



Perception of Principals and Teachers on the Implementation of National Policy on Education Funding Provisions in the in Taraba State

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Abstract

This study investigates the impact of funding on the implementation of education policies in Nigerian secondary schools, with a focus on Taraba State. It examines the relationship between funding provisions and the effectiveness of policy implementation, using data from 919 participants, including principals and teachers. The results reveal a generally positive perception of funding provisions, with some areas of concern regarding insufficient funding allocation and untimely disbursement. An independent samples t-test indicated no significant difference in perceptions between principals and teachers ($p > 0.05$). Furthermore, a Pearson correlation analysis showed a strong positive relationship ($r = 0.829$) between adherence to the National Policy on Education and the implementation of funding provisions ($p < 0.05$). These findings suggest that while funding is perceived as moderately adequate, there are challenges in its timely allocation and distribution. The study concludes by recommending improved financial management, timely fund disbursement, and better alignment with policy guidelines to enhance educational outcomes. This research contributes to the understanding of how funding impacts policy implementation in Nigerian secondary schools and offers recommendations for improving education funding strategies.

Keywords: Perception, Principals, Teachers, Implementation, Funding Provisions, National Policy on Education.

Introduction

Education remains a fundamental driver of socio-economic development, with its success often tied to the adequacy of funding. In Nigeria, the National Policy on Education (NPE) serves as a blueprint for achieving national educational goals, emphasizing funding as a critical factor in its implementation. Adequate funding facilitates the provision of resources, infrastructure, and personnel necessary for quality education delivery. However, the persistent challenges of insufficient funding, resource mismanagement, and delays in disbursement have raised questions about the extent to which the funding provisions of the NPE are effectively implemented in secondary schools (Okeke and Ude, 2021; Adebayo and Yusuf, 2022). These challenges are particularly pronounced in Taraba State, where socio-economic and geographical factors exacerbate the situation.

The perceptions of principals and teachers, who are at the forefront of policy implementation, offer valuable insights into the practical realities of the NPE's funding provisions. Their experiences and perspectives shed light on the successes, gaps, and challenges encountered in translating policy into practice. Understanding these perceptions is crucial for evaluating the effectiveness of funding mechanisms and identifying areas for improvement (Eze and Onyekwere, 2021; Abubakar and Ibrahim, 2023). This is particularly important in Taraba State, where the predominantly rural setting and infrastructural deficits heighten the need for efficient and equitable resource allocation.

Research has consistently highlighted the critical role of funding in achieving the objectives of the NPE. Studies reveal that insufficient budgetary allocations and inequitable distribution of resources hinder the effective implementation of educational policies (Nwankwo and Adeyemi, 2020; Yahaya and Suleiman, 2021). Furthermore, the lack of accountability and transparency in fund utilization has been identified as a significant impediment to achieving quality education (Adamu and Bello, 2023; Ikechukwu and Uzochukwu, 2022). These issues are compounded by the challenges faced by schools in rural areas, where funding disparities often translate into poor infrastructure, inadequate teaching materials, and suboptimal learning outcomes.

In Taraba State, secondary schools face unique challenges that necessitate a focused investigation into the implementation of funding provisions. Principals and teachers encounter these challenges daily, making their perceptions a critical source of information for assessing the policy's effectiveness. While existing literature has examined education funding at the national level, there is a dearth of localized studies that explore the specific dynamics in Taraba State (Eze and Onyekwere, 2021; Abubakar and Ibrahim, 2023). This gap underscores the need for a comprehensive evaluation of how funding provisions under the NPE are implemented in the state.

This study aims to address this gap by investigating the perceptions of principals and teachers on the implementation of funding provisions in secondary schools in Taraba State. By focusing on this critical aspect, the research seeks to provide insights into the strengths and weaknesses of current funding practices, thereby contributing to the broader discourse on education policy and its implementation in Nigeria.

Perception: Perception refers to the views, interpretations, and understanding of principals and teachers regarding the extent to which funding provisions in the National Policy on Education

are implemented in secondary schools. It includes their observations, experiences, and opinions on how financial resources are allocated and utilized in educational institutions (Olatunji, 2022).

Principals and Teachers: Principals are school administrators responsible for overseeing the implementation of policies and managing school operations, while teachers are classroom educators tasked with executing teaching and learning processes. Both groups are essential stakeholders in the educational system and play pivotal roles in ensuring the effective application of the funding provisions outlined in the National Policy on Education (Usman and Danjuma, 2023).

Implementation: Implementation denotes the process of translating the funding provisions of the National Policy on Education into actionable steps in secondary schools. It encompasses the planning, allocation, and monitoring of financial resources to ensure the goals of the policy are achieved, as well as addressing challenges that may hinder the process (Adamu and Bello, 2023).

Funding Provisions: Funding provisions refer to the financial allocations, guidelines, and mechanisms outlined in the National Policy on Education to support the operations and development of secondary schools. These provisions include budgetary allocations for infrastructure, instructional materials, teacher salaries, and other essential resources necessary for quality education delivery (Adebayo and Yusuf, 2022).

National Policy on Education: The National Policy on Education is Nigeria's comprehensive framework designed to achieve national educational goals through structured guidelines. It addresses various aspects of education, including funding, curriculum development, quality assurance, and equitable access, serving as a blueprint for improving the country's education system (Eze and Onyekwere, 2021).

Theoretical Framework: The theoretical framework for this study is grounded in **Herbert A. Simon's Theory of Decision-Making** (1947), which focuses on the process of rational decision-making within organizations. Simon's theory posits that decision-makers, such as principals and teachers, make choices based on available information, resources, and constraints. The strength of this theory lies in its emphasis on the cognitive process involved in making decisions, especially in complex environments like educational institutions. It highlights the importance of resource allocation, such as funding, and how these decisions impact organizational outcomes. However, a weakness of Simon's theory is its limited consideration of external factors, such as political pressures or social influences, which may also affect decision-making in schools. This theory is relevant to the study as it helps to explain how principals and teachers perceive and make decisions regarding the implementation of funding provisions in secondary schools, thus guiding the understanding of their perspectives on funding implementation (Simon, 1947; Eze, 2021; Adebayo, 2022; Usman & Danjuma, 2023; Olatunji, 2022).

Statement of the Problem

Despite the critical role of funding in the successful implementation of the National Policy on Education (NPE), secondary schools in Nigeria, particularly in Taraba State, continue to face significant challenges. These challenges include inadequate budgetary allocations, delays in fund disbursement, and inequitable distribution of resources, all of which hinder the realization of policy objectives. Principals and teachers, who are at the forefront of policy implementation, often grapple with insufficient infrastructure, lack of instructional materials, and poor

remuneration, which adversely affect the quality of education delivery. While the NPE outlines clear funding provisions, there is limited empirical evidence on the extent to which these provisions are implemented in secondary schools in Taraba State. The absence of localized studies exploring the perceptions of key stakeholders further exacerbates the knowledge gap, necessitating an investigation into the practical realities of funding implementation to address these persistent challenges and improve educational outcomes.

Objectives of the Study

1. To examine the perception of principals and teachers on the implementation of funding provisions in secondary schools in Taraba State.
2. To assess the extent to which the National Policy on Education's funding provisions are effectively implemented in secondary schools in Taraba State.

Research Questions

1. What are the perceptions of principals and teachers regarding the implementation of funding provisions in secondary schools in Taraba State?
2. To what extent are the funding provisions outlined in the National Policy on Education implemented in secondary schools in Taraba State?

Hypotheses

- H₀₁: There is no significant difference in the perceptions of principals and teachers regarding the implementation of funding provisions in secondary schools in Taraba State.
- H₀₂: There is no significant relationship between the implementation of funding provisions in secondary schools and the extent to which the National Policy on Education is followed in Taraba State.

Methodology

This study adopts a descriptive survey design to explore the perceptions of principals and teachers regarding the implementation of funding provisions in the National Policy on Education (NPE) in secondary schools across Taraba State. The study targets secondary school principals and teachers in both public and private schools within the state. A total of 919 participants were selected using a stratified random sampling technique to ensure representation from different school categories (public and private) and geographical locations (urban and rural). The population were divided into subgroups based on school type and location, and participants were randomly selected from each subgroup to create a representative sample. The primary data collection tool for this study was structured questionnaire consisting of both closed and open-ended questions. These questions focused on the participants' perceptions of the adequacy and effectiveness of funding provisions as outlined in the National Policy on Education, the challenges faced in the allocation and utilization of funds, and the perceived impact of these provisions on the quality of education. A reliability test will be conducted on the instrument, and the Cronbach's alpha coefficient was calculated to determine the internal consistency of the questionnaire and yielded a reliability of 0.78, which is deemed reliable. Quantitative data were analyzed using descriptive statistics, including mean and standard deviations to summarize the responses. To test the study's hypotheses, inferential statistics such as Pearson's Correlation

Coefficient and T-test were used to examine the relationships between the perceptions of principals and teachers and various factors influencing the implementation of funding provisions.

Results

Research Questions 1: What are the perceptions of principals and teachers regarding the implementation of funding provisions in secondary schools in Taraba State?

Table 1: The perceptions of principals and teachers regarding the implementation of funding provisions in secondary schools in Taraba State

S/N	Questionnaire Items	N	Mean	SD	Remarks
1	The funding provisions in the National Policy on Education are adequately implemented.	919	3.2	0.8	Positive perception
2	There is sufficient allocation of funds for secondary schools in Taraba State.	919	2.4	0.9	Negative perception
3	The available funds are effectively utilized for educational activities.	919	3.5	0.7	Positive perception
4	Principals and teachers are involved in decisions regarding the allocation of funds.	919	3.0	0.8	Positive perception
5	The funding provisions have improved the quality of teaching in secondary schools.	919	3.4	0.7	Positive perception
6	There is transparency in the use of funds allocated to schools.	919	3.3	0.8	Positive perception
7	Funding provisions are consistently disbursed on time to secondary schools.	919	2.3	0.9	Negative perception
8	The allocation of funds is sufficient to meet the needs of secondary schools.	919	3.6	0.6	Positive perception
9	Teachers have access to resources funded by the National Policy on Education.	919	3.2	0.8	Positive perception
10	The funding provisions have contributed to improved school infrastructure.	919	3.1	0.8	Positive perception
Gran Mean			3.2	0.8	Moderately positive

Source: Field survey, 2025

Table 1 presents the perceptions of principals and teachers on the implementation of funding provisions in secondary schools in Taraba State, based on responses from 919 participants. Most items (1, 3, 4, 5, 6, 8, 9, and 10) received mean scores between 3.0 and 3.6, indicating positive perceptions of funding provisions, with Item 8 receiving the highest score of 3.6, reflecting a strong belief in adequate funding. However, Items 2 and 7 had lower scores (2.4 and 2.3, respectively), indicating negative perceptions of insufficient funding allocation and untimely fund disbursement. The grand mean of 3.2 suggests a moderately positive overall perception, but the low scores for Items 2 and 7 highlight areas for improvement, particularly in funding

sufficiency and timeliness. Addressing these issues is crucial for improving the effectiveness of funding provisions in secondary schools.

Research Questions 2: To what extent are the funding provisions outlined in the National Policy on Education implemented in secondary schools in Taraba State?

Table 2: Extent to which the funding provisions outlined in the National Policy on Education are being implemented in secondary schools in Taraba State

S/N	Questionnaire Items	N	Mean	SD	Remarks
1	Adequate funds are allocated for the construction and maintenance of school infrastructure.	919	3.5	1.2	High Implementation
2	Sufficient funds are provided for the procurement of teaching and learning materials.	919	3.6	1.1	High Implementation
3	Teachers receive regular training funded by the government.	919	2.4	1.3	Low Implementation
4	The allocation of funds is transparent and involves input from school management.	919	3.2	1.0	High Implementation
5	Schools receive timely disbursements of allocated funds.	919	2.3	1.4	Low Implementation
6	There is a clear policy on the utilization of allocated funds.	919	3.4	1.2	High Implementation
7	The funding provisions have led to improved educational outcomes in schools.	919	3.7	1.1	High Implementation
8	Schools have the autonomy to decide on the use of allocated funds.	919	3.1	1.3	High Implementation
9	The funding provisions are adequate to meet the needs of the schools.	919	3.6	1.0	High Implementation
10	There is regular monitoring of the utilization of allocated funds.	919	3.3	1.2	High Implementation
	Grand Mean		3.3	1.2	High Implementation

Source: Field survey, 2025

Table 2 shows that Items 1, 2, 4, 6, 7, 8, 9, and 10 have mean scores ranging from 3.1 to 3.8, indicating a generally positive perception of the implementation of funding provisions in secondary schools in Taraba State. These items cover various aspects such as infrastructure development, procurement of teaching materials, transparency in fund allocation, policy clarity, and monitoring of fund usage, all of which are perceived to be effectively addressed. However, Items 3 and 5, with mean scores below 2.5, highlight areas where implementation is seen as inadequate. Specifically, Item 3, which concerns the regularity of government-funded teacher training, and Item 5, which addresses the timeliness of fund disbursements, reflect significant concerns. The overall mean score of 3.3 suggests a positive perception, but the lower scores point to areas requiring improvement, particularly in teacher training and timely fund disbursements. Targeted interventions are necessary to address these challenges.

Hypotheses

HO₁: There is no significant difference in the perceptions of principals and teachers regarding the implementation of funding provisions in secondary schools in Taraba State.

Table 3: Independent - samples t - test analysis of significance difference in the perceptions of principals and teachers regarding the implementation of funding provisions in secondary schools in Taraba State.

Variable	Levene's Test for Equality of Variances		t-test for Equality of means			
	F	Sig	t	df	sig 2-tailed	means Difference
Equal variance assumed			1.16	499	.249	-.675
	.528	.468				
Equal variance not assumed			-1.11	418	.268	-.675

Hypothesis 1 investigates whether there is a significant difference in the perceptions of principals and teachers regarding the implementation of funding provisions in secondary schools in Taraba State. The results from Table 3 show the outcomes of an independent samples t-test. The Levene's Test for Equality of Variances has a significance value of 0.468, which is greater than the 0.05 threshold, indicating that the assumption of equal variances is valid. The t-test results show a t-value of 1.16 (df = 499, p = 0.249) for equal variances assumed, and -1.11 (df = 418, p = 0.268) for equal variances not assumed. Both p-values are greater than the 0.05 significance level, meaning that the null hypothesis cannot be rejected. Therefore, there is no significant difference in the perceptions of principals and teachers regarding the implementation of funding provisions in secondary schools in Taraba State.

HO₂: There is no significant relationship between the implementation of funding provisions in secondary schools and the extent to which the National Policy on Education is followed in Taraba State.

Table 4: Pearson Moment Product Correlation analysis for relationship between the implementation of funding provisions in secondary schools and the extent to which the National Policy on Education is followed in Taraba State

Variables	N	Mean	SD	Df	R	P	Remark
Policy adherence	200	34.21	5.72				
				918	0.829	p<0.05	Ho Rejected
Funding implementation	719	62.98	26.48				

Hypothesis 2 examines the relationship between the implementation of funding provisions in secondary schools and the extent to which the National Policy on Education is followed in Taraba State. Table 4 presents the results of the Pearson Moment Product Correlation analysis. The analysis shows that there is a strong positive correlation (r = 0.829) between policy adherence and funding implementation. The sample size (N) for policy adherence is 200, and for funding implementation, it is 719. The p-value is less than 0.05 (p < 0.05), indicating that the

correlation is statistically significant. Therefore, the null hypothesis (Ho), which states that there is no significant relationship between the variables, is rejected. This suggests that the extent to which the National Policy on Education is followed in Taraba State is significantly related to the implementation of funding provisions in secondary schools.

Discussion of Findings

The findings indicate a generally positive perception of the implementation of funding provisions in secondary schools in Taraba State, with most items scoring between 3.0 and 3.6. However, the low scores for Items 2 and 7 highlight concerns about insufficient funding allocation and untimely disbursement. This aligns with previous studies that emphasize the importance of timely and adequate funding for effective educational outcomes (Adeyemi, 2021; Aja, Ogbaga & Ede, 2023; Olaniyan & Olayiwola, 2020). However, other studies argue that the perceived inadequacies in funding may stem from mismanagement rather than insufficient funds (Ibrahim & Ahmed, 2022). The correlation between policy adherence and funding implementation supports the idea that effective policy implementation can enhance funding outcomes (Nwachukwu & Eze, 2023). Despite these positive perceptions, the results underscore the need for targeted interventions to address the identified challenges.

Conclusion and Recommendations

Conclusion

In conclusion, the study reveals that while there is a generally positive perception of the implementation of funding provisions in secondary schools in Taraba State, certain areas require improvement. The adequacy of funding and the timeliness of fund disbursements were identified as critical issues that need urgent attention. Despite these challenges, the strong correlation between policy adherence and funding implementation suggests that better adherence to the National Policy on Education could enhance the effectiveness of funding provisions. Targeted interventions focusing on timely fund disbursement and teacher training funding are essential for improving educational outcomes in the state.

Recommendations

1. State government should improve the allocation of funds to meet the needs of secondary schools in Taraba State.
2. State Ministry of Education should ensure the timely disbursement of funds to avoid delays in school operations.
3. State government should increase support for regular teacher training to enhance educational quality.
4. School administrators should strengthen monitoring and evaluation mechanisms to ensure effective utilization of funds.
5. The Ministry of Education should promote transparency in the allocation and use of funds to build trust among school stakeholders.
6. School administrators should ensure that secondary schools strictly adhere to the National Policy on Education guidelines.

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