objectives. According to Adesina (1980), the school budget has many purposes to serve both in defining the programmes and activities of the school system in terms of the amount of money to be consider five of these functions of school budget which are:

- i. The school budget forecasts what revenue is to be anticipated and from what sources this is to be derived.

- ii. The school budget shows what revenue is to be anticipated and from what sources this is to be derived.
- iii. The school budget shows in detail, statements of estimates of expenditure for the various items for the school system as whole.
- iv. The school budget shows what other contributions and pressures on the budget that are anticipated during the fiscal year.
- v. The school budget aids the administration of the school programme in accordance with the acceptance financial plan.

### **School Budget and Educational Programmes**

As has been indicated, there is very close relationship between school budget and educational programmes of the school. In statistical parlance, it can be stated that there is positive correlation between school budget and school programme. The decrease in one will lead to decrease in the other. An increase in one equally signifies that there must be a corresponding increase in other. Planning the school budget therefore is also planning the school programme. The school programme cannot be successfully planned without adequate consideration of the budget. Therefore we can successfully say that budgetary practices have plan in the school programme planning. To buttress the points made above, the relationship of the school budget to school programme can easily be summarized using the analysis of Mgbodile (1985), thus:

1. The school budget being prepared in advance is a projection of the anticipated educational programme for the next fiscal year.
2. The budget indicates the sources of funds for the implementation of the educational programmes of the school system.
3. The budget serves as a guide to the school administrators in disbursement of funds to educational programs.
4. The budget gives information to the members of the public about the kind of educational programmes planned for the children.
5. The teaching personnel, the governments and the members of the public are able to evaluate the next fiscal year.
6. After the implementation of the budget, the experiences gained from it lead to a more careful planning of the educational programme.

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7. The budget is to show the roles of the government and the general public in the financing of educational programmes

### **METHOD**

The study employed a survey research design on school budget as an instrument for effective development of public primary schools in Bayelsa State. Sample size was united to 100 public primary school administrators mainly due to the paucity of cost and time. The school administrators were administered a structured questionnaire which was designed to find out the relationship between school budget and effective educational programmes development. Thus, initial time, 150 questionnaires were distributed to respondents but were completed and retrieved for analysis. The study data collected with the aid of two research assistants from schools. To complete and accomplish the purposes of the study, the following questions were raised to ascertain the effectiveness of school budget in administration of primary education in Batelsa State. Thus, the two research questions are as follows:

- i. Does school budget has a significant relationship with improvement of primary school programme?
- ii. Is it true that school budget enhances programmes in primary schools?

Data were presented on tables using simple percentage. The relationship was further analyzed with the use of Chi-square statistics.

**Table 2:** School budget and relationship with improvement of primary school programmes

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	90	90%
No	10	10%
Total	100	100

*Source:* Research Data, 2013

A critical look at above table, which indicates that 90 out of 100 (or 90%) respondents agreed that school budget, has a significant relationship with improvement of primary school programmes, while 10 out of 100 (10%) respondents disagreed to the assertion. Based on the majority sample opinion, it is thus accept the view that school budget has a significant relationship with improvement of primary school programmes.

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**Table 3:** Is it true that school budget enhances the development of infrastructure in primary schools?

Responses	Frequency	Percentages
Yes	85	85%
No	15	15%
Total	100	100

Source: Research Data, 2013

The above table shows that 85 out of 100 (85%) respondents are of the view that school budget enhances the development of infrastructures in primary schools, whereas 15 out of 100 disagreed to the above view. Based on the majority opinion gathered from above study, it is hereby confirmed that school budget enhances development of infrastructures in primary schools. In fact the application of budget in the business of public schools as a vital tool for managing funds in development of various areas of the schools which gives true picture of the school programme. Precisely, the result obtained from the analyzed tables which is in consonance with the findings of Magbodile (1986), Adesina (1980) and Burrup (1977) postulates the school budgets as a document which plans the educational programmes development of educational structures and organization of education as well as the goals will be achieved.

## CONCLUSION AND RECOMMENDATIONS

A school budget so far discussed in the study is a financial document which is mirror of educational programmes of the school. The preparation of budget to be backed up with clearly defined educational objectives. Thus, it is a reflection of resources allocated with programmes structured to implement socio-economic plans in fulfilling development of school structures. This is in line with Roe (1981) expresses educational programme which support financially and morally for one year.

In essence, school budget being prepared in advance a projection of the anticipated educational programmes. It also serves as a guide to school administrators. In disbursement of funds to educational programmes, it also serves as a link between the public and the school management about the educational programmes planned for children. Budget serves as a communication for development programmes of schools.



Finally, a school budget shows the roles of the government and the general public in the financing of educational programmes as well as a document that enable the school administrator to translate the plans of programmes to cost required and the services to be achieved.

Based on the findings of the study, the school administrators are to manage the effective and efficient implementation of the school budget for development of educational programmes. Another fundamental one is the active preparation of school budget by the school administrators at the appropriate authority for approval. The movement is also advised to provide adequate allocations and subventions to school administrators to regularly funding the educational programmes. Private people such as philanthropists (NGOs) and multinational companies should also donate to schools to fund such relevant educational programme. Non-governmental organizations (NGOs) and multinational companies should also provide financial assistance to school management of funding such programmes which may lead to best performance of schools.

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