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# Resources Allocation in Strategic Plan Implementation and Administrative Effectiveness of Secondary School Principals, Akwa Ibom North- East Senatorial District

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**Abstract** – The main purpose of this study was to investigate the relationship between Resources Allocation in Strategic Plan Implementation and Administrative Effectiveness of Principals of Secondary School in Akwa Ibom North-East Senatorial District in Akwa Ibom State, one research question was raised to guide the study while one null hypothesis was formulated and tested at .05 alpha level of significance. Descriptive survey design was adopted for the study. Population of the study comprised of 86 principals from the 86 public secondary schools in Akwa Ibom North-East Senatorial District. A sample size of 86 principals was used as purposive sample. Two questionnaires tagged “Resources Allocation in Strategic Plan Implementation Questionnaire (RASPIQ) and “Administrative Effectiveness of Principal Questionnaire (AEPQ) were used to elicit information from the respondents. The reliability coefficient of .83 for strategic implementation and .79 for principal’s administrative effectiveness were obtained. Mean, standard deviation was used to answer the research question, while Pearson’s products moment correlation was used to test the hypothesis. The study revealed that resources allocation in strategic plan implementation significantly relates to administrative effectiveness of secondary school principals. It is therefore recommended that Principals should be equipped with resources allocation skills through training in seminar, conferences and workshops, to be able to implement strategic plans in order to achieve administrative effectiveness in their respective schools. Government should formulate resources allocation policies based on budget that should be adhered to, when implementing strategic plans. It is also recommended that principals should create a conducive environment where the personnel will have a sense of belonging, provide a clear direction for all involved, (students, teachers, parents and entire community members) so as to support a continuous process of strategic plan implementation, in order to achieve administrative effectiveness.

**Keywords** – Resources, Allocation, Principals, Administrative, Effectiveness.

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## I. INTRODUCTION

### *Background of the Study*

Improving the quality of teaching/ learning in education both at the state and national levels has always been the major goal of most developing countries in the world, including Nigeria. In Nigeria, efforts for improved educational system has become of great interest resulting in a shift in educational management and specific efforts on the part of the government to develop policies for transforming education. Towards achieving the set goals, different governments have shown interest in transforming Nigerian education system by formulating various educational policies. Such efforts generally led to the introduction of the universal Primary Education (UPE) in 1976 and 6-3-3-4 system in 1985 (Six years in primary school, three years in Junior, three years in senior secondary school and four years in the university), yet the desired educational goals have not been met.

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The goal of secondary education enshrined in the National Policy on Education FRN, (2013) is to prepare the Nigerian citizens for useful living in the society and for participation in higher education,). From the stated broad and specific objectives, it is pertinent to state that, secondary education in Nigeria has services or obligations to perform for each student that comes into it. It has the duty to develop each student's abilities to the highest degree possible within the time the student is in school. These well-articulated objectives of secondary education can only be achieved if all the issues involved in formulation and implementation of policies and programmes at secondary education level are addressed squarely. They include provision of resources, facilities and funds in the right quantity and quality and the effective management of these resources for the achievement of these broad goals. Teachers' commitment to duty, discipline, and regularity in attendance are also some of the ways the schools undertake to ensure the existence of an environment that will be germane for the achievement of these goals. Others include supervision, provision of instructional materials, curriculum content coverage/ delivery, malpractice-free examinations, career counselling, effective community relations, functional library, Information Communication Technology (ICT) amongst others. However, the latest venture by the Federal Government of Nigeria is her emphasis on the need to promote effective use of strategic planning among others to improve the quality of education provision and service delivery (FRN, 2013). The emphasis is on the development and implementation of transformational management, the shift from quantity to quality and the achievement of system-wide transformation as desirable goals.

Strategic planning is about developing a good match between the activities of an institution and the demands of the environment in which it operates (Nte, 2007). It focuses on the institution's mission, objectives, strengths, weaknesses, opportunities and threats. In essence, strategic planning aims at ensuring internal efficiency of an organization or institution. Fehnel (2000) described strategic planning as a systematic process in which an organization envisions its future and assesses its basic reason for being (i.e. its purpose or mission), the strengths, weaknesses, opportunities and threats (SWOT) it might face in the immediate and foreseeable future. Marshall (2004) defined strategic planning as a process designed to move an educational organization through the steps of understanding changes in the external environment, assessing the internal strengths and weaknesses of the organization, developing a vision of the desired future for the organization and some ways to achieve that mission, developing specific plans to get the organization from where it is to where it wants to be, implementing these plans and monitoring the implementation, so that necessary changes or modifications can be made. Institutions and organizations in this fast changing times find themselves in circumstances where old methods of planning and management are no longer effective in dealing with the current and future challenges, therefore the need for strategic planning. It is used to provide the institutions, stakeholders and managers with a clearer future of how a rapidly changing environment is shaping the critical decisions that their institutions face and how it is conditioning the resources that the institution is likely to have in carrying out its decisions. Typically, strategic planning includes the following components: setting a vision for the organization; scanning the external environment; assessing internal capabilities; and establishing goals, performance measures, and implementation of plans.

The strategic plan and its implementation are the focal point of any business organization and operation especially in education. To enable a school to strive, remain competitive and grow, Principals need to be skilled in resources allocation in strategic plan implementation, as it forms a core part of the overall growth and success. An effective strategic plan implementation process involves devising a well-crafted mission and objective statement, environmental scanning, strategy formulation, strategy implementation and strategy evaluation and

control (Ralph, 2008). The principal as a chief executive of the school plays a critical role in this engagement. The principal is required to come up with strategic plan that are geared toward incorporating all stakeholders in the school. School managers such as principals must therefore be skilful in resources allocation in strategic plans implementation that are commensurate with the resources and time available, in order to improve both the efficiency and effectiveness of the administrations of the institutions they manage.

Resource allocation is the process of assigning and managing assets in a manner that supports an organization's strategic goals. Resource allocation involves balancing competing needs and priorities and determining the most effective course of action in order to maximize the effective use of limited resources and gain the best competitive advantage on investment. The key strategic factor is resource allocation; therefore it is essential for organizations be able to effectively utilize the technical know-how of their employees at the right places and at the right time. It is the challenge of management to allocate the resources to their most useful tasks as well as coordinating and integrating activities of participating employees and functions. Funds are the very essential and critical resources in the process of implementing strategic plans, therefore money should be made available to train the teams regarding their responsibilities and expectations, to enhance administrative effectiveness.

Administrative effectiveness in school, to Adesina, (1981), is a function of leadership, that is, quality of leadership which a principal is giving to motivate and inspire other staff to adapt. It is the extent to which the set goals and objectives of a school programme is achieved with the help of an administrator and the ability of school administrators to maximise school inputs in an endeavour to produce optimum educational services. Such effectiveness can be seen in relation to either the quality, or quantity of educational instructions given in a school. It is pertinent therefore to note that, improvement and qualitative education for citizenry in any country is contingent upon skilful resources allocation in strategic plans implementation in the education system. This has to do with ensuring that adequate resources (human and material), equipment, facilities and funds are provided and skilfully allocated, to enable the principals to plan strategically to maximally achieve the objectives of their schools. Scholars such as Robbins (2003) and Sedisa (2008) noted that, effective administrators are those who have acquired certain basic skills to cope with the demands of their management tasks. Robbins (2003) grouped these skills into three broad categories, namely technical skills, human skills and conceptual skills. Such skills are necessary for school managers to effectively allocate resources for implementing strategic plans.

However, it has been observed over the years that, the challenges facing public secondary schools have been those of poor infrastructure, inadequate staffing, inadequate funding, and poor quality assurance owing to various training limitations (e.g. lack of facilities, equipment and essential reading materials, etc.) unsuitable policy environment and other organizational and management issues pertaining to school administration, manpower requirements and curriculum development, (Onwuliri, 2008). Other observed trends of administrative problems are reflected in conflict situations such as teachers' uncooperative attitudes, lack of commitment, absenteeism, confrontational behaviours as well as constant lateness to work. Probably the reason for the unfortunate situation could be as result of poor or lack of skill in resources allocation in strategic planning and implementation of the principals. All these problems of administrative effectiveness earlier highlighted have been a source of concern to researchers, teachers, parents, students, principals and the society at large.

In a bid to solving problems associated with the administrative effectiveness of secondary school principals, Momoh and Osamiro (2015) investigated principals' administrative effectiveness in public secondary schools

using quality assurance standards in Edo and Delta States. To guide the study, research questions and hypotheses were raised. Descriptive research design was adopted for the study and the simple random sampling technique was used to select 240 principals and 720 teachers for the study. Two sets of instrument were used to collect data which was analysed using the Mean, Percentage, Pearson's Product Moment Correlation (r), Zero Differentiation Hypothesis and Fisher z statistical tools. The findings revealed that though not all quality assurance standards in Edo and Delta states' public secondary schools were implemented, the level of principals' administrative effectiveness is high and experience significantly contributed to their performance. It was thus recommended that, principals be empowered to implement quality assurance standards and experience should be major criteria for appointing principals so that quality assurance standards can be effectively implemented.

In the same vein, Adeniyi (2014) conducted a study on personality traits and administrative effectiveness of secondary school principals in south western Nigeria. The sample size comprised of 53 principals and 821 teachers who were selected from 53 public secondary schools from four states in south western Nigeria using multistage and purposive sampling techniques. Principals Personality Traits Questionnaire (PPTQ) and Principals Administrative Effectiveness Questionnaire (PAEQ) were the instruments used to collect data from the respondents. Descriptive statistics and chi-square statistics were employed to analyse the data. The result showed amongst others that, the mostly exhibited personality trait by principals was conscientiousness. Ereh and Nto (2015) also conducted a research on school records keeping and administrative effectiveness in Uyo L.G.A. three research question were raised and a corresponding null hypotheses were formulated to guide the study. Ex-post facto research design was used, because the variables were not manipulated, resources allocation skills in using a purposive sample of 14 principals, representing 100% of the population of principals in Uyo Local Education Committee. Instrument for data collection was questionnaire titled, "School Record-Keeping and Principals' Administrative Effectiveness in Questionnaire" (SRKPAEQ.). Findings revealed amongst others that, effective school administration is contingent upon proper management of school records. However despite the contributions of studies so far reviewed and many more, it appears the problems still persist. It was observed that, work specifically carried out on resources allocation skills in strategic plan implementation and administrative effectiveness of secondary school principal appears to be scanty. The researchers' observation and interactions with some teachers and principals in government owned schools revealed the poor administrative practices, which could be attributed to poor or inadequate skills in resources allocation in strategic plan implementation. This worrisome situation has informed the need for this study titled resources allocation skills in Strategic Plan Implementation and Principals' Administrative Effectiveness in Akwa Ibom state secondary schools, in an attempt to ameliorate the ugly trend. The question therefore is, what is the relationship between resources allocation in strategic plan implementation and administrative effectiveness?

### *Statement of the Problem*

Resources allocation skill in strategic plan implementation is crucial for administrative effectiveness of any school. It is therefore essential for schools to be equipped with resources allocation skill to be able to put in place mechanisms to ensure that resources are properly allocated for strategic plans implementation. However, it has been observed over the years that the challenges facing our public secondary schools have been those of poor infrastructure, inadequate staffing, inadequate funding, and poor quality assurance owing to various training limitations (e.g. lack of facilities, equipment and essential reading materials, etc.) unsuitable policies, poor

learning environment as well as other organizational and management issues pertaining to school administration, manpower requirements and curriculum development. This has become a problem to the society that many researchers in different places and at different times, used different variables to attempt solving these problems, but the problem still persist. From the review of various studies conducted so far, none has been specifically carried out on resources allocation skills in strategic plan implementation and administrative effectiveness of principals in Uyo local education committee. This has created a gap which this study intends to fill. This study investigated the relationship between resources allocation skills in strategic plan implementation and administrative effectiveness of principals in Uyo local education committee of Akwa Ibom state.

The finding of this study would be of tremendous benefit to the government as it will expose the need for provision of training to equip principals in resources allocation skills needed for successful implementation of strategic plans. It would also help school proprietors, principals, in Akwa Ibom state, as it would help them to see the necessity and benefit of training and re-training of school principals on required resources allocation skills and knowledge needed for successful implementation of strategic plans. The findings would also help the teachers because, if resources for strategic plans implementation skilfully allocated, the teachers would have enabling environment to perform their duties effectively.

### *Research Questions*

The study was guided by the following research question: What is the relationship between resource allocation skill in strategic plan implementation and administrative effectiveness of principals?

### *Null Hypothesis:*

There is no significant relationship between resource allocation skill in strategic plan implementation and administrative effectiveness of principals.

## **II. REVIEW OF RELATED LITERATURE**

### *Theoretical Framework.*

#### *Strategic Plan Implementation Theory:*

**Resource-Based Theory (RBT)** Wernerfelt, Birger (1984), The RBT focuses on the resources and capabilities controlled by a firm as sources of competitive advantage. These resources and capabilities consist of the physical, financial, human and intangible assets. The theory postulates that, resources are not homogenous and are limited in mobility. It also postulates that, resources, capabilities and competencies are central pillars in strategic plan implementation. An organization must acquire the resources, competencies and capability, which are the required skills, before embarking on a journey of implementing the formulated strategy. The firm can translate these resources and capabilities into a strategic advantage if they are valuable, rare and inimitable and the firm is organized to exploit these resources (Kupes and Wider, 2012). Therefore, rather than just evaluating environmental opportunities and threats in conducting business, the competitive advantage is said to depend more on the unique resources and capabilities that a firm possesses (Barney, 1995). The success of any strategy hinges on availability of resources and the abilities of the executives who will implement the plan.

The resource-based view of the firm predicts that certain types of resources owned and controlled by firms have the potential and promise to generate competitive advantage and eventually leads to superior firm performance. It



is more oriented towards the longer run and may allow more fine-grained competitor analysis, which may be helpful in ascertaining the dangers of future competitive imitation through an analysis of the resources and capabilities of competitors. It assumes that managers are rational and that a firm's ultimate goal is to increase its performance. This theory is relevant to this study as it underscores how external resource of an organisation affects the behaviour of an organisation. It is founded on the view that environment are the sources of rare resources and organisations are dependent on these resources for survival, therefore for effective administration, there is need for the principal to be able to apply this theory so as to exploit these resources which are likewise being pursued by competing organisations in the environment. The application of the resource-based view (in short: RBV) by the principals of secondary schools, which focuses on the interior structure of the organization, as well as its resources and capabilities will be better in meeting the emerging challenges that will enable them to come up with the kind of map of combining distinctive competencies of the organization with its aspirations, objectives and expectations of stake holders, and on this basis create an organizational strategy that will ensure effective administration of their schools. It will enable the school to look at its own resources and competences, and depending on the situation, combine those resources which could give it a competitive advantage that will in turn ensure productivity and effectiveness.

#### *Administrative Effectiveness Theory*

**The Path-Goal Theory of Leadership: House, (1971)**, The path-goal theory of leadership is a situational theory of leadership and is closely aligned with expectancy theory in which an individual will act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. The path-goal theory was first introduced by Martin Evans (1970) and then further developed by House (1971). The theory holds that the major function of the leader is to enhance subordinates' instrumentalities, for example, perceived degree of relationship between behaviour and outcome; expectancies, such as perceived relationship between effort and behaviour; and valences including feelings regarding attractiveness of outcome to increase subordinate force such as motivational effort.

The Path-Goal model is a theory based on specifying a leader's style or behavior that best fits the employee and work environment in order to achieve a goal (House, Mitchell, 1974). The goal is to increase motivation, empowerment, and satisfaction so they become productive members of the organization. It can best be thought of as a process in which leaders select specific behaviours that are best suited to the employees' needs and the working environment so that they may best guide the employees through their **path** in the obtainment of their daily work activities (**goals**) (Northouse, 2010).

Path-goal theory was originally contrived as a dyadic theory of leadership concerning relationships between appointed supervisors and subordinates, but it has been expanded to include supervisor and unit relationships. It is generally concerned with how formally appointed supervisors influence the motivation and attitudes of their respective subordinates. It is not concerned with organizational leadership, emergent leadership, leadership strategy, or leadership during times of organizational change; it is concerned with job task leadership. In more concrete terms, path-goal proposes that the primary function of a leader is to increase individual employee gains, rewards, and other positive outcomes for work goal attainment by creating a more easily traversed path to goal attainment (i.e. removing obstacles, clarifying goals, increasing job satisfaction). Whether the leaders can do so effectively depends heavily on various contextual and situational factors and subordinate characteristics. Thus

according to the theory, effective leaders streamline work processes by complementing the characteristics of the environment and subordinates. If such situational affordances are present, leaders can increase subordinate motivation, job attitudes, and performance.

### *Concept of Strategic Plan Implementation*

Strategic planning forms a bridge between where an institution is now and where it wants to be in future in the light of its analysis of the environment. It analyses internal strengths and weaknesses; external opportunities and threats; generates alternative strategies; chooses from alternatives in the light of predetermined criteria; sets measurable goals and objectives; draws up implementation plans, which include action plans, people responsible and time frames and draws up evaluation criteria. Bryson (2004) states that Strategic Planning is a process whereby an organization makes choices through asking the following questions: Why do we exist? What are the major goals of this organization? What resources do we need for a successful future? Who will be our customers?

Ansoff and McDonnell (1990) defined implementation as a process that establishes a desired organizational behaviour, in accordance with the strategy content. Implementation they continued is the process of causing the firm to behave in accordance with the purposes, guidelines and strategies. Merriam–Webster’s Collegiate Dictionary (2001) asserts that implementation is the completion of the actions and tasks that the plans laid out. Implementation is the carrying out, execution, or practice of a plan, a method, or any design for doing something.

Strategy plan implementation is translating strategic thought into organizational action or moving from planning their work to working their plan as they shift their focus from Strategy formulation to strategy implementation (Pearce & Robinson, 1991). Implementation is often seen as the most essential steps in strategic management process. Strategic implementation is always the business of the organisation. It is what is going to determine the success of the organisation. This is always the area where many secondary schools fail to recognise its importance as the process of strategic management. As with any plan, formulating the appropriate strategy is not enough. Strategic managers must ensure that the new strategies are implemented effectively and efficiently (Zethmul, 1990).

The role of implementation is to guarantee that the - often abstract - strategic plans designed by the strategic apex of an organization become manifested in to everyday work. Without adequate attention and resources for implementation, there is thus an obvious danger that the new strategy never reaches the operational core of the organization. This is important since there are numerous examples of cases where carefully planned strategies have failed because of a lack of appropriate implementation. Accordingly, the strategy planning process should always involve concrete means for the implementation as well. From this perspective, strategy planning and implementation are, in fact, not phases but continuum of strategic management. Strategy implementation always consumes organization’s financial and human resources.

### *Administrative Effectiveness*

Effectiveness according to Mullins, (2010) must be related to the achievement of some purposes, objectives or tasks to the performance of the process of administration and the execution of work. Carter (2010) viewed administrative effectiveness as the extent to which satisfactory results have been produced through the control, directions and management exercised by the executive authority. Satisfactory result shall be judged in term of the objectives of the activity. According to Adeniyi (2012). Administrative effectiveness is referred to as the ability

of school principals to carry out administrative task related to instructional management, international relations, organisational, internal relation, organisational management, administration, students' performance and school community relation towards achieving goals and objective of the school. It is the degree to which secondary school principal achieve their goals and objective. Cameron and Weltton (2001) had found in their study on administrative effectiveness in higher education that effectiveness has a strand of thing orientation as proactive leaders. They gave feedback and constructive criticism. Support team and team members to work through their problems and arrive at successful solutions. When subordinates and supervisors or team members make mistakes, rather than reprimand them, they are instead helped to learn from their mistakes. This according to them has no restrictions and is not affected by the type of institution (either conventional or specialized university) involved. Daft (2003) opined that administrative effectiveness results from a combination of personal attributes and dimensions of the principal job in meeting the demands of the situation and satisfying the requirements of the department. Administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goal. The administrative performance in decision making, delegation of duties to subordinates, and setting good examples and motivating the teachers and students alike in an effort to create a conducive working environment to accomplish school goal and objective seem to enhance subordinate performance for school success. The administrative effectiveness of secondary school principal had been observed by Adegun (2002), as a factor inhibiting attainment of goals in secondary schools.

#### *Resource Allocation and Administrative Effectiveness of Principal*

Resource allocation includes managing tangible assets such as hardware to make the best use of softer assets such as human capital. Resource allocation involves balancing competing needs and priorities and determining the most effective course of action in order to maximize the effective use of limited resources and gain the best return on investment. Resource allocation is the process of determining the best way to utilise the available assets to accomplish organisational goals. It refers to how resources, including human resources, finances, capital and informational resources are divided amongst the various departments of the organisation to help with strategy implementation. The availability of knowledge by resources like employee skills, physical resources and financial savings ability would be vital to the implementation of strategic plan which would in turn lead to administrative effectiveness. A key role of the principal is to ensure that, each of the elements that contribute to improve student learning outcomes is present, working effectively and in alignment with all other elements (Hill, 2006). This means that the principal is thus, the chief architect of the school who has the overview of systems, processes and resources and how they combine to produce intended student's learning outcomes. The principal should be able to articulate the significance of all key elements of the strategic plan, to justify their design and configuration, and to be in a position to make judgments regarding the operational effectiveness of each element as well as the total impact of elements as they function in combination with one another.

Verspoor (2008) has noted that, most secondary schools in sub-Saharan Africa operate with inadequate resources due to poor funding. Most schools face inadequacy of textbooks, classrooms, sanitation facilities, teachers and other teaching/learning resources. In such situations, schools would be expected to plan for what is available. When schools become overambitious in the planning process, then implementation of strategic plans becomes difficult and this reduces administrative effectiveness. Bagudo (2000) asserted that education uses a combination of human and nonhuman resources of many different kinds. The human resources which a modern



educational system requires include not only teachers with various skills and knowledge, but also administrative and auxiliary staff and supporting personnel. The non-human resources which it requires include physical plant (grounds and buildings), utilization (water and electricity supply), in many cases, food, catering and medical supplies.

Ibukun (2010) opined that resources such as men (teachers, policy makers, no teaching staff); money (cash, cheque and notes); materials (raw materials, teaching and research materials, teaching aids and other equipment); management (policies, plans, programmes, time table); time and information are limited in supply and serve as input into the educational system. One noticeable characteristics of resources in education is that they are not always enough, knowing well that the education industry is a centre for production of educated manpower, who are invariably injected into the economy of different nations. Resources which constitute supplies in education are determined by the level of education and the type of education to be provided. The standard resources for all education types and levels are prescribed by the federal government (Agabi, 2010). These include professionally trained teachers and qualified teaching staff in all subject areas, government approved curriculum, teaching aids, school buildings and furniture as well as the right calibre of administrators to ensure effective school management. Educational resources have been classified into four groups and include (a) physical resources such as school plants, classrooms, offices, recreational facilities and the entire school ground; (b) material resources including instructional aides, stationeries, education plans, objectives and prescribed methodologies; (c) human resources (both teaching and non-teaching staff); and (d) financial resources made up of all monetary input into the education system directed towards the achievement of specified educational objectives (Agabi, 2010).

Good knowledge and the appropriate utilization of these major classes of resources are vital in the achievement of effectiveness in resource management in the school system, especially in the present context of global economic crises and a consistent decrease in federal monetary allocation to education (Agabi, 2010).

Ngware, Wamukuru and Odebero (2006) opined that the quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials, all have a direct bearing on quality as they determine how effectively the curriculum is implemented. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quantity and quality. Rob Greenwald and Larry V. Hedges (1996) carried out a study on the effect of school resources on student achievement. A universe of education production function studies was assembled in order to utilize meta-analytic methods to assess the direction and magnitude of the relations between a variety of school inputs and students' achievement. The 60 primary research studies aggregated data at the level of school districts or smaller units and either controlled for socioeconomic characteristics or was longitudinal in design. The analysis found that a broad range of resources were positively related to student outcomes, with effect sizes large enough to suggest that moderate increases in spending may be associated with significant increases in achievement.

### III. RESEARCH METHOD

The study was carried out in Akwa Ibom North East Senatorial District which is one of the three senatorial district of Akwa Ibom State, Akwa Ibom North East Senatorial is made up of nine Local Government Areas, and they include: Etinan, Ibesikpo Asutan, Ibiono Ibom, Itu, Nsit Atai, Nsit Ubium, Uruan, Uyo. Akwa Ibom North East senatorial district is located between longitude  $7^{\circ}4i$  and  $8^{\circ}4i$  East and latitude  $4^{\circ}4i$  and  $5^{\circ}4mi$  north of the

equator. It is situated between the north and south east corner of Akwa Ibom State, Nigeria (Department of Geography and Regional Planning University of Uyo 2008). Akwa Ibom North East senatorial districts is bordered on the north by Ini and Ikono Local Government Area: on the South by Onna, Eket, Okobo and Urue Offong Oruko Local Government Area on the West by Abak and Mkpato Enin Local Government Areas and on the East by Cross River State. It has a population of 1.6 million people (Akwa Ibom State 2007 Census).

The inhabitant of this zone are majorly Ibibios, their major occupation include farming, trading, fishing and white collar jobs. The senatorial district is endowed with infrastructural facilities such as good road network, good water supply, Ibom E-Library, E-Tropicana, The Five Star Hotel, Hospitals with good health care delivery services and free medical care for children, women and aged. The literacy level in the zone is generally high. There are 86 governments owned secondary schools in Uyo senatorial district. The descriptive survey design was adopted for the study. The population of the study comprised all the 86 principals from the 86 Public Secondary School in Uyo Senatorial district and Akwa Ibom State (Akwa Ibom State Secondary Education Board, 2016). A purposive sample of 86 principals was used for the study, representing 100% of the total population of principals in the senatorial district, because they met the criteria for the study. Three teachers were randomly selected from each of the schools to rate their principals' administrative effectiveness. Since there are 86 principals, 258 teachers were used as ratters. Two instruments titled "Resources Allocation in Strategic Plan Implementation Questionnaire (RASPIQ)" and "Administrative Effectiveness of Principals Questionnaire (AEPQ)" was used for data collection "Resources allocation Skills in Strategic Plan Implementation Questionnaire (RASPIQ)" consisted of 40 items, while the "Administrative Effectiveness of Principals Questionnaire (AEPQ)" consisted of 26 items. The two questionnaire, "Administrative Effectiveness of Principals Questionnaire (AEPQ)" were designed on a 4 - point rating scale as follows: Strongly Agree 4(SA), Agree 3(A), Disagree 2(D), and Strongly Disagree 1(SD). The RASPIQ and AEPQ were administered to 10 principals and 30 teachers in another senatorial district, the scores obtained from it were subjected to Cronbach's Alpha Analysis and they yielded reliability indices of 0.83 and 0.79 respectively.

The instruments titled "Resources Allocation in Strategic Plan Implementation Questionnaire (RASPIQ)" and "Administrative Effectiveness of Principals Questionnaire (AEPQ)" were administered to the respondents in their respective schools by the researcher using 2 weeks with the help of two research assistants. The researcher first of all visited schools and obtained permission from the authorities of the schools to carry out the research. The instruments were thereafter administered to respondents by the researcher, with the help of research assistants, where 249 copies of questionnaires out of 258 administered to teachers were retrieved, this and as such 83 copies of questionnaire administered to principals were returned out of 86, binging about a return rate of 96% and attrition rate of 3.5%. The data collected were analysed using both descriptive and inferential statistics. The research questions were answered using mean and standard deviation. The hypothesis was tested using Pearson Product Moment Correlation coefficient at 0.05 level of significance. In order to take decision (s) if r-calculated value, is greater when compared to the critical r-calculated value the null hypothesis is rejected and if the r-calculated value is less than the critical r-value, the null hypothesis is accepted.

#### **IV. RESULTS**

##### *Research Question*

To what extent does resource allocation skills in strategic plan implementation relate to administrative effective-

-ness of principal?

Table 1. The relationship between resource allocation skills in strategic plan implementation and administrative effectiveness of principals (N = 83).

Variables	Mean	S.D	r
Resource Allocation skills	25.18	4.81	
Administrative effectiveness	49.34	11.40	.249

Table 2 reports the nature of the relationship between the independent variables (resource allocation skill) and dependent variable (administration effectiveness of principal). The result on table 2 revealed that the calculated r value is .249, implying that there is a positive relationship between resource allocation skill and administrative effectiveness of principal.

### Testing of Null Hypotheses

Table 2. The nature of relationship between resource allocation skills in terms of strategic plan implementation and administrative effectiveness of principals (N = 83).

Variables	$\Sigma x$ $\Sigma y$	$\Sigma x^2$ $\Sigma y^2$	$\Sigma xy$	r-cal	Crit. r = .217
Resource allocation skills (X)	2088	104161			*High relationship
Administrative Effectiveness (Y)	4096	212800	6184	.249	

\* Significant at 0.05 level = .217; df = 83

Table 2 reveals that the calculated r value of .249 is greater than critical r-value of .217 at .05 alpha level of significance with 83 degree of freedom. The result is significant; therefore, the null hypothesis that, there is no significant relationship between resource allocation skills in strategic plan implementation and administrative effectiveness is rejected. This implies that there is a significant relationship between resource allocation skills of strategic plan implementation and administrative effectiveness.

## V. DISCUSSION

### *Resource Allocation in Strategic Plan Implementation and Administrative Effectiveness*

The finding of the study on resource allocation in strategic plan implementation and administrative effectiveness revealed that there is a significant relationship between the independent and the dependent variables. This is because the calculated value is greater than the critical value. This result could be attributed to the fact that, Principals have resources allocation skills and have been allocating resources like, human, physical and financial resources that are vital to the implementation of strategic plan, which in turn would lead to administrative effectiveness. This is because no organization can survive or carry out its function effectively without adequate resources at its disposal, pay staff, maintain the school plant and keep other services going. For schools to function effectively they need sufficient money to buy textbooks, buildings, buy equipment and maintain other services that are required to carry out its functions as an educational institutions. Since the principals could allocate resources even when they have not been trained, the result therefore implies that, if they are empowered with resources allocation skills, through training, it will impact positively on their administrative effectiveness. If principals are empowered through training, with the skills to allocate resources within the constraints of the school budget, they will be able to implement strategic plan already laid down by allocating the right teachers, financial and physical resources to where they are most needed, as resources are limited. The result is in line with the

findings of Dangara (2015) who's study revealed that, in the school system, part of the integral pre-requisite to be put in place towards the actualization of educational goal and objectives require adequate provision of resources and maximum skill in the utilization of the available scarce resources to avoid wastages and improve the quality of teaching-learning process in the academic environment.

The result of this study is also supported by Ogundele (2014) who carried out a study on principals administrative skills for secondary schools in Plateau State Nigeria, and found out that financial management skills needed by the principals for effective schools administration are prioritizing resource allocation according to needs, ensuring that budgets reflect agreed goals and objectives, delegating the mechanism of financial matter to capable stage and working within the constraints of the school budget. The principal as the chief executive of the school has administrative task to perform. His failure to perform this task and lack of vision in the management of the school often lead to imbalance in the allocation and use of resources which would definitely impede his effectiveness. The principal's role is to ensure that each of the elements like human, financial and physical resources that contributes to improved effectiveness are represented effectively and in alignment with other elements Hill (2006). This means that if principals possess special skills in resource allocation, it would impact positively on implementation of strategic plans which will in turn enhance their administrative effectiveness.

## VI. CONCLUSION

It was therefore concluded based on the findings of this study that, resources allocation in strategic plan implementation relates significantly to administrative effectiveness of principals of secondary schools in Akwa Ibom North East Senatorial Zone.

## RECOMMENDATION

It was also recommended based on the findings and the conclusions reached that, Secondary schools should have resource allocation policies based on budget that should be strictly adhered to when implementing strategic plans.

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