PLANNING, PROGRAMMING, AND BUDGETING SYSTEM AS CORRELATES OF EFFECTIVE UNIVERSITY ADMINISTRATION IN SOUTH-EAST, NIGERIA

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Abstract
The study investigated planning, programming, and budgeting system as correlate of effective university education in South East, Nigeria. Correlational research design was used for the study. two research questions and two null hypotheses guided the study. All 411 respondents comprising 354 Heads of Department and 54 Deans of faculties/colleges in federal public universities in South-East was drawn through census sampling technique. Purposively all the population was used for the study. Planning, Programming and Budgeting System Questionnaire" (PPBSQ) and "Effective University Education Questionnaire" (EUEQ) were used form data collection. PPBSQ and EUEQ were validated by three experts from the field of educational administration and planning. Cronbach alpha method was used to determine the internal consistency of the instruments. Cluster by cluster reliability was determined of which cluster A yielded an index of .87, cluster B yielded an index of .73 for PPBSQ and .88 for (EUEQ). The 411 copies of the questionnaire were administered with the help of four briefed research assistants. Research questions were answered using Pearson Moment Correlation Coefficient, while the hypotheses were tested using Linear Regression analysis at 0.5 level of significance. Findings revealed that There was a high positive and no significant relationship between the extent Planning, Programming and Budgeting System (PPBS) and effective university Administration; it also finds that there was a high positive and no significant relationship between Strengths Weaknesses Opportunities and Threat Analysis (SWOT) and effective Administration. Based on the findings of the study, the researcher recommended that, administrators, Deans and HODs should provide a blueprint to strengthen program activities and improve weaknesses relating to efficiency of staff for effective university administration; that Deans and Hods should work on determining the proper sequence of the activities and critical path that would improve the advancement of university education administration.

Introduction

Management is a comparatively new concept and is used interchangeably with administration. This concept, which has been commonly used in business organizations and industry, is now widely used in other fields including education. In simple terms, management means "to get work done ". Every educational institution has certain objectives. The head of the institution needs to organize people, make use of resources and time in a systematic and orderly way to accomplish the pronounced objectives of the institution. This caveat gives impetus to Peretomode (2014) to state that management is essential **for any organization and a cornerstone of** organizational effectiveness. Pal (2017) noted that **management** and managerial activities are an age-long practice in all human existence. It is for this

reason that traditionally, management is the actualization of **organizational goals through a group of individuals.**

The Planning- Programming- Budgeting System. Planning- Programming- Budgeting System is a new accounting frame of reference that has many facets but of most interest are the presumed goals and the means for achieving them. The intent of this system is to promote economic use of resources (Gwacham in Nwankwo, 2014). Accomplishing this goal requires a clear definition of national objectives within the agencies and departments of the Federal government, and the application of cost effectiveness analyses to select optimal programs. An important link is between objectives or "long-range planning" and the annual budgeting process through cost effectiveness analysis. Several problems were resolved in the Department of Defense by the successful implementation of PPBS beginning in I96I. Two types of planning were in effect -- military planning of weapons systems by separate services and budgetary planning of a shorter time span by the civilian administrator- comptroller organization. The inherent differences among the services and the different approach of the budgetary planners led to unrealistically high aggregate budget requests for the Department as a whole. Ali in Okonkwo (2023) maintained that Planning- Programming- Budgeting was to remedy this by relating proposed programs to one another through comparative cost-effectiveness analyses.

The process of PPBS
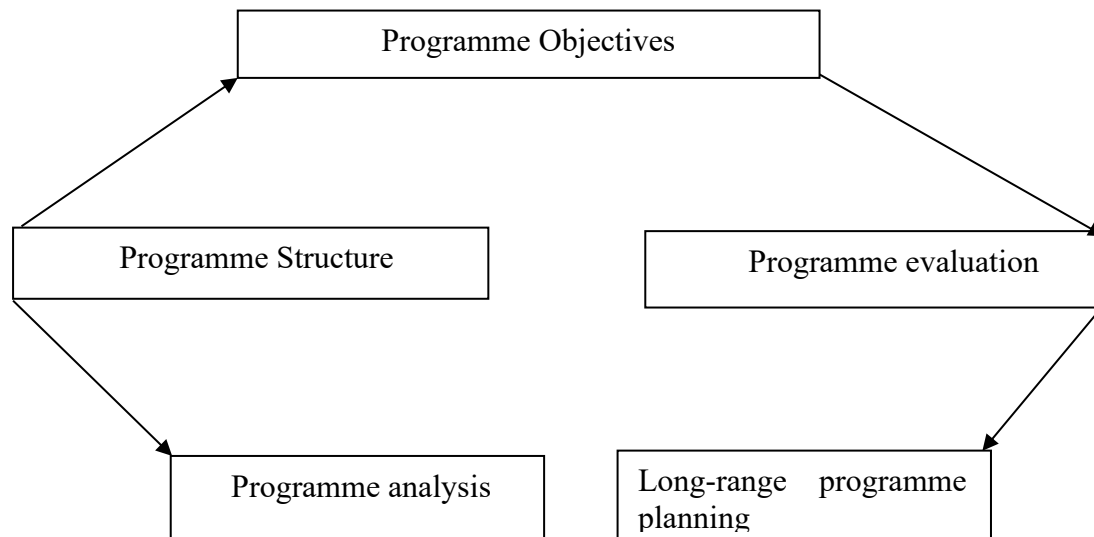
In one hand, SWOT analysis, aims to assess the environmental opportunities and threats and in the other hand, to evaluate the internal strengths and weaknesses of a system. The SWOT model gives a systematic analysis for the recognition of these factors and for the choice of a strategy that establishes the best symmetry among them. In terms of this model, a suitable strategy maximizes the strengths and opportunities and minimizes the weaknesses and threats supposed to be provided. For this reason, the strengths, weaknesses, opportunities, and threats are connected in four general states (SO, WO, ST, WT)

A brief explanation about four factors (Strengths, Weaknesses, Opportunities and Threats) is given below (Mgbekem, 2014): Strengths are the qualities that enable managers to accomplish the institution's mission. Strengths are attributes or characteristics within the organization that are important to the execution and ultimate success of the institution. Strengths can be either tangible or intangible, include experienced management, assets (physical, human, intangible), competitive capability etc.

Weaknesses have to do with internal factors that could prevent the achievement of a successful result for the institution. These weaknesses deteriorate influences on the organizational success and growth. Weaknesses are the factors which do not meet the standards supposed to be met. Weaknesses

are controllable and must be minimized and eliminated. Weaknesses in an institution may be insufficient facilities, lack of staff and teachers' skills, etc. Ogedi (2017) opined that Weakness connotes the qualities that may hinder the school community from actualizing their mission and goals. Weakness may depreciate machinery, poor research facilities, inadequate instructional materials and emergent technologies for delivery instruction, poor decision making, inadequate supervisory activities and some other factors that hinder productivity in the school system.

Opportunities, in terms of classification, have to do with external elements that will prove helpful in achieving the goals set for the institute. These arise when an institute can take benefit of conditions in its environment to plan and execute strategies that enable it to become more profitable. Organizations can gain competitive advantage by making use of opportunities. Organizations should be careful and recognize the opportunities and grasp them whenever they arise. Opportunities can come in the form of the best prospects, competitive advantage, and good match with what we have to offer.

Threats arise when conditions in external environment jeopardize the reliability and profitability of the institution. They compound the vulnerability when they relate to the weaknesses. Threats are uncontrollable. When a threat comes, the stability and survival can be at stake. Among the possible threats that will be critical to any analysis is a negative public image, ever changing technology, competitive behavior, etc.

SWOT matrix is one of the efficient qualitative models that have been widely used for various purposes. For example, it was used for assessment of rural tourism in Turkey as Turkey has an important rural tourism potential (Akca, 2016 as cited in Ommani, 2011). Singh (2010) conducted SWOT analysis in identifying strategies for community development. He identified and prioritized some categories for the development of villages in future e.g., conservation and utilization of natural resources, promotion of health, etc. Ommani (2011) used this analysis for farming system businesses management in rural areas of Iran and some strategies were prioritized (e.g., development of poor local market opportunities and infrastructure, planting of crops with high economic values).

Statement of the Problem

University education is essentially an organization set up for national development. Effective university is the backbone of any university as well as the desire and responsibility of every management. Ideally, the university management should incorporate in its strategies Management Planning, Programming and Budgeting System (PPBS), and Strength, Weakness, Opportunity, and Threat (SWOT) towards achieving effective productivity in the university education.

However, it was observed that the situation with the university management indicated that there is high level of ineffectiveness among many university administration as a result of poor application of management technique measures like, poor planning, programming, budgeting system, planning, programming and budgeting system (PPBS), and inability to understand and apply Strength, Weakness, Opportunity and Threat (SWOT) has led to decline in standards of university education due to high level of decadence. As a result of the seemingly declining in management of Nigerian University education in recent years, the accolades attached to her university education also seem to be fading away. It is the expectation of the government, parents and even students that quality education is received by students in Nigerian university through the adoption and application of management techniques and managerial networking strategies. However, observations have shown that there seems to be poor application of management techniques. This can be seen in the areas of inadequate funding, inadequate facilities, poor instructional supervision, conflict among staff and poor vision of the staff among others. These situations may have led to poor academic achievement among the university students, high drop-out rate, and high rate of examination malpractice, poor reading and writing cultures among others.

It was, therefore on this premise that the problem of this study put in a question form is; How do the Planning, Programming and budgeting system correlates with effective university education in South East, Nigeria.

Purpose of the Study

The purpose of the study was to examine the extent to which Planning, Programming and budgeting system correlates with effective University Administration in Southeast, Nigeria. Specifically, the study sought to:

1. find out the extent Planning, Programming and Budgeting System (PPBS) relate to effective University Administration.
2. Examine the extent Strengths Weaknesses Opportunities and Threat (SWOT) Analysis relate effective University Administration.

Research Questions

The following research questions guided the study. They are:

1. to what extent does Planning, Programming and Budgeting System (PPBS) relate to effective University Administration in South-East, Nigeria?
2. To what extent does Strengths Weaknesses Opportunities and Threat Analysis (SWOT) relate to University Administration in South-East, Nigeria?

Hypotheses

The following null hypotheses were formulated to guide the study and tested at 0.05 level of significance.

HO$_1$: There is no significant relationship between Planning, Programming and Budgeting System (PPBS) and effective University Administration in South-East, Nigeria.

HO$_2$: There is no significant relationship between Strengths Weaknesses Opportunities and Threat Analysis (SWOT) and effective University Administration in South-East, Nigeria.

Methodology

The design of this study was correlation research design. A correlation design as defined by Rumsy in Karsh and Sahin (2015) is a research design that measures two or more factors to determine or estimate the extent to which the value for factors is related or change in an identifiable pattern.

The study was carried out in South-East, Nigeria. This study was conducted in five public universities in South-East Nigeria. The South-East zone has five states namely, Abia, Anambra, Ebonyi, Enugu and Imo.

The targeted population of this study was 418 which comprises 361 Heads of Department and 54 Deans from all Federal universities in the South-East Universities. The Universities selected are University of Nigeria Nsukka, Michael Okpara University of Agriculture Umudike, Alex Ekwueme Federal University Ndufo Ikwo, Nnamdi Azikiwe University Akwa and Federal University of Technology Owerri. (Statistical unit and Personal Administration Department MOUAU, AEFUNAI, UNN, FUTO, NAUA).

The sample size for this study was 418 respondents. This comprised 361 Heads of Department and 54 Deans of faculties/colleges in federal public universities in Southeast. Census Sampling method was used thus there was no sampling technique for the study since the population of the study was manageable and controllable. Management by Objective and Programme Evaluation and Review Techniques Questionnaire" (MOPERTQ) and "Effective University Education Questionnaire" (EUEQ) were used form data collection. MOPERTQ and EUEQ were validated by three experts from the field of educational administration and planning. Cronbach alpha method was used to determine the internal consistency of the instruments. Cluster by cluster reliability was determined of which cluster A yielded an index of .87, cluster B yielded an index of .73 for PPBSQ and .88 for (EUEQ).

The data collected from the field were analyzed using Pearson Moment Correlation to answer the research questions while Linear Regression analysis was used to test the null hypothesis at 0.05 level of significance.

The strength of the relationship was established using Creswell (2008) correlation coefficient scale thus +/0.70 to 1.00 Strong/High Extent relationship, +/0.40 to 0.69 as Moderate/Medium Extent relationship and +/0.00 to 0.39 no correlation/Weak/Low Extent relationship. Creswell (2008) opined that correlation coefficients can range from -1.00 to +1.00 with positive number used to identify a positive relationship and negative numbers being used to identify a negative relationship while linear association is indicated with a correlation coefficient of 0.00.

RESULTS
Research question 1
To what extent does Planning, Programming and Budgeting System (PPBS) relates to effective University Administration?

Table 1: Summary of Pearson Product Moment Correlation on the extent Planning, Programming and Budgeting System (PPBS) relates to effective University Administration

Variables	N	$\sum xy$	R	R^2	DR	Remarks
PPBS	400	15632				High
			0.84	0.706(70.6%)	Positive	Positive
EUE	400	14329				Relationship

Summation ($\sum$), Pearson r (r), coefficient of determination (R^2), Direction of Relationship (DR)
PPBS (Planning, Programming and Budgeting System) EUE (effective university education)
The result on table 1 revealed that the Pearson product moment correlation coefficient computed on the extent Planning, Programming and Budgeting System (PPBS) relates to effective University Administration. The result shows that the coefficient of relationship between the extent Planning, Programming and Budgeting System (PPBS) was high with a coefficient of 0.84   which is positive and within the coefficient limit of +/-0.70-1.00 indicating high correlation between Planning, Programming and Budgeting System (PPBS and effective university Administration. The coefficient of determination (R^2) 0.706 indicates that 70.6% of the variance observed in effective university Administration was accounted for Planning, Programming and Budgeting System (PPBS).

Hypothesis 1
There is no significant relationship between Planning, Programming and Budgeting System (PPBS) and effective University Administration in South-East, Nigeria.

Table 2: Regression Analysis of Relationship between Planning, Programming and Budgeting System (PPBS) and Effective University Administration

Model		Sum of Squares	Df	Mean Square	F	P-value
1	Regression	65.732	1	65.732	19.203	.011
	Residual	1365.643	399	3.423		
	Total	1431.375	400			

#Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

Data on table 1 show a p-value of .011 which is less than the alpha value of .05. This means that Planning, Programming and Budgeting System (PPBS) has no significantly relationship with effective University Administration in South-East, Nigeria. Therefore, the hypothesis that there is no significant relationship between Planning, Programming and Budgeting System (PPBS) and effective University Administration in South-East, Nigeria was accepted. Thus, there is no significant relationship between Planning, Programming and Budgeting System (PPBS) and effective University Administration in South-East, Nigeria

Research question 2

What is the relationship between Strengths Weaknesses Opportunities and Threat Analysis (SWOT) and effective University Administration?

Table 3: Summary of Pearson Product Moment Correlation on the extent Strengths Weaknesses Opportunities and Threat Analysis (SWOT) effective University Administration

Variables	N	$\sum xy$	R	R^2	DR	Remarks
SWOT	400	15778				High
			0.78	0.608 (60.8%)	Positive	Positive
EUE	400	14162				Relationship

Summation ($\sum$), Pearson r (r), coefficient of determination (R^2), Direction of Relationship (DR) Strengths Weaknesses Opportunities and Threat Analysis (SWOT), EUE (effective university education)

Data on table 3 show the Pearson product moment correlation coefficient computed on the extent Strengths Weaknesses Opportunities and Threat Analysis (SWOT) relates to effective University Administration. The result shows that the coefficient of relationship on the extent Strengths Weaknesses Opportunities and Threat Analysis (SWOT) was high with a coefficient of 0.608 which is positive and within the coefficient limit of +/-0.70-1.00 indicating high correlation between Strengths Weaknesses Opportunities and Threat Analysis (SWOT) and effective university education. The coefficient of determination (R^2) 0.608 indicates that 60.8% of the variance observed in effective university Administration was accounted for by the adoption of Strengths Weaknesses Opportunities and Threat Analysis (SWOT) by university administrators.

Hypothesis 2
There is no significant relationship between Strengths Weaknesses Opportunities and Threat Analysis (SWOT) and effective University Administration in South-East, Nigeria.

Table 4: Regression Analysis of Relationship between Strengths Weaknesses Opportunities and Threat Analysis (SWOT) and Effective University Administration

Model		Sum of Squares	Df	Mean Square	F	P-value
1	Regression	67.642	1	67.642	18.316	.013
	Residual	1473.643	399	3.693		
	Total	1541.285	400			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

Data on table 4 show a p-value of .013 which is less than the alpha value of .05. This means that there is no significant relationship between Strengths Weaknesses Opportunities and Threat Analysis (SWOT) and effective University Administration in South-East, Nigeria. Therefore, the hypothesis that there is no significant relationship between Strengths Weaknesses Opportunities and Threat Analysis (SWOT) and effective University Administration in South-East, Nigeria was accepted. Thus, there is no significant relationship between Strengths Weaknesses Opportunities and Threat Analysis (SWOT) and effective University Administration in South-East, Nigeria.

Summary of the Findings
Based on the data analyzed, the following findings were made:
1. There was a high positive and no significant relationship between the extent Planning, Programming and Budgeting System (PPBS) and effective university Administration.
2. There was a high positive and no significant relationship between Strengths Weaknesses Opportunities and Threat Analysis (SWOT) and effective Administration.

Discussion of the Findings
The discussion of findings of this study was organized under the following sub-headings:

Extent of Relationship between Planning, Programming and Budgeting System (PPBS), and Effective University Administration.
The study also revealed that there is a very high positive and significant relationship between Planning, Programming and Budgeting System (PPBS) and effective university Administration. This finding is in agreement with Ali in Okonkwo (2023) who maintained that Planning- Programming- Budgeting helps administrators and organizations to proposed programs to one another through comparative cost-effectiveness analyses for better accomplishment of management goals and aspirations. Similarly, the present study findings agreed with that of Gwacham (2015) that Planning, Programming and Budgeting System promotes economic use of resources.

Relationship between Strengths Weaknesses Opportunities and Threat Analysis (SWOT) and effective University Administration.
Findings for the study revealed that a high positive and no significant relationship existed between Strengths Weaknesses Opportunities and Threat Analysis (SWOT) and effective University Administration. This finding is in line with that of Ifediora, Idoko, and Nzekwe (2014). The authors asserted that the utilization of Strengths, Weaknesses, Opportunities and Threats analysis is one of several strategic planning, for the attainment of management goals. Furthermore, provides the framework for educational services, offering several component parts and arrange them into manageable

subject areas for making strategic decisions. Similarly, the findings, collaborate that of Ogedi (2017) that SWOT is tool for strategic planning that provide solution for developing a proactive stance in the environment of changing demands and declining resources for effective achievement of stated objectives. More so, the findings of the study are in line with that of Harrison in Mulder (2018) who affirmed that SWOT analysis is a preliminary decision-making technique that employed the strategic planning that helps institutions managers to evaluate the strengths, weaknesses, opportunities, and threats involved in any business enterprise, including educational institutions and business organizations.

Recommendations

Based on the findings of the study, the following recommendations were made by the researcher.
1. As administrators, Deans and HODs should provide a blueprint to strengthen program activities and improve weaknesses relating to efficiency of staff for effective university administration.
2. Deans and Hods should work on determining the proper sequence of the activities and critical path that would improve the advancement of university education administration.

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