

## FUND RESOURCING STRATEGIES AND HEAD TEACHERS' JOB PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN BAYELSA STATE

**Esene Dorcas Blesson**

Department of Educational Management,  
Faculty of Education, Niger Delta University,  
Wilberforce Island, Bayelsa State, Nigeria.

[dorcasesene@gmail.com](mailto:dorcasesene@gmail.com)

**Prof. Oladunjoye Patrick**

Department of Educational Management,  
Faculty of Education, Niger Delta University,  
Wilberforce Island, Bayelsa State, Nigeria.

[meetsjiboye@gmail.com](mailto:meetsjiboye@gmail.com)

### Abstract

*This study examined the relationship between fund resourcing strategies and head teachers' job performance in public primary schools in Bayelsa State, Nigeria. A correlational research design was used to survey head teachers across eight local government areas. The study investigated five key fund resourcing strategies: budgetary allocation, proper disbursement of funds, financial record keeping, financial management processes, and revenue sourcing. Data analysis using Pearson's correlation and multiple regression revealed significant positive relationships between each strategy and head teachers' job performance. Budgetary allocation and proper disbursement of funds were the strongest predictors of performance. The findings emphasize the importance of consistent funding, transparent disbursement, and effective financial management for enhancing head teachers' job performance. Recommendations include prioritizing timely fund allocation, strengthening financial management training, and diversifying funding sources responsibly. This study contributes to the understanding of financial management in educational leadership and offers practical implications for improving school performance.*

**Keywords:** Fund Resourcing Strategies, Head Teachers, Job Performance, Financial Management, Primary Education

## Introduction

Education is universally acknowledged as a cornerstone for individual empowerment and societal advancement (UNESCO, 2019). In developing nations like Nigeria, education plays a pivotal role in shaping national development, social cohesion, and economic progress (Adeyemi, 2010). The success of education systems hinges on the availability of financial resources, effective resource management, and the dedication of key actors within the educational structure (Babajide & Omoruyi, 2017).

In Nigeria, and particularly in Bayelsa State, the quality of primary education is significantly influenced by the adequacy and management of financial resources allocated to schools (George et al., 2019). Primary schools, as the foundational level of formal education, serve as the bedrock for literacy and the acquisition of essential life skills (Nakpodia, 2011). However, many public primary schools in Bayelsa State face substantial challenges in securing adequate financial resources, which often result in dilapidated infrastructure, insufficient teaching materials, and demotivated teachers (Ogbonnaya, 2015). As Babajide and Omoruyi (2017) observed, inadequate funding remains one of the most critical barriers to achieving quality education in many parts of Nigeria.

Head teachers, as the executive leaders of their schools, hold a strategic position in managing and utilizing financial resources to achieve educational objectives (Adeyemi, 2010). According to Munge et al. (2016), the leadership skills and financial management competencies of head teachers are essential in translating financial inputs into meaningful educational outcomes. Their ability to allocate resources effectively can significantly impact teacher morale, student performance, and overall school improvement (Salami, 2016). Yet, despite their crucial role, many head teachers in Nigeria have limited training in financial management, which can lead to inefficient use of funds and suboptimal school performance (Ogbonnaya, 2015).

Although the Nigerian government and other stakeholders have made efforts to provide funding for primary education through various budgetary allocations and grants, the resources allocated to schools often remain insufficient to meet their operational needs (Wenibowei, 2017). This funding gap exacerbates existing challenges and undermines efforts to achieve universal basic education. UNESCO (2019) highlights that Nigeria's education sector is chronically underfunded, with allocations falling short of the recommended international benchmark of at least 15–20% of national budgets. Consequently, many primary schools struggle to provide quality education, leading to high dropout rates and poor learning outcomes (Adeyemi, 2010).

Moreover, even when funds are allocated, their management at the school level is often fraught with challenges. Funds may be mismanaged due to inadequate financial management skills among head teachers, lack of accountability mechanisms, and bureaucratic bottlenecks (Nakpodia, 2011; Ogbonnaya, 2015). As Afolabi (2001) pointed out, the mismanagement of funds not only undermines the effective functioning of schools but also erodes public confidence in the education

system. This situation raises critical concerns about the effectiveness of fund resourcing strategies and their impact on head teachers' job performance.

Fund resourcing strategies refer to the various approaches used by schools to secure, allocate, and manage financial resources to meet operational and developmental needs (George et al., 2019). According to Munge et al. (2016), these strategies encompass several key components: budgetary allocation, proper disbursement of funds, financial record keeping, financial management processes, and revenue resourcing. Each of these strategies plays a unique role in ensuring that schools can achieve their educational goals.

Budgetary allocation is the process by which government and other stakeholders assign financial resources to schools based on enrollment figures, infrastructure needs, and educational priorities (Salami, 2016). Adequate budgetary allocation ensures that schools have the necessary funds to procure teaching materials, maintain infrastructure, and support teacher development (UNESCO, 2019). According to Babajide and Omoruyi (2017), transparent and equitable budgetary allocation can significantly enhance head teachers' ability to plan and implement school programs effectively.

Proper disbursement of funds is equally critical. It involves ensuring that funds allocated to schools are released in a timely and transparent manner, free from bureaucratic delays and mismanagement (Ogbonnaya, 2015). As Afolabi (2001) notes, delays or irregularities in fund disbursement can frustrate head teachers, hinder the smooth running of school activities, and compromise educational outcomes. Ensuring that head teachers receive funds as scheduled empowers them to plan effectively and implement educational programs on time (George et al., 2019).

Financial record keeping is the practice of systematically documenting all financial transactions and ensuring that every expenditure is accounted for (Nakpodia, 2011). Accurate financial records enhance transparency and accountability, build stakeholder confidence, and reduce the risk of fund mismanagement (Wenibowei, 2017). According to Babajide and Omoruyi (2017), financial record keeping also provides a basis for financial audits, which are essential for maintaining trust in the education system.

Financial management processes refer to the broader set of activities that head teachers undertake to plan, budget, monitor, and evaluate financial resources within the school (Munge et al., 2016). These processes include developing annual budgets, forecasting financial needs, tracking expenditures, and reporting on financial performance (Ogbonnaya, 2015). Effective financial management processes enable head teachers to align financial resources with school goals, optimize resource use, and foster educational improvement (Afolabi, 2001).

Revenue resourcing involves exploring alternative sources of funding beyond government allocations, such as contributions from Parent-Teacher Associations (PTAs), community donations, and partnerships with private organizations (George et al., 2019). This strategy is particularly important in contexts where government funding is insufficient to meet school needs.

According to Salami (2016), diversifying revenue sources can enhance financial sustainability, but it must be managed carefully to avoid dependence on unpredictable or inequitable contributions.

Given the centrality of these fund resourcing strategies to school effectiveness, it is essential to examine how they relate to head teachers' job performance. Job performance encompasses the extent to which head teachers fulfill their responsibilities, including instructional leadership, administrative duties, financial management, and community relations (Adeyemi, 2010). According to Nakpodia (2011), effective job performance by head teachers is a critical determinant of school quality and student outcomes.

However, there is a paucity of empirical research in Bayelsa State examining the specific relationships between fund resourcing strategies and head teachers' job performance. Most studies in Nigeria have focused on general education finance (Ogbonnaya, 2015; Babajide & Omoruyi, 2017) or teacher motivation (Salami, 2016), with limited attention to how specific financial strategies influence leadership effectiveness in primary schools. This gap in the literature underscores the need for context-specific research that can inform policy and practice in Bayelsa State and similar contexts.

This paper aims to fill this gap by investigating the relationship between fund resourcing strategies and head teachers' job performance in public primary schools in Bayelsa State. It seeks to provide insights into how effective resource mobilization and management can enhance educational outcomes in the state. Specifically, the study examines the extent to which budgetary allocation, proper disbursement of funds, financial record keeping, financial management processes, and revenue resourcing predict head teachers' job performance. By exploring these relationships, the study aims to contribute to the development of evidence-based strategies that can strengthen primary education in Bayelsa State and beyond.

Furthermore, the study aims to inform policymakers and educational administrators on how to design and implement effective fund resourcing strategies that support head teachers' work and enhance school performance. It is hoped that the findings will stimulate further research on educational finance and management in Nigeria and contribute to the global discourse on how financial resources can be leveraged to achieve educational equity and excellence (UNESCO, 2019).

In summary, this paper addresses a critical aspect of educational management by investigating the links between fund resourcing strategies and head teachers' job performance. By shedding light on how financial strategies impact leadership effectiveness, the study provides a foundation for policies and interventions that can improve the quality of primary education in Bayelsa State, Nigeria.

***The following research questions were formulated to guide this study.***

1. What is the relationship between budgetary allocation and head teachers' job performance?

2. What is the relationship between proper disbursement of funds and head teachers' job performance?
3. What is the relationship between financial record keeping and head teachers' job performance?
4. What is the relationship between financial management processes and head teachers' job performance?
5. What is the relationship between revenue sourcing and head teachers' job performance?
6. To what extent do fund resourcing strategies collectively predict head teachers' job performance?

### Methodology

This study employed a correlational research design to examine the relationship between fund resourcing strategies and head teachers' job performance in public primary schools in Bayelsa State, Nigeria. The correlational design was chosen because it allows for the determination of the degree and direction of relationships between variables without manipulating any of them. This design is particularly appropriate for exploring naturally occurring relationships in educational settings, where experimental manipulation is often impractical or unethical.

The study population comprised all head teachers in public primary schools across the eight local government areas of Bayelsa State. This population was selected because head teachers are responsible for implementing and overseeing financial management practices at the school level. Including all eight local government areas ensured a comprehensive representation of the diverse financial and administrative contexts in which head teachers operate.

To select a representative sample of head teachers, the study utilized a stratified random sampling technique. This sampling method was chosen to ensure that each local government area was adequately represented in the study, reflecting potential variations in fund resourcing strategies and head teacher performance across different regions. In the first stage of sampling, the population was stratified based on local government areas. Within each stratum, head teachers were randomly selected proportionally to the number of schools in each area. This approach enhanced the generalizability of the study findings to all public primary schools in Bayelsa State.

Data were collected using a structured questionnaire developed specifically for this study. The questionnaire comprised items designed to measure the independent variable fund resourcing strategies and the dependent variable head teachers' job performance. Fund resourcing strategies were operationalized into five key components: budgetary allocation, proper disbursement of funds, financial record keeping, financial management processes, and revenue resourcing. Each component included multiple items measured on a 5-point Likert scale ranging from "strongly disagree" to "strongly agree." Head teachers' job performance was assessed through items that

examined their effectiveness in leadership, instructional supervision, financial management, and overall school administration.

To ensure the validity of the questionnaire, it was reviewed by experts in educational administration and finance. Feedback from these experts led to minor revisions, enhancing the clarity and relevance of the items. The reliability of the instrument was assessed using Cronbach's alpha coefficient, which yielded a value of 0.82, indicating high internal consistency and demonstrating that the instrument was reliable for data collection.

The questionnaire was administered on-site by the researcher and trained research assistants. This method was adopted to encourage high response rates and to clarify any questions that respondents might have had. Data collection spanned a period of four weeks, ensuring that all sampled head teachers had the opportunity to participate.

For data analysis, descriptive statistics, including means and standard deviations, were used to summarize the responses and describe the sample characteristics. To test the research hypotheses and examine the relationships between fund resourcing strategies and head teachers' job performance, Pearson's Product Moment Correlation Coefficient was computed. Hypotheses were tested at a 0.05 level of significance to determine the statistical significance of the observed relationships.

This methodology provided a robust framework for investigating how fund resourcing strategies influence head teachers' job performance in public primary schools in Bayelsa State, thereby contributing valuable insights for educational policy and practice.

## Results

Data analysis addressed the study's six research questions. Research Question 1: What is the relationship between budgetary allocation and head teachers' job performance?

A significant positive correlation was found between budgetary allocation and head teachers' job performance,  $r(98) = .58, p < .05$ .

Research Question 2: What is the relationship between proper disbursement of funds and head teachers' job performance?

A significant positive correlation was observed between proper disbursement of funds and head teachers' job performance,  $r(98) = .62, p < .05$ .

Research Question 3: What is the relationship between financial record keeping and head teachers' job performance?

Financial record keeping was significantly positively correlated with head teachers' job performance,  $r(98) = .55, p < .05$ .



Research Question 4: What is the relationship between financial management processes and head teachers' job performance?

A significant positive relationship was found between financial management processes and head teachers' job performance,  $r(98) = .66, p < .05$ .

Research Question 5: What is the relationship between revenue sourcing and head teachers' job performance?

A moderate positive correlation was found between revenue sourcing and head teachers' job performance,  $r(98) = .50, p < .05$ .

Research Question 6: To what extent do fund resourcing strategies collectively predict head teachers' job performance?

Multiple regression analysis revealed that the combined effect of all five fund resourcing strategies significantly predicted head teachers' job performance,  $R^2 = .68, F(5, 94) = 40.55, p < .05$ . This indicates that approximately 68% of the variance in head teachers' job performance was explained by the fund resourcing strategies.

### Discussion of Findings

The results of this study demonstrate that each fund resourcing strategy examined budgetary allocation, proper disbursement of funds, financial record keeping, financial management processes, and revenue resourcing—contributes positively, albeit to varying extents, to head teachers' job performance in public primary schools in Bayelsa State. This finding highlights the multifaceted nature of financial management in educational institutions and underscores the importance of a holistic approach to funding strategies. Among the fund resourcing strategies, budgetary allocation and proper disbursement of funds emerged as the most influential factors. The strong positive relationship between budgetary allocation and head teachers' job performance suggests that when schools receive consistent and adequate funding, head teachers can plan effectively, manage resources efficiently, and support teaching and learning activities. This finding is consistent with Adeyemi (2010), who noted that adequate budgetary allocation is critical for empowering school leaders to implement educational programs and achieve desired learning outcomes. Similarly, George et al. (2019) emphasized the need for equitable and transparent budget allocation to enhance the operational effectiveness of head teachers. Proper disbursement of funds also demonstrated a significant positive relationship with head teachers' performance. This suggests that timely and transparent disbursement of allocated funds not only boosts head teachers' motivation but also ensures that essential resources are available when needed. Schools that receive funds on time can plan their expenditures, pay staff, and provide necessary teaching materials without disruption. This finding aligns with Babajide and Omoruyi (2017), who highlighted that delayed or irregular disbursement of funds can hamper school operations and erode trust between educational authorities and school leaders. Timely fund disbursement fosters

accountability, reduces financial bottlenecks, and enhances head teachers' confidence in managing school finances effectively.

In addition to budgetary allocation and proper fund disbursement, financial record keeping was found to play a significant role in head teachers' job performance, though with slightly lower predictive power. Financial record keeping is essential for ensuring transparency, accountability, and compliance with financial regulations. Head teachers who maintain accurate and organized financial records are better able to monitor expenditures, track revenue, and report on financial performance. According to Babajide and Omoruyi (2017), financial accountability enhances stakeholder trust and supports the sustainable management of resources. The finding of this study reinforces the importance of training head teachers in financial record-keeping practices to promote accountability and transparency in school management. Financial management processes also showed a strong positive correlation with head teachers' job performance. Effective financial management processes include comprehensive financial planning, budgeting, expenditure monitoring, and financial reporting. These processes enable head teachers to allocate resources efficiently, prioritize expenditures, and evaluate the impact of financial decisions on school outcomes. Munge et al. (2016) emphasized that comprehensive financial planning is critical for achieving educational goals and improving school performance. The positive relationship found in this study suggests that head teachers who engage in systematic financial management practices are more likely to perform their duties effectively and contribute to improved student outcomes. While revenue resourcing had a moderate but positive influence on head teachers' job performance, it nonetheless highlights the importance of exploring alternative sources of funding beyond government allocations. Revenue resourcing includes strategies such as community contributions, Parent-Teacher Association (PTA) levies, and partnerships with private organizations. Wenibowei (2017) argued that alternative revenue sources can support education financing and help schools address funding gaps. However, this study's findings suggest that while revenue resourcing can supplement funding, it must be managed carefully and transparently to ensure accountability. Schools that rely heavily on external revenue must establish clear financial management practices to avoid mismanagement and maintain stakeholder confidence.

The moderate strength of the relationship between revenue resourcing and head teachers' job performance reinforces the view of Nakpodia (2011) that head teachers' effectiveness is heavily reliant on the efficient allocation and utilization of all available funds—whether from government allocations or alternative sources. Diversifying funding sources can enhance financial sustainability but requires strong financial oversight to ensure that all funds are used responsibly and effectively. The findings of this study align with previous research emphasizing the need for integrated and transparent fund resourcing strategies as a cornerstone for educational success (UNESCO, 2019). Adequate budgetary allocations, timely disbursement of funds, meticulous financial record keeping, and comprehensive financial management processes are essential components of an effective school financial management system. Together, they enable head



teachers to plan, implement, and evaluate educational programs effectively, thereby improving school performance.

The study further highlights the need for policymakers and educational administrators to prioritize financial management training for head teachers. Ogbonnaya (2015) emphasized that capacity building in financial management is crucial for equipping head teachers with the skills necessary to manage school resources responsibly. Training initiatives should focus on budgeting, record keeping, revenue sourcing, and financial accountability to enhance head teachers' confidence and competence in financial management.

### **Conclusion**

This study demonstrated that fund resourcing strategies—including budgetary allocation, proper disbursement of funds, financial record keeping, financial management processes, and revenue sourcing—positively influence head teachers' job performance. Budgetary allocation and timely fund disbursement were the strongest predictors, underscoring the need for adequate and transparent funding mechanisms. Strengthening financial management training and diversifying funding sources responsibly are essential for sustainable improvements in head teachers' performance.

### **Recommendations**

To enhance head teachers' job performance and improve the quality of primary education in Bayelsa State, the following recommendations are proposed. First, it is essential for the state government to prioritize adequate budgetary allocation to primary schools. This means allocating sufficient and consistent financial resources that are commensurate with enrollment figures and the operational needs of each school. Adequate budgetary allocation provides a stable financial base for head teachers to plan, execute, and sustain educational programs effectively.

Second, education authorities should implement transparent fund disbursement processes to ensure that allocated funds are released on time and without bureaucratic delays. Timely disbursement of funds prevents interruptions to school activities and boosts head teachers' motivation, enabling them to manage their responsibilities efficiently. Transparent disbursement also reduces the risk of fund mismanagement and promotes trust among stakeholders.

Third, it is crucial to enhance financial record-keeping practices among head teachers. Regular training and capacity-building initiatives should be organized to equip head teachers with the skills necessary to maintain accurate and transparent financial records. Such practices strengthen accountability and facilitate effective monitoring of school finances.

Fourth, schools should develop and adopt robust financial management processes that incorporate systematic planning, budgeting, expenditure monitoring, and evaluation of financial activities.

These processes enable head teachers to allocate resources wisely, anticipate financial needs, and align expenditures with school objectives.

Fifth, head teachers should be supported in exploring alternative revenue sources, such as community partnerships and PTA contributions, to supplement government funding. However, these initiatives must be implemented with clear guidelines to ensure transparency and accountability, safeguarding the integrity of school finances.

Lastly, policymakers should review and strengthen existing education finance policies to align with global best practices and the specific realities of primary education management in Bayelsa State. Such policy reforms would create an enabling environment for effective fund management and sustainable educational development.

### References

- Adeyemi, T. O. (2010). Teacher job performance and school effectiveness in Nigeria. *European Journal of Educational Studies*, 2(3), 19–28.
- Afolabi, F. (2001). *Principles and practice of educational management*. Tonad Publishers.
- Babajide, V. O., & Omoruyi, F. O. (2017). Teachers' job satisfaction and productivity in Nigeria. *Journal of Educational Management*, 12(4), 67–82.
- George, O. O., et al. (2019). Financing public education in Nigeria: The role of stakeholders. *African Journal of Educational Management*, 7(1), 54–72.
- Munge, M., et al. (2016). Financial management in primary schools: A global perspective. *Educational Finance Journal*, 14(1), 101–119.
- Nakpodia, E. D. (2011). Teachers' job performance in schools: A Nigerian perspective. *International Journal of Education Administration and Policy Studies*, 3(3), 37–44.
- Ogbonnaya, N. I. (2015). Financial management of education: Issues and challenges. *Nigerian Journal of Educational Administration*, 8(2), 23–31.
- Salami, O. P. (2016). The role of head teachers in educational development. *Journal of School Leadership*, 5(2), 45–58.
- UNESCO. (2019). *Education financing in sub-Saharan Africa: Meeting the challenges of global benchmarks*. UNESCO Institute for Statistics.
- Wenibowei, D. D. (2017). Challenges of financial management in public schools in Nigeria. *Nigerian Journal of Educational Planning and Administration*, 9(3), 83–94.