

IMPACT OF FINANCIAL RESOURCE MANAGEMENT ON STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

BY

Faisal Ahmed Imam: Department of Educational Foundations, School of General Education, Federal College of Education, Zaria-Nigeria

Abstract

This research looked at the Impact of Financial Resource Management on Students' Academic Performance in Secondary Schools in Kaduna State, Nigeria. The descriptive survey design was used in this investigation. The study's population consists of 1857 respondents, including 81 principals, 1755 teachers, and 21 supervisors from both the Zaria and Giwa Education Zones. The study included a sample size of 25 principals, 527 teachers, and 7 supervisors, for a total of 559 respondents. The size of this sample was determined using the stratified sampling technique. The questionnaire was as data collection tool. The instrument was duly validated by experts. The reliability of the instrument stood at 0.84 which was determined using Cronbach Alpha formula. The mean and standard deviation were employed to answer the question posed while the null hypothesis was tested using Analysis of Variance (ANOVA) at the 0.05 alpha level of significance. The study found that financial resources have a substantial impact on pupils' performance in public secondary schools in Kaduna State. Based on the findings, it was recommended that the Kaduna State Government should ensure that secondary school finances are audited in order to promote prudence, transparency, accountability, and effective utilization.

Keywords: *Academic Performance, Financial Resources, Management, Secondary Schools*

Introduction

Resources both human and material are indispensable tools in ensuring effective All movable and immovable materials utilized for teaching, learning, and other school activities are considered education resources. They are interchangeable with school physical facilities, school material resources, school plant, and school infrastructure. Education resources, according to Olagboye (2004), are instructional resources such as audio and visual aids, graphics, and printed materials. There are two types of materials: display materials and consumable materials. Physical resources like land, buildings, furniture, equipment, machinery, vehicles, power, and water supply infrastructure are also included. Finance has long been recognized as a critical resource in the growth of any educational system. The basis of all resources in the form of 'cash' or 'money' utilized in purchasing and maintaining other associated resources such as physical/material resources and human resources is the financial resource. Nigeria is committed to achieving its Vision 2030 goals. The Nigerian Education Sector has been one of the government's largest investment programs ever.

The government's commitment to achieving education for all (EFA) and the Millennium Development Goals (MDGs) is reflected in this initiative. UNESCO's Global Education Digest (2007) focuses on education financing and includes a set of indicators that can be used to examine expenditure patterns across nations and levels of education. The research compares the educational levels of particular countries to those of other countries with similar economic resources and student populations. It demonstrates that the United States spends the most on education, with a budget close to that of the Arab States, Central and Eastern Europe, Central Asia, Latin America and the Caribbean, South and West Asia, and Sub-Saharan Africa combined. East Asia and the Pacific are the world's second most populous regions, accounting for 18 percent of global public education spending (second only to North America and Western Europe) (Gongera and Okoth, 2013). Governments in the region, however, invest far less than their share of global income, which is 28 percent of GDP, and the region's school-age population (29 percent). Despite the fact that governments in Sub-Saharan Africa spend only 2.4 percent of the world's public education resources, the region is home to 15% of the world's school-age population. 7 percent of the world's public education resources are spent on 28 percent of children and young people in South and West Asia. For example, Latin America and the Caribbean account for 8% to 9% of worldwide education spending, as well as 8% to 9% of the global school-age population and wealth.

Education in Nigeria is funded in a variety of ways, depending on the sorts of educational institutions. The government funds government-run organizations using cash appropriated by legislation each year. Secondary schools create annual budgets or estimates, which are forwarded to the Ministry of Education

by their respective Provincial Directors of Education. The estimates, which include the amount of fees to be collected from the parents, are then examined by the Ministry's grants section, which awards grants less the fees. The fees are kept as appropriations-in-aid by the schools. An examination of Nigerian government financing finds that the education sector has historically received the smallest share of the government budget, prompting calls for it to be increased. Education has accounted for roughly 18 percent of the overall annual government recurrent budget since the turn of the twenty-first century (Otieno and Colclough, 2009). The government, on the other hand, cannot overlook the provision of high-quality education for its citizens, as it faces new difficulties in education policy that combine the right to universal access to education with the need to rapidly create skilled human resources (GoK, 2005). Because the government's budget has been stretched so thin by rising public demand for education and training, the government has had to strengthen partnerships in education funding with parents and communities, individual investors, civic society, and donors. As a result, the education system in Nigeria is funded in a variety of ways, depending on the types of institutions. The public education sector is primarily supported by public funds, donor grants, and bilateral loans. Private investors, religious, charity, and other non-governmental organizations (NGOs) play a significant role in funding education programs around the country (MOEST, 2001).

However, a rigorous examination of public and private education spending reveals that the public and private sectors are not getting their money's worth in education (MOEST, 2001). This is due to the fact that the country's enrolment and participation rates are not commensurate with its high educational investment. The overall education system has difficulties of access, equity, completion, equality, and regional and gender imbalances, as highlighted in the sectoral study. As the government and other stakeholders in education seek alternative viable solutions to ensure that all students receive a high-quality education, substantial difficulties in the cost and finance of education must be addressed. The Ministry of Education's Facilities Development Unit also provides funding for specific development projects in schools that have been identified as needing certain facilities. The provision of high-quality secondary education is critical for producing the opportunities and benefits of social and economic growth that Vision 2030 envisions. Due to the implementation of Free Primary Education in 2003 and the increasing transition rate, the demand for secondary education has surged. Enrollment in secondary schools has increased from 0.9 million in 2004 to 2.7 million by 2015. (Gongera and Okoth, 2013). This necessitates the government allocating greater resources to the secondary education sub-sector, both in terms of recurrent and physical infrastructure expansion. The government is currently experiencing fiscal restrictions, with the Treasury arguing that there are insufficient funds to hire more teachers and meet physical infrastructure development needs. Government spending on education is projected to rise much more when devolved administrative systems are implemented. As a result, the long-term viability of government support is called into question. School administrators in Nigeria, particularly in rural regions, should look into other options for funding secondary education in Nigeria especially in the rural areas with an aim of achieving education development goals, hence need for the study.

Several nations on track to achieve UBE are now exploring innovative strategies and financial solutions to expand secondary education in line with national human capital development goals. However, many governments, particularly low-income countries, are unable to rely solely on government revenue to fund planned education expansion due to fiscal restrictions. To address these issues, most governments have implemented policies that (a) charge tuition fees to reclaim a portion of the cost of delivering public education services and/or (b) encourage the establishment of private schools to handle at least some of the expansion. According to Assie-Lumumba (2005), there are five sources of education funding: the government, local communities, families, businesses, and external sources. In general, in order for children from rural communities to have access to education at a lower cost, the most broad-based contribution of rural communities to the cost of education tends to be placed within the framework of investment costs. The development of school buildings is an important area where community involvement is most important. It is based on this note that this study examines the Impact of Financial Resource Management on Students' Academic Performance in Secondary Schools in Kaduna State, Nigeria.

Objective of the Study

The study specifically is aimed at:

1. determining the opinions of supervisors, principals and teachers on the impact of financial resources management on students' academic performance in public secondary schools in Kaduna State;

Research Question

1. What are the opinions of supervisors, principals and teachers on the impact of financial resources management on students’ academic performance in public secondary schools in Kaduna State?

Research Hypothesis

1. There is no significant difference in the opinions of supervisors, principals and teachers on the impact of financial resources management on students’ academic performance in public secondary schools in Kaduna State;

Methodology

The descriptive survey design was used in this study. The population of the study consisted of 1857 supervisors, principals, and teachers from public senior secondary schools in Zaria and Giwa Education Zones in Kaduna State. This is made up of 81 principals, 1755 teachers, and 21 supervisors. The sample size was 559 participants. This is based on the recommendations of Aderonmu (1985) given in Isah (2012), that sample size represented 30% of the overall population. The sampling technique employed was stratified sampling. The study used self-developed questionnaire as instrument for data collection. The instrument was duly validated by experts in educational administration, statistics and language. Participants' responses were elicited using the five point Likert scale as follows: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The questionnaire was pilot tested using thirty-three respondents (five principals, twenty-five teachers, and three supervisors) in the Lere Education Zone of Kaduna State. Cronbach Alpha technique was used to calculate the reliability coefficient, which resulted in a reliability index of 0.84. Based on the criterion established by Spiegel (1992) and Stevens (1996), as cited in Alasoluyi (2015), the instrument can be said to be reliable. The mean and standard deviation were utilized to answer the research question while Analysis of Variance (ANOVA) was used to test the null hypothesis at the P = 0.05 (5%) level of significance. According to Salihu (2022) ANOVA should be used in determining significant differences of more than two means.

Results

Research Question: What are the opinions of supervisors, principals and teachers on the impact of financial resources management on students’ academic performance in public secondary schools in Kaduna State?

Table 1: Descriptive Statistics on the Impact of Financial Resources on Students’ Performance in Secondary Schools, Kaduna State

SN	Statement		SA	A	U	SD	D	Mean	SD
1.	Individual philanthropists assist in funding projects in the school	Principals	0	15	6	1	3	3.320	1.029
		Teachers	12	273	87	82	73	3.130	1.141
		Supervisors	0	1	1	3	2	2.142	1.069
2.	private donations from NGOs assists in financing projects and programmes in the school	Principals	0	21	3	0	1	3.760	.6633
		Teachers	12	332	95	20	67	3.398	1.110
		Supervisors	0	0	1	2	4	1.571	.7868
3.	Parent organizations assists in funding and monitoring income and expenditure in the school	Principals	0	16	6	1	2	3.440	.9165
		Teachers	3	296	89	49	90	3.138	1.159
		Supervisors	0	1	1	3	2	2.142	1.069
4.	Public procurement rules and procedures are adhered to in the school	Principals	0	15	7	0	3	3.360	.9949
		Teachers	3	237	114	77	96	2.950	1.160
		Supervisors	0	1	0	0	6	1.428	1.133
5.	There is adequate financing of education in the school.	Principals	0	17	4	4	0	3.520	.7702
		Teachers	20	254	95	108	50	3.163	1.092
		Supervisors	0	3	0	2	2	2.571	1.397
6.	The school fees play a major role in budget financing in the school	Principals	0	18	4	1	2	3.520	.9183
		Teachers	3	260	97	110	57	3.079	1.073
		Supervisors	0	3	0	4	0	2.857	1.069

7.	The school receive budgetary allocation from the state government	Principals	1	11	6	7	0	3.200	.8660
		Teachers	3	252	162	73	37	3.210	.9368
		Supervisors	0	5	1	1	0	3.571	.7868
8.	The fund allocated are judiciously utilized in the school	Principals	0	16	9	0	0	3.640	.4899
		Teachers	9	328	136	3	51	3.457	.9359
		Supervisors	0	4	3	0	0	3.571	.5345
9.	The funds allocated are used for what is meant for.	Principals	0	17	7	0	1	3.600	.7071
		Teachers	10	272	145	58	42	3.284	.9703
		Supervisors	0	4	3	0	0	3.571	.5345
10.	There is adequately account audit in the school	Principals	3	12	9	0	1	3.640	.8602
		Teachers	38	209	155	49	76	3.159	1.154
		Supervisors	0	2	1	0	4	2.142	1.463
Cumulative Mean = 3.1									

Result of descriptive statistics in table 1 shows that financial resources management had impact on students’ academic performance in public secondary schools in Kaduna State as the cumulative response mean of 3.1 was greater than the decision mean of 3.0. The implication of this result is that, when fund allocated are judiciously utilized for what is meant for can impact students’ performance positively. Hence, details of item 8 and 9 which recorded the highest response mean from all the respondents showed that a total of 16 principals agreed with item 8, while 9 stayed undecided. Also, a total of 9 teachers strongly agreed with item 9, while 328 agreed against 136 that stayed undecided and 3 that strongly disagreed, while 51 disagreed. Similarly, 4 supervisors agreed with item 8 against 3 of them that stayed undecided. In like manner, 17 principals agreed with item 9, while 7 stayed undecided against only 1 principal that disagreed. Also, a total of 10 teachers strongly agreed with item 9, while 272 agreed against 145 that stayed undecided and 58 that strongly disagreed, while 42 disagreed. Similarly, 4 supervisors agreed with item 8 against 3 of them that stayed undecided.

Hypothesis: There is no significant difference in the opinions of supervisors, principals and teachers on the impact of financial resources management on students’ academic performance in public secondary schools, Kaduna State.

Table 2: Summary of Analysis of Variance (ANOVA) Statistics on the impact of financial resources on students’ performance in secondary schools, Kaduna State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	1.516	2	1.516	8.163	3.15	.000
Within Groups	684.450	557	1.304			
Total	685.966	559				

Result of analysis of variance (ANOVA) in Table 2 showed the f-ratio value of (8.163) at 2 df 557 and at 0.05 alpha level of significance. The critical value (3.15) is less than f-ratio value (8.163), the probability level of significance P(.000) is less than 0.05. This means that there is significant difference among respondents on the impact of financial resources on students’ performance in public secondary schools in Kaduna State. Therefore, the null hypothesis is rejected.

Table 3: Summary of Scheffe Multiple Comparison Test on the impact of Financial Resources on Students’ Performance in Public Secondary Schools in Kaduna State

Respondents	N	Mean
Principal	25	4.286
Teacher	527	2.788
Supervisors	7	2.711

Table 3 reveals that the mean response of teachers and supervisors was the same, meaning that the difference between the two respondents was inconsequential. The response mean of principals, on the other hand, was found to be higher than that of teachers and supervisors. This demonstrates that principals’

perspectives on the impact of financial resources on student achievement in public secondary schools in Kaduna State's Zaria and Giwa education zones varied dramatically.

Discussion

The findings revealed that financial resources have a considerable impact on students' performance in public secondary schools in Kaduna State. Therefore, the null hypothesis was rejected. This finding was further confirmed by subjecting it to Scheffé test which showed that the response mean of teachers was the same with that of supervisors, implying that the difference between the two respondents was insignificant. But on the contrary, the response mean of principals was found to be higher than that of teachers and supervisors. This shows that the principals differs significantly in their opinions regarding the impact of financial resources on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. In line with this, finding from the study conducted by Osagie and Okafor (2012) revealed that quality learning that will improve the academic performance of students can only be achieved through proper financing of secondary schools. It is important that a system is put in place that will ensure that teachers, students and management are guided toward the desired goals and objectives of the school. This study explored such a system, that is, financial resources management variables and how these variables influenced the academic performance of students.

Conclusion

As a result, it is found that financial resources have a considerable impact on students' performance in public secondary schools in Kaduna State, Nigeria.

Recommendation

According to the findings, the Kaduna State government should ensure that secondary school finances are audited in order to promote prudence, transparency, accountability, and effective utilization.

References

- Abdulkareem, A. (2011). Management of education facilities in Nigerian secondary schools: The roles of administrators and inspectors. *Ilorin Journal of Education Manager*, 4(1), 35-43.
- Abdulkareem, A. Y., & Fasasi, Y. A. (2014). Management of education facilities in Nigerian secondary schools: The roles of Administrators and Inspectors. *Journal of Education Management*, 2(1), 11-15.
- Adeboyeje, R.A. (2000). A practical approach to effective utilization and maintenance of physical facilities in secondary schools. In J.O. Fadipe & E.E. Oluchukwu (Eds.). *Education planning and administration in the 21st century*. Ondo: NIEPA. Pp. 88-103.
- Adeboyeje, R.A. (2000). *Management of School Physical Facilities*. Ibadan:
- Igwe, S. O. (2005). Supervision, Evaluation and Quality Control in Education. In current Issues In Education Management In Nigeria (Eds.) In N. A. Nwagwu., E. T. Ehiometalor, M.A Ogonu, Mon Nwadiani (Eds). *Current issues in Education Management in Nigeria* (pp. 32-45). Association for Education Administrator and Planning (NAEAP).
- Ihuoma, P. A. (2008). The need for effective facilities management in schools in Nigeria. *New York Science Journal*. <http://www.science.pub.org>.
- Isaac, A. A. & Musibau, A. Y. (2010). School plants planning and students learning outcomes in S. W. *Nigeria secondary schools*. Ado Ekiti: Kamala Raj.
- Isah, F. (2012). *Assessment of Decision Making Process in Secondary Schools in Kaduna State*. Unpublished M.Ed Thesis, Ahmadu Bello University, Zaria-Nigeria.
- Jason, S.S. (2011). Service Learning: Facilitating academic learning and character development (Electronic Version). *National Association of Secondary School Principals Bulletin*, 83, 16-25.
- Joseph Lee Library. (2009). *National Recreation and Park Association*. Retrieved May 11, 2010 from www.nrpa.org/uploadedfiles/connect_and_hare/community/storyofjosephleememoriallibraryv4.pdf.
- Khan, P. & Igbal, M. (2012). Role of physical facilities in teaching learning process, Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*.
- Kolawole, E. O. (1998). *Handbook on Test Construction*. Ado-Ekiti: United Star Publisher.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Education and Psychological Measurement*, 30: 607-610.
- Lyons, K. (2012). "Do school facilities really impact a child's education?" *An introduction to the issues*. Schoolfacilities.com/pdf/school

- Marlow, E. (2003). Philosophy and Measurement of School Achievement. *Journal of Instructional Psychology*. <http://www.findarticles.com>
- Olagboye, A.A. (2004). *Introduction to education management in Nigeria*. Ibadan: Daily graphics (Nigeria) Limited.
- Olakunle, N.P. (2001). Teacher education, school effectiveness and improvement; A study of academic and professional qualification on teachers' job effectiveness in Nigeria secondary schools. *The African symposium* 5(3) pp 17-37.
- Olaleye, F. O. (2013). Improving Teacher Performance Competency through Effective Human Resource Practices in Ekiti State Secondary Schools. *Singaporean Journal of Business Economics, and Management Studies*, vol.1, No.11, 2, p. 125.
- Olaniyi, W. O. (1998). *Conceptual approach to education administration*. Ondo: Patrick Ade Printing Press.
- Osagie, R. O. & Okafor, C. J. (2012). Relationship between Human Resources Management variables and students' academic performance in secondary schools in Egor Local Government Area, Edo State, Nigeria. *European Journal of Education Studies* 4(1), 147-154.
- Peretomode, V. F. & Peretomode, O. (2005). *Human Resources Management. Principles, policies and practices*. Lagos: Onosomegboho Ogbinaka Publishers Ltd.
- Peretomode, V.T. (1996). *Education administration: Applied concepts and theoretical perspectives*. Lagos: Joja Education Research and Publication Ltd.
- Salihu, J.J. (2022). Assessment of Lecturers' Awareness, Access, Integration and Attitude towards E-Resources for Social Studies Curriculum Implementation in Colleges of Education, Nigeria. Unpublished thesis Ahmadu Bello University, Zaria
- Tilley, E., Ulrich, L., Lüthi, C., Reymond, P. & Zurbrügg, C. (2014). *Compendium of Sanitation Systems and Technologies* (2nd Revised Edition). Swiss Federal Institute of Aquatic Science and Technology (Eawag), Duebendorf, Switzerland
- Udoh, C.O. & Grang, D. (1990). *The theory and practice of education administration innigeria*: Northern Publishers Company.
- Ukeje, B. (2000). Universal Basic Education in Nigeria: Logistics and implementation strategies. *The Nigerian Universal Basic Education Journal*, 7, 8-11