



NIGERIAN JOURNAL OF EDUCATIONAL FOUNDATIONS

ISSN 1116-0381
Volume 17, No.1 March, 2018

RESOURCES ALLOCATION AND PRINCIPAL LEADERSHIP PERFORMANCE IN SECONDARY SCHOOLS IN ILORIN METROPOLIS

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Abstract

The paper examined resources allocation and principal leadership performance in secondary schools in Ilorin Metropolis, Kwara state, Nigeria. The paper adopted a descriptive correlational design. Three research questions were asked and three research hypotheses were raised for the study. A questionnaire was used to collect relevant data for the study, a sample of 24 school principals was selected for the study using purposive sampling technique. Findings of the study revealed that, there is significant relationship between funding allocation and principal leadership performance in secondary schools. Also, significant relationship between time allocation and principal leadership performance in secondary schools in Ilorin Metropolis, Kwara State was established, but there is no significant relationship between material resources allocation and principal leadership performance in secondary schools. Based on the outcomes in the findings it was concluded that, good time management system, adequate and timely allocation of funds, and material resources would enhance leadership performance of secondary school principal in Ilorin metropolis. Thus, it was recommended among others that; the state government should be fair and timely in the distribution of funds and other resources to the school. That, principals be given adequate training on time management and resources allocation and control practices.

Keywords: Resources Allocation, Leadership Performance, Funds, Time, and Materials

Introduction

Resource allocation at every level of education is essential to the achievement of educational objectives and increase leadership performance. Resource allocation is a process and strategy of deciding where scarce resources should be used in the production of goods or services. The study of educational resource allocation is focused on the distribution of state and federal revenues among schools with particular attention to equity in school funding.

Equity in resource allocation is not only important for ensuring fair and just educational opportunities but is also related to the performance of the education system as a whole, resources in many schools are not allocated equitably regardless of their socio-economic profile. On average, disadvantaged schools tend to have smaller classes, suffer from teacher shortages, inadequacy of educational materials and physical infrastructure than advantaged schools (Pablo, 2014). Generally in schools with more socio-economic disadvantage students tend to have lower quality resources when compared with students in advantaged schools.

The sustenance of qualitative secondary education depends largely on the adequate allocation of physical and material resources in schools, such physical facilities as; spacious and well ventilated classrooms, adequately equipped laboratories and technical workshops, well stocked libraries, assembly halls, recreational grounds, health centers, counseling rooms and conveniently placed urinals and latrines, sufficient allocation of material resources which are made up of furniture, laboratory materials (consumable and non-consumable), books and other stationary items as well as utilities like electric power supply, gas and potable water in the schools. All these enhances organizational performance. They also lead to effectiveness in achieving desired outcomes in schools (David&Yongmei, 2012). Secondary schools in Kwarastate are faced with many problems; none of these problems are as persistent and agonizing as the one relating to the allocation and management of available school resources.

School leadership plays a key role in improving school outcomes by influencing the motivation and capacities of teachers, as well as the school climate and environment. Effective school leadership

is essential to improve the efficiency and equity in schools (Beatriz, Deborah&Hunter, 2008). As Nigeria is seeking to adapt its education systems to the needs of contemporary society, many states have moved towards decentralization, making schools more autonomous in their decision making and holding them more accountable for results. As a result of this trends, the function of school leadership across schools is now increasingly defined by a demanding set of roles which include financial and human resource management and leadership for learning.

Research has shown that school leaders can make a difference in school; essentially on student performances if adequate resources are allocated to them to enable them make important decisions. However, adequate resource allocation alone does not automatically lead to improvements unless it is well supported, it is also important that the core responsibilities of school leaders be clearly defined for effectiveness. Leadership is the key enabler of organizational performance and competitive advantage. Thus, it is not surprising that many organizations have now turned their attention to how best to manage their leadership talent to ensure progression, succession and the delivery of organizational goals and objectives. Gil (2006) opined that good leadership is characterized by the quality of interactions rather than hierarchal level; team problem solving; conversation rather than instructions, shared values, and beliefs; honesty and a desire for common good. Good school leadership addresses any condition that might deter student and staff learning, and they implement laws and policies that protect the safety of students and staffs. They establish and maintain a trustworthy and professional work environment by fulfilling their legal responsibilities, enacting appropriate policies and protecting human rights of all. In view of all the above, this study is specifically set out to ascertain the impact of resource allocation on leadership performance in secondary schools in Ilorin Metropolis, Kwara State.

This study examines the impacts of resources allocation on principals' leadership performance of secondary schools in Ilorin metropolis, Kwara state. Specifically the study is set out to achieve the following;

1. Determine the impact of funding allocation on leadership performance of principals in secondary schools in Ilorin Metropolis, Kwara state.

2. Assess the impact of material resources allocation on leadership performance of principals in secondary schools in Ilorin Metropolis, Kwara state.
3. Investigate the impact of time allocation on leadership performance of principals in secondary schools in Ilorin Metropolis, Kwara state.

Research Questions

The following research questions were developed to guide the study:

1. What is the impact of allocation of funds on leadership performance of principals in secondary schools in Ilorin Metropolis, Kwara State?
2. What is the impact of material resource allocation on leadership performance of principals in secondary schools in Ilorin Metropolis, Kwara State?
3. What is the impact of time allocation on leadership performance of principals in secondary schools in Ilorin Metropolis, Kwara State?

Research Hypotheses

The following null hypotheses were postulated for this study in line with the research questions:

H₀₁: There is no significant relationship between funding allocation and principal leadership performance in secondary schools in Ilorin Metropolis, Kwara State.

H₀₂: There is no significant relationship between material resources allocation and principal leadership performance in secondary schools in Ilorin Metropolis, Kwara State.

H₀₃: There is no significant relationship between time allocation and principal leadership performance in secondary schools in Ilorin Metropolis, Kwara State.

Methodology

The study is specifically a correlational design, the design is considered appropriate for eliciting valid responses and sees relationship between resource allocation and principal leadership performance. The target population of this study was 59 public secondary schools in Ilorin Metropolis. Twenty four (24) principals

were selected from 59 principals of the public senior secondary schools in Ilorin metropolis covered by this study using purposive sampling technique. Questionnaire titled "Resource Allocation and Principal Leadership Performer Questionnaire (RAPLPQ)". The questionnaire elicited information on resource allocation and principal leadership performance. The Four Linkert scales of: Strongly Agreed (A), Agreed (A), Disagreed (D), and Strongly Disagreed (SD) was used in ascertaining respondents' positions. In order to ensure the face validity of the instrument, the drafted copy of the instrument was presented to experts in test and measurement in Faculty of Education, University of Ilorin, who validated the instrument on the basis of item clarity, item suitability and relevance to the study. Also, a pilot study was conducted to ensure reliability of the data gathering instrument. The researcher made a pilot test of the instrument with some five (5) public secondary school principals who are not part of the respondents of the study. The result of the pilot test was 0.76 this was considered high enough for the instrument and thus, was used for the study. Data collected was analyzed with Pearson Product Moment Correlation (PPMC) at 0.05 alpha level.

Hypotheses Testing

Ho₁: There is no significant relationship between funding allocation and principal leadership performance in secondary schools

In order to test this hypothesis, responses of the principal to items on the funding allocation and principal leadership performance in secondary schools were collated and analysed.

Table 1: PPMC showing relationship between funding allocation and principal leadership performance in secondary schools

Item	df	r-value	Sig (2-tail)	Decision
Funding Allocation	22	.177	0.001	Rejected
Principal Leadership Performance				
P<0.05				

Table 1 shows that the p-value (.001) is less than the significance level (0.05) for 22 degree of freedom. Hence the hypothesis which states that there is no significant relationship between funding allocation and principal leadership performance in secondary schools was rejected. Therefore, there is significant relationship between funding allocation and principal leadership performance in secondary schools. Meaning that, if funds are sufficiently allocated to the school, it would enhance the leadership performance of the principals in secondary schools in Ilorin metropolis Kwara state.

H₀₂: There is no significant relationship between material resources allocation and principal leadership performance in secondary schools

In order to test this hypothesis, responses of the principal to items on the material resource allocation and principal leadership performance in secondary schools were collated and analysed.

Table 2: PPMC showing the relationship between material resources allocation and principal leadership performance in secondary schools

Item	df	r-value	Sig (2-tail)	Decision
Material Resources Allocation	22	.922	0.172	Not Rejected
Principal Leadership Performance				
P > 0.05				

Table 2 shows that the p-value (0.172) is greater than the significance level (0.05) for 22 degree of freedom. Hence the hypothesis which states that, there is no significant relationship between material resources allocation and principal leadership performance in secondary

schools was not rejected (accepted). Therefore, there is no significant relationship between material resources allocation and principal leadership performance in secondary schools. By implication it means that regardless of the level of material resources available, a principal with the right quality of leadership character would still perform optimally with the little material resources within his disposal. All that a principal needs is the right attitude, commitment and understanding of the basic needs of his staff and students at all time. Like the saying goes that, "even little village schools produce first-class potentials".

H₀₃: There is no significant relationship between time allocation and principal leadership performance in secondary schools in Ilorin Metropolis, Kwara State.

In order to test this hypothesis, responses of the principal to items on the time allocation and principal leadership performance in secondary schools were collated and analysed.

Table 3: PPMC showing the relationship between time allocation and principal leadership performance in secondary schools.

Item	df	r-value	Sig (2-tail)	Decision
Time Allocation				
Principal Leadership Performance	22	.964	0.011	Rejected
P < 0.05				

Table 3 shows that the p-value (0.011) is less than the significance level (0.05) for 22 degree of freedom. Therefore, the hypothesis which states that there is no significant relationship between time allocation and principal leadership performance in secondary schools in Ilorin Metropolis, Kwara State was rejected. Hence, there is significant relationship between time allocation and principal leadership performance in secondary schools in Ilorin Metropolis, Kwara State. This implies that, time is one of the very potent ingredient

of leadership performance. That is, even with the availability of the right quantity of funding and material resources, a principal that do not have good time management attitude would still not perform optimally.

Discussion of Findings

This section gives detailed explanation on the various findings discovered from the research hypotheses tested. It was revealed in the study that there is a significant relationship between the funding allocation and principal leadership performance in secondary schools in Ilorin metropolis, Kwara state. Thus, principals' leadership performance depends on the availability of funding to implement vital school decisions that are directed towards school effectiveness. This included but not limited to such decisions on purchase of consumable and non-consumable laboratory materials, chalks, and for maintenance of school plants and taking care of petty cash transactions.

It was revealed in the study that there is no significant relationship between material resources allocation and principal leadership performance in secondary schools of Ilorin metropolis, Kwara state. This finding goes in line with the opinion of Picus and Fazal (2015) who asserted that an abundance of resources and time without the knowledge, motivation and expertise of teachers does little to maximize desired learning opportunities created for students. This implies that principals of secondary schools in Ilorin metropolis still could perform and produce good outcome with good management of the limited resources available at their disposal. This is in agreement with Bozimo and Ikwumelu (2008) who ponied that, it is not the availability of these resources alone that guarantees effective performance of school but their effective utilization. The finding also corroborates that of Beatriz, Deborah & Hunter (2008) who opined that allocating resources to school administrator and appropriately use of the resources such as instructional materials, human capital and other social amenities will in no doubt enhance quality decision making, working conditions, personality and teacher behavior, demographic factors.

The study also found a significant relationship between time allocation and principal leadership performance in secondary schools in Ilorin metropolis, Kwara state. The finding supported the view of Olatoun (2012) that says, time is an intangible resource and that when converted and utilized it can bring about effectiveness in teaching and learning processes.

Conclusion

Based on the findings which stemmed from the data collected and analyzed with the results obtained, it was concluded that accessibility of educational resources has always been regarded as an integral part of the school administration and basically geared towards the improvement of all other factors in teaching and learning process thus ensuring qualitative service delivery by the school to the society. Additionally, the success of the schools in Nigeria depends among others on effective school administration with good leadership, proper time management in the school system, allocation of ample financial resources to schools, regular training and re-training of human resources in the school, perfect interrelationship with the community and ingenious utilization of the available resources in the school system

Recommendations

From the findings and conclusions of this study, the following recommendations are made,

1. Resource allocation practices should be properly understood by school principals in order to eliminate existing inequities and close the achievement gap.
2. Government at all level should be fair in the distribution of financial resources to enhance good leadership performance among school principals.
3. Secondary schools principals should be given adequate training on time management through organized seminar and workshops from time to time. This will give the principals the needed time management skills that would enable them perform optimally, and by extension leading to school effectiveness.
4. Efficiency in resource allocation is also recommended to the

school principals, which means that school principals should maximize the usage of available limited resources, though improvisation and innovation among teachers and student for optimal performance of the secondary school system.

5. Transparency and accountability are also important in the process of resource allocation. A more transparent school finance system promotes greater trust in the operation of the system and deters abuses in the allocation of school resources.

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