AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.11 (2), January-April, 2024 https://ajemates.org

APPLICATION OF PROGRAMME STRUCTURE COMPONENT OF PLANNING-PROGRAMMING-BUDGETING SYSTEM IN PLANNING FOR PROVISION OF INSTRUCTIONAL RESOURCES IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

This study determined extent educational planners and principals apply the programme structure component of PPBS in planning for the provision of instructional resources in secondary schools in Anambra State. On research question and one hypothesis guided the study. The descriptive survey research design was adopted for this study. The area of this study is Anambra state. The population for this study is 282 respondents and the entire population was studied. The population is manageable and as a result used as the sample of the study. Questionnaires developed by the researchers from literature, consultation with stakeholders in education and personal observation based on the research question and hypothesis were used for data collection. The validity of the instrument was determined using three experts. The reliability of the instrument was determined using cronbach alpha reliability coefficient which gave reliability coefficient of 0.75. The researchers administered the instrument directly to the respondents with the help of six research assistants. Mean scores and standard deviations were used to answer the research question while t- test was used to test the hypothesis at 0.05 level of significance. Educational planners and principals apply the programme structure component of PPBS to a high extent in planning for the provision of instructional resources in secondary schools in Anambra State. Based on the findings of the study, the researchers recommended that educational planners and secondary school principals in Anambra State should attend refresher courses on the application of programme structure component of PPBS for proper planning of instructional resource provision.

Keywords: Application; Planning-Programming-Budgeting System; Programme Structure; Planning; Instructional Resources.

Introduction

Education plays important roles in the society. It is a tool for adjustment, civilization and development. Education is also one of the means of improving students' capabilities, characters and preparing them for useful living in the society. The acceptance of education as the means for upward social mobility has therefore increased and the role of education in national development has also received considerable attention from government, private sector organizations and individuals. This has resulted in the expansion of education in Nigeria.

Educational planning is one of the major roles of educational planners. According to Owan (2007), educational

planners are the people that engage in continuous process of obtaining and analyzing facts and, from empirical base, of providing information for decision makers on how best the education system is to accomplish its goals and on how best to achieve cost-effectiveness of education programmes. They are the take decisions for future action with the view to achieving predetermined objectives through optimum use of scarce resources (Longe, 2003). In the light of the above, it is understandable that educational planners are the people who provide foundation for all educational activities. They people concerned with the process of outlining the activities that are necessary to achieve the goals of education. They could be in the school as the principals and they can be in the Ministry as staff of the planning and statistics unit or department. In whichever office they are, the major duty of educational planners is planning the school programmes and activities.

In Nigeria, planning and provision of instructional resources in schools are among the responsibilities of the Ministry of Education. The Ministry is expected to involve principals in the discharge of this responsibility by requesting them to submit proposals for their schools. The school principals also plan and submit their school plans as proposals to the planning unit of the Ministry who will co-ordinate and harmonize the planning functions of school principals. As Ugwu (2014) rightly noted, school principals are to be highly engaged in the planning and implementation stages of school programmes and activities. Thus, principals are involved in the planning and provision of instructional resources in the schools. Proper planning requires the use of appropriate technique.

One technique that comes to mind at this stage is planning-programming-budgeting system (PPBS). PPBS is a technique for modernizing planning, management and decision-making at all levels of organizations including schools. According to Piercy (2016), PPBS is an integrated system to improve the information base for policy, programme and resource -allocation decisions. This means that PPBS is a unifying and comparing process for higher level review and analysis of programme alternatives. In the same manner, Gipson (2016) noted that PPBS provides, through narrative and numerical expression, an explicit determination of relative efficiency and economy of allocating limited resources to alternate plans for achieving concrete objectives. Thus, PPBS is a means for revealing the long-range consequences (in terms of estimated costs and benefits) of annual or short-range decisions and actions on plans, programmes and resource allocations.

Bendix (2014) and Novick (1969) stated the components of PPBS to include: programme structure; programme memorandum; programme budget; and cost effectiveness. The programme structure component which is the focus of this study describes the framework of the system with its objectives.

The programme structure component of PPBS describes the framework of the system with its objectives. Three levels of classification (i,e. categories, subcategories, and

elements) are used in composing a complete programme structure. According to Novick (1964) and Feam (2015) a classification of the courses of action open to an organization for attaining its objectives is a programme structure. This classification in programme terms is designed to serve the needs of decision-making and for allocating the resources available to the organization. Programme data in terms of benefits and resource allocations in the organization's multi-year program and financial plan are displayed according to the programme structure (Gross 2017). The structure also serves as a framework for preparing programme memoranda which justify proposed programmes.

Novick (1969) observed that the programme structure represents a way of looking at an organization's efforts that is suited to the needs of programme analysis and programme decision-making in the course of planning. One of the major features of the programme structure is its identification of major agency objectives with the courses of action selected to achieve those objective (Odiorne, 2016). This feature serves to raise some very basic management questions as to what the agency is trying to achieve, and what measures are being taken to attain those objectives. A programme structured by objectives keeps agency goals in the forefront in order to guide programme analysis and management deliberations (Schultze 2016)

According to Cox (2016) organizational objectives or goals must, for the purposes of PPBS, be defined with sufficient precision to permit their alignment with the courses of action that directly contribute to their achievement. The structure provides that direct links be established between goals and the means for their achievement (Cronin 2015). Goal definitions therefore must be useful in an operational sense. They must provide sufficiently precise to consider alternative courses of action.

As observed by Kilgour (2013) the first order in the hierarchy of the programme structure consists of major agency goals. These higher level agency goals or objectives are called Major Programmes. This level in the programme classification, according to Tok (2012) can be referred to by different terms in different PPBS adaptations, such as program categories, programme packages, programme accounts and so forth, all of which are meant to indicate a higher level in the classification.

In Anambra State, observations by the researchers indicated that there seemed to be no planning technique put in place to unify the planning, programming and budgeting functions in secondary schools. In the schools, there seemed to be no analysis or research in the school programme formulation processes especially in the area of instructional resource provision. Again, there seems to be no planning research to select particular courses of action for the provision of instructional resources. The schools' annual budget does not seem to be derived directly from the schools' approved programme and financial plan. Thus, in Anambra State, there seems to be autonomy in planning, programming and budgeting functions in the schools due to the seemingly lack of procedures and work flows established to prescribe direct links among these basic school functions. This has resulted in the instructional resource related

problems that face most schools in the State (Agbunno, 2016).

In an earlier study, Onuorah (2005) reported instructional resource decay in some secondary schools in Anambra State. According to Madueke (2015), the Anambra State government donated instructional resources such as computers and whiteboard to secondary schools in the state but they are not accessible to students because, in most village schools, they are either kept in the homes of traditional rulers or town union presidents for security reasons. Agbunno (2016) also reported that, in some schools in urban areas, students are taught even practical lessons without instructional resources. He further noted that, in some schools, instructional resources where they exist are kept under lock and key only to be opened when supervisors visit the school. There is therefore need for adequate planning and provision of instructional resources in secondary schools for effective teaching and learning.

The above scenario indicates that some of these resources could last many decades in the schools without being used. More worrisome is that in most schools, the instructional resources are left at the mercy of hash or unfourable weather, rodents and termites. In view of the above, one wonders if programme structure component of PPBS is adequately applied in the planning for the provision of instructional resources in the state. This study was motivated by the need to ascertain the extent programme structure component of PPBS is applied in planning for the provision of instructional resources in secondary schools in Anambra State. Accordingly, the problem of this study put in question form, the problem of the study is: "What is the extent educational planners in the Ministry of Education and the secondary school principals apply programme structure component of PPBS in planning for the provision of instructional resources in secondary schools in Anambra State?"

Research Question

One research question guided the study:

1. To what extent do educational planners and principals of secondary schools apply school programme structure in planning for the provision of instructional resources in secondary schools in Anambra State?

Hypothesis

One hypothesis was tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of educational planners and principals of secondary schools on the extent they apply school programme structure in planning for the provision of instructional resources in secondary schools in Anambra State.

Research Method

The descriptive survey research design was adopted for this study. The area of this study is Anambra state. The

population for this study is 282 respondents. The sample size for this study is 282 respondents. The population is manageable and as a result used as the sample of the study. Thus, the entire population was studied. Questionnaires developed by the researchers from literature, consultation with stakeholders in education and personal observation based on the research questions and hypotheses were used for data collection. The validity of the instrument was determined using three experts. The reliability of the instrument was determined using cronbach alpha reliability coefficient which gave reliability coefficient of 0.75. The researchers administered the instrument directly to the respondents with the help of six research assistants. Mean scores and standard deviations were used to answer the research question while t- test was used to test the hypothesis at 0.05 level of significance.

Presentation of Results

Research Question 1: To what extent do educational planners and principals of secondary schools apply school programme structure in planning for the provision of instructional resources in secondary schools in Anambra State?

Table 1: Mean Ratings of Educational Planners and Principals on the Application of PPBS Programme Structure in Planning for Instructional Resource Provision in the Secondary Schools

S/N	In Planning for Instructional Resource Provision, to what Extent do You Apply the Following:	Edu. $\bar{x}$	Plan. (N=14)	Prin. $\bar{x}$	(N=256) Dec.
1	Relevance of the instructional resources to classroom lessons.	3.12	HE	3.40	HE
2	Relevance of the instructional resource with respect to the ages of the students.	3.04	HE	2.53	HE
3	Relevance of the instructional resource in terms of the intellectual abilities of the students.	2.51	HE	2.54	HE
4	Potentiality of the instructional resource to arouse learners' interests.	3.51	HE	2.60	HE
5	School syllabus provided by examination bodies.	3.50	HE	2.12	HE
6	Scheme of work provided by ministry of education.	3.42	HE	2.88	HE
7	School curriculum provided by Federal Government.	3.02	HE	2.61	HE
	Mean of means	**3.16**	**HE**	**2.85**	**HE**

Table I presents the mean ratings of educational planners and principals on the application of programme structure component of PPBS. The educational planners mean ratings of 3.12, 3.04, 2.5, 2.5; 3.51, 3.50; 3.41 and 3.02 for items 1; 2; 3; 4; 5; 6 and 7 respectively indicate high extent. In the same manner, the principals mean ratings of 3.40; 2.53; 2.54; 2.60; 2.72; 2.88 and 2.61 for items 1 to 7 respectively also indicate high extent. The mean of means for educational planners is 3.16 while that of the principals is 2.75 and both indicate high extent. The finding here is that educational planners and principals apply the programme structure component of PPBS to a high extent.

Test of Hypotheses

$H0_1$: There is no significant difference in the mean ratings of educational planners and principals of secondary schools on the extent they apply school programme

structure in planning for the provision of instructional resources in secondary schools in Anambra State.

Table 2: t-test of Educational Planners and Principals on the Application of PPBS Programme Structure in Planning for Instructional Resource Provision in the Secondary Schools

Group	Sample Size	$\bar{X}$	SD.	df.	t-Cal.	t-Crit.	Decision
Edu. Plan	14	3.16	0.10	278	-0.29	±1.9650	Not Significant (NS)
Principal	276	2.85	0.77				

The result as shown in Table 2 revealed that, the t-test calculated is -0.29, while the t-test critical table value is ±1.9650. Thus the t-calculated is less than the critical observed table value which is ±1.9650 and falls within the acceptable region. The null hypothesis (H_0) of no significant difference in the mean ratings is thus accepted indicating that there is no significant difference in the mean ratings of educational planners and principals of secondary schools on the extent they apply school programme structure in planning for the provision of instructional resources in secondary schools in Anambra State.

Summary of Findings

Based on the data analysis, the summary of major findings are as follows:

1. Educational planners and principals apply the programme structure component of PPBS to a high extent in planning for the provision of instructional resources in secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of educational planners and principals of secondary schools on the extent they apply school programme structure in planning for the provision of instructional resources in secondary schools in Anambra State.

Discussion of Results

The first major finding of this study indicated that educational planners and principals apply the programme structure component of PPBS to a high extent. This finding indicates that they consider a lot of things in planning for instructional resource provision in the secondary schools. They, to a high extent, consider such factors like relevance of the instructional resources with respect to age, intellectual ability and interest of the learner. They also consider school syllabus, scheme of work and curricular in making the plans. The above considerations are very important in selecting appropriate instructional resources for teaching and learning processes.

The findings of this study agree with Carlson (2013) who found that principals applied the programme structure in planning for the provision of instructional resources. They however differ in the respondents used. Carlson studied principals only but the current work studied both principals and educational planners.

The findings of the study also indicated that principals and educational

planners did no differ in their mean ratings on their application of programme structure in planning for instructional resource provision. This finding differed from Cox (2016) who found significant difference in the mean ratings of principals and teachers on planning for the provision of instructional resource. The difference could be attributed to respondents used. Cox used principals and teachers while the current work studied educational planners and principals as respondents.

Conclusion

This study investigated the application of programme structure component of PPBS in planning for the provision of instrumental resources in secondary schools in Anambra State. The study concluded that programme structure elements of PPBS were applied to a high extent in planning for the provision of instructional resources in Anambra State;

Recommendations

Based on the findings of the study and the discussion that followed, the following recommendations are made:

1. Educational planners and secondary school principals in Anambra State should attend refresher courses on the application of programme structure component of PPBS for proper planning of instructional resource provision.
2. Tertiary institutions in the state should float programmes on programme structure component of PPBS for educational planners and school principals.
3. The programme structure component of PPBS should be officially included as a programme in the Faculty of Education in the state university to equip graduates in the faculty with knowledge and skills in PPBS.

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