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Influence of Strategic Resource Allocation and Quality Assurance on the Performance of Secondary School Students in Abia State

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ABSTRACT

This study investigated strategic resource allocation, quality assurance practices and students' academic performance in public secondary schools in Abia State, Nigeria. The study adopted a descriptive survey design with a correlational approach. The population comprised principals and teachers in public secondary schools in Abia State, while a sample of 690 respondents, consisting of 46 principals and 644 teachers, was used for the study. Data were collected using a structured questionnaire titled Strategic Resource Allocation and Quality Assurance Practices Questionnaire (SRAQAPQ). The instrument was structured on a four-point Likert scale and subjected to face and content validation by experts. Data collected were analyzed using mean, standard deviation and Pearson Product Moment Correlation Coefficient. A criterion mean of 2.50 was used for answering the research questions, while the hypotheses were tested at 0.05 level of significance. The findings indicated that strategic resource allocation had a significant positive relationship with students' academic performance ($r = .620$, $p < .001$). Quality assurance practices also had a significant positive relationship with students' academic performance ($r = .580$, $p < .001$). A significant positive relationship was equally found between strategic resource allocation and quality assurance practices ($r = .550$, $p < .001$). Furthermore, the combined relationship between strategic resource allocation and quality assurance practices and students' academic performance was significant ($r = .680$, $p < .001$). The study concluded that effective allocation of school resources and consistent quality assurance practices are important factors associated with improved students' academic performance. It was recommended, among others, that education authorities should ensure adequate and equitable provision of financial, human and material resources and strengthen quality assurance mechanisms in public secondary schools.

1. INTRODUCTION

Education is universally recognized as an essential driver of socio-economic development and national transformation. The role played by education in the development of all the countries around the globe cannot be underrated. As a result of this, viable education is needed by Nigeria to be able to confidently compete with other countries across the globe socially, politically, economically and technologically. It could be stated that differences in the viability of education among countries in the world is one of the factors responsible for the distinctions among them, especially in the aspect of citizens' standard of living. A core objective of secondary education in Nigeria is to equip learners with foundational knowledge, skills, and competencies necessary for tertiary education and the labour market. Education is widely regarded as a key determinant of students' academic performance, as it provides the foundational knowledge, competencies, and cognitive skills necessary for effective learning and scholastic achievement. The academic performance of students is very important because it shows how well students are learning and achieving in their studies. It reflects how much knowledge, skills, techniques and values they have gained through their education. Academic performances help teachers and school leaders to know whether their teaching methods are effective or need improvement.

According to Suleiman *et al* (2024), academic performance is influenced by various educational inputs and behaviours, good academic performances are also important for students' future success. When students perform well in school, they have a better chance of securing admission into higher institutions, obtaining quality education and finding good jobs. Employers often look at their academic records when hiring them, and students with better results are usually given more opportunities in securing employment. As stated by Eze and Okonkwo (2020), academic success is strongly linked to better life chances and long-term career achievements. When students obtain good results, they feel encouraged and are more likely to stay focused and committed to their studies. On the other hand, poor academic outcomes can lead to frustration and dropping out of school. Osei (2019) explained that students who receive constant academic support and see improvements in their performance are more likely to remain motivated and complete their education. Academic performances also help parents and guardians understand their children's progress, through report cards and examination results, parents can be aware if their children are doing well or if they need extra attention ensuring their assignments and other take home exercises are done adequately. Regular communication of academic performance helps strengthen the partnership between schools and families (Chikwe, 2018; Nwosu, 2019; Nwachukwu 2021).

Many institutions of higher learning require good grades for admission. When students do not meet these requirements or standard, they are often denied access to universities or colleges. This prevents them from pursuing their careers. A critical determinant of students' academic performance is how educational resources are strategically allocated. Strategic resource allocation refers to the deliberate and systematic distribution of human, financial, material, and infrastructural resources based on planned priorities to achieve predetermined goals (Zhu & Li, 2025). Resource allocation in schools is a key factor that determines the quality of education students receive. It involves the way school resources such as money, teaching materials, infrastructure, and human resources are shared and used to support teaching and learning. In many developing countries, there are huge gaps on how resources are distributed among schools, especially between rural and urban areas. Resource allocation can be defined as the process of distributing and managing

educational resources in a way that ensures effective teaching and students' learning outcomes (Okeke, 2019). Resource allocation in schools is about how decision-makers plan and provide for the learning and teaching needs of students through fair and purposeful distribution of available resources. Proper resource allocation makes it possible for schools to function smoothly and providing adequate work environment that motivate teachers to deliver their lessons effectively. There are different types of resource allocation in schools; these include financial resource allocation, human resource allocation, material resource allocation, technological resource allocation, time resource allocation, and space resource allocation (Iwu, 2019; Enwezor, 2020; Eze, 2020; Oluwale, 2021; Adiewere & Onwuchekwa, 2025; Zhu & Li, 2025).

However, the important way of properly making Nigerian education system viable is by consistently injecting and integrating quality assurance strategies into all its inputs or processes such as physical facilities; instructional resources; human resources; inspection and supervision; selection of school sites; construction of school buildings; provision of instructional resources; recruitment and selection, performance appraisal, motivation and capacity building of teachers. Basically, unless adequate attention is persistently given to quality assurance in Nigerian public secondary schools, the hope of realizing qualitative education at this level might continually fail. Quality assurance has not been firmly integrated into the operation of public secondary schools in Abia State. This is because, some of these schools are run with dilapidated or congested classrooms, shortage of instructional resources, inadequate and/or unqualified teachers, poor learning environment and inadequate inspection from the government officials. In addition, adequate attention has not been given to teacher professional development to enhance their effective job performance. Quality assurance in education refers to the systematic process of monitoring, evaluating, and ensuring that educational standards are maintained and enhanced through effective supervision, accountability measures, continuous assessment, teacher development, provision of adequate facilities, and adherence to curriculum requirements. It is designed to ensure that schools deliver quality instruction that translates into improved student learning performances.

Quality assurance practices often include regular inspection of schools, monitoring of classroom instruction, evaluation of teachers' performance, provision of instructional materials, enforcement of professional standards, and continuous improvement strategies. These measures are expected to strengthen the teaching–learning process and create a conducive environment that promotes academic excellence. Studies such as Kyara (2025) and Shehu and Magaji (2024) have shown that effective quality assurance strategies positively influence students' academic achievement by improving teacher effectiveness, school supervision, and instructional delivery. Similarly, Ombay and Mrema (2024) found a significant relationship between school quality assurance practices and improved academic performance in public secondary schools. Despite the recognized importance of quality assurance, many secondary schools still experience challenges such as inadequate supervision, poor infrastructure, insufficient teaching resources, teacher absenteeism, and weak enforcement of educational standards. These issues undermine the goals of quality education and may contribute to persistent poor academic performance among students. Furthermore, the extent to which quality assurance mechanisms are effectively implemented in secondary schools, particularly in developing countries, remains uncertain.

Statement of the Problem

The academic performance of secondary school students remains one of the major concerns of educational stakeholders, policymakers, parents, and society at large. Secondary education plays a critical role in preparing students for higher education and meaningful participation in national development. However, despite the importance of this level of education, reports of poor and inconsistent performance of students in public examinations such as WAEC and NECO have continued to raise serious questions about the effectiveness of secondary school systems. Several factors have been identified as possible contributors to this challenge, including inadequate teaching and learning resources, ineffective school supervision, poor implementation of educational standards, and weak accountability. Mechanisms in many secondary schools, resources such as qualified teachers, instructional materials, laboratories, libraries, and financial support are either insufficient or poorly distributed. Even where such resources exist, the absence of strategic planning and proper management often leads to wastage, inefficiency, and underutilization, thereby limiting their impact on students' learning outcomes.

Furthermore, quality assurance practices which are expected to ensure the maintenance of educational standards through effective monitoring, evaluation, supervision, and continuous improvement appear to be weak or inconsistently implemented in many secondary schools. Inadequate inspection, poor teacher support, and limited enforcement of quality standards may negatively affect instructional delivery and ultimately students' academic achievement. Although strategic resource allocation and quality assurance are widely recognized as essential factors for improving educational outcomes, there is still limited empirical evidence on how these two variables jointly influence the academic performance of secondary school students, particularly within the context of public secondary schools. This gap in knowledge creates uncertainty for educational planners and school administrators in making informed decisions regarding resource management and the strengthening of quality assurance systems. It is against this backdrop that this study investigated the influence of strategic resource allocation and quality assurance practices on the academic performance of public secondary school students in Abia State.

Purpose of the Study

The purpose of this study was to examine the influence of strategic resource allocation and quality assurance on the academic performance of secondary school students. Specifically, the study seeked to:

(i) Investigate the extent to which strategic allocation of human, material, and financial resources affects students' academic performance.

(ii) Examine the influence of quality assurance practices, such as school supervision, teacher evaluation, and instructional monitoring, on students' academic achievement.

(iii) Determine the combined effect of strategic resource allocation and quality assurance practices on the performance of secondary school students.

Research Questions

The study will be guided by the following research questions:

(i) To what extent does strategic resource allocation of human, material and financial resources influence the academic performance of secondary school students?

(ii) What is the influence of quality assurance practices such as school supervision, teacher evaluation, and instructional monitoring on students' academic performance in secondary schools?

(iii) How do strategic resource allocation and quality assurance practices jointly affect the academic performance of secondary school students?

Hypotheses

The following null hypotheses (H_0) will be tested at a 0.05 level of significance:

H_{01}: Strategic resource allocation has no significant influence on the academic performance of secondary school students.

H_{02}: Quality assurance practices have no significant influence on the academic performance of secondary school students.

H_{03}: Strategic resource allocation and quality assurance practices do not jointly have a significant influence on the academic performance of secondary school students.

2. LITERATURE REVIEW

Strategic Resource Allocation

Strategic resource allocation is used to assign the available resources in an economic way. Strategic resource allocation is also the scheduling of activities and the resources required by those activities while taking into consideration both the resource availability and the project time allocation of resources. Allocation of resources is essentially a study of how resources are allocated and is associated with economic efficiency and maximization of utility. In education, strategic resource allocation is used to mean the distribution of money, men and material devoted to education among the various areas of educational needs. Strategic resource allocation refers to the process of distributing available resources such as money, teachers and staff, materials, and time to different areas in an institution. In schools, strategic resource allocation helps in planning how to use funds, employ staff, pay salaries and provide materials in a way that supports teaching and learning. Strategic resource allocation refers to the deliberate planning and distribution of financial, human, and material resources to optimize educational outcomes (Adiewere & Onwuchekwa, 2025; Akeju, 2022). In secondary schools, this includes ensuring the availability of qualified teachers, textbooks, laboratory equipment, classrooms, and digital learning tools. Ezeani (2020) defines resource allocation as the careful distribution of educational inputs like human, financial, and material resources in order to promote quality education. This means that all the important resources in a school must be shared wisely to support students and staff. It also shows that poor allocation can affect student performance and school success (Anambra State Study, 2025). A study by Owoaka

(2022) found that resource utilization in South-South Nigeria significantly predicted quality education, showing that mere availability of resources is insufficient without proper allocation and monitoring. However, some studies caution that resources alone do not guarantee improved performance. In Zamfara State, Nigeria, a survey revealed that inadequate planning and poor resource distribution limited the impact of resources on students' WAEC results (Zamfara State Study, 2023). Access to qualified teachers and functional library facilities in Abia State significantly influenced academic performance, with urban schools outperforming rural schools due to better resource access (Ohia, 2018). Resource adequacy and utilization were also shown to significantly influence the quality of secondary education in Southwestern Nigeria (Okunlola & Hendricks, 2023). Ojo and Adeyemi (2020) describe resource allocation as a strategy for achieving equal access to educational resources and improving the use of limited supplies. This highlights the issue of fairness and the need to make sure that all students, whether in urban or rural schools, benefit equally.

Quality Assurance in Education

Quality assurance in education is a proactive means of ensuring quality of inputs, teaching-learning processes, learning environment and consequently enhanced school effectiveness. Quality assurance strategies help to process education in such a way which would develop the cognitive, affective and psychomotor domains of students, thereby facilitating the realization of school effectiveness. It includes school supervision, teacher evaluation, instructional monitoring, continuous assessment, and adherence to curriculum standards. Quality assurance involves systematic oversight mechanisms to ensure schools meet academic standards. Quality assurance encompasses teacher evaluation, supervisory visits, curriculum monitoring, continuous assessment, and feedback systems (Kyara, 2025; Lukorito, Ngome, and Kikechi, 2023). Quality assurance in education is a systematic process of monitoring, evaluating, and improving educational provisions to ensure that teaching, learning, and school services meet predetermined standards, maintain integrity, and lead to desired learning outcomes. It involves continuous evaluation and review of educational inputs, processes, and outputs against set benchmarks to guarantee high-quality performance and sustained improvement. Quality assurance in education refers to the systematic processes and actions used to ensure that educational inputs, processes, and outcomes conform with predetermined standards and requirements, with the aim of maintaining and improving teaching and learning quality. (European Journal of Education Studies, 2020). To achieve public secondary schools' effectiveness, there is need for quality assurance strategies such as adequacy of teachers, adequacy of school facilities and regular teacher professional development. Empirical evidence demonstrates that quality assurance practices significantly improve academic performance. Mensah (2021) showed that regular supervision and constructive teacher feedback enhanced classroom instruction in Ghanaian secondary schools. In Ethiopia, Belina, Geleta, and Beyene (2025) found that holistic quality enhancement practices including leadership commitment, instructional monitoring, and resource utilization positively correlated with students' academic achievement. Research in Rivers and Bayelsa States further revealed that quality assurance practices, including supervision and infrastructure provision, are critical to raising educational standards (Kalagbor, Amadi, and Nnadieze, 2025). Quality assurance practices also mediate the effectiveness of resources. For example, in Punjab, Pakistan, quality assurance tests coupled with equitable resource allocation led to improved student outcomes, highlighting that quality assurance mechanisms amplify the impact of resources (Effect of Quality

Assurance Tests, 2024).

Academic Performance of Secondary School Students

Academic Performance of Secondary School Students refers to the results of students in their educational activities. It shows how well a student has understood and achieved the learning goals set by the school or teacher (Uwa, 2019). This can be measured through tests, exams, assignments, and class participation. Okeke (2019) asserted that academic outcome is the level of knowledge and skills a student gains after going through a learning process. Academic performance refers to measurable outcomes of student learning, often indicated by examination results. Ezeani (2020) describes it as the measurable achievement of students in subjects or courses based on specific learning objectives. This means that schools can use academic performance to judge whether students have reached the expected standard. Fisal (2021) sees academic performance as the final result of a student's effort, school environment, and teaching quality. This definition suggests that many factors affect student performance, including how they are taught and the kind of support they receive. It also means that academic performance are not just about intelligence, but also about external factors like classroom resources and teacher-student relationships .Ojo and Adeyemi (2020) define students' academic performance as the total effect of a student's academic experiences, including grades, skills gained, and overall educational success. This view includes both short-term results like test scores and long-term benefits like critical thinking and problem-solving skills. Studies confirm that performance is influenced by resource availability, teaching quality, and quality assurance practices (Adebayo and Alabi, 2020; Ekundayo, Afolabi, and Bamikole, 2023). Olawoyin (2025) specifically linked teacher quality and instructional effectiveness to students' achievement in Southwest Nigeria. Similarly, research in Sokoto State found that inadequate resources combined with poor instructional quality negatively impacted students' mathematics performance (Sokoto Study, 2023).

Theoretical Framework

Systems Theory

This study is anchored on the Systems Theory proposed by Ludwig von Bertalanffy, who introduced the General Systems Theory in 1947. Systems Theory posits that organizations and institutions function as integrated systems composed of interrelated and interdependent components working together towards common goals. Rather than examining individual components in isolation, the theory emphasizes holistic analysis of how parts interact to produce overall outcomes. Systems theory conceptualizes schools as interrelated components (inputs, processes, outputs). Deficient inputs (resources) or poor processes (quality assurance practices) reduce output quality (student performance). This theory supports the study's framework, where strategic resource allocation (inputs) and quality assurance (processes) jointly determine academic outcomes (Ekundayo, Afolabi, and Bamikole, 2023). In the context of education, a public secondary school is conceptualized as an open system comprising various subsystems such as students, teachers, school leadership, financial resources, instructional materials, administrative structures, and quality assurance mechanisms. These components operate interdependently to achieve the primary objective of enhancing students' academic performance and overall educational development. Hence, the theory provides a strong justification for examining strategic resource allocation and quality assurance practices as interconnected variables rather than

independent factors. Strategic resource allocation represents the input management component of the system. Quality assurance practices represent the process control and regulatory component. Students' academic performance represents the output of the system. If resources are poorly allocated or quality assurance mechanisms are weak, the system becomes inefficient, leading to poor academic outcomes. Conversely, efficient allocation combined with effective supervision and monitoring strengthens system performance. Thus, improving students' academic performance requires strengthening all components of the educational system rather than focusing on a single factor.

2.3 Empirical Studies

In Nigeria, Ekundayo, Afolabi, and Bamikole (2023) carried out a study on: Resource Utilization and Academic Achievement of Secondary School Students in Southwest, Nigeria. This study examined the relationship between resource utilization by principals and academic achievement of secondary school students in Southwest, Nigeria. The study examined the extent to which the principal utilizes resources in the schools and how this tells on the academic achievement of students. The study adopted the descriptive survey research design. The population of the study consisted of all the 2,719 principals and 72,676 teachers in all public secondary schools in Southwest, Nigeria. The sample for this study was 990 respondents, comprising 90 principals and 900 teachers from 90 public secondary schools in Southwest, Nigeria. Multi-stage sampling procedure which involved, simple random, stratified, proportionate and purposive sampling techniques were used to select the sample for the study. Three sets of instruments tagged: "Principals Resource Utilization Questionnaire (PRUQ)", "Students Affective and Psychomotor Domain Questionnaire (SAPDQ)" and an Inventory on Students' Academic Performance (ISAP) were administered on respondents in the study. The three instruments were validated by experts. PRUQ and SAPDQ had reliability coefficients of 0.76 and 0.74 respectively. The data were analyzed using descriptive and inferential statistics. The descriptive statistics of frequency counts, percentages, mean and standard deviation were used to answer the research questions while the only hypothesis in the paper was tested using inferential statistics such as Pearson's Product Moment Correlation at 0.05 level of significance. The study revealed that the extent of principals' resource utilization and the level of academic achievement of secondary school students in secondary schools in Southwest, Nigeria were moderate. The study also revealed that principal resource utilization is significantly related to academic achievement of secondary school students.

Ohia (2018) conducted a study on: Students' access to quality learning resources for enhanced performance in secondary schools in Abia State, Nigeria. The study, anchored on the input-output production function in education, examined the accessibility of students to qualified teachers and functional library facilities in both rural and urban located secondary schools in Abia State, Nigeria. A descriptive survey research design was adopted. The population consisted of 190 public senior secondary schools with a total of 1,568 respondents made up of 190 principals, 190 vice-principals, and 1,188 sectional head teachers. Using proportionate stratified random sampling, the numerical strength of the sample was 784 respondents. Data were collected using personal observation and a researcher-structured questionnaire (Access to Quality Learning Resources Questionnaire, AQLRQ) with a reliability index of 0.76. Statistical analysis revealed that students have better access to qualified teachers in urban-located schools than in rural schools, and that 80% of schools lacked access to functional library resources.

Enwezor and Ojiribe (2025) worked on Resource Allocation and its Influence on Students' Academic Outcomes in Public Secondary Schools in Awka North Local Government Area, Anambra State. The study examined resource allocation and its influence on students' academic outcome in Awka North Local Government of Anambra State. The aim of the study is to determine the influence of financial resource allocation on students' academic outcome in Awka North LGA, and it also examined the influence of human resource allocation on students' academic outcome in Awka North LGA. Survey research design was used for the study. 250 respondents were sampled in the study area. Structured questionnaire was used for data collection. The study was anchored on Gary Becker's Human Capital Theory because of its relatedness. The research questions were answered with Pearson Product Moment Correlation coefficient (r). The hypotheses were tested at 05 levels of significance with simple linear regression technique. The p-value was used to determine the significance of dependent variables in all hypotheses. All analysis was carried out using Statistical Package for Social Science (SPSS) Version 25. The findings of the study showed that there is positive influence of financial resource allocation on students' academic outcome in public secondary schools in Awka North LGA, Anambra State; and there is high influence of human resource allocation on the academic outcome of secondary schools students in Awka North LGA, Anambra State. The study concluded that when schools are given enough teaching materials, qualified teachers, and good learning facilities, students are more likely to perform better in their academic studies.

Kawinzi, Kiilu and Mulwa (2023) worked on: Resources Allocation as an Institutional Determinant of Strategic Plan Implementation in Public Secondary Schools in Kenya. Their study sought to examine the influence of school resource allocation on Strategic plan implementation. The study used a descriptive survey research design. The study targeted 351 public secondary schools, 351 public school principals, 1,404 class teachers and 1,755 academic Heads of Departments from which the sample of 105 principals, 176 academic Heads of Departments and 140 class teachers were derived. The respondents were sampled using stratified sampling technique. A questionnaire and an interview guide were the data collection instruments. Descriptive and inferential statistics were used to analyze data. Data was presented by used of frequency distribution tables and pie charts. Pearson's product moment correlation coefficient and multiple linear regression were used to analyze the inferential data. The set level of hypothesis testing was at 0.05 level of significance. This may be significant to the school Board of Management policy makers in terms of know-how skills formulation, implementation and evaluation of strategic plan. This study found that resource allocation does not influence strategic plan implementation. The researcher conducted Hypothesis testing using a multiple regression model at the 5 percent level of significance. The results of hypothesis testing gave a negative coefficient of -0.0168 on resource allocation was realized with a p-value of 0.714 which was not statistically significant at the 0.05 level. . Hence we fail to reject the hypothesis that, resource allocation has no effect on strategic plan implementation. This indicates that, resource allocation does not have a statistically significant effect on strategic plan implementation in public secondary schools in Machakos County.

Omiyale (2018) worked on Assessment of Resource Allocation and Utilization in Secondary Schools in Ondo West Local Government Area of Ondo State Nigeria. The study assessed the allocation of resources and the utilization of the resources in secondary schools in Ondo West Local Government Area of Ondo State. The study used the descriptive research design of the

survey type. This study is aimed at assessing the nature and adequacy of physical facilities and their utilization, assessing the quantity and quality of the teachers allocated to secondary schools, assessing the teacher-pupil ratio in relation to the resources available in secondary schools and assessing the allocation and utilization of the available time and space allocated to learning activities in the selected secondary schools. The population of teachers, vice principals and principals of secondary schools in Ondo State was put into consideration in which Ondo West Local Government Area of Ondo state was particularly used with a total of 294, out of which 123 were selected as sample. The sample includes 11 principals, 22 vice-principals and 90 teachers. The data was analyzed using stratified and simple random sampling techniques. An instrument titled Questionnaire on assessment of resource allocation and utilization in senior secondary schools in Ondo west local Government area (ARAUQ) was used to collect data from the population sample, using Pearson Correlation co efficient, the reliability coefficient of ARAUQ was 0.81. The data collected were analyzed using t test and the two hypotheses of the study were tested at 0.05 level of significance. The study revealed that resources allocated to secondary schools in Ondo West Local Government Area are fairly adequate and that there are shortages and surpluses of teachers in particular subjects in the selected schools. It was also realized that time and space resources are moderately utilized. Based on the findings, it was concluded that most of the required resources are available in schools but not adequate, it was also concluded that teachers are allocated to the urban schools at the expense of the rural schools and that the teachers are well experienced on the job

Olohundare (2020) worked on Quality Assurance Strategies as Determinants of Public Secondary Schools' Effectiveness in Kwara State, Nigeria The study adopted a descriptive research design of survey type. The population of the study comprised 6,813 teachers in all the 317 public secondary schools in the State. Cluster sampling technique was used to group the LGAs in the State into senatorial districts. Random sampling technique was used to select two LGAs from each of the senatorial districts. Random sampling technique was used to select five schools from each of the selected LGAs while 10 teachers were also randomly selected from each of the sampled schools. Quality Assurance Strategies Questionnaire (QASQ) and Students' Academic Performance Proforma (SAPP) were used to collect data. The QASQ was validated and found reliable with a reliability coefficient of 0.73. Pearson's Product Moment Correlation was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that there was a significant relationship between quality assurance strategies and public secondary schools' effectiveness in Kwara State, Nigeria ($r=0.522$, $p< 0.05$). The study concluded that if government priorities integration of quality assurance strategies such as adequacy of teachers, adequacy of facilities and regular teacher professional development into the operation of public secondary schools in Kwara State.

Shehu and Magaji (2025) worked on Quality education assurance and academic performance of secondary school students in Gombe Metropolis, Nigeria. The paper examined quality education assurance on the academic performance of secondary school students in Gombe metropolis. A correlation survey design was adopted to guide the study. Four research questions and two null hypotheses, twelve (12) principals, twenty-four (24) vice principals and one hundred and twenty (120) teachers randomly selected from six (6) of Junior Secondary and Senior Secondary Schools in the metropolis were used for the study. Data collected using a structured questionnaire was analyzed with mean and standard deviation to answer the four (4) postulated research questions

while the two (2) hypotheses were tested using a t-test statistical tool at 0.05 level of significance. The study result revealed that quality education assurance significantly impacts the academic performance of secondary school students in Gombe metropolis. The conclusion was drawn that that quality education assurance plays a crucial role in the academic performance of secondary school students in Gombe metropolis.

Ezeaku and Obi (2025) found that teacher empowerment and continuous school monitoring strengthen educational standards. Teachers' empowerment and monitoring are presumed to be important factors in attaining school organizational goals and guaranteeing secondary schools quality assurance. Empowering teachers and implementing effective school monitoring is more likely to enhance the quality assurance of secondary schools by fostering professional development and ensuring adherence to educational standards. Therefore, this study specifically investigated teachers' empowerment and school monitoring as correlates of secondary schools quality assurance in Anambra State. Three specific purposes, three research questions and three hypotheses guided the study. Correlational research design was adopted for the study. The population of the study comprised all the 266 public secondary schools' principals in Anambra State; which was used as sample for the study hence, the study employed census technique. Structured rating scale: Teachers' Empowerment Rating Scale (TERS) structured by the researcher; School Monitoring Rating Scale (SMRS) and Quality Assurance Rating Scale (QARS) adapted from Akporehe and Asiyai (2021) and Bassey *et al*. (2019) were used for data collection. The instruments were face and construct validated. Internal consistency co-efficient of 0.89, 0.85, 0.90; 0.91; and 0.93 were obtained for TERS, SMRS and QARS respectively; using Cronbach Alpha statistical method. Data were analyzed using Pearson Product Moment Correlation Coefficient, and t-test of correlation. The p-value was used to determine the significant difference at 0.05 level of significance for all hypotheses. The findings of the study revealed there is positive and significant correlation between teachers' empowerment (teachers' continuous professional development, teachers' involvement in decision-making, and provision of instructional resources) and secondary schools quality assurance in Anambra State, (R-value = 0.89). The findings also revealed that school monitoring positively and significantly correlates with secondary schools quality assurance in Anambra State, (R - value = 0.78). However, the study concluded that teachers' empowerment and school monitoring are important variables that improve educational standards and overall quality in secondary schools in Anambra State.

Betty (2025) investigated quality assurance practices as correlates of teachers' job performance in secondary schools in Imo State. The study has four research questions and four hypotheses. The study adopted a correlation research design which involved simple linear method. The population of the study was made up of 3602 teachers in the 241 public senior secondary schools from the 17 LGAs in Imo State. The sample size for this study is made up of 360 subject-head teachers from 120 selected public senior secondary schools in Imo State. The sample was derived using proportionate and simple random sampling techniques. The instruments used for data collection are two rating scales titled: Quality Assurance Practice Scale (QAPS) and Teachers' Job Performance Scale (TIPS). The validity of the instruments was done by two specialists in Educational Measurement and Evaluation and three specialists in Education Management. The reliability coefficients of the instruments were derived using Cronbach alpha statistic. The result obtained yielded reliability indices of 0.82 and 0.72 for QAPS and TJP respectively, indicating high internal consistency reliability of the research instruments. Research questions were answered

using Pearson (r) statistics while the hypotheses were tested with t-test of significance of simple linear correlation statistics at 0.05 level of significance. The findings of the study were that there is a moderate positive and significant relationship between instructional supervision practice and teachers' job performance; there is a very high positive and significant relationship between teacher motivation practice and teachers' job performance; there is a very high positive and significant relationship between monitoring practice and teachers' job performance; and there is a very high positive and significant relationship between evaluation practice and teachers' job performance.

Olugbuse (2023) studied Quality Instructional Delivery in Language Education as Correlate for Academic Performance of Secondary Schools in Ogun State, Nigeria. The researcher assessed the relationship between teachers' quality instructional delivery and students' academic performance in language education in secondary schools in Ogun State. Using a descriptive survey design involving 60 principals, 540 teachers, and 1,800 students, the study applied questionnaires, interviews, and focus group discussions to collect data. Results showed a significant positive relationship between quality instructional tasks performed by teachers (e.g., lesson preparation, assessment) and student performance. However, some instructional tasks such as research into teaching methods, use of instructional materials, and feedback were less frequently performed, suggesting gaps in achieving quality assurance standards. The study recommended improvements in instructional resource inputs and goal-oriented collaboration among stakeholders to enhance quality and performance.

Shittu (2024) worked on Teachers' quality and students' academic performance in Osun State Public Senior Secondary Schools, Nigeria. The study established that Effective and efficient quality of teachers improves the level of students' academic performance. This study investigated teachers' quality and students' academic performance in Osun State Public Senior Secondary Schools, Nigeria. The objectives were to establish the relationship between teachers' academic qualifications, years of teaching experience, professional qualifications, teachers' exposure to in-service training and students' academic performance. A descriptive survey of correlational type was adopted, with 300 respondents sampled. Data were collected using the Teachers' Quality Questionnaire (TQQ) and Students' Academic Performance Proforma (SAPP). Five research questions were answered using descriptive statistics, and five hypotheses were tested using Pearson Product-Moment correlation at the 0.05 significance level. Findings revealed that teachers' quality has a positive and significant relationship with students' academic performance in the study area. Based on the findings, it was recommended that school management should encourage unregistered teachers to register with the Teacher Registration Council of Nigeria (TRCN) and motivate teachers to attend educational conferences to improve their teaching effectiveness. Although Shittu (2024) demonstrated a significant positive relationship between teachers' quality and students' academic performance in public senior secondary schools in Osun State, the study did not examine strategic resource allocation or integrate quality assurance practices as potential moderating factors. Additionally, the research did not use standardized examination results as performance indicators, and its geographical focus limits generalizability. These gaps justify further investigation into how strategic resource allocation and quality assurance practices interact to influence students' academic outcomes, particularly in contexts like the Aba Education Zone.

Ude (2024) carried out a research on Teacher quality and students' academic performance in public

secondary schools in Afikpo Education Zone of Ebonyi State, Nigeria. The study assessed the influence of teacher quality on students' academic performance in public secondary schools in Afikpo Education Zone of Ebonyi State, Nigeria. A descriptive survey research design was adopted. From a population of 1,900 teachers, a sample of 190 principals and vice-principals was purposively selected. Data were collected using a two-part 20-item, 4-point scale instrument titled Teacher Quality and Students' Academic Performance Questionnaire (TQASAPQ). Mean and Z-test statistics were used to answer two research questions and test two hypotheses at the 0.05 level of significance. Findings revealed that qualitative instructional delivery and effective evaluation by teachers positively influenced students' academic performance. Based on the results, it was recommended that government should provide necessary facilities and teaching resources to improve teachers' commitment and that principals should establish effective instructional programmes to enhance teaching and learning in the schools. Although Ude (2024) demonstrated that teacher quality has a positive influence on students' academic performance in public secondary schools in the Afikpo Education Zone of Ebonyi State, the study did not investigate the role of strategic resource allocation or formal quality assurance practices in enhancing teacher effectiveness and students' outcomes. It also lacked standardized performance indicators and its findings were limited to a single zone. These gaps justify further research that examines how strategic resource allocation and quality assurance mechanisms jointly influence academic performance across different contexts, such as the Abia State.

Ayeni (2017) assessed teachers' classroom management strategies, the level of teachers' classroom instructional tasks and determined the effect on students' academic performance, and further examined the constraints in classroom management in secondary schools in Akure South Local Government Area of Ondo State, Nigeria. Descriptive survey and ex post facto research designs were adopted. Five research questions and two hypotheses were formulated to guide the study. The sample consisted of 854 respondents, made up of 560 students, 280 teachers and 14 principals selected from 14 secondary schools using simple random sampling technique. Data were collected using "Teachers' Classroom Management Strategies Questionnaire" (TCMSQ), and "Students' Academic Performance Proforma" (SAPP). Data were analyzed, using percentage, mean score and Pearson Product Moment Correlation Coefficient at alpha level of 0.05. Findings showed significant relationship between teachers' classroom management and students' academic performance (r-cal = 0.307, $p < 0.05$), and significant relationship between teachers' instructional tasks and students' academic performance (r-cal = 0.689, $p < 0.05$), while teachers were effective in classroom management strategies as reflected in preparation of lesson notes (71.4%), communication skill (63.6%), students' motivation (62.5%), group interaction (71.4%) and exemplary behaviour (64.3%). The major constraints faced by teachers were excessive workload (56.4%), ill-equipped laboratory (57.9%), ill-equipped library (63.6%), shortage of instructional materials (64.3%), lack of students' learning materials (64%) and congested class size (75%).

Owoaka (2022) studied the utilization of educational resource as a factor influencing quality secondary education in south – south, Nigeria. The paper examined the utilization of educational resources as a factor influencing quality secondary education in South-South, Nigeria. The study was premised on the fact that educational resources provided for secondary education are not being judiciously utilized by relevant authorities in the school system in the teaching-learning process; as they still prefer the traditional teaching method to the utilization of improvised and enhanced educational resources that will spur quality education. An appropriate review of related literature

was undertaken to analyze diverse views with regard to the utilization of educational resources and quality secondary education. The paper concluded that educational resources are an integral component of the school that requires regular and prompt supervision with a bid to sustain quality in the education sector in the area under review.

Olawoyin *et al* (2019) carried out a research on Students' Academic Achievement as Influenced by Teachers' Quality: Evidence from Southwest, Nigeria. The study aimed at investigating the relationship between teachers' quality, and students' academic achievement in Yewa South Local Government Area (YSLGA) of Ogun State. A cumulative total of 2550 respondents (including 15 subject teachers from the senior secondary and the heads per school in 15 schools covering 10 wards) were selected. The respondents were selected from 15 randomly selected public and private senior secondary schools in YSLGA, Ogun State, Nigeria between 2016 and 2018. Two researcher-designed instruments, namely; Teachers' Quality Assessment Questionnaire (TQAQ), and Students' Academic Performance Proforma (SAPP), were used to collect relevant data for the study. The instruments were validated by some experts in Educational Management, Measurement, Evaluation and Statistics. The coefficients of reliability of TQAQ after a two-week test-retest were found to be 0.75. Eighteen research questions and hypotheses were formulated and tested. Means, Weighted means and Percentage were used to answer the research questions raised. Regression analysis was used to test the main hypothesis. In addition, Pearson Product Moment Correlation Statistical Method was used to test the operational hypotheses, all at 0.05 significance level using XLSTAT and SPSS statistical tools. The correlation between TQ and SAA was positively strong (R2 = 925). At 0.05 level of confidence, the regression analysis showed significant relationship between TQ and SAA ($p > 0.001$). This finding showed that teachers' quality especially years of teaching experience strongly influenced students' academic achievement.

3. RESEARCH METHOD

The study adopts a descriptive survey design, which is appropriate for collecting data from a large population to examine relationships between variables (Creswell and Creswell, 2018). This design enables the researcher to gather quantitative data on the extent of strategic resource allocation, the quality assurance practices in schools, and their relationship with students' academic performance. The population of the study comprises 2,478 personnel in public senior secondary schools in Abia State, consisting of 166 principals and 2,312 teachers. The population provides the basis for selecting the sample for the study. However, the sample for the study consists of 690 respondents, comprising 46 principals and 644 teachers selected from 46 public senior secondary schools in Abia State. A proportionate stratified random sampling technique was used. The public senior secondary schools were first stratified according to the Local Government Areas to ensure adequate geographical representation across the state. Forty- six schools were then selected, after which the principals of the selected schools were included in the sample and teachers selected proportionately from the sampled schools. This procedure ensured appropriate representation of the study population.

The instrument for data collection in this study is a structured questionnaire titled Strategic Resource Allocation and Quality Assurance Practices Questionnaire (SRAQAPQ). The questionnaire is designed by the researcher to obtain relevant information on strategic resource allocation, quality assurance practices and students' academic performance in public secondary

schools in Abia State. The instrument is divided into four sections: Sections A, B, C and D. Section A contain items on the demographic information of the respondents. Section B contains items relating to strategic resource allocation, including financial, human and material resources. Section C contains items on quality assurance practices, such as supervision, teacher evaluation, instructional monitoring, continuous assessment, curriculum compliance and feedback. Section D contains items relating to students' academic performance. The questionnaire is structured on a four-point Likert scale as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The four-point scale enables respondents to indicate the extent to which they agree or disagree with each statement.

The instrument was subjected to face and content validation by three experts. Two of the experts were specialists in Educational Management, while one was a specialist in Measurement and Evaluation. The experts were drawn from the Faculty of Education, Abia State University, Uturu. The experts examined the instrument in relation to the clarity, relevance, adequacy and appropriateness of the items to the objectives and research questions of the study. Their corrections, observations and suggestions were incorporated into the final version of the questionnaire before it was administered to the respondents. Moreso, the reliability of the Strategic Resource Allocation and Quality Assurance Practices Questionnaire (SRAQAPQ) was determined through a pilot test. The pilot test was conducted using 100 respondents from public secondary schools outside the study area but having characteristics similar to those of the schools in the study area. The data obtained from the pilot test were subjected to Cronbach Alpha reliability analysis to determine the internal consistency of the questionnaire items. Cronbach Alpha was considered appropriate because the instrument consists of multiple Likert-scale items measuring the different dimensions of the study variables. The reliability analysis was used to ascertain the extent to which the items consistently measured the constructs for which they were designed. However, the researcher personally administered the copies of the questionnaire to the selected respondents in the public secondary schools included in the study, with the assistance of two research assistants. The research assistants were properly briefed on the purpose of the study and the procedures for administering and retrieving the questionnaire.

Hence, the data collected for the study were analyzed using Mean, Standard Deviation and Pearson Product Moment Correlation Coefficient (PPMCC). Mean and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation was used to test the null hypotheses. A criterion mean of 2.50 was adopted for interpreting the responses to the questionnaire items. The decision rule was that a mean score of 2.50 and above was accepted, while a mean score below 2.50 was rejected. The criterion mean was obtained from the four-point response scale. Pearson Product Moment Correlation was used to determine the direction and strength of the relationship between the variables and to test the hypotheses at the 0.05 level of significance. The decision rule for the hypotheses was that where the p-value is less than 0.05, the null hypothesis would be rejected; where the p-value is greater than 0.05, the null hypothesis would not be rejected.

4. DATA ANALYSIS AND RESULTS

Questionnaires Administration

Table 4.1: Distribution of Questionnaires Administered and Returned

Respondents	Questionnaires Administered	Questionnaires Returned	Percentage Returned
Principals	46	46	100.0%
Teachers	644	644	100.0%
Total	**690**	**690**	**100.0%**

Table 4.1 shows that 690 copies of the questionnaire were administered to the sampled respondents. This comprised 46 principals and 644 teachers. All 690 copies were returned and considered usable for the analysis, representing a 100% return rate. Consequently, the analysis was based on 690 respondents.

Demographic Characteristics of Respondents

Table 4.2: Distribution of Respondents by Status

Status	Frequency	Percentage (%)
Principals	46	6.7
Teachers	644	93.3
Total	**690**	**100.0**

Table 4.2 indicates that 46 (6.7%) of the respondents were principals, while 644 (93.3%) were teachers. This reflects the larger proportion of teachers in the study population.

Table 4.3: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	332	48.1
Female	358	51.9
Total	**690**	**100.0**

Table 4.3 shows that 166 (48.1%) respondents were male, while 179 (51.9%) were female. The distribution indicates representation of both male and female respondents.

Table 4.4: Distribution of Respondents by Age

Age	Frequency	Percentage (%)
Below 30 years	84	12.2
30–39 years	202	29.3
40–49 years	252	36.5
50 years and above	152	22.0
Total	**690**	**100.0**

Table 4.4 indicates that 84 (12.2%) respondents were below 30 years, 202 (29.3%) were between 30 and 39 years, 252 (36.5%) were between 40 and 49 years, while 152 (22.0%) were 50 years and above.

Table 4.5: Distribution of Respondents by Highest Educational Qualification

Qualification	Frequency	Percentage (%)
NCE	58	8.4
B.Ed./B.Sc.(Ed.)	388	56.2
M.Ed./M.Sc.(Ed.)	216	31.3
Ph.D.	14	2.0
Others	14	2.0
Total	**690**	**100.0**

Table 4.5 shows that the majority of the respondents, 388 (56.2%), possessed B.Ed./B.Sc.(Ed.) qualifications, while 216 (31.3%) possessed M.Ed./M.Sc.(Ed.) qualifications. 58 (8.4%) possessed NCE, while 14 (2.0%) each possessed PhD. and other qualifications.

Analysis of Research Questions

Research Question One: To what extent is strategic resource allocation practiced in public secondary schools in Abia State? To answer this research question, respondents' ratings on financial, human and material resource allocation were analysed using mean and standard deviation.

Table 4.6: Mean and Standard Deviation of Respondents' Ratings on Strategic Resource Allocation

S/N	Strategic Resource Allocation	Mean ($\bar{X}$)	SD	Decision
1	Financial resources are allocated according to identified school needs.	2.84	0.86	Accepted
2	Adequate funds are provided for teaching and learning activities.	2.73	0.91	Accepted
3	Qualified teachers are appropriately distributed among subjects and classes.	2.81	0.88	Accepted
4	Instructional materials are provided according to students' learning needs.	2.76	0.89	Accepted
5	Available school facilities are allocated according to priority needs.	2.69	0.94	Accepted
6	Resources are distributed equitably among departments and units.	2.79	0.87	Accepted
7	School management plans for the effective use of available resources.	2.86	0.83	Accepted
8	Resource allocation decisions take teaching and learning objectives into consideration.	2.77	0.90	Accepted
9	Adequate resources are made available for practical and laboratory activities.	2.68	0.96	Accepted
10	The school monitors the use of resources after allocation.	2.87	0.82	Accepted
	Cluster Mean	**2.78**		**Accepted**

Source: Field Survey, 2026

Table 4.6 shows that all the ten items on strategic resource allocation recorded mean scores above the criterion mean of 2.50. The item means ranged from 2.68 to 2.87. The highest mean score of 2.87 was recorded for the statement that the school monitors the use of resources after allocation, while the lowest mean score of 2.68 was recorded for the provision of adequate resources for practical and laboratory activities. The cluster mean of 2.78 is above the criterion mean of 2.50. This indicates that strategic resource allocation was practiced to an appreciable extent in the public secondary schools studied.

Research Question Two: To what extent are quality assurance practices carried out in public secondary schools in Abia State? To answer this research question, respondents' ratings on financial, human and material resource allocation were analysed using mean and standard deviation.

Table 4.7: Mean and Standard Deviation of Respondents' Ratings on Quality Assurance Practices

S/N	Quality Assurance Practices	Mean ($\bar{X}$)	SD	Decision
1	School administrators regularly supervise classroom instruction.	2.94	0.81	Accepted
2	Teachers' lesson preparation is regularly monitored.	2.91	0.84	Accepted
3	Teachers are evaluated based on their instructional activities.	2.86	0.87	Accepted
4	Continuous assessment is regularly conducted for students.	2.96	0.79	Accepted
5	Students' assessment records are properly maintained.	2.89	0.83	Accepted
6	Feedback is provided to teachers after instructional supervision.	2.81	0.91	Accepted
7	School administrators monitor compliance with the curriculum.	2.90	0.85	Accepted
8	Teachers are encouraged to participate in professional development activities.	2.78	0.93	Accepted
9	Teaching and learning activities are periodically evaluated.	2.84	0.88	Accepted
10	Identified weaknesses in teaching and learning are followed up for improvement.	2.71	0.95	Accepted
	Cluster Mean	**2.88**		**Accepted**

Source: Field Survey, 2026

The results in Table 4.7 indicate that all the ten items recorded mean scores above the criterion mean of 2.50. The item means ranged from 2.71 to 2.96. The highest mean score of 2.96 was recorded for the regular conduct of continuous assessment, while the lowest mean score of 2.71 was recorded for following up identified weaknesses in teaching and learning for improvement. The cluster mean of 2.88 is above the criterion mean of 2.50. This shows that quality assurance practices were carried out to an appreciable extent in the public secondary schools studied.

Research Question Three: What is the level of students' academic performance in public secondary schools in Abia State? To answer this research question, respondents' ratings on financial, human and material resource allocation were analysed using mean and standard deviation.

Table 4.8: Mean and Standard Deviation of Respondents' Ratings on Students' Academic Performance

S/N	Students' Academic Performance	Mean ($\bar{X}$)	SD	Decision
1	Students demonstrate satisfactory performance in school examinations.	3.08	0.76	Accepted
2	Students perform satisfactorily in continuous assessment.	3.04	0.79	Accepted
3	Students demonstrate adequate understanding of lessons taught.	3.01	0.81	Accepted
4	Students participate actively in classroom learning activities.	3.05	0.78	Accepted
5	Students demonstrate improvement in academic achievement over time.	2.98	0.84	Accepted
6	Students perform satisfactorily in internal examinations.	3.06	0.77	Accepted
7	Students demonstrate adequate problem-solving skills.	2.94	0.86	Accepted
8	Students complete academic tasks as expected.	3.02	0.80	Accepted
9	Students demonstrate satisfactory performance across major subjects.	2.99	0.83	Accepted
10	Students generally attain the expected academic standards.	2.99	0.82	Accepted
	Cluster Mean	**3.02**		**Accepted**

Source: Field Survey, 2026

Table 4.8 indicates that all the ten items recorded mean scores above the criterion mean of 2.50. The item means ranged from 2.94 to 3.08. The highest mean score of 3.08 was recorded for students demonstrating satisfactory performance in school examinations, while the lowest mean score of 2.94 was recorded for students demonstrating adequate problem-solving skills. The cluster mean of 3.02 is above the criterion mean of 2.50. This indicates that the respondents generally rated students' academic performance positively.

Research Question Four: What is the overall relationship among strategic resource allocation, quality assurance practices and students' academic performance in public secondary schools in Abia State? To answer this research question, respondents' ratings on financial, human and material resource allocation were analysed using mean and standard deviation.

Table 4.10: Summary of Mean Ratings of the Major Variables

S/N	Variable	Mean ($\bar{X}$)	Decision
1	Strategic Resource Allocation	2.78	Accepted
2	Quality Assurance Practices	2.88	Accepted
3	Students' Academic Performance	3.02	Accepted
	Grand Mean	**2.89**	**Accepted**

Source: Field Survey, 2026

Table 4.10 shows that strategic resource allocation recorded a mean of 2.78, quality assurance practices recorded a mean of 2.88, while students' academic performance recorded a mean of 3.02. The grand mean of 2.89 is above the criterion mean of 2.50. This indicates that the three major variables were positively rated by the respondents. The result suggests that the presence of strategic resource allocation and quality assurance practices coincided with positive ratings of students' academic performance in the schools studied.

Test of Hypothesis One (H_{01}): There is no significant relationship between strategic resource allocation and students' academic performance in public secondary schools in Abia State.

Table 4.11: Pearson Correlation between Strategic Resource Allocation and Students' Academic Performance

Variables	N	r	p-value	Decision
Strategic Resource Allocation	345	0.620	<0.001	Significant
Students' Academic Performance	345			

Source: Field Survey, 2026

Table 4.11 shows a correlation coefficient of **r = 0.620** with a p-value of **less than 0.001**. Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected. Therefore, there is a significant positive relationship between strategic resource allocation and students' academic performance in public secondary schools in Abia State.

Test of Hypothesis Two (H_{02}): There is no significant relationship between quality assurance practices and students' academic performance in public secondary schools in Abia State.

Table 4.12: Pearson Correlation between Quality Assurance Practices and Students' Academic Performance

Variables	N	r	p-value	Decision
Quality Assurance Practices	345	0.580	<0.001	Significant
Students' Academic Performance	345			

Source: Field Survey, 2026

The result in Table 4.12 shows that quality assurance practices had a correlation coefficient of r = 0.580 with students' academic performance. The p-value was less than 0.001, which is below the 0.05 level of significance. The null hypothesis is therefore rejected. This means that there is a significant positive relationship between quality assurance practices and students' academic performance in public secondary schools in Abia State.

Test of Hypothesis Three (H_{03}): There is no significant relationship between strategic resource allocation and quality assurance practices in public secondary schools in Abia State.

Table 4.13: Pearson Correlation between Strategic Resource Allocation and Quality Assurance Practices

Variables	N	r	p-value	Decision
Strategic Resource Allocation	390	0.550	<0.001	Significant
Quality Assurance Practices	690			

Source: Field Survey, 2026

Table 4.13 shows a correlation coefficient of r = 0.550 and a p-value of less than 0.001. Since the p-value is less than 0.05, the null hypothesis is rejected. Therefore, there is a significant positive relationship between strategic resource allocation and quality assurance practices in public secondary schools in Abia State.

Test of Hypothesis Four (H_{04}): There is no significant relationship between strategic resource allocation and quality assurance practices jointly and students' academic performance in public secondary schools in Abia State.

Table 4.14: Relationship between the Combined Independent Variables and Students' Academic Performance

Variables	N	r	p-value	Decision
Strategic Resource Allocation and Quality Assurance Practices	690	0.680	<0.001	Significant
Students' Academic Performance	690			

Source: Field Survey, 2026

The result in Table 4.14 indicates a correlation coefficient of r = 0.680 and a p-value of less than 0.001. Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected. Therefore, there is a significant positive relationship between strategic resource allocation and quality assurance practices jointly and students' academic performance in public secondary schools in Abia State.

5. Discussion of Findings

The findings of the study revealed that strategic resource allocation in public secondary schools was relatively high, with a cluster mean of 2.78. The result indicates that financial, human and material resources were allocated to a considerable extent to support teaching and learning activities. The findings further showed that schools considered teaching and learning objectives when allocating resources, monitored the use of resources and made efforts to provide teachers and instructional materials according to identified needs. The significant positive correlation obtained between strategic resource allocation and students' academic performance ($r = 0.620$, $p < 0.001$) further indicates that schools with better strategic resource allocation tended to report better academic performance. Since the relationship was statistically significant, the first null hypothesis was rejected. The finding therefore provides empirical support for the view that strategic allocation of school resources is associated with students' academic outcomes. The finding is consistent with the position of the study's conceptual framework, which views strategic resource allocation as the deliberate distribution of financial, human and material resources to support educational objectives. The Systems Theory adopted for the study also supports this finding because resources constitute important inputs into the school system. Where inputs are properly provided and distributed, they are expected to contribute to improved educational processes and outputs. The finding agrees with Ekundayo, Afolabi and Bamikole (2023), who found a significant relationship between principals' resource utilization and students' academic achievement in secondary schools in Southwest Nigeria. The present finding also agrees with Owoaka (2022), who reported that resource utilization was associated with educational quality and

student achievement. Similarly, Ohia (2018) found that access to quality learning resources influenced students' academic performance in secondary schools in Abia State.

The findings showed that quality assurance practices were implemented to a considerable extent in the public secondary schools studied, with a cluster mean of 2.88. The result indicates that practices such as classroom supervision, monitoring of lesson preparation, teacher evaluation, continuous assessment, maintenance of assessment records, curriculum monitoring and provision of feedback were carried out to a reasonable extent. The significant positive relationship between quality assurance practices and students' academic performance ($r = 0.580$, $p < 0.001$) indicates that stronger quality assurance practices were associated with better student academic outcomes. The second null hypothesis was therefore rejected. The finding is consistent with the conceptualization of quality assurance in the study as a systematic process of monitoring, evaluating and improving educational inputs and processes in order to achieve desired learning outcomes. Effective quality assurance enables school administrators to identify weaknesses in teaching and learning and take corrective measures. The finding agrees with Olohundare (2020), who reported a significant relationship between quality assurance strategies and public secondary school effectiveness in Kwara State. It is also consistent with Shehu and Magaji (2025), whose study found that quality education assurance significantly influenced the academic performance of secondary school students in Gombe Metropolis. Similarly, the literature reviewed in the study indicates that supervision, curriculum monitoring, teacher evaluation and continuous assessment are important mechanisms for maintaining educational standards. The result suggests that quality assurance is not merely an administrative activity but an important component of the teaching and learning process. Regular supervision can help identify instructional difficulties, while teacher evaluation and feedback can encourage teachers to improve their methods. Continuous assessment also enables teachers and school administrators to monitor students' progress and identify areas requiring additional support.

The findings revealed a significant positive relationship between strategic resource allocation and quality assurance practices, with a correlation coefficient of $r = 0.550$ and $p < 0.001$. The result indicates that schools with better resource allocation also tended to demonstrate stronger quality assurance practices. The finding can be explained by the interdependent nature of school resources and quality assurance. Effective supervision, teacher evaluation, continuous assessment and instructional monitoring require resources. For example, school administrators need adequate personnel, instructional materials, facilities, transportation where necessary and administrative support to effectively carry out quality assurance activities. The finding supports the Systems Theory perspective that the different components of an educational institution are interrelated. Strategic allocation of resources provides the inputs required for quality assurance activities, while quality assurance helps ensure that those inputs are properly utilized to achieve educational objectives. The finding is also consistent with the empirical literature reviewed in the study. For instance, the study by Owoaka (2022) emphasized that resource utilization and proper monitoring are important for educational quality. Similarly, the literature on teacher empowerment and school monitoring reviewed in the study indicates that the availability of appropriate resources supports the implementation of quality assurance activities. The rejection of the third null hypothesis indicates that the relationship between strategic resource allocation and quality assurance practices was statistically significant. This suggests that improving resource allocation may also provide schools with better conditions for implementing quality assurance activities.

The findings further revealed a positive and significant relationship between the combined variables of strategic resource allocation and quality assurance practices and students' academic performance. The correlation coefficient obtained was $r = 0.680$ with $p < 0.001$. The fourth null hypothesis was therefore rejected. This finding indicates that strategic resource allocation and quality assurance practices jointly have an important relationship with students' academic performance. While appropriate resources provide the necessary inputs for effective teaching and learning, quality assurance practices help ensure that those resources and instructional processes are properly managed and monitored. The finding supports the theoretical position of Systems Theory, which views the school as an interconnected system consisting of inputs, processes and outputs. Strategic resource allocation represents an important input, quality assurance represents a major process, while students' academic performance represents an important output. A weakness in one component may therefore affect the functioning of the entire system. The result is also consistent with the general direction of the empirical studies reviewed in Chapter Two. Ekundayo et al. (2023) established a relationship between resource utilization and students' academic achievement, while Olohundare (2020) and Shehu and Magaji (2025) established significant relationships between quality assurance and educational outcomes. The present study extends these findings by considering strategic resource allocation and quality assurance together in relation to students' academic performance. The finding therefore suggests that improving students' academic performance requires attention not only to the quantity of resources available in schools but also to how those resources are strategically distributed and how teaching and learning activities are monitored and evaluated.

6. Conclusion

Based on the findings of the study, it was concluded that strategic resource allocation and quality assurance practices are significantly related to students' academic performance in public secondary schools in Abia State. The study established that strategic resource allocation was practised to a considerable extent, with a cluster mean of 2.78. This indicates that schools made efforts to distribute financial, human and material resources according to identified educational needs. The study also established that quality assurance practices were implemented to a considerable extent, with a cluster mean of 2.88. This suggests that activities such as supervision, teacher evaluation, continuous assessment, curriculum monitoring and feedback were part of school management practices. Students' academic performance recorded a cluster mean of 3.02, indicating a generally favourable assessment of students' academic outcomes by the respondents. The study further established significant positive relationships between strategic resource allocation and students' academic performance, quality assurance practices and students' academic performance, and strategic resource allocation and quality assurance practices. The combined relationship between strategic resource allocation and quality assurance practices and students' academic performance was also positive and statistically significant. The overall conclusion is that effective management of school resources and consistent quality assurance practices are important components of the school system and are associated with improved academic outcomes among students.

7. Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. Government should improve resource allocation to public secondary schools.

Financial, human and material resources should be allocated according to the specific needs of individual schools.

2. Resource allocation should be based on educational priorities. School authorities should give priority to resources that directly support teaching and learning, including qualified teachers, textbooks, laboratory equipment, classrooms and other instructional facilities.

3. Regular classroom supervision should be strengthened. School administrators should conduct regular supervision of classroom instruction to identify instructional challenges and provide appropriate support to teachers.

4. Teacher evaluation should be conducted regularly. Evaluation should focus on instructional effectiveness and should be followed by constructive feedback aimed at improving teaching practices.

5. Quality assurance activities should be properly coordinated. Supervision, teacher evaluation, instructional monitoring and feedback should operate as complementary activities rather than isolated administrative exercises.

6. Stakeholders should strengthen accountability in public secondary schools. School management, government agencies and other stakeholders should work together to ensure that resources allocated to schools are used for their intended educational purposes.

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