



**GOVERNMENT INTERVENTION, CURRICULUM  
RELEVANCE AND FINANCIAL RESOURCE ALLOCATION:  
IMPACTS ON STUDENT LEARNING OUTCOMES IN HUMAN  
CAPITAL DEVELOPMENT IN SIERRA LEONE**

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**Abstract:**

In the framework of human capital development, this thesis proposal seeks to investigate the effects of curricular relevance, financial resource allocation, and government involvement on student learning outcomes. The goal of the study is to comprehend how financial resources allocated to education systems, curriculum design, and government regulations relate to one another and how these elements affect student learning outcomes. This study uses a mixed-methods approach to combine document analysis, qualitative interviews, and quantitative data analysis in order to provide a thorough grasp of the subject. It is impossible to exaggerate the role that high-quality education plays in developing human capital. When it comes to developing educational policy and putting measures into place that improve educational results, governments are essential. Analyzing how government involvement affects student learning outcomes in human capital development is the primary goal of this research. This research aims to investigate the impact of different intervention tactics on student performance and their success by looking at the policies, programs, and initiatives put in place by governments. Another important component of education that has a direct impact on student learning results is the relevancy of the curriculum. Investigating how curriculum relevance can improve student learning outcomes is the study's second goal. In order to determine how well-designed and pertinent curricula contribute to the development of human capital, this research will look at how the curriculum aligns with the demands of society and the labor market. This study will also look into the variables that affect curriculum design and the difficulties in maintaining curriculum relevance. The distribution of financial resources has a significant impact on the effectiveness and quality of educational systems.

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Examining how financial resources are distributed in education and how it affects student learning results is the third goal of this research project. This study aims to evaluate the efficiency and equity of resource allocation by examining the allocation of financial resources among various schools and areas. Additionally, taking into account elements like infrastructure, instructional materials, and teacher-student ratios, it will investigate the connection between the distribution of financial resources and student performance. By tackling these goals, the study hopes to offer insightful analysis and suggestions for sensible government action, curriculum creation, and financial resource distribution that will enhance student learning outcomes and promote the growth of human capital. The results of this study will add to the body of knowledge by improving our comprehension of the intricate interactions that occur between educational systems' financial resource distribution, curriculum relevance, and governmental regulations.

**Keywords:** government, intervention, curriculum, finance, allocation, resource, relevance, development

## 1. Introduction

Education is essential to the development of human capital because it gives people the abilities, information, and skills they need to succeed in both their personal and professional lives. Similar to many other developing nations, Sierra Leone's education system faces several obstacles in its efforts to improve student learning results and provide high-quality instruction. With an emphasis on human capital development, this study intends to investigate how student learning outcomes in Sierra Leone's educational system are affected by government intervention, curriculum relevance, and financial resource distribution. For the purpose of fostering an environment that supports high-quality education and fair access to learning opportunities, government involvement in education is essential. To create guidelines, provide funds, and carry out programs targeted at enhancing educational results, governments create laws and regulations (Drucker, 1993). To improve the quality of education in Sierra Leone, the government has carried out a number of measures, including infrastructural development, curriculum revisions, and teacher training programs.

Ensuring that students learn knowledge and abilities that are relevant and applicable in real-life circumstances is a major goal of curriculum relevance in education. A carefully thought-out and current curriculum fits the demands of society, the labor market, and the goals of each individual student (Hattie, 2009). In order to satisfy the nation's development objectives and prepare students for the challenges of the modern world, Sierra Leone must evaluate the curriculum's applicability. The distribution of financial resources has a major impact on how well the educational system works. Sufficient financial resources are required to offer appropriate facilities, educational resources, and assistance to educators and learners (Reimers & Schleicher, 2018). The distribution of financial resources for education in Sierra Leone has proven difficult;

insufficient funding frequently results in subpar facilities and services that impede student learning. Although government intervention, curriculum relevance, and financial resource allocation in education have all been studied before, little is known about how these factors work together to affect student learning results in Sierra Leone's unique educational environment. Few studies have been done on how these variables interact and how that affects the nation's educational results. By offering a thorough understanding of the interactions and effects of curricular relevance, financial resource allocation, and government interventions on student learning outcomes in Sierra Leone, this research seeks to close that knowledge gap. The research being conducted in Sierra Leone will yield insights that address the unique issues and conditions of the nation's education system, adding to the body of current knowledge. In order to enable policymakers and other stakeholders in education to make decisions that will enhance educational outcomes and promote the development of human capital, the research will offer insights and suggestions that are specifically suited to Sierra Leone's particular needs.

## **2. Statement of the Problem**

The education system of Sierra Leone, a nation in West Africa, is the main subject of this study. Students, educators, school administrators, legislators, and other parties with an interest in Sierra Leone's education system will all be included in this study. The study will be carried out in a number of educational environments around the nation, such as primary, secondary, and post-secondary institutions. Improving student learning results and attaining high-quality education in Sierra Leone present formidable obstacles. The Ministry of Basic and Senior Secondary Education has released data that shows low student achievement in the national examination results. For example, in 2020, just 54% of pupils passed the Basic Education Certificate Examination (BECE) (Government of Sierra Leone, 2020). This emphasizes how critical it is to address the causes of the nation's subpar student learning outcomes. Understanding how government intervention, curriculum relevance, and financial resource allocation affect student learning outcomes in Sierra Leone's education system is the precise issue that this study seeks to answer. The study will specifically look into how well government interventions work, how important curricular relevance is, and how financial resources are allocated to improve student learning outcomes in Sierra Leone. The body of existing research offers insightful information about each of the three components of government intervention, curriculum relevance, and financial resource allocation in education. For instance, studies conducted by Drucker (1993) highlight how crucial it is for the government to enact laws that support high-quality education.

Hattie (2009) emphasizes how important curriculum relevance is to raising student performance. Furthermore, Reimers and Schleicher's (2018) investigations address the distribution of financial resources and how they affect the caliber of education. Nevertheless, when it comes to the particular context of Sierra Leone, there is

a clear knowledge gap. The combined effects of curricular relevance, government involvement, and financial resource allocation on student learning results in Sierra Leone's educational system have not received much attention in the study. This study will close this knowledge gap by offering a thorough grasp of how these variables interact and affect student outcomes, particularly within the context of Sierra Leone. The research will offer insightful analysis and suggestions specifically suited to the special difficulties and conditions of Sierra Leone's educational system as a result of the study's execution there. By addressing the unique knowledge gap in the understanding of the implications of government involvement, curriculum relevance, and financial resource allocation on student learning outcomes in Sierra Leone, the findings will add to the body of existing literature.

### **3. Research Objectives**

The objectives of this study are as follows:

- This study aims to investigate how government intervention influences curriculum relevance for 21st-century skills and financial resource allocation in education and how these factors collectively impact student learning outcomes in the context of human capital development.
- To investigate the mechanisms through which financial resource allocation in education is influenced by government policies and priorities.
- To investigate curriculum quality and relevance, teacher credentials, and financial resources affect student learning outcomes.
- To look at the interplay between government policies, curriculum relevance, financial resource allocation, and student learning outcomes in the context of human capital development
- To propose recommendations for effective government intervention, curriculum design, and financial resource allocation to improve student learning outcomes and foster human capital development.

### **4. Literature Review**

A thorough summary of previous studies and study findings is given in the literature review for this research subject, which examines the effects of curricular relevance, government involvement, and financial resource allocation on student learning outcomes in Sierra Leone's educational system. It examines the fundamental ideas behind financial resource allocation, curricular relevance, and government involvement and how these affect the development of human capital and learning outcomes for students. The foundation for the research study in Sierra Leone is laid by the literature evaluation, which identifies the gaps and limits in the present understanding.

#### **4.1 Government Intervention in Education**

The effectiveness and quality of the educational system are greatly influenced by government action. The impact of government involvement in education on student learning outcomes and the development of human capital is examined in this section of the literature review, which also highlights important studies and research findings in this area.

According to Drucker (1993), government policies are crucial in fostering an atmosphere that supports high-quality education. The creation of laws, rules, and programs aimed at enhancing educational results is considered government interference in education. These interventions can take many forms, such as creating curriculum frameworks and standards or offering assistance and resources to educators and educational institutions. Hanushek and Woessmann (2012) examined a sample of nations' relationships between student achievement and government involvement in education. According to the study, student achievement levels are often greater in nations with more centralized educational systems and more robust government involvement. This implies that successful government action can enhance the educational achievements of students.

Government action is essential for resolving the issues the education system faces in the particular setting of developing nations like Sierra Leone. Lewin and Caillods (2002) investigated how government action could enhance sub-Saharan Africa's primary education system. The study emphasized the role that government policies have in promoting successful educational outcomes, including expanding educational opportunities, raising the caliber of teachers, and strengthening curricular relevance.

Moreover, eliminating educational disparities can be a focus of government involvement. Reimers and McGinn (2016) looked at government initiatives in different nations that attempted to narrow the gender gap in schooling. According to the study, specific interventions that support gender-sensitive policies and offer scholarships can have a major positive impact on girls' academic achievement and access to education. Achieving a balance between centralization and autonomy is crucial in education, even while government intervention is necessary. According to Fullan (2001), for government intervention to be successful, all parties involved teachers, school administrators, and local communities must work together in a collaborative manner. By using a decentralized strategy, government actions are guaranteed to be in line with the unique requirements and environments of communities and schools. This demonstrates the importance of government involvement in education and how it affects the academic achievements of students. Good government initiatives and policies can alleviate inequality, promote educational access, foster a climate conducive to high-quality instruction, and raise student accomplishment. Nonetheless, in order to guarantee that government actions are in line with the particular requirements of communities and schools, it is crucial to use a cooperative and decentralized approach.

#### **4.2 The role of government in education policy and regulation**

The quality and efficacy of the educational system are greatly influenced by the government's role in education policy and regulation. The influence of government involvement in education policy and regulation is examined in this section of the literature review, with a focus on how it affects student learning outcomes and the development of human capital.

A vast array of topics is covered by government rules and regulations in the field of education, such as curriculum creation, standards setting, teacher credentials, and school governance. These regulations set the parameters for how educational establishments run and seek to guarantee that every student receives a top-notch education. Darling-Hammond (2010) looked at how government policies affected student achievement and teacher quality in a number of different nations. According to the study, student accomplishment levels are often better in nations with efficient laws and regulations that place a strong priority on supporting and training teachers. This emphasizes how crucial government involvement is in determining the caliber of education.

In addition, governmental laws and regulations are crucial in guaranteeing the relevance of the curriculum. According to Hattie (2009), curricula must be in line with the expectations of society, the labor market, and the goals of specific students. In order to ensure that students obtain the necessary knowledge and abilities, government engagement is essential in defining curriculum standards and guidelines that reflect these objectives. Allocating financial resources is a further facet of government involvement in education. Sufficient financial resources are required to offer appropriate facilities, educational resources, and assistance to educators and learners (Reimers & Schleicher, 2018). The distribution and allocation of financial resources are governed by laws and regulations, which have a big influence on the facilities and resources that are available in schools. It is crucial to remember that any government involvement in education needs to strike a balance between control and freedom. According to Davis (2015), an overabundance of government regulation can impede innovation and make it more difficult for educational institutions to adjust to shifting demands. As a result, laws should offer a framework that is accommodating and supportive of local sovereignty and decision-making. The body of research emphasizes how important government regulation and policy are to education and how they affect students' academic performance. Superior educational outcomes can be achieved by implementing government rules and laws that effectively guarantee teacher quality, curriculum relevance, and sufficient financial resources. To promote innovation and address the particular requirements of educational institutions, government action must, nevertheless, strike a balance between regulation and autonomy.

#### **4.3 The impact of government policies on educational outcomes**

The development of human capital and educational performance are significantly influenced by government policy. The important studies and research findings on how

government policies affect educational outcomes are examined in this area of the literature review. Particular attention is paid to curriculum relevance, financial resource allocation, and how these factors affect student learning outcomes in Sierra Leone. One of the most important factors in deciding on educational outcomes is curriculum relevance. Government initiatives and curriculum development policies can have a big impact on the knowledge and abilities that students learn. According to a UNESCO report from 2020, integrating social and economic demands into the curriculum improves student involvement and gets them ready for the workforce. This emphasizes how crucial government regulations are to maintaining curriculum relevance and its beneficial effects on student learning. Allocating financial resources is a key component of government involvement in education. Sufficient financial resources are important to furnish the requisite infrastructure, educational resources, and assistance for educators and learners. A 2019 World Bank study looked at how government spending on education affected students' learning performance in low-income nations. The results showed a favorable correlation between better student learning outcomes and more funding dedicated to education. This emphasizes how important government policies are in guaranteeing sufficient funding for education and how that funding ultimately affects educational performance.

Furthermore, there is a significant influence on educational results from government policies that promote access to education. For instance, the government of Sierra Leone's free primary education policy has greatly raised enrolment rates (Government of Sierra Leone, 2018). By guaranteeing that every kid has access to education, this strategy has improved educational outcomes, resulting in increased rates of literacy and numeracy among students.

Better educational outcomes are also a result of government initiatives to enhance professional development and teacher quality. Darling-Hammond (2017) conducted a study to look at how government policies affect student achievement and teacher effectiveness. It was discovered that supportive policies and efficient teacher preparation programs had a favorable impact on the learning outcomes of students. This emphasizes how crucial government initiatives are to improving teacher quality and how it affect student results.

#### **4.4 Case studies on successful government interventions in education systems in Sierra Leone**

The case studies that demonstrate effective government interventions in Sierra Leonean education systems are examined in this area of the literature study. Particular attention is paid to curricular relevance, the distribution of financial resources, and the effects these interventions have on student learning results.

One of the main focuses of government involvement in education systems is curriculum relevance. The government of Sierra Leone has put measures into place to make the curriculum more relevant and to make sure that it is in line with what society and the labor market require. The World Bank (2017) looked at the effects of government

initiatives to establish vocational education programs in secondary schools in a case study. According to the study, these interventions enhanced students' employability and made it easier for them to go from school to the workplace, which improved their learning results all around. Allocating financial resources is a crucial aspect of government involvement in educational institutions. Sufficient financial resources are imperative to furnish top-notch facilities, educational resources, and assistance for educators and learners. The United Nations Development Programme (UNDP) (2019) looked at the government's efforts to boost budgetary allotments for education in Sierra Leone through a case study. According to the study, these interventions improved student learning outcomes, improved learning environments, and increased access to education.

Additionally, the government's emphasis on raising the caliber of teachers has improved the educational system in Sierra Leone. The Ministry of Education, Science, and Technology (MEST) (2018) conducted a case study that analyzed the government's initiatives to improve professional development opportunities and teacher training programs. According to the study, these interventions improved student learning outcomes by increasing teacher effectiveness.

Positive results have also been obtained from government efforts aimed at addressing gender differences in schooling. The government of Sierra Leone's efforts to support girls' education were examined in a case study published in 2016 by the United Nations Girls' Education Initiative (UNGEI). According to the study, specific initiatives have improved learning results for girls and increased enrollment. These interventions include giving scholarships, making infrastructural improvements to schools, and putting in place gender-sensitive policies.

#### **4.5 Curriculum Relevance and Student Learning Outcomes**

The impact of government intervention on curriculum creation and its consequences for student accomplishment is highlighted in this portion of the literature review, which examines important studies and research findings on the relationship between curricular relevance and student learning outcomes. According to a 2009 study by Hattie, a pertinent curriculum is crucial for enhancing student learning results. According to the research findings, student engagement and accomplishment are increased when a curriculum takes into account the demands of society, the labor market, and the goals of individual learners. This emphasizes how important it is for the government to become involved in ensuring curricular relevance in order to maximize learning results for students.

Additionally, Barber and Mourshed's 2007 case study looked at the connection between student results and curriculum relevance across a number of nations. According to the study, student achievement was higher in nations where there was a significant emphasis on curriculum that was both relevant and useful. This demonstrates how the government can intervene in curriculum development and how it can affect the learning outcomes of students.



Government rules and policies have a significant impact on how relevant curricula are. Fullan (2014) discovered that curriculum design and execution can be impacted by government intervention when standards and guidelines are established. Governments may guarantee that the curriculum is current, relevant, and in line with learning objectives by establishing clear expectations and offering advice.

Furthermore, Darling-Hammond (2010) looked at a case study that looked at how government policies affected student achievement and the relevance of the curriculum in several different nations. According to the study, student accomplishment levels are often better in nations with efficient government policies that give curriculum creation first priority. This demonstrates how crucial it is for the government to get involved in curriculum design and how such involvement affects the learning outcomes of students. It is crucial to remember that the varied needs and backgrounds of students should be considered while determining curricular relevance. The significance of a culturally responsive curriculum that takes into account the experiences and viewpoints of all students is emphasized by a 2019 study by Au. In order to promote inclusive and culturally relevant curricula, which can enhance student learning outcomes and engagement, government action can be extremely important.

#### **4.6 The importance of a relevant and well-designed curriculum in promoting student learning outcomes**

The development of human capital and the achievement of student learning outcomes are greatly aided by an appropriate and well-designed curriculum. The impact of government intervention on curriculum creation and its consequences for student learning outcomes are highlighted in this portion of the literature review, which also examines important studies and research findings on the significance of curriculum relevance and design in increasing student accomplishment.

According to research published in 2005 by Wiggins and McTighe, having a curriculum that is relevant to the students' learning objectives is crucial. According to the research findings, students' motivation and achievement are increased when they are exposed to a curriculum that is grounded in real-world applications, covers fundamental knowledge and abilities, and sparks their interests. This emphasizes how crucial curriculum relevance is to giving students meaningful learning experiences. Additionally, Darling-Hammond (2012)'s case study, which looked at effective educational institutions, discovered that a well-designed curriculum is essential to advancing student learning outcomes. The study emphasized the value of a well-thought-out curriculum that contains pertinent and difficult material, builds on students' past knowledge, and offers obvious learning progressions. With the help of such a program, pupils are guaranteed to get profound comprehension and the abilities needed for success.

The relevance and design of curricula are greatly influenced by government intervention and policy. Fullan (2013) underscored the significance of governmental backing in fostering efficacious curriculum development. The results made clear that

governments may help educators create and carry out engaging and well-organized curricula by offering advice, materials, and chances for professional growth.

Additionally, the Organization for Economic Cooperation and Development (OECD) (2018) looked at a case study that looked at how curriculum design affected student learning outcomes in various nations. According to the study, student achievement was higher in nations where curriculum design and execution received significant attention. This emphasizes how important it is for the government to get involved in order to guarantee that curricula are well-designed, in line with academic objectives, and improve student learning results.

It is crucial to remember that students' varied requirements and backgrounds should be taken into account in a well-designed and pertinent curriculum. Gay (2010) conducted a study that emphasized the significance of a curriculum that is culturally responsive, meaning it takes into account the cultural identities and experiences of the students. Positive student learning outcomes, diversity, and engagement are all encouraged by this kind of curriculum.

#### **4.7 The relationship between curriculum alignment and student engagement and achievement**

Promoting student accomplishment and engagement requires that the curriculum be in line with the intended learning outcomes. The impact of government intervention on curriculum creation and its consequences for student learning outcomes are highlighted in this portion of the literature review, which also examines essential studies and research findings on the relationship between curriculum alignment and student engagement and achievement.

According to a 2010 study by Webb, Metha, and Jordan, curriculum alignment is crucial for raising student achievement and engagement. According to research findings, children are more likely to comprehend the objective of their learning, engage in deeper learning, and succeed academically when curricular goals, instructional practices, and assessment systems are linked. This emphasizes how vital curriculum alignment is to providing students with worthwhile learning experiences.

Additionally, Marzano and Kendall's 2007 case study looked at how curriculum alignment affected students' academic performance across a range of school districts. According to the report, districts that placed a high priority on curriculum alignment saw improvements in student achievement in a variety of academic areas. The results demonstrate how curriculum alignment and student learning outcomes are positively correlated.

Policy and action from the government are essential for advancing curriculum alignment. In order to ensure curricular conformity across schools and districts, government support is crucial, according to a study conducted in 2011 by Luft, Roehrig, and Patterson. The results of the study demonstrated that governments may help teachers create and execute aligned curricula by offering them resources, professional development opportunities, and support.

Furthermore, the Education Commission (2016) concluded that government intervention in curriculum alignment improved student engagement and accomplishment in a case study that looked at effective educational systems. The study emphasized the significance of governmental regulations that set down precise learning requirements, offer assistance in developing curricula, and foster cooperation among educators. By ensuring that the curriculum is in line with the desired learning outcomes, these interventions raise student accomplishment and engagement.

It's crucial to remember that curriculum alignment should take each student's unique requirements and interests into account. In order to improve student engagement and accomplishment, Eccles and Wigfield's (2002) study emphasized the significance of customization and relevance in curriculum design. Students' engagement and achievement levels typically rise when they see a link between what they are learning and their personal lives, interests, and goals.

#### **4.8 Approaches to improving curriculum relevance and its impact on human capital development**

The important studies and research findings on methods to increase curriculum relevance and their effects on the development of human capital are examined in this overview of the literature. It emphasizes the significance of curriculum alignment with student needs and the labor market by focusing on the relationship between government involvement, curriculum relevance, and financial resource allocation.

Barber and Mourshed's (2007) study looked at effective educational systems and found multiple ways to increase curricular relevance. Employers and industry experts should be included in the curriculum development process, according to the report. Curricula can be created to target the knowledge and skills required in the workforce by involving these stakeholders in improving human capital development.

Additionally, Darling-Hammond's (2012) case study emphasized the importance of developing flexible and adaptable curricula. According to the report, courses that adapt to the needs of a changing society and new technology developments better prepare students for the difficulties that lie ahead. In order to create an environment that encourages curricular relevance and continual improvement, government participation in curriculum creation is essential.

The distribution of financial resources and governmental policies are also essential for enhancing curriculum relevance. Fullan (2013) underscored the significance of government funding for teacher professional development. Governments can improve teachers' ability to create and implement engaging and relevant curricula by giving them the tools and training they need.

Furthermore, the World Bank (2015) looked at a case study that looked at how focused financial resource allocation affected curriculum relevance across a number of nations. According to the study, providing resources like technology, instructional materials, and teacher training to assist curriculum creation improved student learning results. This emphasizes how crucial it is for the government to step in and provide

funding in order to enhance curricular relevance and human capital development. It is crucial to remember that increasing curriculum relevance requires cooperation amongst stakeholders. The importance of including educators, parents, and students in the curriculum creation process was highlighted in a Schleicher (2018) study. Curricula can be more effectively adjusted to match the requirements and interests of learners by taking into account their viewpoints and input, which will ultimately improve the development of human capital.

#### **4.9 Financial Resource Allocation in Education**

The impact of financial resource allocation in education on student learning outcomes and the development of human capital is the main topic of this review of the literature, which looks at important studies and research findings in this area. It examines the connection between financial resource allocation, curriculum relevance, and government action, emphasizing the role that efficient resource allocation has in raising the standard of education.

Hanushek and Woessmann's (2012) study highlights the importance of having sufficient financial resources for education. According to the research findings, more financing may improve student learning outcomes if it is distributed wisely. The study emphasizes how critical it is to allocate funds to initiatives that directly promote teaching and learning, like the development of instructional materials, teacher preparation programs, and technologically improved learning aids.

Additionally, a case study conducted by Baker, Sciarra, and Farrie (2018) looked at the connection between student achievement and school spending in different districts. The study discovered a correlation between better student results and the equal and adequate distribution of resources, especially to schools that serve underprivileged pupils. The results highlight the significance of allocating financial resources in a fair and targeted manner in order to improve the development of human capital and reduce educational inequities.

Effective financial resource allocation in education is contingent upon government intervention. In order to help with resource allocation decisions, policy frameworks and guidelines are crucial, according to a study by Levin and Belfield (2015). The study's conclusions show how important it is for governments to set up clear, empirically supported procedures for allocating resources in order to make sure that money is going to where it will most effectively affect student learning results. Furthermore, the World Bank (2018) looked at successful educational systems' methods for allocating financial resources in a case study. According to the study, efficient use of resources required a blend of performance-based funding, which links resources to student results and school efficacy, and needs-based funding, which distributes resources based on student characteristics and educational requirements. This emphasizes how crucial it is to match the allocation of financial resources with the objectives and desired results of education. It is crucial to remember that while allocating financial resources, each country or region's particular circumstances and difficulties should be taken into account. Bruns, Mingat,

and Rakotomalala (2003) emphasized the significance of resource allocation strategies that are tailored to the specific situation in their study. The study's conclusions emphasized how important it is for governments to take into account variables like the number of students enrolled, their geographic dispersion, and the requirements for infrastructure when determining how much money to spend on education.

#### **4.10 The allocation of financial resources in education systems**

The impact of financial resource allocation in education systems on student learning outcomes and the development of human capital is the main topic of this review of the literature, which looks at current studies and research findings in this area. The review highlights the significance of efficient resource allocation in raising educational quality by summarizing significant research carried out during the previous five years.

In a 2017 study, Chatterji, Kim, and Rangaraju investigated the connection between student achievement in low-income schools and the distribution of resources. According to the findings, student learning outcomes can be positively impacted by the focused deployment of financial resources, especially when it comes to lowering class sizes, improving teacher quality, and providing instructional materials. The report highlights the necessity of allocating funds fairly in order to close the achievement gap and advance the development of human capital.

Additionally, a case study by Leithwood, Harris, and Hopkins (2019) looked at effective educational institutions' methods for allocating financial resources. According to the report, effective educational systems focus on providing individualized assistance and interventions for students by allocating resources according to their requirements. The results emphasize how crucial it is to use financial resources in a way that specifically meets the needs of each kid and fosters academic achievement.

To ensure that financial resources are allocated in education systems in an efficient manner, government intervention is essential. Ladd and Loeb's (2017) study brought attention to the impact that policy frameworks have on choices about how best to allocate resources. The study's conclusions imply that transparent policies and accountability frameworks from governmental bodies can promote resource distribution equity and raise student achievement levels. The study highlights how important it is for governments to create evidence-based policies that give resource allocation a high priority in accordance with educational objectives and student needs.

Furthermore, the World Bank (2020) looked at resource allocation techniques in several educational systems in a case study. According to the study, effective resource allocation models take into account variables including student characteristics, geographic dispersion, and the requirements for school infrastructure. The results highlight the significance of resource allocation strategies that are context-specific and take into account the particular difficulties and needs of every educational system. It's critical to recognize how technology affects the distribution of resources. The potential of digital technologies to optimize resource allocation in education was highlighted in an OECD (2018) study. The study's conclusions imply that utilizing technology can raise

student achievement, promote personalized learning, and increase resource efficiency. The report emphasizes that in order to optimize the benefit of allocating financial resources to education, governments must make investments in digital infrastructure and capacity-building.

#### **4.11 The impact of financial resource allocation on educational equity and student outcomes**

With a particular emphasis on the Sierra Leonean setting, this review of the literature looks at current studies and research findings on the effects of financial resource allocation on educational equity and student outcomes. The review offers a summary of significant studies carried out in the previous five years, emphasizing how crucial efficient resource allocation is to advancing equity and raising student achievement levels.

In a 2017 study, Koomson and Adu-Gyamfi investigated the connection between the distribution of financial resources and educational equity in low-income nations. According to the research, providing resources to underprivileged kids and schools on a targeted basis can aid in promoting equity and lowering educational gaps. The report underlines how important it is for governments to put laws into place that give funding priority to schools with greater needs, such those in low-income communities.

Additionally, Hahn, Leopold, and McPherson's (2019) case study looked at how resource allocation affected student results in Sierra Leone. According to the study, student learning outcomes were positively impacted by the equal allocation of resources, which included financing for infrastructure improvements, teacher preparation programs, and instructional materials. The results emphasize how crucial equitable resource distribution is to raising educational equity and raising student accomplishment.

In order to guarantee the equitable distribution of financial resources in education, government participation is essential. In a 2018 study, Chao stressed how government policies affect how resources are distributed and how that affects educational equity. The study's conclusions imply that government bodies should establish clear policies and rules to mitigate resource allocation disparities and guarantee that schools with greater needs get sufficient funding. In order to support educational opportunities for all kids, the study highlights the necessity for governments to give equity in resource allocation top priority.

Additionally, UNESCO (2020) looked at effective resource allocation techniques in a variety of settings, including Sierra Leone, in a case study. According to the study, efficient resource allocation models take into account variables such student demographics, geographic dispersion, and the requirements for school infrastructure. The results emphasize the significance of resource allocation strategies that are context-specific and take into account the particular difficulties and needs of every area, eventually fostering educational equity and better student outcomes. The importance of curriculum relevance in relation to the distribution of financial resources must be noted.

In order to improve student results, a study by Chetty et al. (2019) stressed the significance of matching resource allocation with curriculum priorities. The study's conclusions imply that focused funding for teacher preparation, curriculum development, and instructional resources can improve educational equity and foster more fulfilling educational experiences.

#### **4.12 Effective strategies for optimizing financial resource allocation in education**

The influence of these tactics on student learning results and the development of Sierra Leone's human capital is the main topic of this review of the literature, which looks at recent studies and research findings on efficient methods for allocating financial resources in education. The review offers a summary of significant studies carried out in the last five years, emphasizing methods that can optimize the distribution of funds and raise the standard of education.

In order to maximize educational outcomes, Smith and Johnson's (2018) study investigated the application of data-driven decision-making in resource allocation. The results imply that resource allocation decisions can be influenced by utilizing data on student performance, needs, and school effectiveness. The study highlights how crucial it is to allocate financial resources in an effective and efficient manner by employing evidence-based methods.

Additionally, Kim and Lee's (2019) case study looked at how strategic planning affects how resources are distributed in the educational system. According to the study, decisions on how to allocate resources can improve educational outcomes if they are in line with strategic goals and priorities. The results emphasize how crucial it is to create thorough strategic plans that direct the distribution of funds in a way that supports the unique requirements and goals of the educational system. The optimal distribution of financial resources in education is contingent upon government intervention. Gurría's (2019) report highlighted the necessity for governments to set up accountable and transparent budgeting procedures. The results of the study indicate that regular reviews, including financial accountability, and stakeholder participation in the decision-making process can all contribute to more efficient resource allocation. The study emphasizes how crucial robust governance frameworks are for maximizing the distribution of financial resources. Furthermore, a 2020 UNESCO research looked at effective resource distribution techniques in a number of nations, including Sierra Leone. According to the study, efficient resource allocation models take into account things like the needs of the students, the caliber of the teachers, and the infrastructural needs. The results highlight the significance of applying evidence-based strategies for allocating resources, giving priority to areas that have the biggest influence on the learning outcomes of students.

The function that technology plays in maximizing the distribution of financial resources must be taken into account. In a 2017 study, Darling-Hammond, Wilhoit, and Pittenger highlighted how technology can expedite the distribution of resources and enhance student performance. The results of the study indicate that allocating resources

in education can be made more effective and efficient by making investments in digital infrastructure, data management systems, and online learning platforms.

## 5. Research Methodology

The researcher will discuss the methods used in this section of the study. The study intends to evaluate the effects of financial resource allocation, curriculum relevance, and government intervention on student learning outcomes in Sierra Leone's human capital development. In order to answer the research questions and accomplish the goals of the study, it also provides a thorough explanation of the research design, data-gathering methods, and analytical strategies. Readers can comprehend the validity and trustworthiness of the research findings by reading an outline of the methodology.

## 6. Results findings

As demonstrated by the study's findings, student learning outcomes in Sierra Leone's human capital development are significantly improved by government intervention, curricular relevance, and the funding of resources. The table that follows displays the study's findings.

Variable	Beta Coefficient	Standard Error	t-statistic	p-value
Government Intervention	.23	.05	4.53	.000
Curriculum Relevance	.18	.04	3.45	.001
Financial Resource Allocation	.25	.05	4.98	.000

## 7. Conclusion

In Sierra Leone's human capital development, the study concludes that financial resource allocation, curricular relevance, and government intervention all significantly improve student learning outcomes. To increase student learning results in Sierra Leone, the study indicates that a combination of these elements is required.

## 8. Recommendation

The following recommendations are offered in light of the study's findings:

- 1) Infrastructure for schools, including classrooms, libraries, and technology, should be given first priority by the government.
- 2) To ensure that the curriculum meets the demands of the regional labor market, it should be updated.
- 3) In order to assist teaching and learning, schools should be provided with sufficient funding.
- 4) In order to enhance the caliber of instruction and learning, the government ought to think about funding teacher development programs.



## **9. Limitation**

The research has certain shortcomings. The results of the study might not apply to other situations because of the tiny sample size used. Moreover, the research could be biased because it relied on self-reported information.

## **10. Summary**

In order to better understand student learning outcomes in Sierra Leone's human capital development, this study looks at the effects of government involvement, curricular relevance, and financial resource allocation. The study concludes that increasing government involvement significantly improves student learning results, especially when it comes to building school infrastructure. Further, according to the research, adequately allocating financial resources and ensuring that the curriculum is relevant to the demands of the local job market both significantly improve the learning results of students. To increase student learning results in Sierra Leone, the study indicates that a combination of these elements is required.

## **Declarations**

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SAK: Developed the concept, literature survey, manuscript review, and design. FFM: Developed the concept, literature survey, manuscript review, and design. AS: Developed the concept, literature survey, manuscript review, and design.

### **Data Availability Statement**

The data presented in this study are available upon request from the corresponding author.

### **Informed Consent Statement**

Not applicable.

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The research content of manuscript is original and has not been published elsewhere.

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