

School-Level Planning and Effective Resource Utilization in Public Senior Secondary Schools in Rivers State, Nigeria

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ABSTRACT

This paper examined how school-level planning relates with effective resource utilization in public senior secondary schools in Rivers State. It is a correlation survey design which involved a sample of 170 principals and 370 teachers drawn from 268 principals and 14,221 teachers in the 268 public senior secondary schools in the study area using a stratified random sampling technique. Self-designed questionnaires tagged 'School-Level Planning Scale (SLPS)' for Principals and 'Resource Utilization Scale (RUS)' for Teachers were used for data collection and the Cronbach's Alpha was used to test the reliability which yielded index of 0.68 and 0.72 respectively. Multiple and simple regression were used to analyze data to address the research questions, while ANOVA associated with simple regression analysis was implored in testing hypotheses formulated at 0.05 level of significance. The findings revealed that there is no significant relationship between school-level planning and physical facilities utilization, school-level planning and teaching manpower utilization, school-level planning and time resource utilization, school-level planning and school finance utilization. But, there is a significant relationship between school-level planning (taken together) and resource utilization in public senior secondary schools in Rivers State. The researcher therefore recommended amongst others that the government should always finance workshops and in-service training for school administrators to enable them acquire basic school-level planning skills, teachers as key actors in the education industry should always be equipped via in-service trainings and workshops for

proper school resource utilization, and the government through her Ministry of Education should enhance supervisory and inspectorial activities in secondary schools for the strengthening of school-level planning for school goal attainment.

Key Words: School-level planning, human resources, physical facilities, school plants, time resources, funds, facilities utilization, school goal achievement, administrative effectiveness.

INTRODUCTION

Planning is a natural phenomenon that everybody undertakes. Some persons actually know that they are planning whenever they set some future goals to be achieved through the judicious use of available scarce resources, while some plan even without knowing that they are involved in a planning process. Behind the success of every dynamic organization or country lies the secret of a profound planning process. For any country to grow and compete favorably in the global arena, it must have a sound national development plan that will reflect the goal such a country intends to achieve, and education is the bedrock upon which the actualization of such goal is anticipated.

Education serves as a machinery through which a country pursues her goals as outlined in the national development plan of such country. Hence, the symbiotic relationship between the national development planning and educational planning is made glaring as the educational

sector provides the necessary skilled manpower for the achievement of national goals while the national development plan on the other hand, determines the financial appropriation to the education sub-sector as well as the broad policies and guidelines on the types, structure and operation of the country's education. Every country plans her educational development by formulating broad educational policies and programs through the ministries and agencies that are responsible for educational planning in the country. This is macro-level planning.

The broad educational goals, policies and programmes put forward at the macro-planning level by the various ministries of education of both federal and state governments cannot be actualized or manifested without the school-level planning which is also known as the operational educational planning level. The importance of the school-level planning cannot be over-emphasized as this particular level of planning gives expression to whatever planning activities that take place at the macro-planning stage because both levels of educational planning complement one another and none can do without the other (Adiele, Obasi & Ohia, 2017).

It becomes very imperative at this juncture to note that all planning processes, whether the strategic or the operational planning level are geared toward the effective utilization of the available scarce resources for educational goal attainment. Resources as organizational inputs cannot be overlooked and the importance cannot be quantified in any form. Resources in the organization are likened to the oxygen that humans inhale in order to stay alive as no organization can survive without resources, and the growth and development of every organization is largely dependent on the quality and adequacy of the resources available to her. The same is true about the school as a social organization saddled with so much responsibilities and enormous expectations. The resources found in the school which are also used in the pursuit of effective teaching and learning are also

known as educational resources. Educational resources encompass all the material and non-material inputs which are geared toward educational goal attainment. Asodike and Adieme (2014) agreed with the above when they asserted that any phenomenon no matter how big or small which when applied in the educational process will help to actualize educational goal(s) is actually an educational resource.

The school administrator should have a clear knowledge of every resource available to him as well as the importance of each resource in the overall goal achievement of the school. This knowledge becomes a background for his school-level or operational planning which determines how these educational resources are to be allocated, utilized and even monitored to ensure effectiveness. The educational resources which an administrator must plan for their effective utilization include; human resources, physical facility resources, time resources and school money.

- a. **Human resources:** the human resource component of the school is the most important aspect of educational resources available to the school administrator. The teachers, non-teaching personnel and the students constitute the human resource component of the school, and they manipulate other resources in the system for organizational goal attainment.
- b. **Physical facilities:** another name for the school physical facilities is School Plant. The school organizational activities cannot be carried out without the necessary physical facilities. For effective teaching and learning to be achieved the following physical facilities or school plants are indispensable; classrooms and accessories, staffroom, administrative offices, laboratories, libraries, recreational facilities, chapel hall, sick bay, etc.
- c. **Time resources:** we live in a world of space and time and every human activity is carried out within a given time period.

Time resource in education is also known as school time and its planning are very crucial as it enables one to know what to do and when. Time planning enables one know when to come to school, time for classes and practical, time for break, midterm break, etc.

- d. **School fund:** money is the livewire of every organization including the school organization. School fund is the money available to the school for the smooth running of the school activities. The money could be in the form of government allocation to education, grants from institutions like NGOs, donations from parents and well-wishers, money from sales of school farm produce and crafts, etc.

Statement of the Problem

It is very conspicuous that matters revolving on resources and how resources can be obtained for the operation of educational activities have attracted the attention of major stakeholders in the education industry with little or no importance attached to school-level planning. But, no matter the quality and quantity of resources provided to public schools by the government or other relevant stakeholders, much cannot be achieved without an effective school-level planning to ensure that the resources provided are utilized in the most rational manner.

The government being aware of the efficacy of school-level planning has taken some steps together with some other stakeholders in the education industry aimed at consolidating school-level planning for educational goal attainment. Some of these steps taken include; the provision of regular and general supervision and inspection, organization of workshops and seminars, etc. However, despite the above efforts by the government and other major stakeholders in education, it is still not known whether school administrators are carrying out adequate school-level planning, and it is not even clear if school-level

planning has any linkage with resource utilization in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of the study was to examine the relationship between school-level planning and resource utilization in public senior secondary schools in Rivers State. Specifically, the study sought to achieve the following objectives;

1. To determine the relationship between school-level planning and facilities utilization in public senior secondary schools in Rivers State.
2. To examine the relationship between school-level planning and teaching manpower utilization in public senior secondary schools in Rivers State.
3. To find out the relationship between school-level planning and time utilization in public senior secondary schools in Rivers State.
4. To determine the relationship between school-level planning and finance utilization in public senior secondary schools in Rivers State.
5. To investigate the relationship between school-level planning (taken together) and resource utilization in public senior secondary schools in Rivers State

Research Questions

The following research questions guided the study:

1. What is the relationship between school-level planning and facilities utilization in public senior secondary schools in Rivers state?
2. What is the relationship between school-level planning and teaching manpower utilization in public senior secondary schools in Rivers State?
3. What is the relationship between school-level planning and time utilization in public senior secondary schools in Rivers State?
4. What is the relationship between school-level planning and finance utilization in

public senior secondary schools in Rivers State?

5. What is the relationship between school-level planning (taken together) and resource utilization in public senior secondary schools in Rivers State?

Research Hypotheses

The following hypotheses were tested in the study:

Ho1: There is no significant relationship between school-level planning and physical facilities utilization in public senior secondary schools in Rivers State.

Ho2: There is no significant relationship between school-level planning and teaching manpower utilization in public senior secondary schools in Rivers State.

Ho3: There is no significant relationship between school-level planning and time utilization in public senior secondary schools in Rivers State.

Ho4: There is no significant relationship between school-level planning and finance utilization in public senior secondary schools in Rivers State.

Ho5: There is no significant relationship between school-level planning (taken together) and resource utilization in public senior secondary schools in Rivers State.

METHODOLOGY

The research design adopted for this study was the correlational research design. The correlational design is that research design that examines the relationship between two or more variables. This research design was chosen for the present study as it would enable the researcher to examine the relationship between school-level planning and resource utilization in public senior secondary schools in Rivers State.

The population of this study consisted all the 268 public senior secondary schools in Rivers State and their principals as well as the fourteen thousand two hundred and twenty-one (14,221) teachers. (River State Senior Secondary

Schools Board Statistics of Academic Staff- July 2018 Session).

The sample of this study consisted 170 public senior secondary schools and 370 teachers. The study employed the stratified random sampling technique and the Taro Yamane sampling technique. Stratified random sample of 50% of the local government areas in Rivers State (4 L.G.A. per senatorial district) were selected to give a total of 12 L.G.A with 170 public senior secondary schools in them. Secondly, the Taro Yamane sampling approach was used on the 4,999 public senior secondary schools teachers in the 12 L.G.As to give a total of 370 teachers.

Two copies of self-structured questionnaire were used for data collection. The questionnaire were titled 'School-Level Planning Scale'(SLPS) and 'Resource Utilization Scale' (RUS). The questionnaire was divided into two sections: A and B. Section A sought relevant information about the bio-data of the respondents. Section B contains 40 questionnaire items,20 items on the elements of school-level planning to be answered by principals and the other 20 structured in line with the variables of resource utilization to be answered by teachers. Responses to the questionnaire items were weighted using the 4 point modified Likert scale as follows: Very High Extent (VHE) = 4 points, High Extent (HE) =3 points, Moderate Extent (ME)=2 points and Low Extent (LE) = 1 point.

The content and face validity of the questionnaire was determined by the expert judgment of the supervisor and two other lecturers in Psychology (test and measurement). The corrections, comments and recommendations by the two lecturers in Psychology were taken in order to have an instrument valid for the purpose of the study.

To ascertain the reliability of the instrument, the Cronbach's Alpha reliability test was conducted by administering 20 copies of the instrument to 20 teachers of public senior secondary schools who were not part of the sample. The reliability test

for the principals questionnaire which is the School-level Planning Scale yielded 0.68 (68%) while the teacher questionnaire for the Resources Utilization Scale yielded 0.72(72%). Based on these high reliability coefficients, the instrument was considered reliable and suitable for the study.

The questionnaires were administered by the researcher with the assistance of 2 trained research assistants. The respondents were guided on the purpose of the study during the filling of the questionnaires for effective data collection. After the filling of the instrument, the copies of the instrument retrieved were handed over to the researcher.

The research questions were answered using multiple and simple regression, while the hypotheses were tested using ANOVA associated with the simple regression analysis at 0.05 level of significance.

RESULTS AND DISCUSSION

1. School-level planning and physical facilities utilization

Research question one: What is the relationship between school-level planning and physical facilities utilization in public senior secondary schools in Rivers State?

Table 1: Simple Regression of the relationship between school-level planning and physical facilities utilization

variables	n	\bar{x}	Sd	df	r	r ²	Remarks
School-Level Planning	170	50.32	4.98	538	0.108	0.012	Low but positive relationship. (1.2% Determination)
Physical Facilities Utilization	370	49.41	7.93				

From the result in Table 1, the correlation coefficient ($r = 0.108$) between school-level planning and physical facilities utilization is low and positive. The coefficient of determination ($r^2 = 0.012$) indicates that only 1.2% of physical facilities utilization can be explained by school-level planning. This means that the

remaining 98.8% of the variation is accounted for by other management tasks.

Hypothesis One: There is no significant relationship between school-level planning and physical facilities utilization in public senior secondary schools in Rivers State.

Table 2: Analysis of variance on the relationship between school-level planning and physical facilities utilization

Model	Sum of Squares	df	Mean Square	F	P-Value	Decision
1						
Regression	68.104	1	68.104	1.084	.299	Not sig. Ho Not Rejected
Residual	10553.072	168	62.816			
Total	10621.176	169				

The Analysis of variance between school-level planning and physical facilities utilization yielded a mean square of 68.104 (regression) and 62.816(residual). This produced an F-value of 1.084 which has a significant value of 0.299(2-tailed). Since the significance value is higher than 0.05 alpha value used for the test, the relationship is considered not significant. The researcher failed to reject the null hypothesis which says there is no significant relationship between school-level planning and physical facilities utilization in public senior secondary schools in Rivers State.

This has clearly shown that school-level planning has a low but positive

relationship with physical facilities utilization in which school-level planning accounts for 1.2% changes in physical facilities utilization. There is no significant relationship between school-level planning and physical facilities utilization in public senior secondary schools in Rivers State. This means that for example, school administrators do not admit new students according to classroom capacity before school resumption, purchase instructional materials ahead of resumption for effective teaching and learning, nor inspect school recreational facilities ahead of resumption, no repairs of damaged instructional facilities ahead of resumption. Also, classrooms are

not properly utilized for teaching and learning activities, school laboratories are not available for practical learning, and there are no recreational materials for physical health education.

Furthermore, it has been revealed by this study that there is a positive but weak relationship between school-level planning and physical facility utilization. This study asserts that the relationship is very low and that entails that the low level of school-level planning in public senior secondary schools in Rivers State cannot bring about the desired efficiency and effectiveness in school physical facilities utilization, and it will definitely hinder the attainment of educational goals.

Odutowokan (2011) carried out a study on school plant planning as correlate of students' academic performance in South-West Nigeria Secondary School. In the study it was revealed that the level of school plant planning and students' academic performance were very much related but low. This is supported by Debela and Yadesa (2017) and Amanchukwu and Ololube (2015) as they believe that positive but weak relationship between school-level planning and effective utilization of school plants or physical facilities is evidence of poor performance on the part of school administrators.

In the findings of scholars like Jimoh, Akinlosotu and Ojo-Maliki (2017) who investigated the influence of school plant on students' academic performance in Economics in secondary schools in Ile-Oluji Okeigbo Local Government Area of Ondo State, it was revealed that there existed a significant relationship between the utilization of school plants and students'

academic performance. This implies that when there is adequate school-level planning, physical facilities available to the school will not be misused and it will bring about an increase in the performance of students, hence, paving way for adequate educational goal attainment. This assertion is adequately supported by Adesina (2011), Adiele, Obasi and Ohia (2017).

The result of this study has brought to light the actual level of the school-level planning of physical facilities in public senior secondary schools in Rivers State and how it influences the utilization of physical facilities which are very essential for carrying out educational activities for necessary goal attainment. The school-planning ought to be given a prominent attention by administrators as the broad educational goals made by various ministries of education at different tiers of government depend on the school-level planning in order to gain expression just as Adiele, Obasi and Ohia (2017) asserted that all policies formulated at the macro level of educational planning will be implemented at the operational level of educational planning also known as the planning exercises carried out at the school level by the school administrators. But the reverse is the case as the study asserts positive but weak relationship between school-level planning and physical facilities utilization.

2. School-level planning and teaching manpower utilization

Research Question Two: What is the relationship between school-level planning and teaching manpower utilization in public senior secondary schools in Rivers State?

Table 3: Simple Regression of the relationship between school-level planning and teaching manpower utilization

variables	n	\bar{x}	Sd	df	r	r ²	Remarks
School-Level Planning	170	50.32	4.98	538	0.085	0.007	Low but positive relationship. (0.7% Determination)
Teaching Manpower Utilization	370	19.49	1.63				

From the result in Table 4.3, the correlation coefficient ($r = 0.085$) between school-level planning and teaching manpower utilization is low and positive.

The coefficient of determination ($r^2 = 0.007$) indicates that 0.7% of teaching manpower utilization can be explained by school-level planning.

Hypothesis two: There is no significant relationship between school-level planning and teaching manpower utilization in public senior secondary schools in Rivers State.

Table 4: Analysis of variance on the relationship between school-level planning and teaching manpower utilization

Model	Sum of Squares	df	Mean Square	F	P-Value	Decision
Regression	77.634	1	77.634	1.237	.268	Not sig. Ho1Not Rejected
Residual	10543.543	168	62.759			
Total	10621.176	169				

The Analysis of variance between school-level planning and teaching manpower utilization yielded a mean square of 77.634 (regression) and 62.759(residual). This produced an F-value of 1.237 which has a significant value of 0.268(2-tailed). Since the significance value is higher than 0.05 alpha value used for the test, the relationship is considered not significant. The researcher failed to reject the null hypothesis which says there is no significant relationship between school-level planning and teaching manpower utilization in public senior secondary schools in Rivers State.

In this study, school-level planning has been established to have a low but positive relationship with teaching manpower utilization in which school-level planning accounts for 0.7% changes in teaching manpower utilization. This level of relation is very low and the associated statistical test affirms that there is no significant relationship between school-level planning and teaching manpower utilization in public senior secondary schools in Rivers State.

The findings in the study reveals that most teachers do not teach their subjects of specialization, in few occasions teachers partake in decision making process of the school which affect student’s learning, teachers most times teach the classes assigned to them, teachers sometimes help students carry out extracurricular activities, teachers do not carry out regular supervision and inspection on students for ensuring academic standard. Also, school administrators do not assign teachers to subjects and classes ahead of resumption, school administrators do not usually hold meeting with members of staff before resumption to ascertain weakness and strengths of staff.

Oluwuo, Agabi and Ewelike (2014), carried out an empirical study on manpower planning strategies for the implementation of Universal Basic Education (UBE) in South-East Nigeria. The findings revealed that the planning strategies adopted for the recruitment of teachers in South-East were adhered to. However, it was also revealed that the planning strategies for distribution and placement of teachers were not implemented. This study agrees with the present study, since the present work showed that there is no significant relationship between school-level planning and teaching manpower utilization in public senior secondary schools. This implies that when teachers are not properly assigned to their area of strength, their effectiveness is minimized and objectives of school will be actualized. Also, insufficient teachers in secondary schools will bring about over utilization of such manpower, thereby causing administrative lapses.

Scholars like Kayode (2011), examined the demand, supply and utilization of public secondary school teachers in Kabba/Bunu Local Government Area of Kogi State. The study revealed that there are inadequate basic science teachers and English language teachers in both rural and urban schools; there are no incentives for teachers in rural schools and 81 percent of the teachers are qualified. From the findings, it was recommended that the supply of teachers should be carefully planned and well implemented coupled with good incentives that would motivate teachers. The above scholars all agree with the present study which has revealed the inadequate and poor state of school-level planning in public senior secondary schools in Rivers State.

In addition, Isoken and Mon (2017) investigated the Deployment and Utilization of Graduate Teachers and performance in Public Secondary Schools in Edo State. The findings indicated that: There is low deployment and uneven distribution of graduate teachers to public schools in Edo State. Also, poor utilization of these teachers was very obvious. Thus, the study concluded that job performance would be very low. The study therefore recommended that government should carry out an analysis to fill areas of scarcity, rationalize distribution of teachers and ensure there is a balance in deployment. This will create a fair system of graduate teachers' deployment in both urban and rural areas especially in mathematics and English subjects. Other researchers like Adu, Akinloye and Adu (2015); Adedeji and Ssempebwa (2012) and Nicole (2018) differently established that students' performance is contingent on teacher adequacy, quality and commitment. These elements in themselves revolve around effective planning, recruitment development

and deployment at the school level (operational or micro-level planning).

The study has shown a weak but positive relationship between school-level planning and teaching manpower utilization in public secondary schools in Rivers State. This weak relationship between the two variables is an indication that secondary school administrators do not carry out adequate school-level planning for proper utilization of the available teaching manpower. This study has revealed a major setback and impediment towards school goal attainment as it asserts that there is no significant relationship between school-level planning and teaching manpower utilization in public senior secondary schools in Rivers State.

3. School-level planning and time resource utilization

Research question three: What is the relationship between school-level planning and time resource utilization in public senior secondary schools in Rivers State?

Table 5: Simple Regression of the relationship between school-level planning and time resource utilization

variables	n	\bar{x}	Sd	df	r	r ²	Remarks
School-Level Planning	170	50.32	4.98	538	0.057	0.003	Low but positive relationship. (0.3% Determination)
Time Resource Utilization	370	14.06	1.26				

From the result in Table 4.5, the correlation coefficient ($r = 0.057$) between school-level planning and time resource utilization is very low and positive. The coefficient of determination ($r^2 = 0.003$) indicates that 0.3% of time resource

utilization can be explained by school-level planning.

Hypothesis three: There is no significant relationship between school-level planning and time resource utilization in public senior secondary schools in Rivers State.

Table 6: Analysis of variance on the relationship between school-level planning and time resource utilization

Model	Sum of Squares	df	Mean Square	F	P-Value	Decision
Regression	34.548	1	34.548	.548	.460	Not sig. Ho1Not Rejected
Residual	10586.628	168	63.016			
Total	10621.176	169				

The Analysis of variance between school-level planning and time resource utilization yielded a mean square of 34.548(regression) and 63.016(residual). This produced an F-value of 0.548 which has a significant value of 0.460(2-tailed). Since the significance value is higher than 0.05 alpha value used for the test, the

relationship is considered not significant. The researcher failed to reject the null hypothesis which says there is no significant relationship between school-level planning and time resource utilization in public senior secondary schools in Rivers State.

School-level planning has a low but positive relationship with time resource

utilization in which school-level planning accounts for 0.3% changes in time resource utilization. There is no significant relationship between school-level planning and time resource utilization in public senior secondary schools in Rivers State. The findings in the study revealed that school staff fail to report to duty on schedule, in few occasions time for assembly/moral instruction are utilized so that classes are not affected, due to lack of laboratories equipment school practical does not commence and end in school laboratories based on schedule, staff do not often adopt time management strategies during meetings for effective time utilization. Also, there was positive and weak relationship between school-level planning and time resource utilization.

This finding is in agreement with Obasi and Boreh (2014) and Omar (2016) as they maintained that effective use of school time which is necessary for maximal productivity is dependent on adequate planning and time-tabling of all school activities by school heads. Kayode and Ayodele (2015) examined the impacts of teacher's time management on secondary school students' academic performance in Ekiti State of Nigeria. It adopted a correlation design. The study revealed that there is a significant relationship between teacher's time management and students' academic performance. In line with Kayode

and Ayodele (2015), Dalelo, Berthanu and Mengistu (2015) carried out a study on Students' Time Utilization Practices in School and Home Environment in the Primary Schools of Boloso, Sore, Worenda, Wolaita zone of southern Ethiopia. The study revealed that more than 50% of school time is utilized by students in learning several subjects. The above empirical works disagree with the present study as the present study shows a positive relationship between school-level planning and time resource utilization.

However, the level of relationship between school-level planning and time resource utilization is very weak and cannot engender efficient and effective utilization of school time resource, as the study states that there is no significant relationship between school-level planning and time resource utilization. The study implies that school administrators fail to carry out adequate school-level planning for school time utilization, and that will to a large extent affect the overall performance of the school, which includes both staff and students.

4. School-level planning and school finance utilization

Research question four: What is the relationship between school-level planning and school finance utilization in public senior secondary schools in Rivers State?

Table 7: Simple Regression of the relationship between school-level planning and school finance utilization

variables	n	\bar{x}	Sd	df	r	r ²	Remarks
School-Level Planning	170	50.32	4.98	538	0.080	0.006	Low but positive relationship. (0.6% Determination)
School Finance Utilization	370	6.81	2.21				

From the result in Table 4.7, the correlation coefficient ($r = 0.080$) between school-level planning and school finance utilization is very low and positive. The coefficient of determination ($r^2 = 0.006$) indicates that 0.6% of school finance

utilization can be explained by school-level planning.

Hypothesis four: There is no significant relationship between school-level planning and school finance utilization in public senior secondary schools in Rivers State.

Table 8: Analysis of variance on the relationship between school-level planning and school finance utilization

Model	Sum of Squares	df	Mean Square	F	P-Value	Decision
Regression	68.104	1	68.104	1.084	.299	Not sig. Ho1Not Rejected
Residual	10553.072	168	62.816			
Total	10621.176	169				

The Analysis of variance between school-level planning and school finance utilization yielded a mean square of 68.104(regression) and 62.816(residual). This produced an F-value of 1.084 which has a sig value at 0.299(2-tailed). Since the significance value is higher than 0.05 alpha value used for the test, the relationship is considered not significant. The researcher failed to reject the null hypothesis which says there is no significant relationship between school-level planning and school finance utilization in public senior secondary schools in Rivers State.

This study has established that school-level planning has a low but positive relationship with school finance utilization in which school-level planning accounts for 0.6% changes in school finance utilization. There is no significant relationship between school-level planning and school finance utilization in public senior secondary schools in Rivers State. This implies that the level of school-level planning for school fund is too weak to engender efficient and effective school finance utilization in public senior secondary schools in Rivers State and that definitely poses a serious danger to school goal attainment. Therefore, adequate school-level planning is very important for facilitating the generation and utilization of funds in the school.

The implications of the findings in the study is that the limited school funds are not used to purchase instructional materials for teaching and learning, School funds are not available for maintenance of laboratory equipment for students' practical, school funds are not enough to renovate and maintain school physical facilities, school funds when available are used to maintain school recreational facilities, school funds are not used for arranging resource persons for students and workshops for teachers for enhancing teaching and learning. Also, school administrators do not prepare school budget ahead of school resumption, draw up other means through which the school can raise fund for the smooth running of the school. All these are in agreement with

Amirize and Ololube (2018); Guthrie and Schvermann (2017) and Onwuchekwa (2017).

Nwite (2016) examined the relationship between school financial allocation and students' performance in Nigeria. The study which adopted a correlation design revealed a very significant relationship between financial allocation and student's performance, and that sufficient financial resource allocations to secondary schools influence student's performance significantly. Scholars like Amogechukwu and Unoma (2017) carried out an empirical work with the aim of examining the extent to which head teachers utilize innovative sources of funding primary schools in Enugu State. In the study it was revealed that all the head teachers agreed to high extent that they utilized the funds from known innovative sources of funding. However, some teachers disagreed but from the grand Mean of 2.61, teachers agreed to a high extent that head teachers utilized money from innovative sources of funding primary schools. However, Bashi (2012) did a study on An Assessment of Budget Planning Process and the Impact of Fund Utilization on the Management of Secondary Schools in Plateau State. The aim of the study was to investigate budget planning processes and the impact of funds utilization on the management of public secondary schools in Plateau State. In the study it was revealed that principals do not adopt current management principles in budget planning and school funds utilization. This empirical work agrees with the present study as the key to the effective utilization of school fund is largely dependent on the school budget which must be prepared and planned for by the school administrator

5. Joint relationship between school-level planning and resource utilization

Research question five: What is the joint relationship between school-level planning and resource utilization in

public senior secondary schools in Rivers State?

Table 9: Multiple Regression of the joint relationship between school-level planning and resource utilization

variables	n	\bar{x}	Sd	df	r	r ²	Remarks
School-Level Planning	170	50.32	4.98	538	0.296	0.088	Moderate and positive relationship. (8.8% Determination)
Resource Utilization	370	1.08	3.06				

From the result in Table 4.9, the correlation coefficient ($r = 0.296$) between school-level planning (taken together) and resource utilization is moderate and positive. The coefficient of determination ($r^2 = 0.088$) indicates that 8.8% of resource utilization can be explained by school-level planning (taken together). This means that

school-level planning (taken together) accounts for 8.8% of variation in resource utilization.

Hypothesis Five: There is no significant joint relationship between school-level planning and resource utilization in public senior secondary schools in Rivers State.

Table 10: Analysis of variance on the joint relationship between school-level planning and resource utilization

Model	Sum of Squares	df	Mean Square	F	P-Value	Decision
Regression	930.713	5	186.143	3.150	.010	Sig. Ho5 Rejected
Residual	9690.463	164	59.088			
Total	10621.176	169				

The Analysis of variance between school-level planning (taken together) and resource utilization yielded a mean square of 186.143(regression) and 59.088(residual). This produced an F-value of 3.150 which has a significant value of 0.010(2-tailed). Since the significance value is lower than 0.05 alpha value used for the test, the relationship is considered significant. The researcher rejected the null hypothesis which says there is no significant relationship between school-level planning (taken together) and resource utilization.

elements of school-level planning are interdependent and interrelated and an administrator should not plan for one element of school-level planning in isolation of other elements of school-level planning if an effective planning outcome must be achieved. This is so because the various elements of school-level planning complement one another and also rub each other in other to reflect a holistic impression in the teacher effectiveness and student academic performance which will bring about the necessary educational goal attainment.

School-level planning (taken together) has a moderate but positive relationship with resource utilization in which school-level planning accounts for 8.8% changes in resource utilization. There is a significant relationship between school-level planning (taken together) and resource utilization in public senior secondary schools in Rivers State.

In support of the above statement, Adu, Akinloye and Adu (2015) did a study on School Resource Factor and Teacher Effectiveness in Some Local Government Areas of Lagos State, Nigeria. The study adopted a descriptive research design with the ex-post facto type. The population of the study consisted of the teachers in Ikeja and Kosofe Local Government Areas of Lagos State. The simple random sampling technique was used to select 10 schools and 20 teachers in each of the sampled schools. Self-constructed questionnaire was used to derive information from respondents. Data gotten were analysed using the t-test and Pearson Product Moment Correlation Coefficient, and the study revealed that school

resources were having a significant and very strong relationship with teacher performance.

Lokwang (2012), carried out a study which renders more illumination on the above, and supporting the present study on the importance of planning for the utilization of the various resources found in the school for effectiveness. The study examined the relationship between resource utilization and teacher performance in secondary schools in Karamoja region, Uganda. The study employed a co-relational research design. The study had a sample of 163 teachers who answered the questionnaire and interview guide. The Pearson's linear co-relational coefficient (r) was used to ascertain the level of co-relation between the variables. In the study by Lokwang, it was revealed that the use of finance, instructional materials and physical facilities have a significant positive relationship with teachers' performance in the said schools. Therefore, adequate school-level planning is essential and higher level of school resources utilization will be attained when the various elements of school-level planning are carried out by the school administrator.

CONCLUSION

Based on the findings of the study, it is concluded that there is positive relationship between school-level planning and resource utilization in public senior secondary schools in Rivers State. However, this positive relationship is moderate and consequently cannot guaranty efficient and effective utilization of the available resources in public senior secondary schools in Rivers State. The essence of planning is to ensure that human and material resources are allocated and utilized in the most rational manner in order to achieve some set goals. Therefore, this study implies that the school-level planning exercise being carried out by school administrators is not adequate and resources are not efficiently and effectively utilized in public senior

secondary schools in Rivers State due to inadequate school-level planning.

Recommendations

Based on the findings and conclusion of the study, it is recommended as follows:

1. The government at all levels should always organize workshops and in-service training for all school administrators to enable them acquire basic school-level planning skills for effective planning outcomes, as it was noticed that most school administrators lacked the necessary knowledge and skill on school-level planning.
2. Teachers as the main actors in the education industry should always be provided with in-service training on resource utilization and general professional development.
3. Teachers should be placed in their areas of specialization and strength, for this will help to enhance the teachers' performance on the job.
4. The Ministry of Education should strengthen its supervisory and inspectorial activities in public senior secondary schools in Rivers State in order to ensure that school administrators always carry out adequate school-level planning which will bring about effective school resources utilization.

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