

## **Financial Resources and Teachers' Job Involvement in Public Secondary Schools in Imo State, Nigeria**

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### **Abstract**

*This study examined the relationship between financial resources and teachers' job involvement in public secondary schools in Imo State, Nigeria. One research question was raised and one hypothesis was formulated to guide the study. The study adopted a correlational research design. The population of the study comprised of 5363 teachers in public secondary schools in all the six education zones in the state. A multistage sampling procedure was used to draw a sample size of 580 participants for the study. Two researcher-made instruments titled 'Financial Resource Capacity Questionnaire' (FRCQ) and 'Teachers' Job Involvement Questionnaire' (TJIQ) were used to collect relevant data for the study. The research question was analysed using means and percentages, while Pearson Product Moment Correlation Coefficient was used to test the hypothesis at 0.05 level of significance. The results showed a significant relationship between financial resources and the job involvement of teachers. Based on the findings, the study concluded that financial resources are vital means for the acquisition, remuneration and maintenance of other resources in the school. The study recommended among others that the provision of financial resources should be all inclusive and not left to the government alone and school administrators should effectively utilize available financial resources as this will be helpful in boosting teachers' job involvement in secondary schools.*

**Keywords:** financial resources, job involvement, teachers, public secondary schools

A functional secondary education is very important for a developing country such as Nigeria in terms of economic growth, poverty reduction, social cohesion and improved health among its population. The secondary school level is the bridge between the primary and tertiary levels of education and therefore occupies an important position in the education system. Secondary education forms the pool from which higher education institutions draw their clientele. Secondary education also supplies the nation with the human resources needed to drive national growth. The huge importance placed on this level of education

requires the availability of both human and material resources in the right quantity and quality to improve education outcomes in Imo State in particular and the nation as a whole.

Human resource is the most important resource among others in accomplishing the goals of an organization. Without it, other inputs made in the system cannot be harnessed and the achievement of goals may not be possible (Makano, 2008). Human resource is responsible for mobilizing, organizing and utilizing other productive inputs. It seems the major problem faced by managers in organizations is how to boost organizational performance through the appropriate utilization of human resources. The cognitive capability as well as other skills of employees could be exploited properly for the attainment of organizational goals. The major obstacle in the proper utilization of human resources seems to emanate from employee alienation which manifests in worker apathy, tardiness, high rates of absenteeism, labour strikes and other undesirable behaviours in the workplace. One major way through which managers could properly utilize the human resources in an organization and achieve set goals and objectives is by boosting the job involvement of employees.

Employee job involvement has become essential in public organizations given the global economic meltdown. In a period of recession, job involvement becomes an element that managers can leverage on for productivity especially in the public secondary school system which equips learners with essential knowledge and skills needed to improve students' advancement to higher professional and academic pursuit and provides the nation with middle level trained human resources needed to spur national development.

The job involvement of secondary school teachers is very vital for the attainment of secondary education goals since they are the pivot on which the entire secondary school system turns, are part of the school workforce, and they are involved in human development. Teachers are the chief agents through which instruction is carried out. They teach pupils and students courses of study or practical skills, as well as learning and thinking skills (Singh, 2010) and may influence teaching and learning outcomes either positively or negatively.

Job involvement refers to the physical, mental and emotional presence of an employee while working in an organization (Saxena & Saxena, 2015). An employee with a high level of job involvement would regard his or her work as a very important part of his or her life and would sincerely care for and be concerned about it. Teachers' job involvement has become an important issue given their responsibility to impart knowledge and skills to learners. Job involved teachers are productive and highly committed and this helps students to benefit from the education system. Job involvement guides teachers' actions and behaviour toward the achievement of goals.

In recent times, it seems some teachers are not job involved as they exhibit undesirable job behaviours such as lateness, uncooperative attitude, absenteeism, among others. The researchers have observed that many teachers

engage in various activities that are not related to their primary assignment of teaching during school hours. Some sell different items in the school premises, while others sneak out of school to attend to their private businesses. These and other negative behaviours may impede the attainment of secondary education goals, which is indicated in this study as students passing external examinations such as West African Senior School Certificate (WASSC) and National Examinations Council (NECO) Examinations.

Despite the strategic role that teachers play in the attainment of school goals, their commitment on the job could be limited by a number of factors including poor remuneration, non-recognition, school administrators' leadership style, lack of career progression opportunities, high teacher-student ratios, and inadequate financial resources. This may result in teacher frustration, apathy, lateness to work, taking up a second job, frequent sick leaves, absenteeism and low productivity.

Financial resource capacity is the ability to acquire and utilize financial resources for the attainment of goals. It plays a prominent role in all spheres of school life. If the administrators have the ability to do this, that is, teachers would be motivated and involved in their jobs. Financial resources are used to procure human and physical resources for the achievement of educational goals. The resources enumerated could be referred to as inputs into the education system which are used in processing the students as materials in schools. The ability of financial resources to function and lead to fruition or the expected goals would depend on the administrators' efficient management of it. In line with this, Oyekan, Adelodun and Oresajo (2015) opined that adequate funding of the public secondary school system and the proper utilization of available financial resources enable the system to run smoothly and attain its goals and objectives.

The government is the major provider of financial resources in public secondary schools in Nigeria and that includes Imo State where this study was conducted. If the government adequately provides financial resources to the capacity needed, it is left for the principals and members of the school management teams to efficiently manage the resources for the school productivity required. Financial resource capacity is a prerequisite for high teachers' job involvement and goal attainment. The provision of financial resources in the right quantity affects teachers' job involvement positively (Akpan, 2012). The financial resources in schools could be assessed to be adequate or inadequate. If adequate, in that case, what is provided is enough to enable students pass their examinations. If inadequate, it means that what is provided is hollow, unreal or not valuable and, therefore, may not lead to the attainment of secondary education goals. It is instructive to note that financial resources could be provided, but not in the right quantity (Makano, 2008).

The problem of provision of resources in schools in Imo State has involved claims and counter claims (Azubogu & Dike, 2014; The Royal Institute of International Affairs, 2016; Umunnakwe & Eze, 2015). The state

government has been accused of inadequate provision and in some cases no provision at all, especially with regards to physical and financial resources. When there is lack of financial resources (funds) in a school for the payment of staff salaries and allowances and acquisition and maintenance of physical facilities, the smooth running of the school could be affected and the morale and the job involvement levels of teachers could be negatively affected. An ample amount of funds is crucial as such funds are used to acquire and maintain both human and physical resources.

Financial resources in the school context refer to the cash in hand and all other funds that are either given to the schools through the budget or generated internally by school administrators. In a school setting, financial resources are indicated in government grants for staff salaries and allowances, imprests and internally generated revenue. The financial resources provided in a school cannot be said to be adequate if the staff are not promptly paid and physical resources such as blocks of classrooms and libraries are damaged and left unrepaired for months due to lack of funds. The teacher may become disgruntled instead of being motivated to do his/her duty. The prompt payment of staff salaries and allowances, on the other hand, enhances job involvement and accountability. The availability of financial resources also helps schools to make minor repairs of physical facilities, thereby, preserving school facilities.

Inadequate funding of public secondary education in Imo State has left public secondary schools in a deplorable condition (Anyago, 2013; Oboegbulam, 2013; Otegbulu, 2016). This has often resulted in low teachers' job involvement. Low or inadequate financial resource capacity affects the provision of other productive resources in schools, demoralizes teachers and negatively affects the academic performance of students. This and other issues raised earlier gave rise to the question of the role of financial resources in enhancing the job involvement of teachers in public secondary schools in Imo State, Nigeria.

### **Statement of the Problem**

In recent years, there have been reports of low job involvement among teachers in public secondary schools. It has been observed that a teacher who is fully involved in his or her job exhibits a strong desire to be at work and carries out the duties assigned to him/her diligently and enthusiastically. The case, however, seems to be different with some secondary school teachers as they exhibit undesirable work attitudes such as lateness and truancy. This suggests low job involvement and lack of commitment which could be as a result of inadequate financial resources. According to Mbagwu-Ijeoma and Akanwa (2012), there is lack of resources in public secondary schools in Imo State in spite of huge investments made by the state government.

Although the present administration has claimed to have provided the resources needed in the schools (Uganwa, 2015), the academic performance of secondary school students in the state has not improved. For example, the results of WASSCE for 2010, 2011, 2012, 2013 and 2014 show that only

24.94%, 30.99%, 25.99%, 29.99% and 31.28% of the candidates who sat for the examinations for the respective years got credits in five subjects including Mathematics and English Language.

If the required financial resources are not provided, job involvement levels and productivity of teachers could be negatively affected. If the students are not well taught, their performance in internal and external examinations could be poor and the goals of secondary education would not be achieved. This study, therefore, examined the relationship between financial resources and the job involvement levels of teachers in public secondary schools in Imo State. This aim was to investigate financial resource availability and utilization in schools, with a view to preventing the undesirable work attitudes displayed by teachers which indicate low job involvement, and for school administrators and other policy makers to apply appropriate measures that will help in boosting the level of job involvement of secondary school teachers.

### **Literature Review**

Oyekan, Adelodun and Oresajo (2015) defined financial resources as the monetary resources that serve as a means of procuring other productive inputs in an industry. Oladipo and Ayemoni (2011) defined financial resources in education as the monetary inputs available for, and spent on the education sector. Finance is the backbone of any organization, and when it is judiciously used, enhances the realization of organizational goals (Kaegon & Amaehule, 2016). In the school context, the money is used to run the school, pay salaries and allowances, and provide and maintain facilities.

According to Edem (1999), funding is the provision of money for: payment of staff salaries and allowances; provision of facilities and equipment; maintenance of infrastructure; procurement of instructional materials; and provision of basic health facilities in schools. Edem argued that when money is provided for the overall growth and progress of an organization, the goals of the organization would be achieved but if not, the reverse would be the case. A school like any organization needs money to survive, and the success or failure of a school can depend tremendously on the availability and effective utilization of financial resources (Oladipo & Ayemoni, 2011). A school can only obtain either physical or human resources if financial resources are available and adequate. Finance, thus, is essential for the payment of school workers' salaries and emoluments, procurement of materials and facilities and the day-to-day running of the school (Kaegon & Amaehule, 2016).

In Nigeria, as in many developing countries, the government is the major funder of education because many public schools depend solely on government grants through statutory allocations to cater for capital and recurrent expenditure (Adie, Eteng, Ajang, & Kintum, 2016). Although secondary education is on the lists of both federal and state governments, the declining public revenue as a result of the global slide in the prices of crude oil and economic recession has resulted in a gross underfunding of secondary education (Adie et al., 2016).

The main sources of funds for public secondary schools in Nigeria include budgetary allocations, school fees, Parents Teachers Association (P.T.A.) levies, donations by Alumni Associations, endowments/donations and the private sector. Ezenwa (2000) asserted that grants that come from philanthropic organizations and other organizations such as Old Boys' Associations and Parents Teachers Association are sources of funds and such fund-raising may be directed towards specific projects or the procurement of equipment and materials and renovation of school buildings.

Job involvement could be defined in the following ways: as the extent to which an individual's work performance affects his self-esteem; and as the extent to which a person is identified psychologically with his work, or the importance of his work to his self-image (Lodahl & Kejner, 1965). Kanungo (1982) defined job involvement as an individual's psychological identification or commitment to his or her present job. Rahati, Sotudeh-Arani, Adib-Hajbaghery and Rostami (2015) stated that employees with high levels of job involvement: identify with and care a great deal about their jobs; have high internal motivation and self-esteem; subscribe to a work ethic consistent with the view that the experience of work has value as an end in itself; find work meaningful and challenging; work at various tasks using a variety of skills; see complete units of work through to their completion; participate in the setting of performance standards; maintain positive relationships with supervisors who give them ample performance feedback; are strongly committed to work in general and career achievement and advancement; experience high job satisfaction, especially with the content of the work, which they find intrinsically satisfying; and have strong ties to the organization and so, are less likely than others to consider leaving it. Contrarily, individuals with low levels of job involvement are usually apathetic and have the tendency to leave the organization voluntarily.

Many scholars have linked financial resources to the job involvement levels of school teachers. Adelabu (2005) identified the payment of salaries and allowances and promotions as the major factors that shape teachers' attitudes to work. It has been noted that most times the significant attitude of employees in any educational organization is as a result of substandard conditions of service, especially on the issues of low wages and allowances paid, and irregular payment of such wages as compared to what obtains in other professions (Adzonga & Bua, 2014). The disenchantment, low commitment to work, lack of enthusiasm among Nigerian workers is as a result of low salaries and allowances, unfair treatment and poor conditions of service (Chine et al., 2016). In the same vein, issues of delay, non-payment and reduction of staff salaries could lead to low job involvement and the temptation to leave such a job for greener pastures. When staff salaries and allowances are paid promptly, there is high staff morale and effective job performance (Adzonga & Bua, 2014).

Corroborating these views, Crow and Ponder (2000) stated that employees who receive higher pay and receive it regularly tend to be very

involved in their jobs as the fear of a probable loss of a well-paid job ignites in workers more commitment to their jobs. When a teacher is paid well for a work well done, it is easy for such a teacher to be enticed to work harder even as he/she sees a direct link between her output and its reward (Chine et al., 2016). On the contrary, when a teacher works hard every month, but goes home grudgingly with a very lean pay-packet, he/she will not be motivated and will not get involved in his teaching job (Adzonga & Bua, 2014). In a similar vein, Anderson and Pearson (1999) opined that a negative reduction in a worker's benefits could be a source of frustration and chronic dissatisfaction. Such a frustrated worker is emotionally unstable and always indifferent to everything going on in the workplace and will be willing to frustrate the management's job.

Although research has shown that pay satisfaction positively influences overall job satisfaction, commitment, motivation, performance and leads to less absenteeism and turnover behaviours (Judge, Cable, & Higgins, 2000; Sweet, Nelson & Moberg, 2006), some studies have shown that satisfaction with pay may not really contribute to higher levels of employee job involvement as some workers are not motivated by money (Gupta, Conroy, & Delery, 2012; Mitchell & Mickel, 1999), but by intrinsic factors such as autonomy, responsibility, opportunity for growth, and creativity in work (Lambert, Quereshi, & Hogan, 2015). Mitchell and Mickel (1999) argued that money is not always a good motivator for employees and may not enhance job involvement and performance. A teacher may just be carrying out assigned duties because he/she wants to make a living out of the job, and not because he/she has passion or strong feelings towards the job. George and Jones (2008) reported that what motivates highly educated employees for job involvement and satisfaction are the intrinsic part of work such as achievement, recognition, responsibility, work itself, professional advancement and personal growth and development. According to George and Jones, work in itself is satisfying to such employees irrespective of pay.

Studies have shown a direct relationship between pay and job involvement. Ubom (2002) found that in Nigeria, prompt payment of teachers' salaries enhanced greater commitment to teaching. Besong (2015) examined the relationship between incentive management and job involvement among teachers in technical schools and found that economic and non-economic incentives significantly correlated with job involvement of teachers. Chine et al. (2016) investigated the influence of the level of education and pay inequity on job involvement among secondary school teachers in Awka South Local Government Area of Anambra State, Nigeria. The findings showed that teachers with a low level of educational qualification were more involved in their job than teachers with higher educational qualification; teachers with low pay were more job involved than teachers with high pay; and the level of educational qualification and pay inequity when combined determined how job involved the teacher would be.

### **Purpose of the Study**

The study investigated the relationship between financial resources and teachers' job involvement in public secondary schools in Imo State, Nigeria.

### **Research Question**

The following lone research question was raised to guide the study: What is the relationship between financial resources and teachers' job involvement in public secondary schools in Imo State, Nigeria?

### **Hypothesis**

H<sub>0</sub>: There is no significant relationship between financial resources and teachers' job involvement in public secondary schools in Imo State, Nigeria.

### **Methodology**

The research design used for this study is the correlational one. The population of the study comprised of all the 5363 teachers in the 285 public secondary schools in the 6 Education Zones in Imo State. A multi-stage sampling procedure was used to select 580 participants for the study. In the first stage, the population was stratified into six groups using education zones as the basis for stratification. This was done to ensure that every part of the state had equal representation within the sample. The education zones in the state are Okigwe Zone 1, Okigwe Zone 2, Orlu Zone 1, Orlu Zone 2, Owerri Zone 1 and Owerri Zone 2. In the second stage, a list of all the schools in each stratum was drawn. Using the proportionate stratified random sampling technique, 43 schools were selected. Having selected the schools, simple random sampling technique was, thereafter, used to select 14 teachers from each of the schools.

Two researcher-constructed instruments titled 'Financial Resource Capacity Questionnaire' (FRCQ) and 'Teachers' Job Involvement Questionnaire (TJIQ) were used to collect data from the teachers in the study. The FRCQ instrument consisted of two sections where the first section elicited information on the bio-data of the teachers while the second one that contained nine items rated the teachers' perception of the availability and utilization of financial resources in the schools. This section was structured on a 4-point modified Likert-type rating scale.

The TJIQ instrument was adapted from the Lodahl and Kejner (1965) and Kanungo (1982) Job Involvement Scales. It is a 4-point modified Likert-type rating scale with 15 items on the indices of teachers' job involvement. The two job involvement measures have shown acceptable levels of reliability and validity in numerous studies but since they were not designed to measure job involvement of secondary school teachers, they were therefore slightly modified to match the secondary education context in which the teachers worked. Some of the items also did not match certain concepts pertinent to the Nigerian cultural setting. The researchers, after discussions with three experts in Educational Management, therefore, decided to remove some items and add others. Based on the judgment of the researchers and suggestions received from the experts, three new items were added and these are "I am willing to put in a



great deal of extra effort to help my school become successful”, “My loyalty to this school depends on how much I am paid as salary” and “Deciding to work for this organization was a mistake on my part”. The modified items were, thereafter, pretested to check if the participants understood the items or not.

The initial items generated for the study were validated by some experts in Educational Management. The Cronbach alpha reliability estimates of the FRCQ and TJIQ were ascertained at 0.73 and 0.70 respectively and this guaranteed the use of the instruments for the study. The two instruments were administered on the teachers with the help of two research assistants who were both university graduates. Although 602 copies of the questionnaires were administered, 580 of them were returned. The data collected were analysed using descriptive and inferential statistics where the research question was analysed using means and percentages, while Pearson Product Moment Correlation Coefficient was used to test the hypothesis at 0.05 level of significance.

### Results

**Research Question:** What is the relationship between financial resources and teachers' job involvement in public secondary schools in Imo State, Nigeria?

Table 1 shows responses to the items raised on the availability and utilization of financial resources. It indicates that most of the teachers agreed that funds were not adequately appropriated for public secondary schools in Imo State ( $\bar{X}= 1.39 < 1.50$ ) and that their schools did not rely on other sources of income such as P.T.A. and Old Students' Associations to fund some of its projects ( $\bar{X}= 1.43 < 1.50$ ). On the other hand, many of the teachers disagreed that salaries ( $\bar{X}= 1.35 < 1.50$ ) and allowances were promptly paid by the government ( $\bar{X}= 1.32 < 1.50$ ) and that school administrators did not make judicious use of funds meant for public secondary schools in Imo State ( $\bar{X}= 1.35 < 1.50$ ). The table also indicates that most of the participants agreed that funds appropriated for schools in Imo State were not promptly released by government ( $\bar{X}= 1.67 > 1.50$ ) and that school accounts were properly audited to avoid school management diverting the monies released by government ( $\bar{X}= 1.52 > 1.50$ ). In addition, many of the participants agreed that funds appropriated were adequately utilised by the school authority ( $\bar{X}= 1.64 > 1.50$ ), while majority agreed that funds were not available for minor repairs and purchases ( $\bar{X}= 1.72 > 1.50$ ). This implies that most of the participants agreed that financial resources were not available in most public secondary schools in Imo State and this affected teachers' job involvement.

Table 1

*Frequencies, Percentages, Mean and SD of the Responses on Financial Resources in Public Secondary Schools in Imo State (N= 580)*

S/N	Items	Disagree	Agree	Mean	SD	Remarks
1	Funds are adequately appropriated for public secondary schools in Imo State.	353 (60.9%)	227 (39.1%)	1.39	0.49	Disagree
2	Funds appropriated for schools in Imo State are not promptly released by government.	194 (33.4%)	386 (66.5%)	1.67	0.47	Agree
3	My school relies on other sources of income such as P.T.A. and Old Students' Association to fund some of its projects.	329 (56.7%)	251 (43.3%)	1.43	0.50	Disagree
4	School accounts are properly audited to avoid school management from diverting the monies released by government.	278 (47.9%)	302 (52.1%)	1.52	0.50	Agree
5	Funds appropriated are adequately utilized by school authority.	209 (36.0%)	371 (54.0%)	1.64	0.49	Agree
6	Salaries are promptly paid by the government.	407 (70.2%)	173 (29.8%)	1.30	0.46	Disagree
7	Allowances are promptly paid by government.	396 (68.3%)	184 (31.7%)	1.32	0.48	Disagree
8	Funds are usually not available in the school for minor repairs and purchases.	164 (28.3%)	416 (71.7%)	1.72	0.45	Agree
9	When funds are made available, school administrators do not make judicious use of them.	376 (64.8%)	204 (35.2%)	1.35	0.48	Disagree
<b>Grand mean</b>				<b>1.50</b>	<b>0.48</b>	

Source: Field Report, 2018

With the use of a 4-point Likert scale type (collapsed into 2), the average (mean) response per item was expected to be 1.50 (either in favour or disfavour of what is being measured).

Table 2 shows that 15 items were used to measure the level of teachers' job involvement (TJI). The table shows that the aggregate mean and standard deviation of TJI are 1.54 and 0.34 respectively. When the TJI mean score of 1.54 was compared with the criterion mean value of 1.50, the TJI mean was higher than the standard. This implies that the job involvement of teachers in Imo State is above average and therefore high.

Table 2

*Mean and Standard Deviation of the Responses on the Level of Teachers' Job Involvement*

S/N	Item	Mean	SD	Remarks
1	Quite often, I feel like staying at home from work instead of coming to school.	1.12	0.33	Low
2	I avoid taking extra classes in my school.	1.14	0.34	Low
3	The major satisfaction in my life comes from my school when it does well or when it excels.	1.85	0.36	High
4	I feel depressed when I fail at something connected to my students.	1.88	0.33	High
5	To me, teaching is only a small part of what I am.	1.46	0.50	Low
6	I have other activities more important than my work.	1.07	0.25	Low
7	I used to care about my job, but now other things are more important to me.	1.13	0.34	Low
8	I usually show up for work a little earlier to get things ready.	1.81	0.39	High
9	I am very much involved personally with my students' progress.	1.94	0.24	High
10	I have very strong ties with my school which will be very difficult to break.	1.82	0.39	High
11	Most of my personal life goals are teaching-oriented.	1.86	0.35	High
12	I consider my job to be central to my existence.	1.89	0.31	High
13	I am willing to put in a great deal of extra effort to help my school become successful.	1.91	0.29	High
14	My loyalty to this school depends on how much I am paid as salary.	1.19	0.40	Low
15	Deciding to work for this organization was a mistake on my part.	1.08	0.27	Low
<b>Grand Mean</b>		<b>1.54</b>	<b>0.34</b>	<b>High</b>

Note. N= 580

Source: Field Report, 2018

### Hypotheses Testing

**H<sub>01</sub>:** There is no significant relationship between financial resources and teachers' job involvement in public secondary schools in Imo State, Nigeria.

Table 3

*Financial Resources and Teachers' Job Involvement*

		Teaches' Job Involvement	Financial resources
Teachers' Job Involvement	Pearson Correlation	1	.236*
	Sig. (2-tailed)		.000
	N	580	580
Financial Resources	Pearson Correlation	.236*	1
	Sig. (2-tailed)	.000	
	N	580	580

\* Correlation is significant at the 0.05 level (2-tailed)

Table 3 revealed that financial resources and teachers' job involvement were significantly correlated,  $r = 0.236$ ,  $p=0.00<0.05$ . The null hypothesis was, therefore, rejected. This implies that there is a significant positive, though weak, relationship between teachers' job involvement and financial resources.

### **Discussion of Findings**

The hypothesis which stated that financial resources are not significantly related to teachers' job involvement was rejected. Findings from the study indicate that the availability of financial resources is positively related to teachers' job involvement. Financial resources in most public secondary schools in Imo State were found to be inadequate as salaries and allowances were not promptly paid by the government. Funds appropriated for schools in Imo State were not promptly released by government and funds were usually not available in the school for minor repairs and purchases. As a result, external funding from Parent Teachers Association (PTA), and Old Boys Associations and philanthropists became options. This corroborates a finding by Ezenwa (2000) who reported that procurement of physical facilities and equipment and maintenance of physical facilities and equipment in secondary schools largely depended on donations by philanthropists and charity organizations, P.T.A. and Old Students' Associations. The result is also an indication that availability of funds for the payment of salaries and allowances, repairs and purchases play a significant role in the level of teachers' job involvement in secondary schools. The finding is in consonance with that of Chine et al. (2010) who found a positive significant relationship between inequity in pay and job involvement of secondary school teachers. The result also agrees with the work of Besong (2016) who found a direct positive relationship between economic and non-economic incentives and job involvement of teachers. The finding is in line with that of Ubom (2002) who found that in Nigeria, prompt payment of teachers' salaries enhanced greater commitment to teaching.

### **Conclusion**

Teachers play an indispensable role in the achievement of educational goals. It is, however, unfortunate that some teachers are not involved in their teaching job or committed enough to put in their best in the discharge of their professional duties due to lack of financial resources. Financial resources are valuable means for the acquisition and maintenance of other resources in the school. The expectation of all concerned is that school managers should make judicious use of scarce resources in ensuring that school goals are attained. Financial resource capacity could be a key element in enhancing the job involvement of teachers. The researchers, in view of the research findings, conclude that to a large extent, teachers' job involvement can be improved through financial resources.

### Recommendations

The following recommendations are proffered based on the findings of this study:

1. The government of Imo State should ensure that secondary schools in the state are adequately funded so as to ensure the procurement of educational resources and prompt payment of teachers' salaries and allowances for enhanced teachers' job involvement. A new funding mechanism should also be put in place to ensure that funding is allocated equitably to educational institutions that require additional resources.
2. School administrators should devise new ways of generating revenue internally for the provision of school resources instead of always waiting for the government to make every provision.
3. School administrators should be trained in financial management to equip them with the skills that will enable them utilize available school resources judiciously in order to improve teachers' job involvement.

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