

Institutional Resources Management and Improved Funding of Secondary Education in Akwa Ibom State, Nigeria

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ABSTRACT

The study investigated Institutional Resources Management and Funding of Secondary Education in Akwa Ibom State. Two objectives, two research questions and two hypotheses guided the study. A sample size of 254 principals was used for the study which represented the entire population of 254 principals in Akwa Ibom state. The study adopted correlational design. Census was used to select the principals for the study. Two instruments titled institutional resources management questionnaire and funding questionnaire were used to collect data for the study. Face and content validity was ensured. Cronbach alpha was used to determine the reliability coefficient of institutional resources management questionnaire and established at 0.82(academic curriculum) and 0.94(alumni association) while funding questionnaire coefficient was established to be 0.88. Simple regression analysis was used in answering the research questions while t-test associated with simple regression was implored in testing the hypotheses. Findings reveal that there is a significant relationship between the management of academic curriculum, alumni association and funding of secondary education. It was recommended that Principals and teachers should be constantly trained on innovative ways to manage academic curriculum that will not only bring about academic excellence, but attract funding of schools and that School administrators should ensure that there is cordial relationship between the school and alumni association, as well as

celebrating their achievements; it will motivate them to partner with the school financially.

Key Words: Resources, Management, Improved Funding, Secondary Education. Alumni, Academic curriculum.

INTRODUCTION

Institution resources are assets available to institutions that can be utilized by the institutional management for effective service delivery of the institution. Resources is referred to as something that one uses to achieve an objective. Institution resources therefore means something that institutions use to achieve their objective.

There are different types of institutional resources. Asodike (2014) identified 4 types of resources in the management of schools. These resources include human, material, financial and time resources. Human resources include all the people in the organization. Material resources include all items the school owns which include but not limited to building, textbooks, financial resources include cash and lines of credit and time which is often ignored as a major resource but it is one of the scarcest resources of man. Campbel, Omolara and Ayotunde (2008) identified different types of intangible institutional resources including academic curriculum, and Alumni Association, Udenshi, Okoro, Akinde and Ateh (2016) identified the development of intellectual properties as an

institutional resource which the scholars listed to include development and marketing through research commercialization, economic development, new venture creation and spinning out commercial companies based on research inventions.

Institutional resources have been defined to mean assets that institutions use to achieve their objectives. However, the availability of resources doesn't mean automatic achievement of organizations objectives. This asset needs to be properly managed for it to be effective in the realization of organization's goals. The organizations ability to sustain and utilize organizational resources is referred to as the institutional resources management.

The need for institutional resources management cannot be over emphasized because of the wide spread and realization of the importance of education for self development, there is an increase in the cost of managing schools ranging from provision of infrastructure, laboratories, textbooks, stationaries, instructional material, adequate teachers, support staff, etc. thus reliance on government to provide all the funds to provide everything has proved inefficient as government has not been able to provide all the funds for the demand of education. Bariyaa, Apemaa and Chinda (2016) had noted in their study exploring alternative strategies for financing education for sustainable national development stated that the high demand of education had signified its importance to lives and requires high capital to be able to provide for all who demands it. The scholars further stated that for education however to achieve its goals, it must receive financial support from existing funding agencies. This implies that the fund provided by government is not sufficient hence schools must depend on other agencies and in most cases device internal means of generating funds. If it has been recognized that schools must generate fund in other to successfully implement all its programs. It is therefore important that the means of generating funds must be devised and properly managed.

Institutional resources are indispensable sources for internal fund generation. It's effectiveness in the improvement of funding secondary education is dependent on its management. The benefits of managing institutional resources cannot be over emphasized. Amongst all the benefits accrued to it, the most important is that it leads to funding. If institutional resources are properly managed, it will lead to funding of such institution.

Fund on the other hand is derived from the Latin word "fundus" which means source of supply of material things. It is the provision of resources needed to finance projects. Akpan and Afangideh (as cited in Undeshi, Okoro, Akinde and Ateh, 2016) had in their study funding initiatives in higher education revealed that because of the increasing demand of education and fall in the value of money, that the funding of institutions of higher learning cannot be sufficiently done by the government hence the need for individual institutions to device means to generate funds internally.

Of all the resources needed to run an organization, financial resources are one of the most crucial. This is because every institution needs funds to strive. With the availability of funds, every other resource can be easily acquired for instance affording to hire the best brain etc. If it has been established that the fund made available by government for education isn't always sufficient, it implies that any institution that runs smoothly without much financial hindrances has found a way of improving their funding (Ojule & Ukaigwe, 2017)

Funding is indicated by improved students achievement, as a study by Jackson as reported by Ehrefreund (2015), revealed that student, do better when there is funding. This is brought about by the fact that funding will lead to increased teachers' salaries, reduced class size etc. Teachers' being a very important factor on how student learn; higher numeration will imply the ability to attract the best brains and highly motivated personnel to the sector.

Funding will lead to better learning and teaching conditions (Ukaigwe and Titus 2018). Classrooms will be built, laboratories, necessary equipments and instructional materials will be purchased making teaching and learning less stressful but more fund and practical. Funding leads to high academic performance of students (Ukaigwe & Gomenti, 2018). This is achieved by lessening the financial obligations that would have been imposed on the students, given them enough time to concentrate on their studies. It also leads to better implementation of academic curriculum giving the student an opportunity to compete favourably with their contemporaries.

From the definition of institutional resources, institutional resources are things in which institutions use to achieve their objectives. This meaning denotes that for an institution to exist, it must have an objectives to accomplish. For the school as an institution, idealism had established five major objectives of education (Iyer, 2020) include self realization, spiritual development, cultivation of moral values, conservation, promotion and transmission of culture and the development of physical health.

For a school to achieve its objectives, it must be planned. Part of the processes of achieving an institutions objectives is captured in the curriculum. If then the curriculum helps in the actualization of institutional objectives, the importance of proper design and management of the curriculum cannot be over emphasized. The curriculum reflects what the output is expected to look like.

Management involves all activities and task undertaken for achieving goals. It involves planning, organizing and controlling resources for the attainment of organization goals. Curriculum is the totality of students' experiences that occur in the educational process. Management of academic curriculum refers to the planning, organizing and controlling of academic curriculum as a resource.

The effectiveness of the curriculum is measured in the output of the institution. Curriculum management involves managing what students are expected to learn, evaluating whether or not it is learned and seeking ways to improve students learning. (College of Business, 2015). They further stated that a well managed curriculum is current, responsive and innovative, it is delivered in an appropriate format through effective channel and students gain appropriate knowledge and skills as they progress through and complete the programme. Curriculum management involves curriculum development and review, Curriculum development and review involves the process of determining, scrutinizing and evaluating the knowledge and skills areas that students are supposed to learn. Specifically, the process of curriculum management include; cultivating content in the curriculum that meets the needs of stakeholders, responding to new developments in business practices and issues, innovativeness which implies proposing new courses or programs, using new tools and using new approaches, continuous improvement through revision and adoption of new content and pedagogy, continuous improvement of students learning experiences.

The proper management of academic curriculum ensures its effectiveness. It ensures its implementation and achievement of predetermined objectives. It ensures appropriate output also. It is evidenced by graduands who are well equipped to succeed in their chosen area either in furtherance of academics or business. The quality of outputs in an institution is a major determinant of the number of the expected inputs each section. The curriculum being a major determinant of the quality of producers if properly managed has the potential of increasing and improving the funding capacity of such institution. Determining the level in which institutions use this leverage to their advantage is important.

There are quite a number of definitions attributed to what alumni associations mean. One thing is clear though, that it has to do with former students of institutions. Alumni Associations (or Alumni) are organizations reuniting former students of a college or university which can be found at many educational institutions around the world. The basic philosophy behind an “Alumni Association” is the development of a network for mutual support. In other words, Alumni associations are associations of former students. These associations often organize social events and raise funds for the organization. Many provide a variety of benefits and services that help the Alumni Association maintain connections with their educational institutions and fellow graduates. Supporting this, Imoke (2011) states that the alumni represent a significant and vocal constituency in the university community. Individuals who actively participate in the alumni association are openly exhibiting the ethereal affiliation between themselves and the institution that moulded them. They are a strong and powerful voice which could exert a considerable amount of influence on the policy direction of education reforms.

It can therefore be deduced from all the definitions above that interest groups such as alumni associations are associations formed to protect certain interests. These associations are out to influence government policies to the advantage of their members. In actual fact they provide opportunities for expressing opinions and desire for change. And they also exist to further the interest of those who make decisions. Interest groups may be political, economic, religious, educational, social, or cultural. Alumni associations are generally associated with educational institutions, but today, there also exist Corporate Alumni Associations

According to Jumpa (2003), generally the Alumni Associations of schools seek to among others; maintain the ethical and moral standards of its alma-mater, invest in the educational progress of

their alma-mater through provision of infrastructure, facilities and instructional materials, participate in meaningful ventures that will positively contribute towards national development, develop and maintain business contact and also create job opportunities for members.

Statement of the Problem

Researchers have shown that secondary education where youths are supposed to be prepared for a meaningful lifestyle, acquire fundamental of career development most times fail at the delivery of their services. It has also been established that one of the major challenges facing secondary education is funding. So far, there have been several interventions from government through allocation and subventions, private individuals have also contributed immensely to the development of secondary education. Religious institution, and non-governmental organization (NGOs) have not been left in their quest to make sure the secondary education depicts quality. Despite all these, it doesn't seem like the problem of funding has been handled. It therefore becomes very troubling that secondary education still needs more fund for it to function effectively. It raises a lot of questions as to how best secondary education can be funded. There is need to identify alternative sources of funding. It is therefore because of this that this study chooses to establish a relationship between the management of institutional resources and funding of secondary education in Akwa Ibom State.

Aim and objectives of the study

The study examined the relationship between institutional resources and funding of secondary education in Akwa Ibom State. Specifically, the study sought to;

1. determine the relationship between the management of academic curriculum and funding of secondary education in Akwa Ibom State.
2. determine the relationship between the management of alumni association and

funding of secondary education in Akwa Ibom State.

Research Question:

The following research questions were raised;

1. What is the relationship between the management of academic curriculum and funding of secondary education in Akwa Ibom State?
2. What is the relationship between the management of alumni associations and funding of secondary education in Akwa Ibom State?

Hypotheses:

The following hypotheses tested at 0.05 level of significance guided the study;

1. There is no significant relationship between the management of academic curriculum and funding of secondary education in Akwa Ibom State.
2. There is no significant relationship between the management of alumni association and funding of secondary education in Akwa Ibom State.

METHODOLOGY

This study adopted the correlational survey design. The population of this study consisted of all the 254 public senior secondary schools in Akwa Ibom State with two hundred and fifty four (254) principals. (Source: Ministry of Education, Akwa Ibom State, 2021).

The sample of this study comprised two hundred and fifty four (254) principals of Public Senior Secondary Schools in Akwa Ibom State. This represents 100% of the total population and was drawn using census sampling technique. The entire population was used because of the size.

The instrument that was used for data collection are two sets of researchers developed questionnaires titled "Institutional Resource Management Questionnaire (IRMQ)" and Funding Questionnaire (FQ). The responses were patterned after a modified four point Likert scale of Strongly Agree (SA), Agree (A),

Disagree (A), Strongly Disagree (SD) rated 4, 3, 2, and 1 respectively. The instruments were validated. In order to establish the reliability of the instrument, an internal consistency reliability method was used. The instrument was given to 20 principals in public senior secondary schools in Akwa Ibom State. Their responses were correlated using Cronbach Alpha correlation statistics and correlation coefficient indexes of 0.82 and 0.94 was establish for institutional resources management questionnaire (IRMQ) while 0.88 was established for funding questionnaire (FQ). Simple regression analysis was used in answering the research questions, while t-test associated with simple regression was implored in testing the hypotheses at 0.05 level of significance. This was done using SPSS version (23).

RESULT

Research Questions

Research Question One: What is the relationship between the management of academic curriculum and funding of secondary education in Akwa Ibom State?

Table 1: Simple Regression Analysis on the relationship between management of academic curriculum and funding of secondary education in Akwa Ibom State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.683 ^a	.466	.461	3.04836

When $R = <0.5$ (low and positive) $R = 0.5-0.69$ (high and positive) $R > 0.7$ (very high and positive)

Table 1 revealed that the regression coefficient R was calculated to be 0.683 while the regression squared value was computed to be 0.466. This shows that there is a high and positive relationship between management of academic curriculum and funding of secondary education in Akwa Ibom State.

Research Question 2:

What is the relationship between the management of alumni associations and funding of secondary education in Akwa Ibom State?

Table 2: Simple Regression Analysis on the relationship between management of alumni associations and funding of secondary education in Akwa Ibom State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.581 ^a	.338	.333	2.68548

When $R = < 0.5$ (low and positive) $R = 0.5-0.69$ (high and positive) $R > 0.7$ (very high and positive)

Table 2 revealed that the regression coefficient R was calculated to be 0.581 while the regression squared value was

computed to be 0.338. This shows that there is a high and positive relationship between management of alumni associations and funding of secondary education in Akwa Ibom State.

HO₁: There is no significant relationship between the management of academic curriculum and funding of secondary education in Akwa Ibom State.

Table 3: t-test associated with simple Regression on the relationship between the management of academic curriculum and funding of secondary education in Akwa Ibom State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.107	1.021		7.940	.000
	Management of Academic Curriculum	.647	.069	.683	5.042	.000

Table 3 revealed that management of academic curriculum is related with funding in secondary schools by 0.683. The t-test value 5.042 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected. Therefore, there is

a significant relationship between the management of academic curriculum and funding of secondary education in Akwa Ibom State.

HO₂: There is no significant relationship between the management of alumni association and funding of secondary education in Akwa Ibom State.

Table 4: t-test associated with simple Regression on the relationship between the management of alumni association and funding of secondary education in Akwa Ibom State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.186	.826		7.492	.000
	Management of Alumni Association	.462	.053	.581	8.686	.000

Table 4 revealed that management of alumni association is related with funding in secondary schools by 0.581. The t-test value 8.686 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected. Therefore, there is a significant relationship between the management of alumni association and funding of secondary education in Akwa Ibom State.

DISCUSSION

The result on the relationship between management of academic curriculum and funding revealed a high and positive relationship between management of academic curriculum and funding of secondary education in Akwa Ibom State. The implication of this result is that the

management of academic curriculum will translate to increase in funding in the school. This implies that secondary school management should take conscious steps in the management of academic curriculum which will increase their funding as well as improve the performance of the school. This finding is in agreement with Njoku, Amadi and Njoku (2016) who observed that it was necessary for principals to adopt alternative means of financing secondary education. Since this study reveals a positive relationship between management of academic curriculum and funding, it therefore implies that school principals should adopt management of academic curriculum as an alternative way of raising funds.

Another finding of this study revealed a high positive relationship

between management of alumni association and funding of secondary education in Akwa Ibom State. This finding is in agreement with Jack (2016) whose studies revealed alumni proceeds as one of the strategies for funding tertiary institutions.

CONCLUSION

Based on the findings of the study, the study concludes that institutional resources such as academic curriculum and alumni association should not be treated with negligence rather managing it should be a conscious activity carried out in order to maximize its benefit to the institution.

Recommendations

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

1. Principals and teachers should be constantly trained on innovative ways to manage academic curriculum that will not only bring about academic excellence, but attract funding of schools.
2. School administrators should ensure that there is cordial relationship between the school and alumni association, as well as celebrating their achievements; it will motivate them to partner with the school financially.

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