



**EDUCATIONAL FUNDING CATALYST FOR TEACHER'S SERVICE
DELIVERY AND GLOBAL COMPETITIVENESS IN SECONDARY SCHOOLS IN
IKOM EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA**

Igbinovia Rita Otibho

Department of Educational Management, University of Benin
ritaigbinovia@gmail.com

Dr. Ategwu, Patrick Ogar

Department of Educational Management, University of Calabar
patrickogar12@gmail.com

&

Obeten, Rose Bassey

University of Cross River State, Calabar
Rosebassey009@gmail.com

Abstract

This study examines the educational funding as catalyst for teachers' service delivery and global competitiveness in secondary schools in Ikom Education Zone of Cross River State, Nigeria. Two research questions and two hypotheses guided the study. The descriptive survey design was adopted for the study. The population of the study comprised 8234 (eight thousands two hundred and thirty-four) teachers from 212 grant-aided secondary schools in Ikom Education Zone. A sample of 130 (one hundred and thirty) teachers from twenty (20) selected secondary schools was used for the study. A 10-items structured questionnaire developed by the researcher titled "Educational Funding as Catalyst for Teachers' Service Delivery and Global Competitiveness Questionnaire (EFCTSDGCQ)" was used for data collection. Descriptive statistics of mean and standard deviation scores were used to answer the research questions while independent t-test statistical tool was used to test the hypotheses. The findings revealed that educational funding on human resource management and provision of school facilities significantly enhances secondary school teachers' service delivery in the study area. Based on the findings of the study, it was recommended amongst others that the government and educational administrators should provide adequate funds for the management of human resources such as prompt and regular payment of teachers' salaries and allowances among others; educational administrators should endeavor to make sufficient funds available for provision of adequate physical school facilities since their non-availability or inadequacy, lower teachers' service delivery.

Key word: Educational Funding, Catalyst, Teachers' Service Delivery, Global Competitiveness, Secondary Schools.



Introduction

The enormous influence that funding has on management of secondary schools can never be overemphasized as it determines the rate at which secondary school develop. The issue of effective management of complex ventures such as education in a fast developing, rich and densely populated country like Nigeria has been the subject of a great number of educational intellectual discourses, debates and write-ups among scholars for decades. The justification for all these endeavors could not be far-fetched from the fact that education as an industry and indeed a social institution concerned with individual, commercial and capital development would not record any measure of success without an efficient management. Efficient educational management is the pivot upon which all other activities and programmes revolved around. Organizational resources like finance, human and material resource require effective management to function effectively. Thus, the success or failure of any venture including education is mostly associated with the pattern and style of leadership in such organization.

The management of education borders on both human and material resources. The human components include the child (pupils/students), the parents, the administrative staff as well as the management board, the community and the Board of Education at the Local, State and National levels of government. The material components constitute finances, infrastructures (buildings and other facilities), equipment and media/instructional supplies. Besides the human and material components, there are ideas, laws and regulations among other organizational elements influencing the entire education process (Sen, 2010:2). The effective coordination and utilization of these resources and elements to achieve educational goals and objectives could be refers to as educational management.

The progress of a nation highly relies on human resources (HR). Education plays a very important role in the process of improving human resources, and education is the most influential factor in forming a high-quality generation to face the competitive situation in the era of globalization, especially in the areas of education and technology. In the school system, part of the integral pre-requisites to be put in place towards the actualization of the educational goal and objectives requires adequate provision of resources, maximum utilization and appropriate management of education resources to avoid wastages and improve the quality of the teaching - learning process in the academic environment.

Human resource constitutes a vital vein of any institution. The human resource in the school system includes teachers, support staff in the school, students, parents, community members and a host of other interest and social groups. Human resources is responsible for planning, organizing, coordinating, controlling, manipulating and maintaining other forms of resources, its administrative and forecasting ability placed it ahead of other forms of resources. Ategwu, Fanan, ogbuji and Jane (2023) opined that human resources management become a significant aspect for an organization prosperity. This is because the human who builds up and develop the organization have a pivotal role to play through the support of school administrators.

In a study to examine human resource management and development (HRMD) strategies and their effect on teachers' efficiency within the Catholic Board of Education (CBE) schools of Pakistan whose teachers are graduates in educational leadership courses from a private teacher education institute in Karachi by Hashm (2014) using a survey research methodology, the purposive sampling was used to select 50 research



participants and a questionnaire for data collection using an attitudinal scale. The results of the study revealed that no relationship exists between the organization of the school and the newly acquired knowledge and skills of human resource management.

What is more, a study was conducted to investigate the effectiveness of secondary school principals in the management of human resources in Mathioya District, Murang'a County by Muthoni (2015). A descriptive survey research design was used to carry out the study. The population of the study was 29 principals and 174 heads of departments in public secondary school in Murang'a County, Mathioya Sub County. The respondents were selected through a purposive sampling. 15 schools were selected from which 15 principals and 30 teachers were involved in the research. Data was collected using questionnaires with both closed and open-ended questions. The data collected were coded manually and descriptive statistics used to interpret quantitative information. Data was presented in graphs and tables. From the study findings, principals as the heads of the school are to execute the role of human resource managers, which include human resource planning, recruitment and selection, induction of staff, training and development and motivation of staff. The main challenge facing principals in human resource management was inadequate finances.

Still on, Arop, Owan and Madukwe (2019) conducted a study to assess human resource management and teachers' job performance in secondary schools in Akamkpa Local Government Area of Cross River State. Three null hypotheses were formulated accordingly to guide the study. Census technique was adopted in selecting the entire population of 432 teachers. The instrument used for data collection was a

questionnaire designed and administered by the researcher. Collected data were analyzed using descriptive statistics, while the null hypotheses were all tested at .05 level of significance using Pearson Product Moment Correlation Analysis. Findings from the study revealed that there was significant relationship respectively between principals' interpersonal relationship ($r=0.364$, $p<.05$) and principals' delegation of responsibilities ($r = 0.538$, $p<.05$) with teachers' job performance in secondary schools.

Also, in a study to investigate ways of improving human resource management of Colleges of Education in Nigeria by Animoku, Haruna and Attah (2016) using a survey research design, the population of the study consisted of nine state owned Colleges of Education in the North Central States, Nigeria. A 30- items questionnaire titled 'Improving Human Resource Management Questionnaire (IHRMQ)' was the instrument for data collection. The mean and standard deviation were employed to analyze the research questions and the t - test was adopted to test the null hypotheses. The findings of the study revealed among others that only eligible candidates in terms of qualification, merit and experience should be employed. Management should organize staff training programmes, make funds available for educational research, and improve communication flow by promoting favourable climate for interaction and install information gadgets such as radio link.

Furthermore, the school administrators are saddled with the responsibility of managing the scarce resources for the realization of educational objectives, hence the need for prudent management and provision of school facilities such as computers, provision of internet services, library services, provision of instructional resources and a host of



others to improve teachers' teaching effectiveness and students' learning outcome. Provision of school facilities implies the procurement of the relevant facilities and ensuring their equitable distribution or allocation to all departments for use by teachers and students for teaching and learning. Beyond provision of school facilities, the school administrator has to monitor and coordinate their utilization to ensure that all teachers and students can access them for use as the need arises.

On provision of school facilities, Ategwu, Aklah, Gire and Opoh (2023) conducted a study to assess supervision of ICT facilities and teachers' utilization in public secondary schools in Obudu LGA of Cross River State, Nigeria. Three research questions guides the study. Survey research design was adopted for the study. The population of the study consist of teachers in public secondary schools in Obudu Local Government Area with a total population of 1324, while sample size of 120 were purposively selected for the study. A self-structured instrument tagged "Supervision of ICT Facilities and Teachers' Utilization Questionnaire (SIFTUQ)" was used for data collection. The reliability of the instrument was done using Cronbach's Alpha. The data collected was analyzed using Pearson Product Moment Correlation. The results of the analysis revealed that there was significant relationship between supervision of internet facilities, supervision of Closed Circuit Television (CCTV) surveillance cameras, supervision of interactive whiteboard (IWB) and teachers' utilization in secondary schools in the study area. Based on the result of this study, it will be recommended among others that governments should equip public secondary schools with modern ICT facilities for academic performance.

In a study by Haruna and Yahuza (2018) on the contribution of the technology (internet technology) toward the enhancement of job performance amongst secondary school teachers in central senatorial district of Kaduna State using the survey research design. Six (6) secondary schools were selected and the selection was based on the secondary schools that have internet facility in the senatorial zone. Both primary and secondary data sources were used by the researchers in the course of the study. The population of the study was 6000 in which the research applied the require sample size of 300 respondents (teachers). The instruments used in the study was one evaluation forms of questionnaire with two section, the first section of the questionnaire was based on teacher perceive internet usage and the second segment was to measure teacher's job performance. The research questions were analyzed by using simple frequencies, mean and standard deviation, while the research hypotheses were tested using the analysis of variance (ANOVA) and Pearson Product Moment Correlation (PPMC) coefficient. The result of the research showed the importance of internet in secondary school and the ICT in helping the teachers in their various disciplines to boast their knowledge and there is the need for encouraging teachers to utilize the bounty that in ICT.

Further still, Onu, Ugwoke, Agboeze and Ikehi (2014) carried out a study to examine the extent of utilization of the interactive whiteboard technology (IWT) by Technical and Vocational Education and Training (TVET) lecturers in South-Eastern Universities in Nigeria. The study adopted survey research design, while the population was 105 TVET lecturers. Structured questionnaire was used for data collection. The study found out that the TVET lecturers slightly possess required



skills for the effective use of the whiteboard technology (IWT).

Statement of the Problems

The success of secondary school education rests on a good administration. At this level, the school administrators are the principals who are responsible for coordinating all school activities ranging from student enrolment, planning of the school timetable, keeping school records updating his staff with information from the Ministry of Education, making budgetary and fiscal plans sourcing for funds made available to run the school with the aim of realizing educational goals and objectives. The school heads are responsible for efficient and effective management of school finances in order to promote delivery of services. It is however noted that the heads of schools, more than often underperform in financial management. The consequences of inadequate funds in the administration of schools are the challenges facing education sector in Nigeria. Leaders from the period Nigeria gained independence had the intention of putting education sectors at a better position to improve the country's economy as follows: To principally educate and to improve academic standard. In the bid for the country to achieve the above result and have a good education for all, it is clear that poor financial management is one of the greatest obstacles of effective management of secondary schools.

The problem usually emanates from the inability of many schools manager or principals to plan and execute school budgets in line with the objectives of the school, employing less qualified staff who is inefficient and not adequately equipped in maintaining financial records, financial controls and fail to adhere to accounting procedures. Many schools do not have the right people that should be in charge of their fund. As a result, the school heads perform virtually all the accounting duty

despite the fact that they have no training in that regard. This is ascribed to poor or no training by the ministry of education. Despite the essence placed on financial resources in bringing about much needed change and delivery of services, it is noted sometimes the resource is mismanaged and misappropriated by those in charge. This has resulted to principals and administrators being less committed to their school, embezzlement, diversion of funds from prioritized projects and misappropriations. Could this be as a result of insufficient funding of human resources and facilities? Hence, the study sought to examine the influence of educational funding as catalyst for secondary school teachers' service delivery for global competitiveness in Ikom Education Zone of Cross River State, Nigeria.

Purpose of the Study

The aim of this study is to examine educational funding as catalyst for teachers' service delivery and global competitiveness in secondary schools in Ikom Education Zone of Cross River State, Nigeria. Specifically, the objectives of the study sought to:

1. Examine influence of educational funding of human resource management on secondary school teachers' service delivery for global competitiveness
2. Ascertain the influence of provision of school facilities on secondary school teachers' service delivery for global competitiveness

Research Questions

1. What is the influence of educational funding of human resource management on secondary school teachers' service delivery for global competitiveness?
2. What is the influence of provision of school facilities on secondary school teachers' service delivery for global competitiveness?



Hypotheses

The following null hypotheses were formulated for the study.

- i. There is no significant influence of educational funding of human resource management on secondary school teachers' service delivery for global competitiveness.
- ii. There is no significant influence of provision of school facilities on secondary school teachers' service delivery for global competitiveness.

Methodology

The study adopted an ex-post facto survey design. The study adopted this design because it investigated a cause-and-effect relationship that could possibly exist between the two main variables under investigation by observing the existing conditions of the problem, obtaining data on the present status of the subjects in relation to the variables and analyzing the data to establish the possible cause and effect. Thus, in this study, there was no control and/or manipulation of the independent variables by the researchers because it has already occurred.

The population of the study consisted of all public secondary schools'

teachers (made up of 724) in Ikom Education Zone of Cross River State. The researcher adopted a purposive sampling technique to select four schools for the study. A total of 4 public secondary schools consisting of one hundred and thirty teachers (130) was involved in this study. They are made up of 60 males and 80 female teachers respectively.

The instruments used for data collection and analysis were observational technique for teachers to assess their service delivery and questionnaire tagged as "Educational Funding as Catalyst for Teachers' Service Delivery and Global Competitiveness Questionnaire (EFCTSDGCQ)". To determine the reliability of the instrument (questionnaire) designed by the researcher, Cronbach's Alpha reliability method was established in computing the reliability coefficient of 0.76. Descriptive statistics of mean and standard deviation are used to answer the research questions while independent t-test statistical tool was used to test the hypotheses. All the hypotheses were restated in null form and tested at 0.05 significant level.

Results

Research Question One: What is the influence of educational funding of human resource management on secondary school teachers' service delivery for global competitiveness?

Table 1: Influence of educational funding of human resource management on secondary school teachers' service delivery

S/N	Items	\bar{X}	SD	Remarks
1	Government allocates funds for development of human resource management.	3.23	.438	Positive
2	Government and school administrators allow staffs involved in decision making	3.31	.421	Positive
3	Government and school administrators pays staff's salary on time	3.22	.522	Positive
4	Government and school administrators provides in-service training for staffs	3.26	.455	Positive
5	Government and school administrators promote staffs when due	3.24	.440	Positive
	Cluster mean	3.36	.474	Positive

The result in Table 1 shows the respondent mean ratings on educational funding of human resource management on secondary school teachers' service delivery for global



competitiveness. The result showed that all the mean values were in the range of positive. The cluster mean value is also in the range of positive. This shows that the respondent used for this study are of the opinion that educational funding of human resource management has a positive influence on secondary school teachers' service delivery.

Research Question Two: What is the influence of provision of school facilities on secondary school teachers' service delivery for global competitiveness?

Table 2: Influence of provision of school facilities on secondary school teachers' service delivery

S/N	Items	\bar{X}	SD	Remarks
1	Government and school administrators provides ICT facilities for staffs	3.08	.439	Positive
2	Government and school administrators provides library facility in school	3.57	.452	Positive
3	Government and school administrators provides conducive staff's rooms	3.24	.657	Positive
4	Government and school administrators provides laptops and mobile phones for staffs	3.25	.526	Positive
5	Government and school administrators provides teaching resources for staffs	3.23	.456	Positive
	Cluster	3.29	.530	Positive

The analysis shown that on Table 2 indicated that three out of the four items used to rate the respondent's responses on influence of provision of school facilities on secondary school teachers' service delivery for global competitiveness were in the range of strongly positive. The cluster mean is also in the range of positive. This implies that the respondents used for this study rated that provision of school facilities has a positive influence on secondary school teachers' service delivery.

Test of Hypotheses

Each of the hypotheses were restated and tested at 0.05 level of significance.

Hypothesis One: There is no significant influence of educational funding of human resource management on secondary school teachers' service delivery for global competitiveness. Data collected in respect to this hypothesis was tested using Independent t- test analysis. This is because influence of educational funding was measured categorically. The hypothesis was tested at 0.05 level of significant. The summary of result is as presented in table 3.

Table 3: Independent t-test analysis of influence of educational funding of human resource management on secondary school teachers' service delivery

Influence of educational funding of human resource	N	\bar{X}	SD	t-value
Favourable	70	5.4	1.416	4.05
Unfavourable	60	4.6	1.348	

Significant at 0.05 level; D/F = 128; critical t-value of 1.980

The summary of results presented in Table 3 shows that the calculated t-value of 4.05 is greater than the tabulated t-value of 1.980 at 0.05 level of significance with 2 and 128 degrees of freedom. On this note, the null hypothesis was rejected while the alternate hypothesis was



upheld. This means that, educational funding of human resource management significantly influences secondary school teachers' service delivery in the study area.

Hypothesis Two: There is no significant influence of provision of school facilities on secondary school teachers' service delivery for global competitiveness. Independent t- test analysis was employed to test data collected in respect to this hypothesis.

Table 4: Independent t-test analysis of influence of provision of school facilities on human resource management on secondary school teachers' service delivery (N = 130)

Provision of school facilities	N	(\bar{x})	SD	t-value
Adequate	68	67.36	1.83	5.92
Not adequate	62	52.03	1.32	

Significant at 0.05 level; D/F = 128; critical t-value of 1.980

The summary of results presented in Table 4 shows that the calculated t-value of 5.92 is greater than the tabulated t-value of 1.980 at 0.05 level of significance with 2 and 128 degrees of freedom. On this note, the null hypothesis was rejected while the alternate hypothesis was upheld. This means that, provision of school facilities have a positive influence on secondary school teachers' service delivery in the study area.

Discussion of Findings

The summary of results of hypothesis one shows that the calculated t-value was greater than the tabulated t-value at 0.05 level of significance. On this note, the null hypothesis was rejected while the alternate hypothesis was upheld. This means that, educational funding of human resource management significantly influences secondary school teachers' service delivery in the study area. The finding from hypothesis one is in line with the earlier position of Hashm (2014) who carried out a study to examine human resource management and development (HRMD) strategies and their effect on teachers' efficiency within the Catholic Board of Education (CBE) schools of Pakistan whose teachers are graduates in educational leadership courses from a private teacher education institutes in Karachi revealed that no relationship exists between the organization of the school and the newly acquired knowledge and skills of human resource management.

The finding is also in line with the earlier result of Muthoni (2015) who

conducted a study to investigate the effectiveness of secondary school principals in the management of human resources in Mathioya District, Murang'a County. From the study findings, it was found that the main challenge facing principals in human resource management was inadequate finances. The finding is also agrees with that of Arop, Owan and Madukwe (2019) who conducted a study to assess human resource management and teachers' job performance in secondary schools in Akamkpa Local Government Area of Cross River State. Findings from the study revealed that there was significant relationship respectively between principals' interpersonal relationship ($r=0.364$, $p<.05$) and principals' delegation of responsibilities ($r = 0.538$, $p<.05$) with teachers' job performance in secondary schools.

The summary of results of hypothesis two shows that the calculated t-value of 5.92 is greater than the tabulated t-value of 1.980 at 0.05 level of significance with 2 and 128 degrees of freedom. On this note, the null hypothesis was rejected while the alternate



hypothesis was upheld. This means that, provision of school facilities have a positive influence on secondary school teachers' service delivery in the study area. The finding from hypothesis one is in line with the earlier position of Ategwu, Aklah, Gire and Opoh (2023) who conducted a study to assess supervision of ICT facilities and teachers' utilization in public secondary schools in Obudu LGA of Cross River State, Nigeria. Three research questions guides the study. The results of the analysis revealed that there was significant relationship between supervision of internet facilities, supervision of Closed Circuit Television (CCTV) surveillance cameras, supervision of interactive whiteboard (IWB) and teachers' utilization in secondary schools in the study area.

The finding is also in line with the earlier result of Haruna and Yahuza (2018) who carried out a study to examine the contribution of the technology (internet technology) toward the enhancement of job performance amongst secondary school teachers in central senatorial district of Kaduna State using the survey research design. The result of the research showed the importance of internet in secondary school and the ICT in helping the teachers in their various disciplines to boast their knowledge and there is the need for encouraging teachers to utilize the bounty that in ICT.

Conclusion

Based on the findings of this study, the researchers recommended that, educational funding of human resource management significantly influences secondary school teachers' service delivery in the study area. Provision of school facilities significantly influences secondary school teachers' service delivery in the study area.

Recommendations

Based on the finding, the researcher recommended among others that:

- I. Educational administrators should endeavor to make sufficient funds available for provision of adequate physical school facilities since their non-availability or inadequacy, lower teachers' service delivery.
- II. The Government and school administrators should train and retrain teachers in order to be effective at their jobs

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