

INFLUENCE OF RESOURCES ALLOCATION AND UTILIZATION ON TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN NASARAWA WEST SENATORIAL DISTRICT, NIGERIA.

YAKUBU, SANI; EMAKPOR, PETER CHUKS; & AGNES AJIBADE IYABO

Faculty of Education, Department of Education Management, Nasarawa State University, Keffi

ABSTRACT

The study examined influence of Resources Allocation and utilization on teachers' Effectiveness in Public Secondary Schools in Nasarawa West senatorial District Nigeria. Three (3) research questions with corresponding objectives and two (2) null hypotheses were generated to guide the study. The study was guided by descriptive survey research. The population comprises 2, 211 principals and teachers drawn from 191 Public Secondary Schools in Nasarawa West Senatorial District, Nigeria. The sample for the study was 221 principals and teachers using simple random sampling technique. Self designed structured questionnaire was used for data collection. Descriptive statistics of Mean and Standard deviation was used to answer the research question. The null hypotheses were tested using chi-square at 0.05 level of significance. One of the findings of the study revealed that there is a significant influence of resource allocation

Introduction:

Education is a veritable tool for driving economy in the society and goals attainment. Education is essentially the bedrock of every societal development having the potentials to transform resources readily available for developmental purposes. Most developed societies over the centuries have invested enormous amount of time energy and money in providing qualitative education to their citizens, it is a force that deletes ignorance and poverty from most societies. As a result, premium is placed on the provision of this essential ingredients of national development. This provides reasonable justification for huge

on teachers' effectiveness in Public Secondary Schools in Nasarawa West Senatorial District, Nigeria. One of the recommendations amongst others was that efforts should be made by Nasarawa State Government in conjunction with the State Ministry of Education to ensure that learning resources are supplied or made available to secondary schools in order to facilitate effective teaching and learning. The support and assistance Non-governmental organizations should also sought in this regard.

Keyword: *Resources Allocation, Utilization, Teachers, Effectiveness and Schools.*

Investment of resources in the provision of education.

Education according to human capital theory, has always been seen as playing an important role in furthering economic development and occupational mobility. It has been seen as a strong factor determining the economic wellbeing of an individual and the society at large. Besides, it is the most powerful instrument for developing and empowering the citizens to master their social and rural settings and compete for survival. Educational system also provide a basis for the development of human resources, and the discovery of the significance of human capital in economic development. Since the greater attention has been paid to quality demand posed to the labour force. Over the last two decades, the debate on secondary education centered on such issues as access to quality of funding and the resource allocation to schools, however, questions relating to the factors accounting for the differences in the resource allocation to them and relationship between them on one hand the availability and utilization of resources and the effectiveness of teachers in service delivery and on other hand remained unanswered.

In Nigeria however, from studies and survey of available literature; the educational sector has been consuming quite a large proportion of the annual budgets since education is regarded as an investment that has gestation period of yielding thereby making it possible to allocate resources to different categories of educational institutions. Today our

secondary school system is faced with numerous challenges of resource allocation thereby creating management crises because of absence of clearly defined standard of how resources should be utilized.

Resources allocation and utilization can be used to measure efficiency as effectiveness in educational outcome. Stakeholders like the parents educationist and other concerned individuals have been quick to comment on the issues bordering standard in schools in Nigeria with the conviction that it has continue to decline despite huge resources allotted to the sector. Resource allocated to schools service delivery hinges on finance and materials. There is seemingly low productivity of educational products inspite of the high amount of money and material injected in education. Nigerians expect school system to be efficient in a way that a given quantity of output is obtained with minimum inpute but careful observations of schools operation. In Nigeria, it appears also that there are elements of decline in the system, majority of the students are dropping out in increase in the rate of failure in National examinations in public schools thereby constituting problem to the large society. Ideally, there should be an improvement in our educational system considering resources that are allotted through the challenges are enormous given the enrolment situation challenges that the education is faced with. It is expected that if resources are properly utilized by the teachers, there may witness a progressive transformation in terms of quality of output. But in the other hand the inability of the teachers to utilize the given resources effectively may not augur well for our system in view of the already declining situation the system found itself.

The operations of secondary education in Nigeria rest solely on resources that accrued from generated revenue by the various stakeholders which serve as the national income of the nation (Akinsolu A. 2011). Nigeria as a nation receives her income from money generated from oil and use part of it to fund education. The state governments add to whatever is received from the federal through their own internally generated revenue towards sustainability of the state and the state educational programmes.

Resources constitute a very important factor in the functioning of the educational system as the success of the system or otherwise depend on

the manpower and materials made available (Oni, 1995). In support of this Fabunmi (1997) as cited in Dauda (2008) identified resources in the educational establishment to include students, personnel, physical facilities curriculum and finance. These are the major variables that determine the rate of educational development of a given country and in this case Nigeria.

A financial resource has equally been recognized as major resources in the development of any educational system. The National Policy on Education (2004: 4th Revised) cited in Linda (2010) recognizes this fact, when it states that education is an expensive social service that requires adequate financial provision from all tiers of government for a successful implementation of the educational programmes in the country. A financial resources is the monetary resource which serves as means of acquiring all other educational resources. Financial position of an institution has a lot to do with continuity existence of the institution. This can be categorized as the effective functioning of every unit of the institution (Campbell, Omolara & Ayotunde nd)

The term resource allocation is used here to mean the distribution of human and material resources devoted to education in Nigeria. The resource to be considered includes human and materials resources. The human resources include both the staff and student personnel while the material resources include both financial and physical facilities devoted to the system. With regards to human resources allocation to secondary schools in Nigeria, the student enrollment in the system is guided by a National Policy on Education on the ratio of 60:40 for science and at enrollment (FGN, NPE, 4th edition, 2004). Cited in Akinsolu (2011) On the other hand, the physical resource allocation to secondary schools in Nasarawa State shows a remarkable growth in the number of schools 2009-2011 (Manga, 2008). Cited in Ngure (2012) The basic facilities provided included student accommodation, classroom, laboratories, administrative facilities and equipment. The financial resources pass through the government to Ministry of Education. Capital grants to schools

in Nigeria are usually in line with the development plan and as catered for in the fiscal year's budget.

Resources utilization means the manner of application of human material and financial resources devoted to schools (Durosarom 2000). Human resource utilization refers to the effective deployment of existing skills, qualification and competencies of a combatants for the maximum of individual, social organization or national goals and objectives of demobilization (Irmgard, 2000). Therefore, the need for greater investment into education and more generally, human resources in the public and private sectors has been emphasized as the first point of better use of resources in education.

It is essential to note that it is possible to mobilize and allocate educational resources without utilizing them optimally. It is however the optimal utilization of these resources that can bring about actualization of the desire goals of the schools. These resources are to be used to produce the desire output that is to meet the expelled standard for socio-economic transformation of the society at large. Resources which is channeled through the official budget must be used to the best advantage of the school thus actualization of vision and mission of the school.

The utilization of resources in education according to Ngure (2012) brings about fruitful learning outcomes since resources stimulate students learning as well as motivating them. Availability of school resources enhance the effectiveness of schools as these are basic things that can bring about good academic performance in students.

Maicibi (2003) cited in Ngure (2012) observed that when the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives. Raw (2003) cited in Ngura (2012), state that appropriate utilization of resources in schools controls dropout, maintain students discipline and make students remain motivated for longer period. School resources including classrooms, desks, chairs, computers, textbooks, teachers', principals. School operating expenses and other instructional materials are critical in making teaching/learning more effective. They help improve

access and educational outcomes since students are less likely to be absent from school that provide interesting, meaningful and relevant experience to them. These resources should be provided in Quality and Quantity in school for effective teaching/learning process. Teachers in secondary schools are engaged in processing of all educational inputs including students, therefore, their availability and utilization determines the success or failure of educational system.

Effective teaching can be defined as activities that promote student learning where student ratings, self-reviews and peer evaluation are all used for evaluating different aspects of teaching, explaining that important sources of data to measure teaching effectiveness fall into three categories students, peer and instructor and they should be part of any comprehensive approach to evaluation teaching effectiveness.

Teaching effectiveness according to Onyeachy (1996) cited in Esther (2013) has been accepted as a multi-dimensional construct since it measures a variety of different aspects of teaching such as: subject mastery, effective communication; lesson preparation and presentation.

Resource allocation and utilization is very phenomenal in our schools since the effectiveness of the system depends largely on the human physical and financial resources available to function. By this, resource allocation is a necessary condition for the proper implementation of curriculum in our schools. The situation in schools today appears to be backward due to decline in academic standard despite huge investment by government.

Statement of the problem

Resources allocation and utilization is very phenomenal in our secondary schools since the effectiveness of the system depends largely, on the human, physical and financial resources available to function. By this resource allocation is a necessary condition for the proper implementation of curriculum in our schools. The situation in secondary schools today appears to be worrisome and backward because of decline in academic standard despite huge investment by government and non-governmental organizations. Inability of the teachers to properly utilize given resources

may be principally responsible to this problem. The aforementioned situation implies that the secondary schools system is not functioning effectively as expected when compared with input (resources) injected. Therefore, the need for establishing parameters to assist in indentifying possible influence that resource allocation could enhance effectiveness in the way and manner teachers', utilizes it to achieve educational objectives in our secondary schools. The problem of this study, therefore, put in a Question form is: what is the influence of resource allocation and utilization on teachers' effectiveness in public secondary school in Nasarawa West Senatorial District, Nigeria?

Research Questions

1. What is the state of resources allocation in Public Secondary School in Nasarawa West Senatorial District, Nigeria.
2. What is the extent of utilization of resources for effective teaching and learning in Public Secondary Schools in Nasarawa West Senatorial District, Nigeria.
3. What is the nature of teacher effectiveness in Public Secondary Schools in Nasarawa West Senatorial District, Nigeria?

Objectives of the study

The main objective of this study was to determine the influence of resources allocation and utilization on teacher effectiveness in Public Secondary Schools in Nasarawa West Senatorial District, Nigeria. Specifically, the study aimed to determine:

- (1) The nature of resources allocation in Public Secondary Schools in Nasarawa West Senatorial District, Nigeria.
- (2) The extent of utilization of resources for effective teaching and learning in Public Secondary Schools in Nasarawa West Senatorial District, Nigeria.
- (3) The level of teacher effectiveness in Public Secondary Schools in Nasarawa West Senatorial District, Nigeria.

Statement of Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

- (1) There is no significant influence of nature of resources allocation on teachers' effectiveness in Public Secondary Schools in Nasarawa West Senatorial District, Nigeria.
- (2) There is no significant influence of the extent of utilization of resources on teachers' effectiveness in Nasarawa State Secondary Schools of Nigeria.

Methodology

This study adopted descriptive survey design. The population of this study comprises all principals and teachers (that is, two thousand two hundred and eleven 2211) in One Hundred and Ninety One (191) Public Secondary Schools in Nasarawa West Senatorial District, Nigeria. The sample for the study was made up of two hundred and twenty one (221) principals and teachers (That is, 10%) that was sampled from the population mentioned above using simple random technique.

The instrument used for data collection was a self designed structured Questionnaire titled "QOIORAAUOTE". The Questionnaire has only one section. This was designed to find out respondents views on influence of resources allocation and utilization on teachers' effectiveness in public secondary schools in Nasarawa West Senatorial District, Nigeria. Modified Likert rating scale with response mode of Strong agreed (SA) = 4, Agree (A) = 3 Disagree (D) = 2 and Strongly Disagree (SD) = 1

The data collected for study was coded and descriptive statistics (Mean and Standard Deviation) was used to answer the research questions. The null hypotheses were tested using, chi-square at 0.05 level of significance. A mean cut off point of 2.5 was regarded as the acceptance Mean while any response with a mean score of over 2.5 was considered as being above and the score below 2.5 was considered as being below. The statistical package for social science (SPSS) was used for run the analysis.

Results

Research Question 1: What is the state of resource allocation in Public Secondary Schools in Nasarawa West Senatorial District, Nigeria?

Table 1: Mean and Standard Deviation Scores Showing Respondents Views on the Nature of Resource Allocation in Public Secondary Schools in Nasarawa West Senatorial District.

S/N	Items	SA	A	D	SD	Mean	Std Dev	Remarks
1	There is sufficient resource allocation of both teachers and materials in your school.	100	42	50	29	2.96	0.76	Agree
2	The books and other training materials provided are relevant for the needs of teachers in your school	86	72	54	09	3.06	0.82	Agree
3	The of teachers in your school are relevant to the needs of the school	102	55	60	04	3.15	0.87	Agree
4	There is adequate provision of teachers in your school	111	62	33	15	3.22	1.33	Agree
5	There is adequate provision of learning materials in your school.	84	66	61	10	3.01	0.77	Agree
	Average Mean					3.08	0.91	Agree

Table 1 shows the views of respondents (teachers and principals) on the state of resource allocation in public secondary schools. Responses from the questionnaire which were scored using mean and standard deviation showed that Items 1 to 5 yielded mean values of 2.96, 3.06, 3.15, 3.22, and 3.01 while standard deviation values of 0.76, 0.82, 0.87, 1.33 and 0.77 were obtained respectively. The average mean obtained was 3.08. This value is far above the scale mean value of 2.50 which is the acceptable value for a 4-point likert scaled instrument. Hence, there is high level of resource allocation in Public Secondary Schools in Nasarawa West Senatorial

District.

Research Question 2: What is the extent of utilization of resource allocation in Public Secondary Schools in Nasarawa West Senatorial District, Nigeria?

Table 2: Mean and Standard Deviation Scores Showing Respondents Views on the Extent of Utilization of Resource Allocation in Public Secondary Schools in Nasarawa West Senatorial District.

S/N	Items	SA	A	D	SD	Mean	Std Dev	Remarks
6	Resources are easy to access in your school.	77	80	40	24	2.95	0.75	Agree
7	Teaching resources are adequately utilized by teachers during classroom instruction.	82	90	32	17	3.07	0.83	Agree
8	Due to adequacy of resources, there is effective utilization in your school.	75	82	55	09	3.01	0.77	Agree
9	Adequate information on the resources allocation makes it possible to utilize material resources in your school.	102	50	42	27	3.03	0.79	Agree
10	Resources available in the school are adequately utilized to meet students' learning needs.	65	90	45	21	2.90	0.73	Agree
	Average Mean					2.99	0.77	Agree

Table 2 shows the views of respondents (teachers and principals) on the extent of utilization resource allocation in public secondary schools. Responses from the questionnaire which were scored using mean and standard deviation showed that items 6 to 10 yielded mean values of 2.95, 3.07, 3.01, 3.03 and 2.90 while standard deviation values of 0.75, 0.83, 0.77, 0.79 and 0.73 were obtained respectively. The average mean obtained was 2.99. This value is above the scale mean value of 2.50 which is the

acceptable value for a 4-point likert scaled instrument. Hence, the extent of utilization of resource allocation is high in Public Secondary Schools in Nasarawa West Senatorial District.

Research Question 3: What is the level of teacher effectiveness in Public Secondary Schools in Nasarawa West Senatorial District, Nigeria?

Table 3: Mean and Standard Deviation Scores Showing Respondents Views on the Level of Teacher Effectiveness in Public Secondary Schools in Nasarawa West Senatorial District.

S/N	Items	SA	A	D	SD	Mean	Std Dev	Remarks
11	Teachers are very skillful in resource utilization	100	44	60	17	3.03	0.79	Agree
12	Material resources are effectively used by by teachers during leassons.	94	52	54	21	2.99	0.78	Agree
13	Teachers are very effective in controlling resources that are available	90	42	65	24	2.90	0.73	Agree
14	Teachers display high level of enthusiasms while using resources that are available.	112	55	32	22	3.16	0.88	Agree
15	Teachers are very skillful for improvising resources that will aid effective teaching.	102	50	42	27	3.03	0.79	Agree
	Average Mean					3.02	0.79	Agree

Table 2 shows the views of respondents (teachers and principals) on the level of teacher effectiveness in public secondary schools. Responses from the questionnaire which were scored using mean and standard deviation showed that items 11 to 15 yielded mean values of 3.03, 2.99, 2.90, 3.16 and 3.03 while standard deviation values of 0.79, 0.78, 0.73, 0.88 and 0.79 were obtained respectively. The average mean obtained was 3.02. This value is above the scale mean value of 2.50 which is the acceptable value for a 4-point likert scaled instrument. Hence, the level of teacher effectiveness is high in Public Secondary Schools in Nasarawa West Senatorial District.

Test of Hypotheses

Hypothesis 1: There is no significant influence of nature of resource allocation on teachers' effectiveness in public secondary schools in Nasarawa West Senatorial District, Nigeria.

Hypothesis 1 was analyzed using chi-square statistics at 0.05 level of significance. Results are shown in table 4 below:

Table 4 : Chi-Square Statistics Showing Significant Influence of Nature of Resources Allocation on Teachers' Effectiveness in Public Secondary Schools in Nasarawa West Senatorial District, Nigeria.

S/N	Variables	N	Mean	Std			p-value sig		Decision
				Dev	df	χ^2 cal			
1	Nature of Resources Allocation	221	74.67	20.58	6	15.4	0.000	0.05	Significant
2	Teacher Effectiveness	221	75.48	13.52					

**Significant at $\alpha = 0.05$

Table 4 indicates the chi-square statistics for ascertaining the influence of nature of resource allocation on teachers' effectiveness in public secondary schools in Nasarawa West Senatorial District. The results show that at the calculated value for chi-square which was given as 15.4 while the p-value (probability value) was given as 0.000. It is observed that the p-value is less than 0.05 level of significance. Since the p-value is less than 0.05, hypothesis 1 is therefore rejected implying there is a significant influence of nature of resource allocation on teachers' effectiveness in public secondary schools in Nasarawa West Senatorial District, Nigeria.

Hypothesis 2: There is no significant influence of teacher utilization of resources on teachers' effectiveness in public secondary schools in Nasarawa West Senatorial District, Nigeria.

Hypothesis 2 was analyzed using chi-square statistics at 0.05 level of significance. Results are shown in table 4 below:

Table 5 : Chi-Square Statistics Showing Significant Influence of Teacher Utilization of Resources on Teachers' Effectiveness in Public Secondary Schools in Nasarawa West Senatorial District, Nigeria.

S/N	Variables	N	Mean	Std			p-value sig		Decision
				Dev	df	χ^2 cal			
1	Teacher utilization of Resources	221	2.99	20.58	6	22.0	0.000	0.05	Significant
2	Teacher Effectiveness	221	3.02	13.52					

**Significant at $\alpha = 0.05$

Table 5 indicates the chi-square statistics for ascertaining the influence of teacher utilization of resources on teachers' effectiveness in public secondary schools in Nasarawa West Senatorial District. The results show that at the calculated value for chi-square which was given as 22.0 while the p-value (probability value) was given as 0.000. It is observed that the p-value is less than 0.05 level of significance. Since the p-value is less than 0.05, hypothesis 1 is therefore rejected implying there is a significant influence of teacher utilization of resources on teachers' effectiveness in public secondary schools in Nasarawa West Senatorial District, Nigeria.

Discussion

Findings on hypothesis 1 indicated there is a significant influence of resource allocation on teachers' effectiveness in public secondary schools in Nasarawa West Senatorial District, Nigeria. In other words, resource allocation has a significant influence on teachers' effectiveness. This finding is in agreement with those of Onyeachy (1996) which showed that resource allocation is significant in influencing teaching effectiveness in schools. Furthermore, resource allocation is crucial in the proper implementation of curriculum in schools.

Findings on hypothesis 2 showed there is a significant influence of teacher utilization of resources on teachers' effectiveness in public secondary schools in Nasarawa West Senatorial District, Nigeria. In other words, the utilization of resources by teachers exerts a significant influence on teacher effectiveness. This finding is in agreement with those of Raw (2003) which showed that when school resources such as classrooms, desks, chairs, computers and textbooks are well utilized, they exert a significant influence on teacher effectiveness. Ngure (2012) further observed that when resources are well utilized, they facilitate or enhance effective teaching in schools.

Conclusions

Based on the findings of this study, the following conclusions were made:

1. There is a significant influence of resources allocation on teachers' effectiveness in public secondary schools in Nasarawa West Senatorial District, Nigeria.

2. There is a significant influence of teacher utilization of resources on teachers' effectiveness in public secondary schools in Nasarawa West Senatorial District, Nigeria.

Recommendations

Based on the above findings, the following recommendations are made:

1. Efforts should be made by Nasarawa state government in conjunction with the State Ministry of Education to ensure that learning resources are supplied or made available to secondary schools in order to facilitate effective teaching and learning. The support and assistance Non-governmental organizations should also sought in this regard.
2. Workshops and seminars should be organized by the State Ministry of Education to sensitize school principals and teachers on how to appropriately utilize learning resources in schools so that teaching can be carried out effectively.

References

- Akinsolu, A. (2011) Resource Utilisation and Internal Efficiency in Nigerian Secondary Schools. Implication for Socio-problems of education.
- Campbell, Omolara & Ayotunde (n.d) Mobilization, Allocation and Utilization of Resources in Higher Education in Nigeria: Revitalization of African Higher Education.
- Esther (2013) The Influence of Leadership Style on Teachers Effectives in Some Secondary Schools in Kwara State. Ahmadu Bello University, Zaria.
- Dauda, A. (2008) Issues in Educational administration. Kano, Gidan House Publisher Kano.
- Durosaro, D.O. (2000) Resource Allocation and Utilization for University Education in Nigeria: Unpublished. University of Ibadan.
- Iringard, N. (2000). Human Resources Development and utilization Demobilization and Reintegration Programme. Bonn International Centre for Conversion Germany.
- Linda, D.H. (2010). Evaluating Teacher Effectiveness: How Teacher Performance Assessments can Measure and Improve Teaching. Centre for American Progress.
- Ngure, S.M. (2012). Impact of Resource Utilization in Education as perceived by Teachers in Secondary Schools in Mathoiya District. Muranga Country, Kenya. A Project Submitted to School of Education in Partial Fulfillment of the Requirement for the award of the Degree of Master of Education (Administration) of Kenyatta University.
- Oni, J.O. (1995). Educational Resources: An Abeaikuta: Gbemi Sodipo press Ltd.