



## Impact of Resource Allocation on Leadership Performance of Principals in Public Secondary Schools in Kaduna State

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### ABSTRACT

The study investigated the impact of resource allocation on leadership performance of principals in secondary schools in Zaria local government area of Kaduna State. The study was conducted using survey research design. The target population of the study was made up of 46 principals, 943 teachers and 12 education officials from Zaria local government area, Kaduna State. A sample size of 9 principals, 189 teachers and 2 education officials were used in the study. The instrument titled "resource allocation and leadership performance questionnaire (RALPQ)" was used for data collection in the study. The validated instrument was pilot tested and the reliability co-efficient was determined using Cronbach Alpha statistics and a reliability coefficient of 0.81 was obtained. Out of the 200 questionnaires administered, 197 questionnaires were correctly filled and retrieved from the respondents. The data collected in the study was analysed using descriptive statistics of frequency, percentage, mean and standard deviation to answer the research questions, while ANOVA was used to test the hypotheses at 0.05 level of significance. Findings emerged that funding allocation had impact on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State, while qualified personnel allocation impacted on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State. Additionally, material resources allocation had impact on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State. Recommendations were made which include that Kaduna State Government should ensure that funds are properly allocated to schools and that school leaders should develop financial management skills so they can better understand the limits of fund allocation sources.

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### INTRODUCTION

Resource allocation at secondary school level is very vital to achievement of educational objectives and increase leadership performance. Resource allocation is a process and strategy

involving an organisation (school) deciding where scarce resources should be used in the process of teaching and learning. The allocation of resources in many school systems is done according to a needs-based funding formula. A needs based formula



allocates resource differentially to schools on the basis of the socioeconomic background of the student body; schools with students whose parents have low levels of education, who have a large number of siblings, and those living in rural areas will be in receipt of larger resource allocations. The study of educational resource allocation has traditionally focused on the distribution of state and federal revenues among schools with particular attention to equity.

Resource allocation in education does not take place in a vacuum-instead, it often reflects policy conditions that form a context in which opportunities for effective leadership can be created. For example, effective leaders know how to use data strategically to inform resource allocation decisions and to provide insights about the productivity, efficiency, and equity of resources. The roles, responsibilities, and authority of leaders at each level of the education system also impact whether and how they are able to allocate resources to particular zone, schools, programmes, teachers, and students. More so, the type of governance structure that is in place also affects decisions about resources and incentives.

The school leader has the responsibility of allocating money from federal, state, and local revenue streams. These revenue streams include base allocations from the state, categorical funds from both federal and state sources, and revenues from non-governmental sources. Leaders at several levels of the system face important challenges in securing and allocating these sources of money and in directing them toward learning improvement priorities. Emerging practices highlight leaders' efforts to:

- i. Address inequities in base funding allocations.
- ii. Decentralize spending authority to the schools.

- iii. Make productive and flexible use of categorical funding sources.
- iv. Secure nongovernmental funding and direct it coherently to learning improvement priorities.

Allocation of human resources in Nigeria educational system includes the adequate supply of teachers and the non-teaching staff. The activities involve getting the teachers and non-teaching staff to work towards the attainment of educational goals. The goals are to attract, develop, motivate and retain staff in order to achieve the purpose of education. Getting the right result through people is the most important function of the school leader. The process involves attracting the right staff and retaining them to work effectively towards the success of the educational system. The efficiency of the school depends largely on the teacher's competence. Nwankwo in Olaleye (2013); Olukunle (2001) noted that, education anywhere has to attract high calibre of teachers so as to improve quality and productivity. The qualities of school personnel are vital to the operative of good schools. The ministry of education manages the available human resources through the Teaching Service Commission (TESCOM) and State Universal Basic Education Board (SUBEB).

Material resources are those basic infrastructures and all educational equipment that are provided in the school in order to cater for the general and specific needs of students as well as to ease the process of teaching and learning both in class and outside the classroom. The realization that the transfer of knowledge does not only take place within the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching



learning facilities that reflect these changes. Schools exist to serve socio-economic and political needs of the ever-changing society; consequently they are in constant interaction with their external environment. They receive inputs from the external environment in the form of human and material resources, process them and empty same into the society as finished products and services. The quality of the products bears a direct relationship with the quality of the facilities deployed in the process of the production.

According to Porpst cited in Ibrahim (2013), useful types of resources are to be contacted by the planners and the management team. These are acoustical design engineering, audio-visual design engineering, behavioural sciences, building systems, designs, community and press relations, ecological studies, electrical data processing of hardware, specification electrical data processing for programme development, use of facilities training and financial planning, information management, installation supervision, interior design, laboratory planning and engineering lighting design, management consulting, project planning, safety engineering, site planning and technical equipment specialization.

The increased responsibilities and accountability of school leadership are creating the need for effective resource allocation, both within schools and across schools. The recent school feeding programme in Kaduna State has led to the rapid enrolment rate and expansion of the secondary school system. It is no gainsaying that such rapid expansion of the school system will bring about high demand for more school buildings, more qualified and competent teachers and clerical staff and instructional facilities for effective teaching and learning in the schools. Therefore, one of the most effective ways of sustaining qualitative education is to supply the

schools adequately with highly competent and well motivated human resources.

Resource allocation across different people and organisational structures might help to meet the challenges facing contemporary schools and improve school effectiveness. The fact is that one of the major factors maximizing the gulf between educational goals and accomplishments has been the way resources have been allocated. Funding may be another fundamental factor in relations to resources, availability and accessibility of fund in a giving organisation is not just enough rather, proper management and utilization of such funds is highly crucial especially in an organisation like school.

Observation shows that most secondary schools in Kaduna State may likely be having problem of mismanagement especially management of funds (Shoshani, 2010). This could be as a result of corruption, political involvement in education, appointment of unqualified personnel to handle financial sector in the school. Shortage of facilities (computer) that will man the affairs of assessing, controlling and keeping record related to financial expenditure. Of all the numerous problems facing secondary schools administration in Kaduna State today, none is as persistent as the one relating to the allocation of resources in the schools. It is against this background that it becomes vital to investigate the impact of resource allocation on leadership performance of principals in secondary schools in Zaria local government area of Kaduna State.

### **Objectives of the Study**

This study was carried out with the objectives to:

1. Determine the impact of funding allocation on leadership performance of principals in



- secondary schools in Zaria local government area, Kaduna State;
2. Ascertain the impact of qualified personnel allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State; and
  3. Assess the impact of material resources allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State.

### Research Questions

The following research questions were formulated and answered in the study:

1. In what way do funding allocation impact on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State?
2. What impact does qualified personnel allocation have on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State?
3. What is the impact of material resources allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State?

### Research Hypotheses

The following null hypotheses were postulated for this study:

- H0<sub>1</sub>: There is no significant difference in the opinions of principals, teachers and education Officials on the impact of funding allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State.
- H0<sub>2</sub>: There is no significant difference in the opinions of principals, teachers and education Officials on the impact of qualified personnel allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State.
- H0<sub>3</sub>: There is no significant difference in the opinions of principals, teachers and education Officials on the impact of material resources allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State.

### RESULTS

**Research Question One:** In what way do funding allocation impact on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State?

Opinions of principals, teachers and education officials were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question one is presented in table 1.

**Table 1:** Ways Funding Allocation Impact on Leadership Performance of Principals in Secondary Schools in Zaria Local Government Area, Kaduna State

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	Kaduna State education officials allocate funds based on student needs within the framework of federal and state rules.	Principals	2	3	1	3	-	3.245	0.658
		Teachers	56	34	4	48	44	3.486	1.043
		Edu Officials	1	1	-	-	-	3.213	0.772

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SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
2.	School leaders in Kaduna State operates within budget and fiscal guidelines and directs them effectively toward teaching and learning.	Principals	1	7	-	1	-	2.416	0.928
		Teachers	65	61	12	21	27	3.235	1.037
		Edu Officials	-	1	-	1	-	2.433	1.076
3.	No organization can survive or carry its function effectively without adequate financial resources at its disposal.	Principals	3	-	-	-	6	2.625	0.923
		Teachers	69	41	8	24	44	3.962	0.994
		Edu Officials	2	-	-	-	-	2.371	1.103
4.	School leaders in public secondary schools in Kaduna State face important challenges in securing and allocating financial resources toward learning improvement priorities.	Principals	3	3	-	2	1	3.845	0.659
		Teachers	82	32	10	20	42	4.152	1.133
		Edu Officials	-	1	1	-	-	3.883	1.094
5.	Education funding in Kaduna State is primarily driven by student enrolment and the staff-to-student ratios that set the number of teachers, administrators, and other staff units.	Principals	2	4	-	2	1	2.816	0.717
		Teachers	79	63	1	10	33	3.671	1.010
		Edu Officials	1	-	-	1	-	3.451	0.855
6.	In many school systems, the allocation of school budgets is done according to a needs-based funding formula.	Principals	2	2	1	4	-	2.583	1.017
		Teachers	66	98	-	8	14	3.500	0.997
		Edu Officials	2	-	-	-	-	2.944	0.855
7.	Staff arrears and benefits are paid promptly due to enough funds allocation to schools.	Principals	3	3	1	-	2	2.416	1.059
		Teachers	90	54	3	12	27	3.351	1.000
		Edu Officials	1	-	1	-	-	2.947	0.955
8.	School leaders in Kaduna State uses public resources and funds appropriately and effectively.	Principals	8	-	1	-	-	3.458	0.931
		Teachers	77	49	5	16	39	3.600	1.026
		Edu Officials	-	1	1	-	-	2.566	1.077
9.	The amount of financial resources allocated to schools in Kaduna State is	Principals	-	1	4	2	2	2.666	0.916
		Teachers	83	44	20	13	26	3.260	1.047
		Edu Officials	-	2	-	-	-	2.398	1.056



SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
	traditionally determined by state finance formulas and provided to each education zones.								
10.	A needs-based school funding formula distributes education resources on a per-pupil basis according to the student's background.	Principals	2	3	3	-	1	2.333	0.564
		Teachers	76	19	49	10	32	3.620	0.978
		Edu Officials	1	-	-	1	-	2.628	0.837
<b>Average Mean</b>								<b>3.10</b>	<b>0.94</b>

Table 1 showed that funding allocation impact on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State. The table presents the average response mean of 3.10 which is higher than the rating mean of 3.0. This result implies that, despite the impact of funding allocation on leadership performance of principals, school leaders in public secondary schools in Kaduna State face important challenges in securing and allocating financial resources toward learning improvement priorities as this item attracted the highest response mean of 3.845 for principals, 4.152 for the teachers and 3.883 for education officials. Detail shows that a total of 3 principals strongly agreed with item number 4, while 3 agreed against 2 principals that disagreed and 1 principal that strongly disagreed with item

number 4 on the table. Also, a total of 82 teachers strongly agreed, while 32 teachers agreed, against 10 that stayed undecided while 20 disagreed and 42 that strongly disagreed. In like manner, 1 education official agreed with item number 4 as against 1 that stayed undecided with the item.

**Research Question Two:** What impact does qualified personnel allocation have on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State?

Opinions of principals, teachers and education officials were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question two is presented in table 2.

**Table 2:** Impact of Qualified Personnel Allocation on Leadership Performance of Principals in Secondary Schools in Zaria Local Government Area, Kaduna State

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	It is the duty of the school leaders to bring together the resources of school, family members, and community to positively affect student.	Principals	5	2	1	-	1	3.166	0.487
Teachers		67	70	18	6	25	2.938	1.035	
Edu Officials		1	-	1	-	-	2.992	1.114	
2.	Education leaders in Zaria LGA, Kaduna State ensure	Principals	2	-	2	4	1	3.875	1.070
Teachers		43	52	27	19	45	3.932	1.388	



SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
	that there is potable water in the public secondary schools.	Edu Officials	1	-	-	1	-	2.791	0.980
3.	Human resources like counsellors, reading specialists, instructional coaches are adequately allocated to public secondary schools in Zaria LGA, Kaduna State.	Principals	1	2	-	4	2	3.250	0.896
		Teachers	74	16	10	60	26	2.920	1.625
		Edu Officials	-	1	1	-	-	3.982	1.013
4.	School leaders in Zaria LGA, Kaduna State public secondary schools always seek for community support to sustain existing resources and add new resources that address emerging student needs.	Principals	6	1	-	1	1	2.916	1.034
		Teachers	93	26	5	17	45	3.961	2.299
		Edu Officials	-	-	1	-	1	3.025	0.755
5.	School leaders in Zaria LGA, Kaduna State assign personnel to address diverse student needs and equity goals.	Principals	3	2	1	2	1	3.666	0.916
		Teachers	68	44	-	32	42	3.557	1.092
		Edu Officials	1	-	1	-	-	3.035	0.755
6.	My school leader conducts personnel evaluation processes that enhance professional practice, in keeping with distinct and state policies.	Principals	2	-	6	1	-	2.750	1.073
		Teachers	38	66	14	56	12	3.251	1.057
		Edu Officials	1	-	1	-	-	3.615	1.024
7.	The material resources are made up of item of furniture, laboratory materials (consumable and non-consumable), instructional tools, books and other stationery items.	Principals	4	1	2	1	1	3.250	0.737
		Teachers	86	47	39	-	14	3.977	1.013
		Edu Officials	-	2	-	-	-	3.522	1.086
8.	Allocation and nurturing of the appropriate human resources to address the learning needs of student populations have huge implications for school leaders.	Principals	5	1	-	2	1	3.912	0.999
		Teachers	5	92	-	21	68	4.516	1.127
		Edu Officials	-	1	-	1	-	3.831	1.232



SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
9.	Kaduna state principals often involve parents, teachers, and students in developing, implementing, and monitoring guideline and norms for accountable behaviour.	Principals	3	1	3	1	1	3.333	0.761
		Teachers	69	38	28	-	51	3.132	1.009
		Edu Officials	1	1	-	-	-	3.469	1.018
10.	It is one of the functions of the school leader to ensure that spacious and well ventilated classrooms are adequately allocated for students' use.	Principals	1	-	4	3	1	3.458	0.977
		Teachers	77	47	12	26	24	3.956	0.955
		Edu Officials	1	-	1	-	-	3.486	1.001
<b>Average Mean</b>								<b>3.45</b>	<b>1.05</b>

Table 2 showed that qualified personnel allocation have impact on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State. The table presents the average response mean of 3.45 which is higher than the rating mean of 3.0. This result implies that, allocation and nurturing of the appropriate human resources to address the learning needs of student populations have huge implications for school leaders. Hence this item attracted the highest response mean of 3.912 for principals, 4.516 for the teachers and 3.831 for education officials. Detail shows that a total of 5 principals strongly agreed with item number 8, while 1 agreed against 2 principals that disagreed and 1 principal that strongly disagreed with item number 8

on the table. Also, a total of 5 teachers strongly agreed, while 92 teachers agreed, against 21 that disagreed and 68 that strongly disagreed. In like manner, 1 education official agreed with item number 8 as against 1 that disagreed with the item.

**Research Question Three:** What is the impact of material resources allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State?

Opinions of principals, teachers and education officials were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question three is presented in table 3.

**Table 3:** Impact of Material Resources Allocation on Leadership Performance of Principals in Secondary Schools in Zaria Local Government Area, Kaduna State

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	Higher-performing school systems allocate resources more equitably among socio-economically advantaged	Principals	4	2	-	1	2	3.811	1.135
		Teachers	88	31	10	39	18	3.518	1.030
		Edu Officials	2	-	-	-	-	2.796	1.246





SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
	and disadvantaged schools.								
2.	The purpose of leadership in public secondary schools is to create powerful and equitable allocation of resources to schools.	Principals	6	2	-	1	-	3.200	1.316
		Teachers	79	38	55	-	14	3.645	1.205
		Edu Officials	1	1	-	-	-	3.582	1.184
3.	Supporting disadvantaged schools does not necessarily mean providing them with more resources, but rather with high-quality human and material resources.	Principals	4	5	-	-	-	3.000	1.247
		Teachers	19	97	-	63	7	3.036	1.261
		Edu Officials	1	-	-	1	-	2.740	1.193
4.	Principals in disadvantaged schools tended to report that their schools had adequate educational resources as much as if not more than, principals in advantaged schools reported.	Principals	3	-	2	-	4	3.010	1.247
		Teachers	70	74	-	40	-	3.918	1.193
		Edu Officials	1	-	-	1	-	3.506	1.266
5.	The disadvantaged schools tend to have smaller classes and are more likely to suffer from teacher shortage.	Principals	6	-	2	-	1	3.200	1.032
		Teachers	62	85	-	16	23	3.181	1.552
		Edu Officials	1	-	1	-	-	3.023	1.115
6.	Fairness in resource allocation is related to the performance of the education system as a whole.	Principals	2	2	2	1	2	3.022	0.932
		Teachers	18	82	19	39	28	3.900	1.146
		Edu Officials	-	1	-	-	1	3.001	0.923
7.	In schools, where resources are inadequate, principals ensure that resources are less equitably distributed among advantaged and disadvantaged schools.	Principals	4	-	2	2	1	2.900	1.251
		Teachers	32	99	-	17	38	3.881	1.103
		Edu Officials	-	-	2	-	-	3.810	1.050
8.	Urban educational zones tend to allocate resources more equitably across all schools, regardless of	Principals	6	-	1	2	-	3.202	1.088
		Teachers	78	50	9	33	16	3.991	0.983
		Edu Officials	1	-	1	-	-	2.599	0.911



SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
	their socio- economic profile.								
9.	School leaders in Zaria LGA, Kaduna State formulate policies, rules, and structures that frustrate equitable distribution of resources and thereby affect equity in learning outcomes.	Principals	-	2	3	-	4	3.200	1.316
		Teachers	69	77	12	-	40	3.991	1.273
		Edu Officials	-	-	-	2	-	2.987	1.027
10.	Too often, scarce educational resources are allocated inequitable in Kaduna State public secondary school.	Principals	2	-	-	4	3	3.933	1.275
		Teachers	54	96	-	36	-	4.798	0.398
		Edu Officials	1	1	-	-	-	3.899	1.383
<b>Average Mean</b>								<b>3.41</b>	<b>1.14</b>

Table 3 showed that material resources allocation have impact on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State. The table presents the average response mean of 3.41 which is higher than the rating mean of 3.0. This result implies that, too often, scarce educational resources are allocated inequitable in public secondary school in Zaria local government area, Kaduna State as this item attracted the highest response mean of 3.933 for principals, 4.798 for the teachers and 3.899 for education officials. Detail shows that a total of 2 principals strongly agreed with item number 10, while 4 disagreed against 3 principals that strongly disagreed with item number 10 on the table. Also, a total of 54 teachers strongly agreed, while 96 teachers agreed, against 36 that disagreed. In like manner, 1 education official strongly agreed with item

number 10 as against 1 education official that agreed with the item.

#### **Hypotheses Testing**

This section presented the result of the hypotheses tested in this study using analysis of variance (ANOVA) at 0.05 level of significance.

**Hypothesis One:** There is no significant difference in the opinions of principals, teachers and education officials on the impact of funding allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State.

The opinions of principals, teachers and education officials were gathered and analysed using analysis of variance (ANOVA). The summary of the hypothesis tested is presented in table 4:



**Table 4:** Summary Of Analysis Of Variance (ANOVA) Statistics On The Impact Of Funding Allocation On Leadership Performance Of Principals In Secondary Schools In Zaria Local Government Area, Kaduna State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	3.942	2	1.971	3.876	2.61	.003
Within Groups	260.015	195	.692			
Total	263.958	197				

Table 4 shows that the critical value (2.61) is less than f-ratio value (3.876), while the probability level (.003) is less than 0.05 level of significance at 195 degrees of freedom. This indicated that there is significant difference in the opinions of principals, teachers and education officials on the impact of funding allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State. Hence, the null hypothesis which states that there is no significant difference in the opinions of principals, teachers and education officials on the impact of funding allocation on leadership performance of principals in

secondary schools in Zaria local government area, Kaduna State is rejected.

**Hypothesis Two:** There is no significant difference in the opinions of principals, teachers and education officials on the impact of qualified personnel allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State.

The opinions of principals, teachers and education officials were gathered and analysed using analysis of variance (ANOVA). The summary of the hypothesis tested is presented in table 5:

**Table 5:** Summary of Analysis Of Variance (ANOVA) Statistics on the Impact of Qualified Personnel Allocation on Leadership Performance of Principals in Secondary Schools in Zaria Local Government Area, Kaduna State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	17.860	2	8.930	4.910	2.61	.001
Within Groups	525.264	195	1.397			
Total	543.124	197				

Table 5 shows that the critical value (2.61) is less than f-ratio value (4.910), while the probability level (.001) is less than 0.05 level of significance at 195 degrees of freedom. This indicated that there is significant difference in the opinions of principals, teachers and education officials on the impact of qualified personnel allocation on leadership performance of

principals in secondary schools in Zaria local government area, Kaduna State. Hence, the null hypothesis which states that there is no significant difference in the opinions of principals, teachers and education officials on the impact of qualified personnel allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State is rejected.



**Hypothesis Three:** There is no significant difference in the opinions of principals, teachers and education officials on the impact of material resources allocation on leadership performance of principals in

secondary schools in Zaria local government area, Kaduna State.

The opinions of principals, teachers and education officials were gathered and analysed using analysis of variance (ANOVA). The summary of the hypothesis tested is presented in table 6:

**Table 6:** Summary of Analysis of Variance (ANOVA) Statistics on the Impact of Material Resources Allocation on Leadership Performance of Principals in Secondary Schools in Zaria Local Government Area, Kaduna State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	7.682	2	3.841	9.271	2.61	.004
Within Groups	275.041	195	.731			
Total	282.723	197				

Table 6 shows that the critical value (2.61) is less than f-ratio value (9.271), while the probability level (.004) is less than 0.05 level of significance at 195 degrees of freedom. This indicated that there is significant difference in the opinions of principals, teachers and education officials on the impact of material resources allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State. Hence, the null hypothesis which states that there is no significant difference in the opinions of principals, teachers and education officials on the impact of material resources allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State is rejected.

#### SUMMARY OF MAJOR FINDINGS

The following findings were established in the study:

1. Funding allocation had impact on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State.
2. Qualified personnel allocation impacted on leadership

performance of principals in secondary schools in Zaria local government area, Kaduna State.

3. Material resources allocation had impact on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State.

#### DISCUSSION OF FINDINGS

The findings on research question one revealed that funding allocation had impact on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State. This result implies that, despite the impact of funding allocation on leadership performance of principals, school leaders in public secondary schools in Kaduna State face important challenges in securing and allocating financial resources toward learning improvement priorities. However, hypothesis one which stated that there is no significant difference in the opinions of principals, teachers and education officials on the impact of funding allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State was rejected. This



finding corroborated the finding of Miles and Darling-Hammond (1997) which revealed that proper funding allocation in schools impact on leadership performance of principal. It also revealed that although a great deal of debate surrounds the level and allocation of funding to public schools, very little of this discussion addresses how it impact on leader effectiveness at the school level.

The findings on research question two revealed that qualified personnel allocation have impact on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State. This result implies that, allocation and nurturing of the appropriate human resources to address the learning needs of student populations have huge implications for school leaders. However, hypothesis two which stated that there is no significant difference in the opinions of principals, teachers and education officials on the impact of qualified personnel allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State was rejected. This finding is in agreement with the research finding of Garba (2016) which indicated that qualified personnel allocation impacted on leadership performance of principals in secondary schools. On the contrary, this finding disagreed with the finding of Afolabi, Oyewusi and Ajayi (2008) that resources such as qualified personnel were not equitably distributed across the public secondary schools.

The findings on research question three revealed that material resources allocation have impact on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State. This result implies that, too often, scarce educational resources are allocated inequitable in public secondary school in Zaria local government area, Kaduna State. However, hypothesis three

which stated that there is no significant difference in the opinions of principals, teachers and education officials on the impact of material resources allocation on leadership performance of principals in secondary schools in Zaria local government area, Kaduna State was rejected. This finding upheld the research finding of Castaldi (1997) which revealed that educational facilities are those things of education which enable a skilful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. The finding also agreed with the finding of Plecki, Alejano, Knapp and Lochmiller (2006), that effective material resources allocation creates incentives to improve teaching and learning. It also informs leaders' efforts to allocate resources and create incentives that will result in powerful, equitable learning for all. Conversely, Afolabi, Oyewusi and Ajayi (2008) revealed that material resources are not equitably distributed across the public secondary schools.

## CONCLUSION

Conclusion was reached that, despite the impact of funding allocation on leadership performance of principals, school leaders in public secondary schools in Kaduna State still face important challenges in securing and allocating financial resources toward learning improvement priorities. Moreover, allocation and nurturing of the appropriate human resources to address the learning needs of student populations have huge implications on leadership performance of principals in secondary schools. Conclusion was also made that too often, scarce educational material resources are allocated inequitable in public secondary school in Zaria local government area, Kaduna State.



## RECOMMENDATIONS

The following recommendations were put forward in the study:

1. Kaduna State Government should ensure that funds are properly allocated to schools and that school leaders should develop financial management skills so they can better understand the limits of fund allocation sources.
2. Kaduna State Government through the ministry of education should realign staffing structures and find a way to recruit and retain quality staff through compensation and support systems.
3. School leaders should collaborate with parents, teachers, and administrators to properly allocate material resources to schools based on school and student needs.

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