

RESOURCE ALLOCATION AND ITS INFLUENCE ON STUDENTS' ACADEMIC OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN AWKA NORTH LOCAL GOVERNMENT AREA, ANAMBRA STATE

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ABSTARCT

The study examined resource allocation and its influence on students' academic outcome in Awka North Local Government of Anambra State. The aim of the study is to determine the influence of financial resource allocation on students' academic outcome was Awka North LGA, and also examined the influence of human resource allocation on students' academic outcome in Awka North LGA. Survey research design was used for the study. 250 respondents were sampled in the study area. Structured questionnaire was used for data collection. The study was anchored on Gary Becker's Human Capital Theory because of its relatedness. The research questions were answered with Pearson Product Moment Correlation coefficient (r). The hypotheses were tested at .05 level of significance with simple linear regression. The p-value was used to determine the significance of dependent variables in all hypotheses. All analysis was carried out using Statistical Package for Social Science (SPSS) Version 25. The findings of the study showed that there is positive influence of financial resource allocation on students' academic outcome in public secondary schools in Awka North LGA, Anambra State; and there is high influence of human resource allocation on the academic outcome of secondary schools students in Awka North LGA, Anambra State. The study concluded that when schools are given enough teaching materials, qualified teachers, and good learning facilities, students are more likely to perform better in their academic studies. Based on the findings, the study recommended that the government and education authorities should increase and ensure timely allocation of financial resources to schools in Awka North Local Government of Anambra State. This funding should be used to provide adequate teaching and learning materials, maintain school facilities, and support academic programs that directly improve students' academic performance; also, there should be a strategic recruitment and fair distribution of qualified teachers across all schools in the area. Additionally, regular training and professional development programs should be organized to equip teachers with modern teaching skills that can enhance students' academic outcomes.

Introduction

The academic outcome of students is very important because it shows how well students are learning and achieving in their studies. It reflects how much knowledge, skills, techniques and values they have gained through their education. Academic outcomes help teachers and school leaders to know whether their teaching methods are effective or need improvement. According to Alabi (2018), students' academic outcomes are essential indicators of the quality of education being provided in any institution. Good academic outcomes are also important for students' future success. When students perform well in school, they have a better chance of securing admission into higher institution, obtaining quality education and finding good jobs. Employers often look at their academic records when hiring them, and students with better results are usually given more opportunities in securing employment. As stated by Eze and Okonkwo (2020), academic success is strongly linked to better life chances and long-term career achievements. When students obtain good results, they feel encouraged and are more likely to stay focused and committed to their studies. On the other hand, poor academic outcomes can lead to frustration and dropping out of school. Osei (2019) explained that students who receive constant academic support and see improvements in their performance are more likely to remain motivated and complete their education.

Academic outcomes also help parents and guardians understand their children's progress, through report cards and examination results, parents can be aware if their children are doing well or if they need extra

academic assistance. This creates an opportunity for parents to support their children's learning at home ensuring their assignment and other take home exercises are done adequately. According to Adeyemi (2017), regular communication of academic performance helps strengthen the partnership between schools and families. Furthermore, academic outcomes help governments and policymakers to make decisions about educational policies. When students perform well, it means the system is working. But if there is a decline in outcomes, the government can step in to make changes. For example, they can provide more trained teachers, build better classrooms, offer training to improve teaching skills and also provide good learning and teaching environment. Nwachukwu (2021) noted that students' academic results are critical data for national planning and educational reforms.

Schools that focus on improving academic outcomes also tend to create better learning environments. When teachers aim to help students succeed, they plan their lessons more carefully and use effective teaching strategies and methods. They also provide feedback that help students learn and perform better. This creates a school culture where success is valued and students feel supported. Chikwe (2018) emphasized that positive academic outcomes are often the result of effective school leadership, dedicated teachers, and student-centered approaches. More so, academic outcomes help researchers and education experts to be abreast with current methods, techniques and skills in teaching and learning. In analyzing students' performance, they can identify areas that need improvement and develop better teaching materials, assessment tools, and learning methods. However, in the present time, there has been a spate of poor academic outcome of the students.

Poor academic outcome affects students negatively, they often begin to feel like they are not smart or capable some get depressed. This can lead to feelings of shame, embarrassment, and self-doubt. According to Nwosu (2019), students who experience low academic results are more likely to develop negative thoughts about themselves, which can affect their mental and emotional well-being. More so, students who struggle to achieve good results may lose interest in school altogether. They may feel that their efforts are not making any difference, and this discouragement can push them to stop attending school. Lack of good academic outcome can also limit students' chances of furthering their education. Many institutions of higher learning require good grades for admission. When students do not meet these requirements or standard, they are often denied access to universities or colleges. This prevents them from pursuing their careers. One of the major causes of this problem is poor resource allocation.

Resource allocation in schools is a key factor that determines the quality of education students receive. It involves the way school resources—such as money, teaching materials, infrastructure, and human resources—are shared and used to support teaching and learning. In many developing countries, there are huge gaps on how resources are distributed among schools, especially between rural and urban areas. When schools do not have equal access to resources, it often results in differences in students' academic performance and general development of students. Resource allocation can be defined as the process of distributing and managing educational resources in a way that ensures effective teaching and students' learning outcomes (Okeke, 2019). These resources include financial support, teaching staff, classroom materials, laboratory equipment, chairs, white boards, computers, internet services, football pitch etc. and school facilities. Resource allocation in schools is about how decision-makers plan and provide for the learning and teaching needs of students through fair and purposeful distribution of available resources. Proper resource allocation makes it possible for schools to function smoothly and providing adequate work environment that motivate teachers to deliver their lessons effectively. There are different types of resource allocation in schools; these include financial resource allocation, human resource allocation, material resource allocation, technological resource allocation, time resource allocation, and space resource allocation (Enwezor, 2020). However, the present study will concentrate on two types of resources which includes financial resource allocation and human resource allocation. Financial resource allocation refers to the process of distributing available funds within a school to meet various educational needs. It involves deciding how money should be spent to support teaching, learning, infrastructure, staff salaries, student programs, and other essential services (Iwu, 2019). Regarding the present study, the researcher defines financial resource allocation as making decisions on how money should be spent in a school in order to meet stated goals and improve educational outcomes. This process is important because the way funds are used can influence the quality of education that students receive.

Human resource allocation can be defined as the process of assigning the right people to the right tasks within a school. This includes the distribution of teachers, administrative staff, cleaners, security personnel, and other workers who help in the smooth running of the school (Oluwale, 2021). Against this background, the researcher defined human resource allocation as how schools manage and distribute their staff, including

teachers, administrators, and support personnel, to ensure that each area of the school is adequately staffed. The goal is to make sure every part of the school has enough qualified staff to support teaching and learning. The next one is Material resource allocation.

When resources are shared fairly among schools, it becomes easier to meet the educational needs of all students. For example, schools with enough qualified teachers, well-equipped laboratories, and clean classrooms can give students a better learning experience. However, when resources are not shared properly, some schools end up struggling with overcrowded classrooms, lack of textbooks, and limited access to technology. Eze (2020) noted that poor resource allocation is one of the major challenges facing public schools in Nigeria. The present study, therefore examined resource allocation and its influence on students' academic outcome in Awka North LGA, Anambra State.

Statement of the Problem

Poor students' academic outcome in Awka North Local Government Area of Anambra State has become a serious issue that affects many schools in the area. The problem can be seen in students' low academic performance in both internal and external examinations. Many students struggle to meet the required pass marks, and this has raised concern among parents, teachers, and education officials. Despite efforts made to improve education, the results still show that students are performing well academically. This poor academic outcome has negative effects on the students themselves. Many of them lose confidence in their ability to succeed. They become discouraged and lose interest in learning. Some even drop out of school because they feel there is no hope for them. The problem does not only affect the students, but it also affects the future of the community, as it reduces the number of well-educated individuals who can contribute meaningfully to the development of the area.

Teachers also feel the pressure when students perform poorly. They are often blamed for the failure and may face punishment or threats of replacement. This adds stress to their work and sometimes reduces their motivation to teach. In some cases, teachers may begin to doubt their own ability to deliver good lessons, even when they are doing their best. The poor outcome of students can also damage the reputation of schools in the area. The problem of poor academic outcome also affects the larger society. It increases the number of young people who are not qualified for good jobs or higher education. This can lead to more cases of unemployment, crime, and poverty in the area. When students do not do well in school, it limits their chances of building a better future for themselves and for their community. As a result, the society continues to suffer from underdevelopment.

A major reason for this problem is poor resource allocation. Some secondary schools in Awka North LGA lack the basic facilities needed for effective teaching and learning. Most times there are not enough classrooms, textbooks, laboratories, or libraries. In some cases, they don't have enough trained teachers, without these important resources, it is difficult for students to learn effectively. When the government does not provide enough funds and materials to schools, it becomes hard for education to succeed. This poor support plays a big role in the low academic performance seen in the area of study.

Purpose of the Study

The purpose of the study is set out to examine resource allocation and its influence on students' academic outcome in public schools in Awka North LGA, Anambra State. Specifically, the study sought to:

- i. Determine the influence of financial resource allocation on students' academic outcome in secondary schools in Awka North LGA
- ii. Examine the influence of human resource allocation on students' academic outcome in public secondary schools in Awka North LGA

Research Question

- i. To what extent does financial resource allocation influence students' academic outcome of public secondary schools in Awka North LGA
- iii. To what extent does human resource allocation influence students' academic outcome in Awka North LGA

Hypotheses

1. There is no significant influence of financial resource allocation on students' academic outcome in Awka North LGA
2. There is no significant influence of human resource allocation on students' academic outcome in Awka North LGA

Scope of the Study

The study has both area and content scope. The study covered public secondary schools in Awka North Local Government Area, of Anambra State. The content scope is limited to resource allocation and its influence on students' academic outcome. It tried to determine the influence of financial resource allocation on students' academic outcome, and examine the influence of human resource allocation on students' academic outcome in Awka North LGA.

LITERATURE REVIEW

Resource allocation

Resource allocation refers to the process of distributing available resources such as money, teachers and staff, materials, and time to different areas in an institution. It is done to achieve specific goals and ensure smooth operations (Tonk, 2018). In schools, resource allocation helps in planning how to use funds, employ staff, pay salaries and provide materials in a way that supports teaching and learning. Oduro and MacBeath (2018) noted that resource allocation is key to making sure that every department or section receives what it needs to function effectively. Ezeani (2020) defines resource allocation as the careful distribution of educational inputs like human, financial, and material resources in order to promote quality education. This means that all the important resources in a school must be shared wisely to support students and staff. It also shows that poor allocation can affect student performance and school success. Nwachukwu (2021) explains resource allocation is the way decision-makers assign resources to meet demands within a school system. This includes decisions on how many teachers are needed, how funds should be used, and what materials each classroom needs. This definition focuses on the planning and decision-making aspect of resource allocation, showing that leadership plays a big role on how resources are shared and used. Ojo and Adeyemi (2020) describe resource allocation as a strategy for achieving equal access to educational resources and improving the use of limited supplies. This highlights the issue of fairness and the need to make sure that all students, whether in urban or rural schools, benefit equally. In summary, though the definitions vary, they all agree that resource allocation is necessary for achieving goals, solving problems, and improving quality in the education system.

Students' Academic Outcome

Students' academic outcome refers to the results or performance of students in their educational activities. It shows how well a student has understood and achieved the learning goals set by the school or teacher (Uwa, 2019). This can be measured through tests, exams, assignments, and class participation. Okeke (2019) asserted that academic outcome is the level of knowledge and skills a student gains after going through a learning process. Ezeani (2020) describes it as the measurable achievement of students in subjects or courses based on specific learning objectives. This means that schools can use academic outcomes to judge whether students have reached the expected standard. Faisal (2021) sees academic outcome as the final result of a student's effort, school environment, and teaching quality. This definition suggests that many factors affect student performance, including how they are taught and the kind of support they receive. It also means that academic outcomes are not just about intelligence, but also about external factors like classroom resources and teacher-student relationships. Ojo and Adeyemi (2020) define students' academic outcome as the total effect of a student's academic experiences, including grades, skills gained, and overall educational success. This view includes both short-term results like test scores and long-term benefits like critical thinking and problem-solving skills.

Theoretical Framework

Human Capital Theory was propounded by Gary Becker (1960). It is the idea that people are important resources in any organization or country. It says that the knowledge, skills, and abilities that people have can help improve productivity and bring development. This theory believes that investing in people through education, training, and health can lead to better performance and more success. Just like money and machines, people are also seen as valuable assets that help drive growth.

The main tenets of Human Capital Theory are centered on investment, productivity, and returns. First, the theory explains that education and training are forms of investment that improve a person's value. Secondly, it believes that people with better skills and knowledge are more productive and efficient in their jobs. Thirdly, it argues that the benefits of investing in people can be seen in the form of higher income, better job performance, and national development.

According to this theory, when governments and businesses invest in human capital, the whole society gains. For example, providing quality education can prepare students for better careers, while training programs

can help workers perform better. Also, ensuring good health allows workers to stay strong and active. All these lead to a more productive workforce and a stronger economy, which benefits everyone in the long run. Human Capital Theory is the idea that people are valuable resources whose knowledge, skills, and health contribute to development. It believes that investing in individuals through education, training, and healthcare leads to better performance and long-term growth. This theory sees people not just as workers but as assets who, when supported properly, can bring significant returns to society. In the context of education, students are viewed as future contributors to society whose learning outcomes can be improved through proper investment.

The key ideas in Human Capital Theory include the belief that education and training are investments that these investments increase individual productivity, and that such productivity brings personal and social benefits. When applied to education, the theory supports the view that allocating resources such as qualified teachers, learning materials, school buildings, and health support services can help improve students' academic outcomes. In Awka North LGA of Anambra State, proper allocation of these resources can help students gain better knowledge and skills, making them more prepared for future challenges and opportunities due to the facilities and learning materials provided to them through resource allocation.

In many schools within Awka North, lack of resources like textbooks, trained teachers, and school facilities affects how well students perform. According to Human Capital Theory, when these resources are properly provided, students are likely to perform better in their studies. Good resource allocation ensures that students are taught effectively, have access to learning educational materials, and study in a safe and comfortable environment. This not only boosts academic performance but also prepares them to contribute positively to society.

However, when resources are poorly allocated or not available at all, students struggle to learn and may perform poorly in examinations. This weakens the development of human capital in the area. Therefore, applying Human Capital Theory to resource allocation helps to show that improving students' academic outcomes in Awka North depends greatly on how well educational resources are distributed and used. It highlights the need for the government and other stakeholders to invest more in education, as it is a key path to personal growth and community development.

Empirical Review

Ngezack (2018) carried a research on Impact of Resource Adequacy and Utilization on Students' Academic outcome In Sardauna LGA of Taraba State, Nigeria. The purpose of the study was to examine the impact of resource adequacy and utilization on students' academic performance in Sardauna Local Government Area of Taraba State, Nigeria. Descriptive survey design was used. A simple random sampling technique was adopted to randomly select twenty (20) public secondary schools in Sardauna Local Government Area of Taraba State. Through the use of a structured questionnaire tagged "Educational Resources and Academic Performance Questionnaire (ERAPQ)", relevant data for this study were collected and analyzed using frequency count, mean, standard deviation and Pearson's product moment correlation which were used to answer the research questions and to determine the degree of relationship between resource adequacy, resource utilization and academic performance of secondary school students. The result of the findings showed a high positive relationship between resource adequacy and student's academic performance. It however revealed low positive relationship between resource utilization and academic performance of students. Suggestions for the procurement of more fund and resources in public secondary schools were made in order to enhance students' academic performance among others. The present study and that of Ngezack (2018) are related in that both studies are examining effect of resource availability on academic outcome of the students. Nevertheless, the two studies differ to an extent, in that the study by Ngezack (2018) was carried out in Sardauna LGA of Taraba State, while the present study was carried out in Awka North Local Government of, Anambra state.

Ibukun and Oyetakin (2019) examined the impact of human resource allocation and utilization on the academic performance of students in public and private secondary schools in Ondo State. The study recognized the teachers' quality while the students' academic performance in the JSSCE and SSSCE is part of the output variables. The study made use of 900 teachers and 100 principals selected through purposive random sampling who responded to the research instrument from both public and private secondary schools. Three research questions and two hypotheses were raised in the study. Data were gathered through a self-developed questionnaire titled Human Resource Allocation and Utilization Questionnaire (HRAUQ) which was subjected to face and content validity expunge. The reliability value was 0.79 which indicated that the instrument was reliable before it was administered on teachers and principals. Analysis of data reveals that no significant difference existed in the quality of teaching staff and students' academic performance between

the public and private secondary schools. These findings provide vivid evidence for recommendations such as improving quality of input through training and re-training of public and private secondary schools teaching staff and adopting quality control measures towards increase in internal efficiency of the school system. The present study and that of Ibukun and Oyetakin (2019) are related given that the two studies are discussing resource allocation. However, they differ to some extent given that the present study is on resource allocation and its influence on students' academic outcome while that of Ibukun and Oyetakin(2019) are on the impact of human resource allocation and utilization on the academic performance.

METHOD

Research Design

Survey research design was used in carrying out this study. This was chosen because the study studied teachers, students', people, their attitudes, belief system, opinions and other behavioral manifestations and students' academic performances and learning outcomes.

Area of study

The study was carried out in public secondary schools in Awka North Local Government Area which is located in Anambra State, Nigeria. It consists of several towns and communities, with Achalla as its headquarters. The area is primarily rural, with agriculture serving as the dominant occupation. Awka North is known for its rich cultural heritage and close proximity to Awka, the state capital. The Lingua Franca of the areas is Igbo and English language.

Population of the study

In connection with this study, the population of study is made up of 2502 SS2 students in the ten (9 public secondary schools in the area (Post Primary Schools Service Commission, Awka North, 2025).

Sample size/Sampling techniques

Stratified random sampling was used to select 250 students from the zone which represents 10% of the entire population.

Instrument for Data Collection

Questionnaire was used for data collection in this study. The questionnaire contains 10 items grouped in 2 clusters which were used to seek the response of the respondents on the subject matter.

Method of Data Analysis

The research questions were answered with Pearson Product Moment Correlation coefficient (r).

The hypotheses were tested at .05 level of significance with simple linear regression. The p-value was used to determine the significance of dependent variables in all hypotheses. The decision rule was: a null hypothesis was not upheld where the calculated p-value was less than the stipulated level of significance (p-value <.05). The reverse is the case where the calculated p-value is greater than the stipulated level of significance (p-value >.05). All analysis was carried out using Statistical Package for Social Science (SPSS) Version 25.

DATA ANALYSIS

Research Question 1: To what extent does financial resource allocation influence students' academic outcome in Awka North LGA?

Table 1: Pearson r on financial resource allocation and students' academic outcome

Variables	*N	financial allocation	resource	academic outcome	Remarks
financial resource allocation	250	1.00		.911	High
academic outcome	250	.911		1.00	

The results on Table 1 of the Pearson's correlation coefficient (r) of financial resource allocation as shown above indicates that financial resource allocation has a high extent of influence on academic outcome in public secondary schools in Awka North LGA, Anambra State. The Pearson's correlation coefficient (r) .911 shows that there is positive influence of financial resource allocation on students' academic outcome in public secondary schools in Awka North LGA, Anambra State. This is an indication that a unit increase in financial resource allocation (from low = 0 to High = 1) leads to .911 increase in students' academic outcome in public secondary schools in Awka North LGA, Anambra State.

Research Question 2: To what extent does human resource allocation influence students' academic outcome in Awka North LGA?

Table 2: Pearson r on human resource allocation and academic outcome

Variables	N	Human Resource Allocation	Academic Outcome	Remarks
human resource allocation	250	1.00	.823	High
academic outcome	250	.823	1.00	

The summary of Pearson's correlation coefficient (r) as shown on Table 2 indicates that there is high influence of human resource allocation on the academic outcome of secondary schools students in Awka North LGA, Anambra State. This is shown by the correlation coefficient (r = .823) that shows a positive influence of human resource allocation on academic outcome of secondary schools students in Awka North LGA, Anambra State.

Hypothesis

Test of Hypothesis One

H₀: financial resource allocation has no significant influence on students' academic outcome in Awka North LGA

Table 5: Test of Significance of Simple Regression Analysis of influence of financial resource allocation on students' academic outcome in Awka North LGA

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Financial Resource Allocation	.865 ^a	.781	.767	7.829	248.457	.000 ^b	Sig.

As shown on Table 3, the results of the simple regression analysis in the test of hypothesis one showed that the p-value (.000) is less than .05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant influence of financial resource allocation on students' academic outcome in Awka North LGA. More so, the R square value was .781, which also indicates that Financial Resource Allocation significantly contributes .781% of academic outcome of secondary school students in Awka North LGA, Anambra State.

Test of Hypothesis Two

H₀: human resource allocation has no significant influence of on students' academic outcome in Awka North LGA

Table 6: Test of Significance of Simple Regression Analysis of influence of human resource allocation on students' academic outcome in Awka North LGA

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Human Resource Allocation	.799 ^a	.708	.705	7.165	310.937	.001 ^b	Sig.

The results on Table 4 of the test of hypothesis two showed that the p-value (0.001) is less than 0.05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This shows that there is significant influence of human resource allocation on students' academic outcome in Awka North LGA in Anambra State. More so, the R square value was .708, which also indicates that human resource allocation significantly contributes 80.8% of students' academic outcome.

Discussion of Findings

From research question 1: To what extent does financial resource allocation influence students' academic outcome in Awka North LGA, the study found that there is positive influence of financial resource allocation on students' academic outcome in public secondary schools in Awka North LGA, Anambra State. This can be seen from the fact that adequate funding ensures that students have access to essential textbooks, With better financial resources, schools can recruit qualified teachers, and Proper funding allows for the construction of adequate classroom space. This suggests that financial resource allocation plays a critical role in shaping students' academic outcomes. This is supported by Ngezack (2018) who noted that when schools are adequately funded, they can provide essential educational materials such as textbooks, laboratory equipment, and technology devices, which enhance the learning process.

From the research question 2: To what extent does human resource allocation influence students' academic outcome in Awka North LGA, it was found that there is high influence of human resource allocation on the academic outcome of secondary schools students in Awka North LGA, Anambra State. This is evidenced in the fact that allocating qualified teachers improves students' understanding, Adequate human resources ensure proper teacher-student ratios, which foster better classroom control, and Proper allocation of school leaders ensures effective planning which support student achievement. This suggests that Human resource allocation significantly influences students' academic outcomes, particularly through the availability and quality of teachers. When qualified teachers are adequately distributed across schools, students benefit from effective curriculum delivery, subject mastery, and supportive learning environments. The presence of experienced and well-trained educators improves students' comprehension and engagement with academic content. This is supported by Ibukun and Oyetakin (2019) who noted that, the academic performance of students is closely linked to the competence and availability of teachers, as they directly influence the teaching-learning process.

Conclusion

The study has shown that resource allocation plays a very important role in determining students' academic outcomes in Awka North LGA, Anambra State. When schools are given enough teaching materials, qualified teachers, and good learning facilities, students are more likely to perform better in their studies. On the other hand, schools with poor resources often struggle to help students succeed academically. The findings revealed that some schools in Awka North suffer from a lack of basic resources such as textbooks, laboratory equipment, and classroom furniture. These shortages affect how well teachers can teach and how well students can learn. When students learn in poor conditions, they are easily distracted and may lose interest in their education. This makes it hard for them to achieve good academic results. Also, the study found that the way resources are distributed among schools in the area is not always fair. Some schools get more attention and funding than others, leading to unequal opportunities for students. When some schools are better equipped than others, it creates a gap in students' performance. This inequality needs to be addressed if all students are to be given a fair chance at success.

Recommendations

1. The government and education authorities should increase and ensure timely allocation of financial resources to schools in Awka North LGA. This funding should be used to provide adequate teaching and learning materials, maintain school facilities, and support academic programs that directly improve students' performance.
2. There should be a strategic recruitment and fair distribution of qualified teachers across all schools in the area. Additionally, regular training and professional development programs should be organized to equip teachers with modern teaching skills that can enhance students' academic outcomes.

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