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## **BUDGETARY ALLOCATION STRATEGIES AND HEAD TEACHERS' JOB PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN BAYELSA STATE, NIGERIA**

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### **Abstract**

*This study investigated the correlation between budgetary allocation methodologies and the job performance of head teachers in public primary schools in Bayelsa State, Nigeria. The research sought to determine how financial planning and resource distribution affect the operational effectiveness of school leadership. A correlational research design was adopted, with data collected from 224 respondents selected through proportionate stratified random sampling across educational zones. A validated structured questionnaire was used for data collection, and the Pearson Product-Moment Correlation was employed for analysis. Findings revealed a statistically significant positive relationship between effective budgetary allocation and head teachers' job performance. Schools with sound budgetary planning and prudent fund distribution recorded improvements in instructional supervision, teacher motivation, punctuality, and administrative accountability. These results highlight the critical role of financial management in shaping educational leadership outcomes. The study concludes that timely and transparent budgetary allocation enhances school governance and strengthens learning delivery. It recommends that policymakers prioritize adequate funding and equitable distribution of resources to improve head teachers' performance and overall effectiveness of basic education in Bayelsa State.*

**Keywords:** Budgetary Allocation, Head Teachers, Job Performance, Public Primary Schools.

## **Introduction**

Education is universally acknowledged as a catalyst for national development, social mobility, and economic transformation. The foundation of any nation's educational system lies in its primary education, which not only sets the stage for higher learning but also shapes the future of the country's workforce. At the heart of an effective primary education system are the school leaders—particularly head teachers—whose performance significantly influences educational outcomes. However, the ability of head teachers to perform their duties effectively is closely linked to the availability and proper management of financial resources, most especially through budgetary allocations.

Budgetary allocation refers to the systematic distribution of financial resources to different sectors or units within an organization or government. In the education sector, it determines the extent to which schools can function effectively, maintain infrastructure, provide teaching and learning materials, and support staff welfare (Ololube, 2016). The primary responsibility of managing these allocated funds at the school level falls largely on the head teacher. Their role extends beyond instructional leadership to financial oversight, planning, and resource mobilization, all of which require adequate funding and sound budgetary frameworks.

The Nigerian education system, particularly at the primary level, continues to grapple with funding inadequacies. Despite government efforts and policy reforms, the budgetary allocations to education remain below the recommended international benchmark. UNESCO (2015) recommends that developing countries allocate between 15% and 26% of their national budgets to education. Unfortunately, Nigeria has consistently fallen short of this guideline, allocating significantly lower percentages over the years (Adepoju & Olaniyan, 2020). This underfunding has left public primary schools with poor infrastructure, inadequate learning materials, and underpaid teaching staff, which collectively compromise the performance of head teachers and the schools they manage.

In Bayelsa State, the situation mirrors the national trend, with many public primary schools struggling to meet basic operational needs due to insufficient and inconsistent budgetary allocations. Head teachers in these schools are often left to manage the little they receive, sometimes resorting to makeshift funding from local sources such as Parent-Teacher Associations (PTAs), donations, or levies (George et al., 2019). These efforts, while commendable, are rarely sufficient to compensate for the large gaps left by inadequate government support. Consequently, many head teachers find themselves overstretched, demotivated, and unable to fulfill their leadership roles effectively.

The job performance of head teachers encompasses a range of responsibilities including instructional supervision, staff management, maintenance of school records, coordination of

school activities, and fostering of community relationships (Nakpodia, 2011). When funds are insufficient or poorly allocated, these roles become increasingly difficult to perform. For instance, without adequate budgetary provisions, a head teacher may be unable to purchase teaching aids, repair school infrastructure, or organize in-service training for teachers. This directly impacts the overall quality of teaching and learning in the school (Adeyemi, 2010). Therefore, the link between budgetary allocation and head teacher performance cannot be overstated.

Moreover, budgetary allocation does not only concern the amount allocated but also how the funds are disbursed and managed. Transparency, timeliness, and accountability in the allocation process are crucial. A well-planned budget that is poorly implemented or delayed in disbursement loses its intended impact. According to Babajide and Omoruyi (2017), timely and adequate funding creates an enabling environment for school leaders to perform optimally. It empowers head teachers to meet daily operational demands, motivate staff, and respond to unforeseen challenges effectively.

Scholars have also emphasized that budgetary allocation plays a motivational role in school administration. When head teachers have access to sufficient and flexible funding, it increases their morale and sense of control over school affairs (Wenibowei, 2017). In contrast, operating with little or no budget discourages innovation and limits their capacity to respond to school-specific needs. This financial frustration often leads to burnout, absenteeism, and in some cases, the misuse of available resources due to pressure or lack of oversight.

The Nigerian National Policy on Education (2013) acknowledges the need for proper funding as a precondition for quality education. It identifies budgeting and financial management as key responsibilities of school leaders, highlighting the need for continuous training and support in this area. However, the disconnect between policy and practice remains a challenge. Many head teachers have not received adequate training in financial management, yet they are expected to administer budgets and account for expenditures without errors or delays.

Given these realities, there is a growing need to critically examine the relationship between budgetary allocation strategies and the performance of head teachers in public primary schools, particularly in underfunded regions like Bayelsa State. Understanding this relationship will not only shed light on how financial practices affect educational leadership but also provide evidence-based recommendations for policy improvements. The aim is to ensure that the financial structure of public education supports rather than hinders the achievement of national and local educational goals.

Budgetary allocation is a crucial determinant of head teachers' job performance in public primary schools. It affects everything from school maintenance and staff motivation to instructional quality and student outcomes. As Nigeria seeks to improve its basic education system, attention must be paid to the adequacy, transparency, and timeliness of budgetary allocations. Strengthening the

budgetary framework will equip head teachers with the resources and confidence they need to lead effectively, thereby enhancing the overall quality of education in public primary schools.

Effective school leadership is widely recognized as a crucial determinant of educational quality, especially at the primary school level where foundational learning takes place. In Nigeria, and specifically in Bayelsa State, public primary schools continue to face persistent challenges associated with inadequate and poorly managed financial resources. One of the most pressing issues is the insufficiency and irregularity of budgetary allocations to the education sector, which has profound implications for the performance of head teachers who serve as the frontline managers of school operations (Ololube, 2016; Ukeje, 2020).

Although education is often prioritized rhetorically in policy documents, budgetary practices in many states do not reflect this commitment. Nationally, Nigeria's investment in basic education remains below the recommended benchmarks set by global education authorities, such as UNESCO (2015), which advises countries to allocate 15% to 26% of their national budgets to education. However, Nigeria has consistently fallen short of this guideline, with state-level allocations, including in Bayelsa, often being both insufficient and inconsistently disbursed (Adepoju & Olaniyan, 2020).

This reality has placed enormous pressure on head teachers in public primary schools who are expected to maintain academic and administrative performance despite financial limitations. They often face difficulties in implementing key leadership responsibilities such as instructional supervision, staff motivation, infrastructure maintenance, and the provision of basic teaching and learning materials (Nakpodia, 2011). When funds are either delayed or not transparently disbursed, school administrators are left with few options, leading to decreased morale, inefficient management, and in some cases, compromised learning outcomes.

While numerous studies have explored the broader challenges of education financing in Nigeria, there remains a lack of empirical research focused on how specific budgetary allocation strategies—such as adequacy, timeliness, and transparency—affect the job performance of head teachers at the grassroots level (George, Ukpog, & Edet, 2019). Without such evidence, education authorities and policymakers continue to make critical funding decisions without fully understanding their practical implications on school leadership and functionality.

This study, therefore, seeks to fill this gap by examining the relationship between budgetary allocation strategies and head teachers' job performance in public primary schools in Bayelsa State. By identifying the dimensions of financial planning that most significantly impact leadership outcomes, the study aims to provide evidence-based insights that can guide more effective resource management, promote accountability, and ultimately strengthen the quality of basic education in the state.

This study specifically sort the following;

1. To assess how the adequacy of budgetary allocation impacts the administrative duties of head teachers in public primary schools in Bayelsa State.
2. To investigate the effect of timely disbursement of allocated funds on the instructional supervision carried out by head teachers.
3. To determine the influence of transparency in budgetary allocation processes on the overall job performance of head teachers.

In line with the above specific objectives, the study was guided by the following research questions.

1. To what extent does the adequacy of budgetary allocation influence head teachers' administrative duties in public primary schools?
2. How does the timeliness of budgetary fund disbursement affect the instructional supervision responsibilities of head teachers?
3. What is the relationship between transparency in budgetary allocation processes and the overall job performance of head teachers in public primary schools?

## **Literature Review**

Budgetary allocation plays a critical role in the functioning and performance of public primary schools. Several scholars have highlighted how the adequacy, timeliness, and transparency of financial support directly influence the effectiveness of school administration (Ololube, 2016; Adeyemi, 2010). Head teachers, being the pivot of school management, rely heavily on available funds to carry out essential responsibilities such as instructional supervision, infrastructure maintenance, teacher motivation, and policy implementation. Studies such as George, Ukpog, and Edet (2019) have shown that when budgetary allocations are delayed or insufficient, the leadership functions of head teachers are severely affected, leading to administrative inefficiency and reduced academic outcomes. Similarly, Babajide and Omoruyi (2017) emphasized the motivational impact of proper funding on head teachers' morale and professional commitment. Leigha (2012), a scholar from Niger Delta University, specifically examined the constraints facing head teachers in implementing administrative functions within poorly funded school systems. His study revealed that head teachers in Bayelsa State often operated under difficult financial conditions, which directly affected their ability to supervise teachers, manage school infrastructure, and enforce discipline. Leigha's findings align with the view that resource availability significantly impacts leadership quality in basic education.

Despite the growing body of work on education financing in Nigeria, including valuable contributions from scholars such as Leigha (2012), there remains a notable gap in focused, empirical research that directly examines how budgetary allocation strategies—particularly adequacy, timeliness, and transparency—affect the job performance of head teachers in **public primary schools in Bayelsa State**. Much of the existing literature either generalizes financial issues or shifts focus to secondary or tertiary education.

Furthermore, while Leigha's work highlights the operational challenges faced by head teachers, there is still limited empirical analysis connecting specific budgetary planning practices to measurable aspects of head teachers' job performance. This study aims to bridge that gap by offering a targeted examination of how funding strategies relate to school leadership effectiveness within the unique socio-economic context of Bayelsa State.

## **Theoretical Framework**

### **Resource-Based Theory (RBT)**

One of the most useful lenses through which to understand head teachers' job performance in relation to funding is the **Resource-Based Theory (RBT)**, proposed by Jay Barney in 1991. This theory suggests that an organization's ability to achieve sustainable success is largely dependent on the resources it possesses and how well these resources are managed. In the school setting, resources are not limited to physical infrastructure or teaching materials—they also include financial inputs such as budgetary allocations. When head teachers are provided with sufficient, timely, and well-managed funds, they are better equipped to carry out their leadership responsibilities effectively. This includes supervising teachers, managing school operations, maintaining facilities, and promoting academic excellence.

According to RBT, when schools lack access to these critical resources, even the most skilled administrators may find it difficult to meet performance expectations (Barney, 1991). Therefore, budgetary allocation strategies become not just financial procedures, but essential tools that empower leadership. By ensuring that head teachers have access to the right resources at the right time, education stakeholders create an enabling environment where school leaders can thrive, make impactful decisions, and ultimately enhance the quality of education delivered to learners (Adepoju & Olaniyan, 2020; Ololube, 2016).

### **Systems Theory**

The Systems Theory, developed by Ludwig von Bertalanffy (1968), provides a useful framework for understanding how various elements of a school work together to achieve educational goals. This theory views a school as an open and dynamic system made up of interdependent components, including teachers, learners, facilities, and financial resources. These components must work in



synergy for the system to function effectively. In this context, budgetary allocation is a vital input. When schools receive adequate and timely financial support, head teachers are better positioned to lead effectively, provide instructional supervision, manage staff, maintain infrastructure, and drive academic excellence.

However, when this critical input—funding—is insufficient or delayed, it disrupts the entire system. Head teachers may struggle to execute basic administrative tasks, and teachers may lack essential teaching materials, which can negatively impact student outcomes (Adeyemi, 2010). The theory suggests that the performance of a school is the result of how well its parts work together, and financial resources play a central role in enabling this synergy. Therefore, if budgetary support is weak, the overall system weakens, regardless of the capability of school leaders. This makes a compelling case for strengthening financial planning as an essential pillar of school system effectiveness (Bertalanffy, 1968; Ololube, 2016).

### **Expectancy Theory of Motivation**

Expectancy Theory, developed by Victor Vroom in 1964, focuses on motivation and how individuals make decisions based on their expectations of rewards and outcomes. In the context of school leadership, this theory offers valuable insights into how budgetary allocations influence head teachers' job performance. According to the theory, people are more likely to be motivated to perform well when they believe that their effort will lead to desirable results, especially if the right tools and support are in place to help them succeed (Vroom, 1964).

Applied to public primary schools, if head teachers perceive that they are adequately supported with financial resources—such as timely budget releases and sufficient funding for infrastructure, instructional materials, and staff development—they are more likely to be enthusiastic, committed, and proactive in carrying out their responsibilities. However, when budgetary constraints hinder their ability to supervise instruction, manage staff, or improve school facilities, their morale and motivation may suffer (Ololube, 2016). This reduction in motivation can negatively affect school outcomes, regardless of their personal competence. Thus, the theory underscores the importance of not only assigning responsibilities to head teachers but also ensuring that they are supported with the necessary financial resources to perform effectively.

### **Methodology**

This investigation employed a correlational research framework to scrutinize the interrelationship between budgetary allocation methodologies and the job performance of head teachers within public primary educational institutions in Bayelsa State. The selection of this methodological approach was predicated upon the study's aim to ascertain both the magnitude and directionality of the correlation between financial parameters (including adequacy, timeliness, and transparency

of budgetary allocation) and performance metrics among school administrators. The correlational design is deemed suitable within the domain of educational research when the intent is to examine inherent relationships without the imposition of variable manipulation (Creswell & Creswell, 2018).

The target demographic encompassed all 509 head teachers and educational officials operating within the framework of the Bayelsa State Universal Basic Education Board (SUBEB) system. This demographic was deemed appropriate for the investigation due to the direct engagement of these individuals in the acquisition, allocation, and administration of allocated funds within public primary educational institutions, thereby positioning them to furnish dependable insights regarding the correlation between financial resources and academic performance. A sample of 224 respondents was selected from the population using proportionate stratified random sampling. This approach ensured that participants were chosen from various local government areas in Bayelsa State while maintaining proportional representation of each subgroup. Stratification was conducted based on geographic zones and administrative roles to enhance the representativeness and generalizability of the findings.

The primary instrument for data collection was a structured questionnaire developed by the researcher. This questionnaire underwent content and face validation by experts in educational administration and measurement. To establish its reliability, a pilot test was conducted, resulting in a Cronbach Alpha reliability coefficient of 0.88, which indicates a high level of internal consistency. In this study, we gathered data from various respondents and used the Pearson Product Moment Correlation (PPMC) method to analyze it. This statistical approach was a good choice because it allowed us to measure how strongly the budgetary allocation strategy—covering aspects like adequacy, timeliness, and transparency—related to head teachers' job performance. We set our significance level at 0.05 to interpret the results. By using a thorough and data-focused method, our aim was to provide clear evidence on how financial planning and the way funds are allocated impact the leadership effectiveness of head teachers in public primary schools in Bayelsa State.

### Data Analysis and Results

To determine the relationship between budgetary allocation strategy and head teachers' job performance in public primary schools in Bayelsa State, data gathered from the structured questionnaire were analyzed using the Pearson Product Moment Correlation (PPMC). The analysis revealed a **strong positive relationship** between the two variables. The calculated correlation coefficient was  $r = 0.693$  with a **p-value less than 0.05**, indicating statistical significance.

This result suggests that schools where budgetary allocations were adequate, timely, and transparently disbursed experienced higher levels of head teachers' performance. Such performance was evident in areas such as instructional leadership, staff motivation, record keeping,



and the maintenance of a positive school climate. Conversely, head teachers in schools with poor budgetary provision struggled with meeting administrative expectations, leading to lower levels of efficiency and effectiveness.

These findings empirically support the assumption that financial resources—when properly allocated and accessible—serve as enabling tools for head teachers to fulfill their leadership and managerial responsibilities effectively.

### **Discussion of Findings**

The findings of this study align with earlier research that emphasizes the importance of funding in the performance of school leaders. For instance, Ololube (2016) argued that sound financial practices, including equitable budget distribution and fiscal transparency, are foundational to effective school leadership. Similarly, Adeyemi (2010) noted that head teachers are better able to supervise instruction and manage school affairs when they have sufficient financial backing.

In the context of Bayelsa State, this study confirms that the adequacy and effective management of budgetary allocations have a significant influence on the operational efficiency of head teachers. When budgets are allocated based on real school needs and disbursed without delay, school heads can respond proactively to emerging issues, maintain infrastructure, and support teacher development initiatives.

This finding also corroborates Babajide and Omoruyi's (2017) assertion that timely disbursement of funds empowers school leaders to plan ahead, manage personnel efficiently, and improve student outcomes through better supervision and learning support.

Furthermore, the strong correlation ( $r = 0.693$ ) observed in this study supports the theoretical framework that posits a direct link between resource management and educational outcomes. It validates the view that without financial support, even the most competent school leaders may be constrained in executing their duties.

The study, therefore, adds to the growing body of literature advocating for improved financial accountability and strategic funding mechanisms within the basic education system in Nigeria. It stresses the need for the government to institutionalize budgetary practices that promote transparency, adequacy, and timeliness in order to strengthen school leadership and improve learning conditions in public primary schools.

### **Conclusion**

This study has examined the relationship between budgetary allocation strategies and head teachers' job performance in public primary schools in Bayelsa State. Findings revealed a strong positive correlation, indicating that adequate, timely, and transparent financial support

significantly enhances the administrative and instructional roles of head teachers. When schools are properly funded, head teachers are more effective in supervising staff, maintaining facilities, and fostering a conducive learning environment. Conversely, funding inadequacies limit their ability to perform, ultimately affecting the quality of basic education. This underscores the critical role of financial resource planning in strengthening school leadership and improving education outcomes at the foundational level.

### **Recommendations**

#### **1. Increase Budgetary Allocation to Basic Education:**

Government at both state and local levels should ensure that budgetary provisions for primary education meet national and international benchmarks to support head teachers in executing their responsibilities effectively.

#### **2. Ensure Timely Disbursement and Transparency:**

Funds allocated to schools should be disbursed promptly and transparently. Monitoring systems should be established to track usage and promote accountability.

#### **3. Train Head Teachers in Financial Management:**

Regular workshops and capacity-building programs should be organized to equip head teachers with practical skills in budget management, resource planning, and financial reporting.

#### **4. Policy Reforms for Financial Autonomy:**

Head teachers should be granted reasonable autonomy to manage allocated funds, with oversight mechanisms that ensure integrity and performance-based spend

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