INFLUENCE OF SUPERVISION ON THE MANAGEMENT OF RESOURCES IN PUBLIC SECONDARY SCHOOLS IN NORTH-CENTRAL ZONE, NIGERIA

BY

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Ph.D/EDUC/46735/2012-2013

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FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA

SEPTEMBER, 2018

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA
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SEPTEMBER, 2018

DECLARATION

I wish to declare that this thesis titled "Influence of Supervision on the Management of Resources in Public Secondary Schools in North-Central Zone, Nigeria" has been conducted by me in the Department of Educational Foundations and Curriculum under the supervision of Prof. B.A. Maina, Dr. E. I. Makoju and Dr. A. A. Igunnu. The information derived from the literature was duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at any university.

_____ _____

Signature Date

CERTIFICATION

This thesis, titled ”Influence of Supervision on the Management of Resources in Public Secondary Schools in North-Central Zone, Nigeria” by Isah, Jibrin, has been read and approved as meeting the requirements for the award of Ph.D in Educational Administration and Planning of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my parents Alhaji Isah Ibrahim, and Mallama Ramatu Isah, my beloved wife Rahmatu,, my children, Rasheedah, Sayfullah, Sakeenat, Nafeesat and Muhammad Nazeer, as well as my younger brothers especially Musa.

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ABSTRACT

This study is titled "Influence of Supervision on the Management of Resources in Public Secondary Schools in North-Central Zone, Nigeria". The study was interested in finding out the influence of supervision on the management of human, material, financial, time and curriculum resources. In line with the objectives, five research questions were asked and five null hypotheses postulated to find out the significant differences in the opinions of the three groups of respondents. A total of 1833 principals, 45,879 teachers and 16,483 supervisors from the six states in north-central zone constituted the population of the study. The researcher reviewed relevant literature to establish the theoretical base for the study. The descriptive survey design was adopted for investigations and collection of data. Through stratified random sampling techniques, three states in the north-central zone of Nigeria were selected for the study. One thousand, two hundred (1200) respondents comprising 900 teachers, 120 ministry of education officials and 180 principals were selected as samples. The instrument used for this research was a set of questionnaires designed by Maina,(2017) and the research tool used was Analysis of Variance (ANOVA) at 0.05 significant level. The instrument was validated through a pilot test in Benue State and statistical coefficient of Alpha level of 0.899 was obtained to indicate the reliability of the instrument. Two out of the five hypotheses were rejected. The two rejected hypotheses were subjected to Scheffe's Post Hoc Analysis to determine the extent of significant differences in the respondents' opinions. From the findings, it was established that supervision has influence on the management of resources. Five recommendations were made, which included, that stakeholders should be involved in supervision of the resource management and there should be supervision programme that would expose principals to various and current assessment techniques. In conclusion, there should be synergy to ensure proper management of finance through effective supervision in the schools in order to fully achieve the goals and objectives of secondary education in North-Central Zone of Nigeria

OPERATIONAL DEFINITION OF TERMS

The following terms are defined as used in this study:

1. **Stakeholders:** These are the three groups of respondents, that is, principals, teachers and ministry of education officials.
2. **Resources**: These are the required human, material, financial, time and curriculum facilities in the school system to enable the teacher to perform his/her instructional functions well and also help the students to learn with better understanding.
3. **Management**: This is the process of ensuring effective and efficient use of resources to accomplish organisational goals.
4. **Supervision**: This is an administrative process through which the leader ensures that his subordinates are all contributing towards an effective learning process.
5. **Material resources**: Teaching and learning materials that complement teaching and learning processes in the school.
6. **Management of resources**: This means effective utilisation and maintenance of school plants.
7. **Time resources**: These refer to school time-table, games schedules, visiting hours, lesson time, and time for experiment.
8. **Human resources**: These are the students, teaching staff, non – teaching staff, bursar, librarian, laboratory attendants, clerks, messengers, mail runners, gate-keepers, gardeners, cooks as well as educational planners and administrators.
9. **Financial resources**: These are the monetary inputs available for and expended on the education system.
10. **Curriculum resources**: These include syllabus, modules, programme content and work content of an organisation in attaining organisational goals.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Supervision is a constant process that aims at improving teaching by providing the needed services to teachers. Improving teaching is a complex process in which many elements should interact. Teachers are at the center of this improvement process. Their acceptance of supervision and interaction with supervisors provide the catalyst for any supervisory success. The way teachers view the supervision that they are undergoing and think about it is very important in the outcomes of the supervision process (Ogunsanju, 2013).

Supervision has its origin from the Latin word "Super video" meaning "to oversee" (Obayan, 2012:151). Therefore, "Supervision can be seen as a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs and at the same time try to emphasize the importance of good human relations in an organisation" (Ojugwu, 2011:251). Supervision as a concept has diverse meanings and definitions on the individual's needs, purposes and experience. Whereas the school supervisor would perceive it as an indispensable force for improved productivity, the teacher and or the taught being supervised might view same as an attempt to harass, threaten and curse because of the use of traditional approach of supervision by supervisors, or as a source of assistance and support needed in realising the educational goals and objectives. The traditional approach of supervision is a fault-finding approach, the supervisor goes to school to criticise and condemn teachers, not seeing anything good in them (Okorie, 2012). Educational supervision is the process or act of seeing to it that the policies, principles and methods established for achieving the objectives of education

are properly and successfully carried out (Ojugwu, 2011). This process involves using expert knowledge and experience to oversee, evaluate and cooperatively improve the conditions and methods of doing things connected with the teaching-learning problems in schools.

The need to supervise the instructional process cannot be over-emphasised; hence Emetoron (2014) is of the view that most of the school activities and all the school programmes require supervision. Supervision of instruction is a process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning (Azare, 2010). It is a service rendered to teachers which is directed towards controlling the quality of their classroom instruction. Supervision of instruction aims at identifying areas of work that need to be improved upon. Ogunsaju (2013:195) is of the opinion that the supervision of instruction is important for a number of reasons. To him; "the supervisee learns during supervision, since the supervisor is more knowledgeable, he corrects and advises the supervisee. This is done through a friendly interaction. It also enhances personal professional growth of the teacher since interaction and greater knowledge gained at supervision promote personal growth".

Education has been known to be the antidote to poverty and ignorance and the key for unlocking natural resources (Okon, 2011). Since education is accepted to be an instrument of change; teachers serve as the main operators of the instrument while the students are referred to as the raw materials to be processed on which the change would be manifested over a period of time (Obayan, 2012). In an attempt to ensure that the value of education is being derived at all levels, some officials are charged with the responsibility to monitor the performances of all those who run education especially those in schools in order to find out or assess the extent of achievement of the goals of education. These officials are the ones officially designated as supervisors.

Consequently, due to the high cost of education, stakeholders are becoming increasingly interested in the school system. They monitor the teachers and their wards' activities critically to ensure that adequate teaching and learning activities take place. Thus Parents Teachers Association monitors the activities within the school and constitutes part of the team involved directly in supervision. In the process of teaching and learning, some variables sometimes interfere with the plans and patterns of operation within the school that can be harmful to the attainment of set goals. Such variables include: teacher's personality, his attitude to work, motivation, discipline, student's background and environment which will have either positive or negative influence on the school system and education at large. The school is an organisation where the generality of the citizens have input and support. As a result, the whole society and designated supervisors are in the position to help to improve the system generally (Omojunwa, 2007).

The process of supervision is complex and it permeates the whole structure of the school system. There seems to be little or no area of operation within the school where the need for supervision would not arise, although this may be in diverse proportions. As Aminu (2010) opined, the crucial areas within the school system that require supervision are instructional and discipline areas where both the content, method or mode of delivery, and the personality of both the students and the teachers are examined to ensure their adequacy for the school system.

> According to Olachukwu (2008:97); the effective implementation of curricullum is obviously the single most important function of the school. The implementation of the school curriculum should be viewed as a critical conversion stage that actualises the best of human energies to enhance the production of positive gains in students' behaviour.

He maintained that the conversion requires human input in form of interaction of various school personnel, particularly the interaction between the principal (and or the supervisor) and the teachers. The need to improve the teaching and learning capabilities of teachers and students is often the basis of this type of interaction. Interaction between supervisor and teachers involves situations where the teacher sees the supervisor as a helper and not as a task master, he freely goes to the supervisor when faced with teaching difficulties, he freely pours out his mind about his feelings to the supervisor and the supervisor is always ready to assist the teacher and not to 'lord' over him. Availability of teaching materials (like textbooks, audio-visual aids) helps a great deal in improving the teaching instructions in class. It makes teaching and learning easier for both teachers and students. Conferences and seminars involve organising programmes by instructional supervisors for teachers that center on talks about classroom instruction, papers on different topics (educational) are presented and questions are asked. This makes teachers discover new teaching methods and also provide an avenue to ask questions and improve teaching skills. This in turn improves their performances.

Teachers have been accused of divided loyalty, nonchalant attitude and indiscipline among the teachers and students, which lowers the performance of both teachers and learners. Performance is seen as an act, process or manner of executing, performing or functioning. It can also be seen as an action seen, noticed or felt due to its effects on the people's lives or way of thinking. Classroom performance, on the other hand, is the act, process or manner of executing teaching functions in the classroom by the teacher either through discipline, teaching instruction, punctuality in class and so on. Parents now complain about their wards' inability to communicate effectively in other language (English) from their mother tongue, also their wards' academic performances have greatly and drastically reduced. They now see the school system fast losing its glamour and orientation which is

affecting the attainment of national aims of education. To restore this, the need for instructional supervision process cannot be over-emphasised (Ezenwafor,2000).

Instructional supervision can be done either through internal supervisors who are Heads of schools, their assistants, and the Heads of departments, or through External supervisors who are resource persons and consultants like university professors, education researchers, curriculum consultants and designated officials from the Post Primary School Management Board (PPSMB) (Fasasi, 2012). If there is an effective instructional supervision, there is a greater possibility of achieving the set goals. On the other hand, a defective instructional supervision or poor instructional supervision will impede a successful implementation of the school programme. Instructional supervision is a great determinant of a school's quality; it can affect it either positively or negatively.

Effective instructional supervision of schools ensures proper functioning and mutual interaction of all persons and materials involved in the processing of a child and harmonises the efforts of all designated school personnel. When all resources (human, material, financial, time and curriculum) are in place, the need to monitor the operations within the school system by all interested groups would be an effective way of getting the best out of the school system. Teaching and learning are the major activities going on within the school; there is therefore the need to supervise these major activities for efficiency and effectiveness.

In line with the above, the State Post Primary School Management Board (SPPSMB) whose responsibility it is to control secondary education in the country emphasises greatly on the supervision of instruction in the secondary schools. It is on this ground that the board found it more necessary to offer great assistance to the classroom teachers through the designated school officials. These people have important roles to play in helping teachers to achieve the objectives of the secondary school as was stated in the National

Policy on Education (Federal Republic of Nigeria, 2004). And how teachers perceive the help given by these officials will determine if these objectives will be achieved or not.

These officially designated instructional supervisors can be male or female irrespective of the gender, and they have been trained to supervise instructions in class. Though some male teachers are gender-biased when being supervised by female instructional supervisors and as such, they did not usually accept the helps rendered to them with open hearts. Also, some older teachers feel their many years of teaching experience are enough for them and as such supervision should only be meant for younger teachers (Obayan, 2012). According to Nworgu (2006), teachers do not like to be supervised by supervisors younger in age.

According to Ofoegbu (2014), educational outcomes in schools are closely linked to management and adequacy of teaching/learning resources in different ways; poor management, under-utilisation, unqualified educators bring forth low educational achievement. The concept of educational resources and their management in-line with good discipline in any institution are essential for good quality education and effective teaching and learning. Educational resources are human, material, finance, time and curricular resources. Human resources include personnel from ministry of education, Board of Government, the teachers, students, Parent Teachers Association (PTA) as well as other stakeholders in the society. Human resources in education are the students, teaching staff, non – teaching staff, bursar, librarian, laboratory attendants, clerks, messengers, mail runners, gate-keepers, gardeners and cooks as well as educational planners and administrators. Human resources, according to Nwaoguegbe, (2014) represent personal department of an organisation. For secondary schools, it is the principals, teachers and non-teaching staff of the school. The human resources available in school both in quantity and quality, their management determine the quality of the

products. The school human resource is the bridge between the various school resources like material, finance, time and curriculum. It ensures synergy among the resources in the school to determine the quality of goal attainment. Human resources are critical for effective educational functioning. Human resources were once relegated to second-class status, but their importance has grown dramatically in the last two decades. Again, their new importance stems from adequately recruited, selected and supervised, inducted and adequately rewarded, provided for, properly developed, appraised and promoted on the job. They will be committed to the job, remain dedicated and productive in the education system. They also represent a significant investment of the educational efforts. If managed well, human resources can be a source of competitive strength for the education. Strategically, human resources must be viewed in the same context as the financial, technological and other resources that are managed in any organisation (Onah, 2008).

Material resources include hardware used by the teachers along with instructional techniques to convey the content (software) to students. This definition emphasises that instructional materials are devices such as radio cassettes, videos, computer, films, televisions, or highly specialised equipment for the presentation of content of information to students. Material resources include textbooks, charts, maps, audio –visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. Other categories of material resources consist of paper supplies and writing materials such as biros, erasers, exercise books, crayon, chalk, drawing books, note books, pencils, rulers, slates, workbooks and so on. Physical material resources include classrooms, lecture theatres, auditoriums, typing pools, administrative blocks, libraries, laboratories, workshops, gymnasia, assembly halls, special room, like sickbay, staff quarters, students' hostels, kitchens, cafeteria, lavatories and toilets. They also include:

buildings, tables, chalkboards, printed materials, non-printed materials, science apparatus and chemicals.

Financial resources are the monetary inputs available for and expended on the education system. These include money allocated to education by the government grants, PTA levies and donations from philanthropists and internally-generated funds.

Financial resources are the monetary resources which serve as means of acquiring other resources like human, material, time and curriculum. They are life-wire of other resources. For existence, of other resources in school, huge amount of money is needed. The lack of money (life wire) complicates matters in the school system. Worst still, fund is the major solvent of all other resources that is never enough and is being siphoned into private pockets for selfish reasons; poor budgeting and poor allocation. All these result to unattainable goals of education, National Universities Commission (2015).

Time resources include: school time-table, games schedules, visiting hours, lesson time, and time for experiment. Ogunsaju (2013) defined school time table as the plan or chart in school, showing the daily allotment of time among the several subjects, teachers, activities and classes that ensure proper attention to all activities and responsibilities that ensure synergy among all the resources used for effective teaching and learning for goals of what a school stands for and what it is not to achieve depends on the school time table. It is, in fact, a mirror that reflects with accuracy the entire educational programme followed in sets into motion its various activities and programmes. It determines how the time and other facilities of the school will be allocated among different uses to secure the objectives of education. A time-table is a medium through which the philosophy of the school is reflected as well as professional competencies of the principal, and other component resources that ensure the school environment, tone and quality of product of th e school. Time resources and the different time schedules help to guide the activities of the

school towards attaining the objectives and goals, Kolo (2013). Time resources include school calendar, school daily schedule, school period, games time, break time, visiting time, feeding time, sleeping time, out time, time for experiment and time for learning. All these are for single-shift schools. In double-shift schools which are schools in densely-populated areas with limited resources or infrastructure to keep all the students at once. We have ladder-wise shift. Here, high and higher-level or low and lower-level school, classes attend in the school in one shift either in the morning or in the afternoon. We have section called shift half section of each classes attend school either in the morning or in the afternoon. We have sex-wise shift either boys, boys or girls, girls in the morning or in the afternoon vice-versa or boys morning and girls afternoon. We have overlapping double-shift, here some classes attend in the morning some in the afternoon and both may overlap for some special reasons or special subjects. In all types of double shift tim- tables, there will be some special considerations like (1) duration of teaching; classes, etc, some classes elongated or shortened or duration of teaching and some classes have to come early enough and leave early enough. This often cuts down on school activities specially the co-curricular activities. Check list is often developed to remove constraint in time, care taken to avoid clashes in time-tables. The problem is how we have a well developed time-table to take care of all these activities to ensure effective and efficient learning by accommodating all schools' activities and programmes.

Curriculum resources include: syllabus, modules, programme content and work content of an organisation in attaining organisational goals.Curriculum is the description of the content of information that is going to be taught and the methods that are going to be used to teach that content. The content information is based on scientifically-researched information and reflects the age, culture and linguistically appropriate skill and development stages of the children in your programme while books and guides and the

learning standards are powerful resources to help practitioners to plan the content for the children (Abayomi, 2015).

The term “Management”, according to Nwankwo (2013), means many things to many people in different fields of study. However, the controversies and complications of the meaning are not yet the main issue in this study. Thus, Management, as used in this study, refers to the harnessing of the available human and materials resources by an innovative, initiating, dynamic leader for the attainment of the desired, stipulated organisational goals. The definition is in line with what other authors have said about Management as a social process. For instance, Musa (2011), Oni (2015), Nwanchukuwu (2013), Musaazi in Dare (2008), and Kolo (2013), are of the view that management is getting work done with and through people by an organizational leader, through a social process of interpersonal relationship, and interaction of both human and material resources for the attainment of organisational goals. From this definition of Management one can easily see that the main purpose of Management is to decide and to achieve the desired set goals of the organisation. This also helps to identify some of the important principles of Management, which are collectively referred to as POSDCORBE by Urwick and Gulick cited in Dare (2008). The acronym POSDCORBE simply means; Planning, Organising, Staffing, Directing, Coordinating, Reporting, Budgeting and Evaluating. On the other hand, management of school, human, finance, time, material and curricula facilities is the coordination of human, financial, time, material and curricular resources of schools for the attainment of the institutional goals by the school principal. The process involves dynamic, active and innovative leadership in the development of policies for the supply, operation and maintenance of educational facilities such as instructional materials, equipment, furniture, grounds and buildings in their original conditions of cleanliness, utility and efficiency which require a disciplined administrator. Furthermore, the

definition is in agreement with what Edward (2013) stated when he said that operation, maintenance, repairs and replacement are essential elements in the management of all resources. Thus, management of school resources are condition for proper education and national development.

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of all resources. Thus, management of school resources is a condition sino-quanon for proper education and national development.

Therefore, the positive perceptions of respondents towards the influence of supervision on the management of resources will bring about the actualisation of the objectives of supervision of instruction and a negative perception will stampede it. The rational for this study is to see the influence of supervision on the management of resources in public secondary schools towards the realisation of the objectives and goals of supervision which is to improve classroom instruction. This study, therefore, concerned with the the influence of supervision on the management of resources in public secondary schools in North Central zone, Nigeria.

1.2 Statement of the Problem

In the attempt to improve the quality of education, more focus should be put on management of educational resources through effective supervision. This focus is based on the assumption that understanding the influence of supervision on the management of resources will increase our knowledge on how to go about instructional supervision (Okorie, 2012).

Adewuya, (2011); Alumode (2015) and Ezenwafor (2010) opined that the main purpose of supervision is to bring out a continuing improvement in the instructional programme. An increase in the numbers of secondary school students and the scope of secondary education has brought with it instructional problems which provide strong evidence of the need for supervision of instruction. The teacher of today has more difficult instruction problems to deal with in such matters as the method and material of instruction for widely different students. Therefore, there is a need for supervision of instruction. This means that the increasing complexity and difficulty of teaching, problems of teachers and the need for a supervisory programme will be of assistance to the teacher in carrying out

the teaching activities. Teachers sometimes transfer from different schools; there is then the need to supervise and orientate these teachers when they come into a new school. This also applies to newly qualified teachers who need as much help as possible from the supervisor. However, supervisory activities must be ongoing in the school. Supervision helps teachers to see the real ends of education, to provide them with specific skills in lesson delivery and to help them to develop a positive attitude about professional development. Supervision seeks to improve methods of teaching and learning. It aids, inspires and leads the security that liberates the creative spirit.

The problem investigated in this study was whether the influence of supervision on the manegement of resources is negative or positive in secondary schools in North-Central Zone. It focused on five aspects of educational resources, namely human, material, financial, time and curiculum.

Therefore, this study from opinions of the respondents; principals, teachers and ministry of education officials examined the problem of:

(1) the continuous physical expansion of quantitative education without qualitative expansion.

(2) inadequate management of human resources which has led to the use of auxiliary teachers and administrative staff, expatriates and unqualified teachers in most schools in the North-Central Zone Nigeria till today.

(3) inadequate management of quality and quantity of material resources through supervision in North-Central Zone, Nigeria.

(4) inadequate management of funds in the school through supervision.

(5) inadequate management of school time table through supervision.

(6) inadequate management of curriculum resources through supervision.

1.3 Objectives of the Study

The following were the objectives the study set to achieve:

1. examine the influence of supervision on the management of human resources in public secondary schools in North-Central Zone, Nigeria.;
2. find out the influence of supervision on the management of material resources in public secondary schools in North-Central Zone, Nigeria;
3. ascertain the influence of supervision on the management of financial resources in public secondary schools in North-Central Zone, Nigeria;
4. assess the influence of supervision on the management of time resources in public secondary schools in North-Central Zone, Nigeria; and
5. determine the influence of supervision on the management of curriculum resources in public secondary schools in North-Central Zone, Nigeria.

1.4 Research Questions

The following were the research questions for this study:

1. What are the opinions of principals, teachers and ministry of education officials on the influence of supervision on the management of human resources in public secondary schools in North-Central Zone, Nigeria?
2. What are the opinions of respondents; principals, teachers and ministry of education officials on the influence of supervision on the management of material resources in public secondary schools in North-Central Zone, Nigeria?
3. What are the opinions of principals, teachers and ministry of education officials on the influence of supervision on the management of financial resources in public secondary schools in North-Central Zone, Nigeria?

4. What are the opinions of respondents; principals, teachers and ministry of education officials on the influence of supervision on the management of time resources in public secondary schools in North-Central Zone, Nigeria?
5. What are the opinions of respondents; principals, teachers and ministry of education officials on the influence of supervision on the management of curriculum resources in public secondary schools in North-Central Zone, Nigeria?

1.5 Research Hypotheses

The study formulated the following hypotheses:

H_{01}: There is no significant difference in the opinions of principals, teachers and ministry of education officials on the influence of supervision on management of human resources in public secondary schools in North-Central Zone of Nigeria.

H_{02}: There is no significant difference in the opinions of the principals, teachers and ministry of education officials on the influence of supervision on management of material resources in public secondary schools in North-Central Zone, Nigeria.

H_{03}: There is no significant difference in the opinions of principals, teachers and ministry of education officials on the influence of supervision on management of financial resources in public secondary schools in North-Central Zone, Nigeria.

H_{04}: There is no significant difference in the opinions of principals, teachers and ministry of education officials on the influence of supervision on management of time resources in public secondary schools in North-Central Zone, Nigeria.

H_{05}: There is no significant difference in the opinions of principals, teachers and ministry of education officials on the influence of supervision on management of curriculum resources in public secondary schools in North-Central Zone, Nigeria.

1.6 Basic Assumptions

The study was based on the assumptions that:

i. supervision has influence on the management of human resources in public secondary schools in North-Central Zone;
ii. supervision has influence on the management of material resources in public secondary schools in North-Central Zone;
iii. supervision has influence on the management of financial resources in public secondary schools in North-Central Zone;
iv. supervision has influence on the management of time resources in public secondary schools in North-Central Zone; and
v. supervision has influence on the management of curriculum resources in public secondary schools in North-Central Zone.

1.7 Significance of the Study

This study was concerned with influence of supervision in relation to the management of resources in public secondary schools in North-Central Zone in Nigeria. The study is significant in recent time. This is because Nigerian education programme is undergoing series of reforms to address the problems in the system of education so as to meet the global challenges. So, the findings of the study will guide educational planners at all levels to draw attainable objectives by considering the factors to sustain and maintain quality.

Proper management of educational resources results to increased manpower both in quantity and quality and in return results to perfect attainment of school goals which enhance national development through effective management of educational resources. It is expected that this study will be able to identify the various educational resources useful for educational institutions to be able to direct stakeholders, government and teachers,

school principals on how to manage the resources to help the schools to attain the goals of education that will enhance development in line with the advanced countries.

In the area of human resources such as teaching, non teaching, technical, commercial staff, etc, this research will help to ensure that the right quantity and quality of human resources are employed. It will encourage the government to ensure strict adherence to the rules and regulations in human resource recruitment, improvement on human resources qualities by on-the-job training, seminars, study leave, the quality of human resources. The above improvement will help to put the human resources on strong footing to be innovative, formulate and utilise policies, theories that will put quality education upwards, energise human resources to ensure synergy among quality resources in the education system to ensure the attainment of greater goals in the educational system. The various mechanisms for improving teaching and learning among the human resources, teachers' and students' welfare services as well as the desired effectiveness and efficiency in the school system that ensure synergy among resources are enunciated.

This study x-rayed the concept of material resources, new innovation in the material resources, the quality required of material/physical resources ranging from landscaping, physical buildings, classrooms, administrative buildings, libraries, assembly halls, buses, and even labouratories reagents. It brings forth the relevant guidelines for effective use of material resources and the effective maintenance of the learning materials such that if the rightful materials are provided and managed by innovative administrators it will ehnahance effective teaching and learning. It will ensure perfect attainment of educational goals in educational system thereby ensuring growth of the individual institutions, the society and the nation at large through increased quality of the products of the institution that will attract higher population to the school. Quality material or physical resources such as classrooms, chairs, books, buildings, etc ensure children grasp the ideas

of things thought, have greater ability for independent work and are target to every achievement in the society.

On the side of financial resources, this work will identify the various sources of funds open to educational institutions like fees, gifts, loans, launching, and funds from donor bodies, Parents' Teachers Association (PDF), Petroleum Development Fund (PDF) Petroleum Trust Fund (PTF), Business Assignments from industries, clubs and societies. All these can be channeled to retain funds as the life wire of other resources. Funds cannot be absent in any educational institution and it will stand. The fund is used for providing human resources of all qualities and quantities, material resources, time and curriculum resources. The presence of much fund determines the quantity and quality of the other resources. This work equally showed the need for budgeting and accountability in educational system as well as blocking possible roots of embezzlement and corrupt practices that can allow mismanagement in education system. The content of this work avails all administrators and stakeholders the opportunity of having enough funds for the provision, utilisation and management of all other resources.

A careful understanding of the time resources as enunciated in this work will help administrators, government and all stakeholders on a good foot on how to use time, schedule time and organise timetable for every activity in the school system. It will ensure clear demarcation of time between activities, work and different school programmes. It will facilitate preparation of obedience to single shift school, double shifts school or single sex, mixed sex, upper/lower ladder school calendar to ensure that school products meet up the goals of education.

The academic curriculum in this work will help to expose teachers, students and government to the different school curricular, be able to prepare different types of curriculum and use the available ones to suit the various classes, age and levels of the

students to which the syllabus is to be applied it will also help them to use the curriculum to select relevant materials with well-equipped teacher prepared to discharge his duty with the aim of attaining the goals of educational system. It will help expose teachers to time-tale management towards result oriented benchmark.

In addition, it will expose the principals of secondary schools to their required and expected roles, tasks, duties and responsibilities which are to be objectively performed. It will also expose secondary school teachers towards improving their professional skills.

1.8 Scope of the Study

This research work was designed purposely to examine the influence of supervision on the management of resources in public secondary schools in North-Central Zone, Nigeria. The study covered secondary schools in the North-Central Zone, Nigeria which comprise of Niger, Benue, Plateau, Kwara, Kogi, Nasarawa and the FCT. This means that only secondary schools were considered important in this study. The tertiary and primary schools were not part of this study.

In order to guide the study and be able to take care of the variables more objectively, the supervision measure was limited to human, material, financial, time and curriculum resourses in public secondary schools in relation to management of public secondary schools in North-Central Zone, Nigeria.

Meanwhile, the study was limited to the selected public secondary schools in the North Central Zone of Nigeria. It is however the opinion of the researcher that the results of the findings will be representation of all the other secondary schools in North-Central Zone of Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is devided into two major sections. The first deals with a conceptual review and the choice of a theoretical framework that would be used to analyse the data collected for the study. The second part has to do with an authorial review of empirical studies that are relevant and related to the present investigation. Thus, the chapter is organized under the following headings:

Conceptual Framework of the study;

Theoretical frameworkof the study;

Influence of Supervision on the management of Human resources

Influence of Supervision on the management of Material resources

Influence of Supervision on the management of Financial resources

Influence of Supervision on the management of Time resources

Influence of Supervision on the management of Curriculum resources

Empirical Studies

Summary

2.2 Conceptual Framework

The swift changes in knowledge, concepts, technology, and philosophies as a result of the rapid changes in the world have brought about some fundamental changes in education. Education is no longer restricted to considering human needs and the requirements of the present, but it seeks to address and reflect on managing the educational resources, and the necessities of the future (Jibo, 2010). However, scholars in the field of supervision have presented many definitions for supervision and other related

concepts. This section focused on the conceptual framework. The concepts related to the study were clarified and put in the context of the study.

2.2.1 Concept of Supervision

Supervision is an administrative process through which the leader ensures that his subordinates are all contributing towards an effective learning process. Hammock and Owing in Dare (2008) stated that supervision attempts to look into the organisation of learning programmes, the grouping of pupils, methods of evaluating, reporting and determining pupils' progress, the content of the curriculum, the teaching methods, the philosophy and practising of discipline, the time schedule, place and procedure of staff meetings, procedures used in parents conference, the study and use of the community resources. All these are evaluated and thoroughly discussed in the attempt to improve the learning and growing of the students.

The concept of supervision is one that describes a process that is common to all professions and occupations. No organisation can function effectively without it. Supervision is an interaction between at least two persons for the improvement of activity. It is a formative, supportive and developmental process designed to improve and process of guiding encouraging, directing and motivating workers so as to improve their output (Mayowa, 2014).

According to Shaba, (2011) supervision involves stimulation of professional growth and development of a selection and revision of educational objectives; materials of instruction, methods of teaching, and evaluation of instruction. Furthermore, supervision may be seen as a positive force for programme improvement. Sofoluwe (2011) defined supervision as a "… set of activities and role specifications designed to influence instruction". Harris was quoted by Ijaiya (2015) as saying that "… supervision of

instruction is directed towards both maintaining and improving the teaching-learning processes of the school". Isah(2010) defined supervision of instruction as "…an additional behaviour system formally provided by the organisation for the purpose of interacting with the teaching behaviour system in such a way as to maintain, change and improve the provision and actualisation of learning opportunities for pupils". From all these definitions it can be seen that supervision refers to the improvement of instruction and also to teacher's growth so as to improve pupils' learning activities. One may view supervision as a positive force for programme improvement while another one may view it as a threat to the teacher's individuality. A third may even view it as a source of assistance and support.

According to Ogunsaju (2013) supervision is a way of stimulating, guiding, improving, refreshing and encouraging as well as overseeing certain group with the hope of seeking their cooperation, in order for the supervisors to be successful in their task of supervision. Supervision is essentially the practice of monitoring the performance of school staff noting the merits and demerits and using befitting and amicable techniques to ameliorate the flows while still improving on the merits thereby increasing the standard of schools and achieving educational goals. The term supervision is derived from the word "super video" meaning to oversee, (Adepoju 2008). It is an interaction between at least two people for the improvement of an activity. It is also a combination of integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individual group.

Adepoju, (2008) defined school supervision as a process of bringing about improvement of instruction by working with people who are working with students. It has also been described as a process of stimulating growth and a means of helping of teachers to achieve excellence in teaching. Supervision in school, therefore, is a vital process and

combination of activities which is concerned with the teaching and improvement of the teaching in the school framework. Okorie, (2012) saw "supervision as series of activities which are primarily and directly concerned with studying and improving the conditions surrounding the learning and growth of pupils and teachers". This definition reveals that supervision is based upon studying the learning environment (curriculum, physical plant and equipment) understanding and improving it in order to facilitate learning, so that other the pupils and teachers can release their energied in creative ways to solve individual and common problems. Edward, (2013:24) defines supervision as the process of manipulating all elements and conditions surrounding teaching and learning to produce better learning and the functions of providing the learning necessary to effect improvement in the work of teachers. This involves the appraisal of the general achievement of students, the evolution of methods used by teachers, the observation of the general management of schools for the betterment of teaching and learning. Fasasi (2012) viewed supervision as those activities that are designated to improve instruction at all levels of the school enterprises. Okumbe (2008) also shared a similar viewed when he views supervision as that instructional effectiveness.

Okorie, (2012) defined instructional supervision as an instructional behaviour assumed to be additional behaviour system formally provided by the organisation for the purpose of interaction with the teaching behaviour system to maintain change and improve the learning opportunities for the students. The idea is to direct students toward ensuring that teaching and learning are getting on properly in the classroom and teachers are assisted to improve themselves by promoting a conducive atmosphere for the classroom interactions.

Supervision is a form of motivation for teachers. It makes them satisfied and have a sense of belonging in order to make them perform their duties very well and put more effort to the work. Many scholars have agreed that supervision is purposely carried out in order to stimulate, guide and co-ordinate teachers' growth and development. And it is believed that supervision encourages teachers and makes them ready for any criticism that may arise from the supervisors and will be dedicated to their work since they may not know supervisors' arrival to schools.

Peretomode (2012) identified two factors of motivation and job satisfaction. The two factors are referred to by various names such as 'dissatisfies satisfies' or 'hygiene – motivator' or 'the extrinsic-intrinsic' factors. These two factors grew out of a research conducted by Herzberg (who worked in different companies in Pitts Burgh, U. S). These two factors were meant to examine the relationship between job satisfaction and productivity. The researchers were critical in their investigation (interviews were carried out) asking their respondents to recall a time when each of them felt good about his or her job and the times when each felt bad, about their described events associated with feeling.

The result of analysis of the accumulated data was the emergence of the two factors. Supervisions is among the 10 other factors listed under number two factors in the research conducted (dissatisfies or hygiene). Herzberg mentioned that these maintenance factors among which supervision is related to the environment context of the job. They are referred to as, extrinsic factors of motivation. If they are presented in the work satisfaction, the employees will not necessarily be only satisfied or motivated, they will simply not be dissatisfied (he will not feel that they are not pleased). Generally, the result means that lack of supervision in work makes the employee feel dissatisfied. This means he will feel that he is not pleased and satisfied with his working place. If supervision and the remaining nine factors are not forth-coming in a working place, the employee will be

dissatisfied. School supervision, according to Herzberg, makes teachers pleased and satisfied, while lack of it will make teachers dissatisfied

The place of supervision is very important in school administration. This is so because there should be a system of checking and controlling what is being taught in the school. The federal government through its ministry of education has the prerogative of formulation of education policies and standards in the country. It is, therefore, the function of the supervisory division of the federal ministry of education to ensure that educational policies are implemented as planned and directed by the Federal Ministry of Education. Similarly, it is also the duty of the supervisory division of the ministry of education to ensure that educational standards are established and sustained. Therefore, the general function of the federal ministry of education is to supervise teaching instructions in the school system, assess the available instructional materials, the teacher's qualification and experience and other useful suggestions that can improve teaching and learning situations in the school. It is on the basis of the above preamble that education supervision plays an important role in the maintenance of educational standard in our education institution.

2.2.1.2 Educational Supervision

The term "supervision" is called instructional supervision so as reflect main content. In most cases supervision is often used interchangeably with inspection or educational supervision. This notion notwithstanding, some scholars make certain distinctions between them. Inspection slung to the British tradition, while supervision originated from American tradition. Furthermore, inspection activities centered on school administration and finding out what was not done right by the teacher. On the other hand, supervision in American tradition was to render help or assistance to a professional colleague, the teacher, in the process of teaching.

For some time now, the two terms tend to reach a meeting point in their operational nature and application, yet one can still trace the original differences between the two terms. On the contrary, inspection can be defined as a process involving regular visits to school to check that everything is satisfactorily done, and that roles are being religiously obeyed by the school administrators, teachers and students.

However, supervision means different things to different people. To a teacher who is being supervised, supervision may mean a challenge to his personality. To another teacher, supervision may mean an avenue for personal recognition, and to a principal it may mean an inquisition. Supervision is not fault-finding; rather, it means guidance, assistance, sharing of ideas to all those involved in the processes of teaching and learning environment. Therefore, supervision may be viewed as a process of working with those who are in charge of improving teaching. Above all, supervision means curriculum development, it is communication, it is leadership and it is about helping the teacher and learner to realize their full potentials in their respective careers (Ogunsaju 2013).

2.2.1.3 Principles of Supervision

There are certain principles which underline the practice of supervision. These principles can be used to observe, analyse, explain, and evaluate supervisory practices in a school. Some of them are as stated below.

1. There should be a long-term, medium-term and short term planning for supervision.
2. Supervision should be seen as a sun-system of the school organization.
3. Supervision is a dynamic exercise and needs the co-operation of all the school member.
4. It is the right and the need of a teacher to be supervised.
5. Supervision needs to be conducted regularly to meet the needs of individual teachers and other personnel.

6. Supervision should help to clarify education objectives and goals for the principals and the teachers.
7. Supervision should help to improve the attitudes and relationship of all the school personnel.
8. supervision should assist in the organisation and implementation of curriculum programmes for the learners.
9. supervision should help to identify or clarify government policies.
10. supervision can be improved for education research.
11. supervision must be adequately provided for in the annual budget.

2.2.1.4 Types of Supervision

Jaiyeoba (2006) categorised supervision under two types:

i. Internal supervision

ii. External supervision

Internal Supervision

As the name implies, this is the type of supervision carried out by the internal supervisor in the school as the principal, headmaster/mistress, their assistant or the heads of departments. It is also referred to as within school supervision.

An example of effective internal supervision is clinical supervision. This is a clinical approach to school supervision. According to Goldhammer and Krajeweski (1969), clinical supervision refers to a close observation, detailed face-to-face interaction between the supervisor and the teacher with the aim of binding the two in an intimate professional relationship. Clinical supervision is often perceived as a model with certain stages or cycle of phases. In 1969, Goldhammer and his colleague, with the basic ideas they got from Cogan, specified five stages or cycles of supervision. These are:

a. Pre-observation conference;

b. Observation;

c. Analysis and strategy;

d. Supervision conference; and

e. Post conference.

External Supervision

This is the type of supervision carried out by people designed by the ministry of education to carryout supervision in schools. This used to be known as inspection. They include those who go by the titles, Chief Inspector of Education, Deputy Inspector of Education, Zonal Inspector of Education, etc.

These are Inspectors who are expected, as their primary responsibility, to inspect schools and work directly with teachers to improve the quality of instruction in school.

Types of External Supervision

External supervision can further be divided into four main types, namely:

i. Full inspection

ii. Follow-up inspection

iii. Partial inspection

iv. Recognition inspection / certification inspection

Full supervision

In this type of supervision every aspect of the school is supervised. These include the teaching staff, non-teaching staff, subjects taught in the school, the mode of assessment of students, school records, equipment, school plant, overall organisation of the school, among others.

It is carried out to ascertain the level of school performance in the aspect of curriculum implementation, distribution of duties, school organisation and general discipline in school.

Follow-up Supervision

This is the supervision carried out to assess the actions taken on the recommendations and suggestions made in the report on the full inspection. It is embarked upon so as to find out if the actions taken are achieving the desired objectives. This type of supervision helps in encouraging the staff to strive for greater professional efficiency. It also helps in stimulating interest for educational development in the students.

Partial Supervision

In this type of supervision, the supervisory practice is limited in scope. It does not involve every aspect of the school life, neither does it involve a team of experts up to the level of full inspection.

Certificate Supervision

It is a form of school inspection intended for individual teachers that needs upgrading for one reason or the other. It is useful for confirmation of the appointment at the end of the teachers' probation period. Here, inspectors are not expected to pose themselves as faultfinders or mere critics, but as helpers, advisers and inspires in every possible way to attain the desired standard in the school.

Recognition Supervision

Another type of inspection related to certification inspection is recognition. It is a type of inspection that is usually conducted on a young school which, in practice, has had an advisory visit and is now seeking to gain accreditation as a centre for public examinations

such as the Senior School Certificate Examination (SSCE) and the National Technical Certificate Examination (NTCE).

It is designed to assess the standard as well as the preparedness of any institution seeking accreditation to the examinations conducted by public bodies (for example, WAEC, NABTEB, NECO) with a view to recommending them for approval by such bodies.

2.2.1.5 Functions of Supervision

The ultimate goal of supervision is to bring about improvement in the teaching and learning situation. Before this objective can be achieved, there must be a link between the teacher and the learner. The required link before the teacher and the learner can only be enhanced through effective supervision. On the basis of the above preamble, the functions of instructional supervision include the following:-

1. Development of goals
2. Development of Programme.
3. Control and co-ordination
4. Motivation
5. Problem-solving
6. Professional development and
7. Evaluation of learning outcomes.

2.2.1.5.1 Development of Goals

Goal development is expected to be the joint efforts between the teacher and the supervisors. This means that the supervisor and the teacher should work co-operatively together. Goal development is a continuous process which requires constant assessment, evaluation, modification and changing of the goals of teaching-learning process. This is

necessary because the society is dynamic and the needs of the learner should be dynamic as well.

2.2.1.5.2 Development of Programmes

Curricular and co-curricular development is the responsibility of the teacher, and the role of supervisor is to provide technical and professional support. The type of programmes developed for teaching and learning process either at the educational or sub-system or individual school or classroom is determined by the original development for the teaching and learning process.

2.2.1.5.3 Control and co-ordination

The school system is made up of various inter-related and interdependent parts and all working towards the achievement of educational goals. It is, therefore, the function of the supervisor to effectively coordinate these various units for each to function effectively, in order to ensure effectively co-ordination of each unit. It is also the function of the supervisor.

2.2.1.6 Purpose of Supervision

The goal of supervision is that of quality control. Supervision helps the new teacher to understand the purposes, responsibilities and relationships of his position and the directions of his efforts. Supervision also gives guidance to members of the school system, so that they can be self-directing and thus function effectively with minimum supervision.

From the above points, it is basic that the purpose of having supervisors in our schools is to control the quality of education received by our children. It lays emphasis on the classroom performance of teachers, especially on the duties assigned to them.

With the huge amount spent on education yearly by the government, the parents would like to have a feedback to the success or failure of the system where they have huge

investment. In the school system, the supervisors are representing the interest of the government and from them the government has adequate feedback. In the school system, the supervisors are quality controllers. In the school, the role of supervisors is that of monitoring officers of the school programme. (Adewuya, 2011).

Ogunsaju (2013:75) gave the following reasons for supervising schools:

a. To know the performance of the teachers recruited to teach in the school system.
b. To determine whether a teacher should be transferred, promoted, retained, or dismissed.
c. To improve the incompetent teachers.
d. To discover special abilities or qualities possessed by teachers in the schools.
e. To provide a guide for staff development.
f. To know the effectiveness of classroom management by the teachers.
g. To know the direction of the school (whether science or art-oriented).
h. To asses the "tone" of the school and identify some of its most urgent needs.

School supervision is aimed at assisting teachers to teach the learners under their care in the most effective way. The purpose of supervision can be classified into: Teacher-Improvement Purposes and Non–Teacher Purposes.

Teacher–Improvement Purposes

i. Ensuring that teachers do their assigned work effectively.
ii. Ensuring that teachers are capable of carrying out their teaching responsibilities.
iii. Ensuring that new teachers receive training to enable them function effectively on the job.
iv. Ensuring that teachers are given assistance when they need it.
v. Providing professional information to teachers who need it.
vi. Guiding teachers to the sources of instructional materials.

vii. Providing technical assistance to teachers when required such as in the preparation and use of teaching aids.

viii. Ensuring that discipline is maintained in the classroom.

ix. Maintaining high morale among the teachers.

x. Determining whether a teacher should be transferred, promoted, demoted, sent for further training, suspended, retired or dismissed for negligence and lack of productivity.

xi. Suggesting ways of improving the performance of incompetent teachers.

xii. Providing an opportunity to discover teachers with special abilities and/or qualities.

Non–Teacher purposes of supervision.

The following purposes which are not directly concerned with the teacher, also guide the supervisor:

a. Ensuring the supply of teaching materials to the school.

b. Ensuring that the quality of instruction is maintained in the school.

c. Providing an opportunity to assess the moral tone of the school.

d. Providing feedback to educational planners on the need for curriculum changes/improvement (Getzels, 2008:104).

Ukeje (2000:120) sees supervision as: the element of the administrative process which is concerned with efforts to guide the day to day activities of the work group by stimulating, directing and co-irdubating the workers and their efforts, cultivating good working relationship so that they all work towards a more efficient achievement of the task goal.

In the school system, according to Ukeje (2000), supervision relates to guiding and coordinating the work of teachers and all connected with school work in such a way that students' learning is facilitated.

From the above definition, one can see that there is the need for supervision in schools for the improvement of instruction. Supervision assumes that teachers have resources which are untapped and it is the function of the supervisor to help to discover these for the ultimate benefit of the pupils when this is done. Nwadiani (2009) saw the main task of the supervisor as that of a creating conducive atmosphere for the teachers to be able to achieve the desired changes in the learners in consonance with the peculiar needs of the environment. Supervision also helps to discover and upgrade areas of weakness of the teachers through organised seminars and workshops as forms of in-service education within the country or in other countries in which such problems have been experienced and solutions found to them.

Supervision also helps teachers to identify their problems, thereby making work easier. This is because a problem well-defined is a problem half-solved. Solutions to these problems can be achieved through discussions and interactions. It also helps to improve their teaching functions which include:

a) Audio – visual aids like films, maps, chart records, tapes, radio and television programmes.

b) Library resources like reference books, manuscripts, e.t.c.

c) Instructional materials like clay, paints, crayons, paper pulp and flannel boards

d) Excursions and field trips.

Supervision also takes care of both personal and professional problems of teachers. Adesina (2002) pointed out that the function of supervision of instruction is to improve teachers' effectiveness so that they can contribute maximally to the attainment of the system goals. Also, Okon (2011:195) was of the opinion that supervision of instruction is important for a number of reasons. According to him, the supervisee learns during supervision since the supervisor is more knowledgeable, he corrects and advises the

supervisee. This is done through a friendly interaction. It also enhances personal professional growth of the teacher since interaction and greater knowledge gained at supervision promote personal growth.

Considering these reasons by experts of the purpose of supervision, it can be said categorically that supervision is basically the process or way of helping, improving and developing teachers to perform their teaching duties effectively. So supervision is inevitable and cannot be overemphasised in the smoot- running of the school.

The purpose of supervision in the school systems, according to sonfada (2015), are:

(a) to develop educational goals;

(b) to control and co-ordinate educational activities;

(c) to motivate teachers and other staff;

(d) to solve problems in educational organisation;

(e) to develop teaching professionalism; and

(f) to evaluate or assess educational outcomes.

In addition, supervision is needed to ensure that each individual teacher within the school system has been performing the duties for which he is scheduled and to improve the effectiveness of teachers so that they could contribute meaningfully to the attainment of the system's goal. It could be summed up that the purpose of instructional supervision is to improve teaching and learning process for the benefit of the students, teachers and the society.

Adewuya, (2011); Alumode (2015) and Ezenwafor (2010) indicated that the main purpose of supervision is to bring out a continuing improvement in the instructional programme. An increase in the numbers of secondary school students and the scope of secondary education have brought with it instruction problems which provide strong evidence of the need for supervision of instruction. The teacher of today has more difficult

instruction problems to deal with in such matters as the method and material of instruction for widely different students. Therefore, there is the need for supervision of instruction. This means that the increasing complexity and difficulty of teaching problems of teachers and the need for a supervisory programme will be of assistance to the teacher in carrying out the teaching activities. Teachers sometimes transfer from different schools to others; there is then the need to supervise and orientate these teachers when they come into a new school. This also applies to newly qualified teachers who need as much help as possible from the supervisor. However, supervisory activities must be ongoing in the school. Supervision helps teachers to see the real ends of education, to provide them with specific skills in lesson delivery and to help them to develop a positive attitude about professional development.

Supervision seeks to improve methods of teaching and learning. It aids, inspires and leads the security that liberates the creative spirit.

2.2.1.7 Principles of Supervision of Instruction

Supervision of instruction is a process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning. It, therefore, demands the creation of a congenial atmosphere or environment coupled with good human relations by the supervisor. According to Okunbe (2008:92-93), the following have been identified as the fundamental principles of supervision:

i. Supervision should help to interprete and put into practice the latest findings of educational research.
ii. It should help to clarify educational objectives and goals and should enlighten on the implications of such goals and objectives.
iii. It is a cooperative, team-type service.

iv. It should exist in the organisation and proper administration of co-curricular activities for students.

v. The effectiveness of the programme of supervision should be evaluated by both participants and outsiders.

vi. The responsibility for improving the programme for school supervision rests with the teacher for his/her classroom and with the school head for his/her school.

vii. All teachers need, and are entitled to supervisory help. This service is the main responsibility of the executive head of the school administration.

viii. A short-term and long-term planning for supervision is essential. All those affected in the process should participate in the planning sessions and in the programme for supervision.

ix. Supervision should be adapted to meet the individual needs of the school personnel.

x. There should be adequate provision for supervision in the annual budget.

According to Aminu (2010:150-155), for teachers to be more receptive to supervision, the following principles should be adhered to:

Supervision should focus on all elements of teaching-learning situation, not teacher-centered.

a. The chief purpose of supervision should be the improvement of learning, it should be inspirational and instructive rather than repressive.

b. Supervision should afford each teacher a definite and concrete basis for improvement.

c. The supervisor should be responsible for rating teachers and what transpires in the classroom and for the instruction in all areas, at all levels.

d. The supervisor should help the teacher to use various measures of self-evaluation.

e. Teachers should feel free to discuss their problems and make suggestions. The supervisor, on the other hand, must respect the opinions and points of view of the professional staff.

f. The supervisor should assist in providing suitable enabling environment for teaching-learning activities.

g. All supervisors, in recommending methods, should consider the individual differences of teachers as to personal, physical, mental and social capabilities.

h. Supervision of methods should include preparing, observing, and a follow-up conference.

Though, there are no hard and fast rules and regulations regarding supervision and recognising the unique individuality of people, yet there are some basic principles within which a supervisor should operate. Here are seven of them.

2.2.1.7.1 Principle I. People should work in a safe and healthy environment: The supervisor must at all times be conscious of his responsibility for the safety and security of his staff, be it physical, electrical or accidental. The supervisor should, therefore, be on the look out for dangerous spots and occurrences which may cause accidents for which the organisation could become liable in law. The supervisor could also do a lot to make the school a happy place for the workers, if he sets the right tone.

2.2.1.7.2 Principle II. People must always understand clearly what are expected of them: When a new worker is recruited, he is often anxious to know the kind of organisation he is getting into, and what his responsibilities are. The supervisor therefore owes it a duty to brief the new employee on all he is expected to know for his benefit and that of the organisation.

2.2.1.7.3 Principle III. People need guidance in doing their work: The supervisor needs to brief his people often, promptly, fully and possibly all at once to avoid grapevine

phenomenon which is rooted in poor supervisory practices and flourishes under a careless and carefree supervisor. Also, he should be able to provide specialist information to workers especially that relating to each worker's schedule. He should provide workers with information on the best techniques for each kind of job. And lastly, the organisation owes it a duty to help its staff with personality improvement.

2.2.1.7.4 Principle IV. Poor work should receive constructive criticism: While it is commendable that good work should be recognised, poor work too should deserve some attention. Often, it is much easier to criticise than to praise, when anyone does a poor job, he expects criticism of the work. However, such criticisms which must be constructive and made in private or public. Adverse criticisms tend to be counter-productive. A worker's ego is lowered when the supervisor shouts at him, and that results in dissatisfaction with his job and consequent loss of interest and self-confidence. The main task of the supervisor is to motivate his staff to operate at their fullest possible capacity. When a poor work is done, the focus is not blame-sharing but on how to improve his people's productivity in a corrective manner.

2.2.1.7.5 Principle V. Good work should be recognized: Though this principle is readily accepted by all since recognition for good work, when done publicly, gives the worker incentives. Yet, supervisors are often reluctant to use it for fear of overuse. Studies carried out showed that workers acknowledge this principle as a mark of good supervision, while its lack is regarded as poor supervision. The supervisor can acknowledge the good work of his staff by telling the worker promptly on the spot and in the presence of other staff that he has done a good job. Also, he can follow it up with a formal letter immediately commenting his efforts, and make sure a copy of the letter gets into staff member's file in the personnel/establishment department of the organisation. He can also award a certificate of merit award to the staff, if such an award has been established. He can as

well give the staff a bonus, cash award, some incremental credits in the salary in appreciation, or recommend him for promotion or promote him to the next grade for which he is qualified.

2.2.1.7.6 PrincipleVI. People should be given opportunities to prove themselves deserving of higher responsibilities: The notion of wondering who would fill a vacancy in an organisation reveals weak supervision. To be able to fill such vacancies as they occur implies that the supervisor would have given staff opportunities to show their capabilities. Such potentials would have been noted, even before the vacancy occurs and would have been trained and tried and such opportunities would be based on MERIT, not on simple seniority or age. Such training can be opportunities to work on special assignments, different locations and/or offices especially when the supervisor is on field trips or annual leave. The supervisor who develops his man is in turn developing himself for greater responsibilities.

2.2.1.7.7 Principle VII. People must be encouraged to improve themselves: The process of education is life-long, to enable us to solve new problems. Therefore, workers must learn to improve or develop themselves in many ways, either through reading, discussions (especially with more educated and more experienced people) or writing for self-expression, e.t.c It is, therefore, the duty of the supervisor to encourage his staff to thirst for knowledge and continue the search for new ways/techniques of carrying out duties. Though, it is not easy to stimulate people, but if done successfully has multiple effects not only on the staff but also both the supervisor and the organisation or unit.

2.2.1.8 Qualities of a Good Education Manager and Supervisor

Scholars have identified teacher competence to relate to effective planning, management and evaluation. Lowise Back in Nnabuo (2006) finally came up with some characteristics a good school supervisor must possess. These are:

1. He/she must adapt to helping young people to control themselves and even more to controlling himself;
2. Be a good listener and less talker;
3. Be attuned to the needs of others;
4. Be a good counsellor;
5. Know how to be fair and firm;
6. Lead without appearing to dominate; and
7. Be able to share the process of planning and directing others.

Similarly, Akinade (1996), Peretomode (2003) in Agih (2013) identified some of the qualities of a good school manager as technical skills, human skills, conceptual skill, emotional stability, ability to motivate others, honesty, commitment to duty, clear vision and goal.

2.2.1.8.1 What to Supervise

There are many things to supervise. These include the school programme and resources, assessment of principals (other head teachers), the teachers, the non-academic staff, the students/ pupils, the school plants (facilities and equipment), the school account, the school project and school records. Also, the indicators of quality in education as discussed in the proceeding text are other items to supervise.

2.2.1.9 Stages of External Supervision

Supervision involves three stages, namely:

The preparation stage

The real supervision or observation stage

The conference stage

i. The Preparation Stage: This is the period prior to supervision. At this stage, the school or person to be supervised is informed. The type of supervision or person to

be supervised is informed. The type of supervision to be carried out is communicated so that adequate preparation can be made. Adequate plans for supervision for successful supervision are made at this stage. The supervisor plans for those aspects of the school that will be supervised.

ii. The Real Supervision or Observation Stage: This is the stage at which the real observation is carried out. The supervisor(s) visit the school/classroom and observe the situation. Those aspects to be supervised as previously planned will be supervised and notes would be taken.

iii. The Conference Stage: This is the last stage. At this stage, meeting is held with those supervised. Findings during observation are discussed at this stage. The schools/teachers are commended where necessary and areas of weaknesses brought into focus for improvement. Suggestions/recommendations are made for improvement.

2.2.1.10 Problems of School Management and Supervision

Some of the recurring problems in the management of schools, which are general to almost all the levels of education in the country, are:

i. Inadequate funding

ii. Poor infrastructure

iii. Poor teaching/learning facilities

iv. Low morale of staff

v. Politics

vi. Poor planning

vii. Implementation problems

viii. Inexperienced personnel (Supervisors)

ix. Inconsistency in government policies

2.2.1.11 Organisational Environment and Climate for Supervision in Schools

Supervision of instruction takes place in classrooms and more widely in a school environment, which is an organisation. The classroom is an organization as well. As a result both the supervisor and the teacher can find themselves faced with problems that accompany the life of a formal organisation like a school. The success of the supervisory programmes depends on the realisation by both the supervisor and the teacher that supervision does not take place in a vacuum but in an organisation. The school is a complex and unique organisation, which has the characteristics of both bureaucracy and professionalism. So it is very important for a teacher to be very aware of these issues so that if certain supervisory activities are done in the name of bureaucracy, they can understand that it is all part of the official and accepted supervisory programme.

2.2.1.12 Classroom Visitation and Observations.

According to Oyedeji (2010), the conditions under which observations are made are very important to the teacher. Most teachers prefer the supervisor to notify them of the visit so that they can prepare their lessons.

Kolo (2013) recommended actual planning and preparation of the lessons with supervisors when considering clinical supervision. Teachers prefer supervisors who enter the classroom as unobtrusively as possible and that the supervisors should not participate in any of the activities in progress. Some experienced teachers can resent suggestions from the supervisor on teaching methods especially if the supervisor has fewer years of experience in the teaching field. Oyedeji (2010) suggested that the supervisor should capitalise on the experience of his older teacher by using the supervisor's leadership for older teachers to share his skills, information and abilities.

Teachers can be inhibited by the presence of the supervisor in the classroom. Some teachers feel that they will not do their best if a stranger is in the classroom, especially

education officers who come in once in a while to the unsuspecting teacher. However, there are teachers who can go on with their work as if there is no visitor in the classroom.

In a study of supervisory behaviour and teacher satisfaction by Fraser (1980), several teachers indicated that they experienced anxiety, uneasiness or resentment due to the presence of a supervisor in their classroom. According to Kolo (2013) "… others may experience a kind of productive stimulation deriving from implicit communication with a colleague and the gratifying opportunity to teach in the presence of a knowledgeable professional whose praise would be a genuine reward". Thus, teachers can be constrained or liberated and a few remain unaffected.

2.2.1.13 Post-Instructional Supervision Conference or Discussion

After the classroom visit and observation, the supervisory conference is the most direct procedure for assisting the teacher. The reasons for having such a conference are that the teacher could be anxious to know the outcome and how the supervisor felt about what had been observed. Teachers frequently worry about this conference; some may be fearful that the supervisor was not pleased. On the other hand, some teachers who may be confident that the lesson observed was a good one will be eager for words of praise. However, Kolo (2013) said that most teachers prefer a few words about a lesson observed immediately after that particular lesson. He said that there is little to gain or lose if nothing is said about the lesson in passing until the actual conference takes place. This can only happen if the conference takes place. Whether teachers like these conferences or not depends largely on the way they are conducted.

Isah (2010) criticised supervisors for inadequate planning and dealing with abstract and theoretical problems when teachers actually want more help from the supervisors. Experienced teachers want help related to teaching methods, while inexperienced teachers

want help with discipline problems. All teachers want supervisory activities that promise real assistance.

2.2.1.14 Effective Supervision for Quality Education in Nigeria

Educational institutions the world over exist, among other things, for the purposes of cultivating generation of manpower resources needed for the nations developmental programmes, conducting research aimed at solving existing and anticipated problems as well as expanding all frontiers of knowledge and providing varieties of services to communities. The key factors in institutions of higher learning include the teachers without whom the institutions will not be established, the teachers without whom the curriculum will not be delivered and the non – tutorial staff, both the junior and senior administrative, without whom even the academic activities cannot function for the realization of quality objectives in education (MKPA, 2010). Without effective supervision, none of these groups can work effectively towards the achievement of the goal of the establishment of the institution. Therefore, supervision is of utmost importance for the realisation of quality objectives in education. Ojugwu (2011) stated that supervision creates the awareness of sound education philosophies in the teacher. It makes them aware of educational politics and reforms and as well as part and parcel of the whole system so that the aim will be achieved because teachers are vehicles that will always deliver any educational reforms in schools.

Supervision, according to Igwe (2011), is the process of ensuring that the policies, principles, rules, regulations and methods prescribed, for the purposes of implementing and achieving the objectives of education are carried out. It involves the uses of expert knowledge and experience to oversee, evaluate and coordinate the process for improving teaching and learning activities in schools. The word “supervise” originated from the Latin word “supervidere” which means to watch and direct the performance of a person or a task

or activity of the work. To supervise means to influence, stimulate, direct and command others to perform a task for the maintenance of a standard. Supervising, therefore, is the element of administrative process concerned with the effort of the administrator to guide the day-to-day operations of the organisation by stimulating, directing and coordinating the workers and their efforts and cultivating good working personal relations so that all move collectively towards a more efficient performance of all the functions that lead to goal achievement.

2.2.1.15 Importance of Effective Supervision in Education Programme

The provision for effective supervision is clearly stated in the National Policy on Education (2004) that government will continue to run good and well-staffed inspectorate services for all levels of education to ensure quality. The following are the importance of supervision of both management and teachers in schools:

i. Effective supervision of the educational agencies by government will ensure quality education.
ii. When teaching-learning process is supervised effectively, teachers in schools will work effectively to avoid being punished. Each will work hard and put in their best so as to justify their pay.
iii. Effective supervision of instructions will help administrators to identify the quality of teachers in the school.
iv. Effective supervision will also help both the academic and non – academic staff to work hand-in-hand to achieve a common goal.
v. It will also help the teachers to discover students with deviant behaviour and discourage them from such act and placement with good behaviour through counseling.

vi. Effectiveness in supervision will serve as a check and balance by academic and non – academic staff.

2.2.1.16 Perceptions of Teachers on Management in Nigerian Secondary Schools.

Eggen and Kauchak (2009) gave cognitive dimension of perception; they saw perception as the process by which people attach meaning to experiences..They explained that after people attend to certain stimuli in their sensory memories, processing continues with perception. Perception is critical because it influences the information that enters the working memory. Background knowledge in the form of schemas affects perception and subsequent learning. Research findings have corroborated this claim that background knowledge resulting from experience strongly influences perception (Ojugwu, 2011). Ogunu (2010) called it "social perception" which is the process through which we attempt to understand other persons. Thus, the ability to teach effectively depends on the teachers' knowledge, and knowledge occurs in a variety of forms. Teachers effectiveness is impeded if the teacher is unfamiliar with the body of knowledge taught and that teachers' effectiveness in subject specific. The implication of these teachers is that they must thoroughly understand the content of what they teach. The teachers whose understanding of topic is thorough uses clearer language, their discourse is more connected, and they provide better explanation than those whose background is weaker.

The way the students perceive the teachers in terms of their (teachers) knowledge of the content of the subject matter may significantly affect the students' academic performance. Pedagogical content knowledge depends on an understanding of a particular topic and how to explain it in a way that it will make sense to the students. Pedagogical content knowledge implies, and understanding of ways of representing the subject that make it comprehensive to others and an understanding of what makes the learning of specific topics easy or difficult. Eggen and Kauchak (2009) declared that where

pedagogical content knowledge is lacking "teachers commonly paraphrase information in learners' textbooks or provide abstract explanations that are not meaningful to their students." From evidence avable in literatures, it is established why teachers' knowledge of subject matter is highly essential for effective teaching. Ehindoro (2011) confirmed that teachers'' teaching is influenced by the level of his pedagogical knowledge, as different from his subject matter knowledge. It is to be noted that pedagogical knowledge is not exactly the same thing as knowledge of the subject matter. They nevertheless are, intimately linked with it, because teachers' master and use of them in the classroom will indicate the depth of their knowledge of the subject matter.

Attitude could be defined as a consistent tendency to react in a particular way-often positively or negatively-toward any matter. Attitude possesses both cognitive and emotional components. Shaba (2011), said, " attitudes are important to educational psychology because they strongly influence social thought, the way an individual thinks about and the process of social information", according to Eggen and Kauchak (2009), positive teachers' attitudes are fundamental to effective teaching. The teacher must be interesting. That is, the teacher must work his students into such a state of interest in what the teacher is going to teach them that every other object of attention is banished from his mind. The teacher should also fill the student with devouring curiosity to know what the next steps in connection with the subject are. Eggen and Kauchak (2009) identified a number of teachers' attitudes that will facilitate a caring and supportive classroom environment. They are: enthusiasm, caring, firm democratic practices to promote students' responsibility, use time for lesson effectively, have established efficient routines, and interact freely with students and providing motivation for them.

Research findings on teachers' attitudes (Burning, 2013), established the following facts: teachers' characteristics such as personal teaching efficacy modeling enthusiasm,

caring and high expectation promote learners' motivation. These same characteristics are also associated with increase in students' achievement (academic performance). High levels of learning may occur as well as learner feeling good about themselves and the material they are learning when teachers use instructional time efficiently. Learning takes place with ease and faster under teachers that are well organised. The way teachers interact with students influences their motivation and attitudes toward school. How students perceive their teachers' attitudes in Nigerian secondary school will be measured based on some of the state points.

To promote order and learning in the classroom every teacher should possess essential teaching skills. No one can teach something to someone without doing it in some particular way, and that way of teaching has significant effects on the entire teaching and learning situation. Ehindero and Ahiba (2000) posited that teaching is a process of continuous personal development and professional self-discovery alongside emerging understanding of teaching and learning and learning process.

If there is an art essential to good teaching, it is that of communication. It is very important because teaching cannot occur without the use of oral or sign language communication. It implies that teachers should monitor their own speech to ensure that their presentation is as clear and logical as possible. Eggen and Kauchak (2009) highlighted four aspects of effective communication that are highly essential for learning and motivation. They are; precise terminology, concerted discourse, transition signals and emphasis. Skillful teachers summarise and link ideas together at the end of their lesson, review summaries of previous work and help students to link what has been learnt to what is coming. Closure is a form of review occurring at the end of the lesson; in it topics are summarised and interpreted.

Essential teaching skills and teaching methods are like two sides of the same coin. Skills are the required characteristics or ingredients for effective teaching while methods can be compared to the pattern to be followed in teaching. There are many teaching methods as there are teachers in the world. In teaching, seven steps and the required skills may be suggested for effective teaching as follows: preparation for instruction (Organisational skills); Motivation (communication skills); Presentation of the learning task (focus skills); inducement of the trail response (Feedback skill); correction of the trail response (Question skill) even though the enumerated skills are interdependent; one is as effectives alone as it is when combined with others. Interdependent; one is as effective alone as it when combined with others. Eggen and Kauchak (2009) claimed that the interaction and integration of those skills are crucial to teaching and learning.

Academic performance could be defined as the knowledge attained or skills developed in school subjects designated by test and examination score or marks assigned by the subjects' teachers. It could also be said to be any expression used to represent students' scholastic standing. For this study, students' academic performances were based on the average score of students in five subjects in the mock examination conducted in the students' various schools. Many researchers, psychologists and educators alike, have identified some of the variables that have effects on students' academic performance. Academic performance is the individual's inherent potentials in terms of intelligence combined with other sociological factors. Oyedeji (2010) in his study identified personality factors such as anxiety, achievement motivation and level of interest of factors that affect academic performance. The consistence of these claims was asserted by Kolo (2013), who claimed that students with high self-efficacy received higher grades than those with low self-efficacy and that students with negative self-concept have poor academic performance.

Teachers' variables are also noted to have effect on students' academic performances. These include teachers' knowledge of the subject matter, academic skills, and attitude in the classroom, teachers qualification and teaching experience. Ehindero (2011)and Ajibade (2012) assured that, "students, who are curious stakeholders in educational enterprise, have long suspected and speculated that some of their teachers (lecturers in the university lack the necessary professional (not academic) qualification (that is, skills, techniques, strategies, temperament, et cetera) required communicating concepts, ideas, principles, et cetera in a way that would facilitate effective learning". They also believed that these deficiencies contribute significantly to the growing rate of failure and subsequent drop-out of students in tertiary institutions. Just as there is a significant growing rate of failure and subsequent drop-out in the Nigerian higher institution, so it is happening in the Nigerian secondary schools. The growing failure rate could essentially be noticed in the yearly decline in students' performance in the Senior School Certificate Examination (SSCE). This thus, is making many students abandon schooling at the end of senior secondary school years. Thus, the need to investigate if teachers in the secondary schools possess the necessary professional qualifications (such as skills, techniques, temperament, etc) that is required to communication concepts, ideas, principles, etc. in way that facilitates effective learning in Nigerian secondary schools.

2.2.1.17 Supervision and Administration in Secondary Schools

There are many scholars in the supervision field that try to look at the relationship between supervision and administration in educational aspects in many dimensions. Gatawa in his project at the Education Department, A.B.U., Zaria, August 1988, PP 42-51, brought out some of these scholars ideas concerning the relationship, differences of the two words they became inspirable to each other. The related aspects of the two words: According to Netzer and Kneys' (1971) defined supervision as a phase of school

administration, is based upon the major assumptions, which are: in support of these assumption Mbiti (2010) described supervision as one of the basic requirements in that concern the tactics of efficient and proper management. Thus it can be said that it is the "Nervous system" of an organisation.

Supervision is subordinate to administration and it can be regarded and subjected to other directions of administering. However, Dunn (1923) in Garba (2008) considered supervision "a more general term than administration as implied from her assertion that instructional supervision and their work. It is the province of administrative supervision to provide as adequately as possible for conditions for effective instructional".

Garba (2008) defined supervision as "that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of educational systems. However, if this definition is critically examined, it will be noticed that the definitions of administration and supervision are embedded and this shows the relationships between them. These assumptions are: (a) supervision is a phase of administration (b) supervision is concerned with the appropriateness of instructional expectations (c) supervision is that phase of administration which has particular pertinence or the expectations (products) of educational systems. Some overlapping of supervisory and administrative functions is inevitable and not altogether undesirable.

2.2.2 Concept of Management

"Management", as a term, is indicated by many scholars as Nwankwo (2013) to mean many things to scholars in different fields. However, it is used in this study to mean the harnessing of the available human, material, financial and time resources by an innovative, initiating, dynamic leader for the attainment of the desired organisational goals. In the words of Maduewese (2008), Igwe (2011) Nwachukwu (2013) Musaazi in Dare (2008), management means getting work done with and through people by an

organisational leader through a social process of interpersonal relationship and interaction of both human, material, financial and time resources for the attainment of organisational goals and objectives.

Management, as a concept, has been defined variedly by various people, according to what they perceive it to mean. Moja (2014) attempted a compilation of the definitions of some authors and provided the following:

The guidance and control of action required to execute a programme (www.ojp.usdoj.gov/B IA/evaluation/glossary/glossary.m.htm.

According to this definition, for management to be effective, there needs to be some type of defined approach or system in place. The system, therefore, becomes the plan and management is guiding others in that plan. The outcome of this interpretation of management is that managers themselves do not have a plan and as a result, their actions seem random to the people they are managing. This arrangement could lead to confusion and disappointment. It is, therefore, necessary for an organisation to have a well-structured and detailed manual detailing the roles and expectations of individuals in an organisation as this will guide the manager in his/her day-to-day functions.

Another definition is that which is provided by home.earthlink.net/-ddstuhtman/definl.htm - "Management is the organizational process that includes strategic planning, setting objectives, managing resources, deploying the human and financial assets needed to achieve objectives, and measuring results". Management also includes recording and storing facts and information for later use or for others within an organisation. Management functions are not limited to managers and supervisors. Every member of the organisation has some management and reporting functions as part of his or her job.

A critical analysis of this definition reveals that it consists of three primary activities (Moja, 2014). These are: first, management establishes a plan which plan

becomes the road map for what work is going to be done. Second, management allocates resources to implement the plan. Third, management measures the results to see how the end product compares with what was originally envisioned.

Yet, http://wps.prenhall.com/wps/media/objects/213/218150/glossary/html defines management as: "the activity of getting things done with the aid of people and other resources. This definition of management focuses on management as the process of accomplishing work through the effort of others. The definition recognises the limitations of the manager by recognising the need for the manager to designate to carry along the subordinates in accomplishing the predetermined objectives of an organisation.

The www.ecbp.org/glossary.html in its own wisdom, defines "Management" as "effective utilisation and coordination of resources such as capital, plant, materials and labour to achieve defined objectives with maximum efficiency". This definition of management is unique in many ways. It looks at not only the people, but the entire range of resources necessary to follow a plan. It also emphasises "efficiency".

Thus, management should not be concerned with getting from point B to C, but getting there must be as a result of choosing the best possible alternatives/options/paths. According to www.booksites.net/download/chadwickbeech/ glossary.htm, management is the process of planning, leading, organising, and controlling people within a group in order to achieve goals. This definition of management aligns with that of ps. prenhall.com/wps/media/ objects/213/218150/glossary.html as it also affects the use of other people in the accomplishment of a task. In addition, it stresses the activities that are necessary for reaching particular goals.

The www.ucs.mun.ca/2rsixty/buisness1000/glossary/M.htm defined management as "the process of achieving the objectives of the business organisation by bringing together human, physical and financial resources in an optimum combination and making

the best decision for an organisation; while taking into consideration its operating environment. This definition talks about the different components that managers need to control in order to achieve objectives. One major differentiator of this definition is the way it considers the operating environment as part of what a manager must understand.

This also helps to identify the important principles of management which are collectively referred to as POSDOCORBE by Dare (2008). This acronym simply means planning, organizing, staffing, directing, coordinating, reporting, budgeting and evaluation. Other principles include, decision-making, motivating, communication, leadership and controlling. Management of school resources is the coordination of human, material, financial and time for the attainment of educational objectives.

In this section of the literature review, focus is on the concept of management, management of school resources and the operation and maintenance of school resources. Furthermore, those involved, particularly the ministry officials, principals, teachers, students custodians and community members and their roles in school management are examined. It also emphasises that the management of school resources is equally important as the management of human resources in the school system.

To adequately understand the meaning of management of school resources, it is necessary to first comprehend the meaning of the term 'management' and its performance principles. Furthermore, it is notworthy that it is not easy to define management as indicated by many scholars such as Nwankwo (2013) because the term means many things to many people in different fields of study. Hence, controversies and complications of the meaning is not yet the main issue in this study. Thus, management, as used in this study, refers to the harnessing of the available human and material resources by an innovative, initiating, dynamic leader for the attainment of the desired stipulated organisational goals. The definition is in line with what their authors have said about management as a social

process. For instance, Lawless (2012) Di-ibor (2014), Nwachukwu (2013) and Musaazi in Dare (2008) and Chinapah (2012), were of the view that management is Getting work done with and through people by an organisational leader, through a social process of inter-personal relationship, and interaction of both human and material resources for the attainment of organisational goals and objectives. From this definition of management one can easily see that management's main purpose is to decide and to achieve the desired set goals of the organisation. This also helps one to identify some of the important principles of management, which are collectively referred to as POSDCORB by Urwick and Gulick cited in Miskei and Hoy and in Dare (2008). The acronym POSDCORE simply means, planning, organising, staffing, directing, coordinating, reporting, budgeting and evaluation. Other principles worth mentioning (though not exhaustive) are decision-making, motivation, communication, leadership and controlling. The above listed principles guide the manager in performing his management functions.

2.2.3 Concept of Resources

A resource as a concept is a source or supply from which benefit is produced Alabi,(2012). Typically, resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable. Benefits of resource utilisation may include increased wealth, meeting needs or wants, proper functioning of a system, or enhanced well-being. From Isah (2010) perspective resources are anything obtained from the environment to satisfy human needs and wants. From a broader biological or ecological perspective, a resource satisfies the needs of a living organism.

The concept of resources has been applied in diverse realms, with respect to economics, biology and ecology, computer science, management, and human resources, and is linked to the concepts of competition, sustainability, conservation, and stewardship.

In application within human society, commercial or non-commercial factors require resource allocation through resource management.

Abdulkareem (2001) in Adeboyeje (2010) defined resources as those input in an organisation that significantly improve the quality of products of the organisation when introduced than would have been before introduction. They could be consumable or inconsumable items that are effectively combined by human materials in line with non-human material to derive the goals of the organisation.

Resources have three main characteristics: utility, limited availability, and potential for depletion or consumption. Resources have been variously categorised as biotic versus abiotic, renewable versus non-renewable, and potential versus actual, along with more elaborate classification.

2.2.4 Concept of Educational Resources

Educational resources was defined as required human and material facilities in the school system to enable the teacher to perform his/her instructional functions well and also help the students to learn with better understanding. Educational resources serve as a major factor contributing to academic performance in school system. These include permanent and semi – permanent structures such as machinery, laboratory equipment, the blackboard, teacher's tools and other equipment as well as consumables (Oyesola, 2010).

Adeboyeje (2010) and Emertaron (2014) defined educational resources as the physical and spatial enablers of teaching and learning which will increase the production of results. All these imply that educational resources facilitate effective teaching and learning in schools. These include the school building, classrooms, furniture, libraries, laboratories, recreational equipment and other instructional aids. Owing to the current population explosion in Nigeria and the resultant astronomic increase in school enrolment

at all levels, school facilities have been subjected to over-utilisation, leading to greater frequency of breakdown (Durosaro, 2008).

Many scholars, researchers, educational planners and administrators have confirmed the aforementioned. Kolo (2013) observed that inspectors' reports over the years indicated that there are inadequacies in the provision and judicious use of educational resource for instruction. The current economic recession in the country, however, makes it difficult for government to provide adequate funding for the school system and this negatively affects the funding and maintenance of educational resources. The school administrators are therefore left with the challenges of managing the existing facilities for continual survival of the school system. Management of educational resources implies keeping them in good condition and proper utilisation and this requires adequate maintenance. As the school administrators are the custodians of these facilities, there is the need for them to know what is expected of them to ensure proper utilisation and maintenance, since the educational resources are directly related to the school curriculum (Jibo, 2011).

Educational resources serve as a pillar of support for effective teaching and learning in schools. The vital role played by educational resources in student's academic performance cannot be over emphasized, as they are very vital in the achievement of learning outcome. This, perhaps, accounted for the many studies and researches that have been carried out on educational resources and academic effectiveness.

2.2.5 Concept of Human Resources

Human resources refer to the human effort in the production of goods and rendering of services. Human resources can be defined in terms of skills, energy, talent, abilities, or knowledge (kolo, 2013) Human resources in education are the students, teaching staff, non – teaching staff, bursar, librarian, laboratory attendants, clerks,

messengers, mail-runners, gate-keepers, gardeners, cooks as well as educational planners and administrators (Aliyu, 2014). In a management context, human resources are those employees responsible for undertaking the activities defined in the project plan. Alabi (2012) saw human resources as the

a) Ministry of Education officials,

b) School heads or administrators

c) Teaching staff

d) Parent Teachers Association

e) Students

f) All stakeholders,

g) Non-teaching staff

2.2.6 Concept of Material Resources

Material resources are materials found in nature that can be used for practical, human purposes that are considered to have value (Alabi, 2012). You can sell houses, and you can sell glass windows, so both of these things certainly have a value in money. But as long as humans think an item has some value, it's a material resource. There are many material resources, including wood from trees, edible plants that can be used as food, sand to make glass, metals extracted out of rocks, and chemicals from plants that can be turned into plastics.

Material resources include textbooks, charts, and maps, audio –visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder (Shaba, 2010). Other category of material resources consist of paper supplies and writing materials such as biro, eraser, exercise books, crayon, chalk, drawing books, note books, pencil, ruler, slate, workbooks and so on.

The main materials in schools, according to Olagboye (2014), include the following:

i. Equipment such as laboratory equipment, workshop equipment, sporting equipments, teaching aids typewriters, photocopiers, computers, etc,
ii. Permanent and semi-permanent facilities such as classrooms, workshops, hostels, staff-quarters, assembly halls, administrative blocks, libraries, laboratories, etc. furniture such as desks, tables, chairs, beds, etc.
iii. Books such as textbooks, stationery, etc.
iv. Vehicles
v. Electrical facilities such as meters, fans, generating sets, air conditioners, and other electrical fittings.
vi. Water supply such as tap water, wells, water tanks, etc.

2.2.7 Concept of Financial Resources

Financial resources are the monetary inputs available for and expended on the education system. These include money allocated to education by the government grants, PTA levies and donations from philanthropists and internally-generated funds (Fasasi 2012). Sonfada (2015) defined financial resources as all the money available to an educational organisation for spending in a form of cash, liquid securities and credit lines. Before going into educational business, there is the need to secure sufficient financial resources in order to be able to operate efficiently and sufficiently well to promote success.Finance is one type of resources, respectively, inputs into the production process. Financial resources are, from an economic perspective, part of the assets (property) of the organisation.

Financial Resources include - school revenue collection like school fees, agric P.T.Fproceed, levies, loans, grants in aids, launching, budget allocation, donations, contributions, TETFUND awards and school business proceeds (sofoluwe, 2011).

Financial resources is a term which refers to financial funds of the organisation. They are from an economic perspective part of the assets (property) of the organisation. Sometimes it is referred to as Finance, often with some attributes (such as Business finance**,** Personal finance, public finance).Finance is one type of resources, respectively, that inputs into the production process.

In terms of finance control, financial resources are structured as follows:

a. Business funds: cash, deposits with financial institutions and cash equivalents (securities, checks …)
b. Corporate capital : the sum of all money invested in the organisation's total assets (equity capital +liability (foreign capital)
c. Other financial resources : resources of funds creation and corporate capital (flow variable - the sum of "inflow" of money into the company for a certain period) for a designation of financial resources is also used the concept of financial assets, that can have various forms of securities which organizations own, or other form of receivables:
d. Money and gold (in cash or in the bank account)
e. Shares, Bonds, Debentures, Promissory notes and checks.

2.2.8 Concept of Time Resources

Time resources, according to (kolo, 2013), is the indefinite continued progress of existence and events that occur in apparently irreversible succession from the past through the present to the future.Time is a component quantity of various measurements used to sequence events, to compare the duration of events or the intervals between them, and to

quantify rates of change of quantities in material reality or in the conscious experience. Time is often referred to as the fourth dimension, along with the three spatial dimensions.

Time Resources by the words of (Fasasi 2012) are the school time-table, games schedules, visiting hours, lesson time and time for experiment. To Jibo (2011) the modern concept of timeresources is the amount of time you spend on which activities really began with Frederick Taylor's scientific management techniques. His goal was to increase worker productivity. To do this, he conducted time and motion studies and began to focus on the best ways for jobs to be performed to maximise the work completed in a given amount of time.

2.2.8.1 Paretos 80/20 Rule to Everything in Time and Life Management

The 80/20 Rule is one of the most helpful of all concepts of time and life management. It is also called the Pareto Principle after its founder, the Italian economist Vilfredo Pareto, who first wrote about it in 1895. He noticed that people in his society seemed to divide naturally into what he called the “vital few,” the top 20% in terms of money and influence, and the “trivial many,” the bottom 80%.

a. The Great Discovery

   He later discovered that virtually all economic activity was subject to this Pareto Principle as well. For example, this rule says that 20% of your activities will account for 80% of your results. 20% of your customers will account for 80% of your sales. 20% of your products or services will account for 80% of your profits. 20% of your tasks will account for 80% of the value of what you do, and so on. This means that if you have a list of ten items to do, two of those items will turn out to be worth as much or more than the other eight items put together.

b. The Greatest Payoff

Here is an interesting discovery. Each of these tasks may take the same amount of time to accomplish. But one or two of those tasks will contribute five or ten times the value as any of the others. Often, one item on a list of ten things that you have to do can be worth more than all the other nine items put together. This task is invariably the one that you should do first.

c. The Most Valuable Tasks

The most valuable tasks you can do each day are often the hardest and most complex. But the payoff and rewards for completing these tasks efficiently can be tremendous. For this reason, you must adamantly refuse to work on tasks in the bottom 80% while you still have tasks in the top 20% left to be done. Before you begin work, always ask yourself, "Is this task in the top 20% of my activities or in the bottom 80%?"

d. Getting Started

The hardest part of any important task is getting started on it in the first place. Once you actually begin work on a valuable task, you seem to be naturally motivated to continue. There is a part of your mind that loves to be busy working on significant tasks that can really make a difference. Your job is to feed this part of your mind continually.

e. Managing Your Life

Time management is really life management, personal management. It is really taking control over the sequence of events. Time management is control over what you do next. And you are always free to choose the task that you will do next.

Your ability to choose between the important and the unimportant is the key determinant of your success in life and work. Effective, productive people discipline themselves to start on the most important task that is before them. They force themselves to eat that frog, whatever it is. As a result, they accomplish vastly more than the average person and are much happier as a result. This should be your way of working as well.

f. Action Exercises

Make a list of all the key goals, activities, projects and responsibilities in your life today. Which of them are, or could be, in the top 10% or 20% of tasks that represent, or could represent, 80% or 90% of your results?

Resolve that you are going to spend more and more of your time working in those few areas that can really make a difference in your life and career, and less and less time on lower value activities.

Time Management refers to managing time effectively so that the right time is allocated to the right activity. Effective time management allows individuals to assign specific time slots to activities as per their importance. It also refers to making the best use of time as time is always limited.

2.2.9 Concept of Curriculum Resources

There is no generally agreed upon definition of curriculum, some influential definitions combine various elements to describe curriculum as follows:

Okorie (2012) defined curriculum as, "All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of school." Shabba, (2011) stated that curriculum is an agreement among communities,

educational professionals, and the State on what learners should take on during specific periods of their lives. Furthermore, the curriculum defines "why, what, when, where, how, and with whom to learn."

Fagbemi (2012) viewed curriculum as the skills, performances, attitudes, and values pupils are expected to learn from schooling. It includes statements of desired pupil outcomes, descriptions of materials, and the planned sequence that will be used to help pupils to attain the outcomes. The total learning experience provided by a school. It includes the content of courses (the syllabus), the methods employed (strategies), and other aspects, like norms and values, which relate to the way the school is organised. It is the aggregate of courses of study given in a learning environment. The courses are arranged in a sequence to make learning a subject easier. In schools, a curriculum spans several grades. Curriculum can refer to the entire programme of a classroom, school, district, state, or country. A classroom is assigned sections of the curriculum as defined by the school.

2.3 Theoretical Framework of the study

The following theoretical framework was chosen to account for the data collected for the present study.

2.3.1 Theories of Supervision.

Clinical Supervision Model (Cogan, 1973): is a face-to-face encounter with teachers about teaching usually in a classroom with a double barreled intent of professional development and improvement of instruction. It is a rationale and practice designed to improve the teacher's classroom performance and which takes its principal data from what has taken place in the classroom on the sides of both the teacher and students during the teaching-learning process. It involves procedures and strategies designed to improve students' learning by improving the teacher's classroom behaviour. It is also called school-

based or in-school model of supervision which through a careful systematic procedures tries to take account of teacher's behaviour and teacher's feeling in supportive, analytic and non-evaluative ways.

Clinical supervision involves the following phases:

Phase 1: Establishing the teacher-supervisor relationship – Here a rapport is established between the supervisor and the teacher. The essence is for the teacher to see the supervisor as a good friend and professional colleague who he can confide in.

Phase 2: Planning with the teacher – The supervisor and the teacher discuss freely the teacher's classroom problems.

Phase 3: Planning the strategy of observation – Based on the nature of the teacher's classroom problem, the supervisor plans with the teacher on the best approach to be adopted in observing the teaching-learning situation.

Phase 4: Observing the instruction – The actual observation of instructional process is done at this level.

Phase 5: Analysing the teaching-Learning process – The data collected during observation is collated and analysed. The results are then interpreted in line with the teaching-learning process.

Phase 6: Planning the strategy for the conference – The supervisor agrees on a better strategy to be proposed and adopted during the conference stage. The supervisor uses his superior knowledge and experience in teaching to plan the ultimate strategy for instruction.

Phase 7: The conference phase – All the observations made during the instructional process are tabled and discussed by the supervisor and the teacher(s). Here, various ideas are shared and the best solution towards solving the perceived problem (classroom) is adopted.

Phase 8: Renewal planning – In the light of the agreement reached at the conference, the supervisor and the teacher will turn their attention to planning the next lesson and the changes the teacher will attempt to make in his instructional methods. This phase marks the re-commencement of the process and hence the clinical nature of the process. It improves the instructional method capable of improving learning, which is the sole aim of supervision of instruction.

Nwaoguegbe (2004:97) said the advantage of clinical supervision is that "discussion is on face-to-face basis as against other forms of supervision and it affords the supervisee and the supervisor the opportunity of accepting without grudges, mistakes or faults that occurred during the performance of the required task". Adewuya (2011); Alumode (2015); and Ezenwafor (2000), identified four images of instructional supervision. These are the traditional scientific management image, the human relations image, the 'neo- scientific management' image and the human resources image of supervision. These images can be practised in schools.

2.3.1.1 The Traditional Scientific Image

This image of supervision stands for dictatorial type of supervision. Shaba (2011) described this image as being autocratic in nature. The supervisor dictates what is to be taught, how and when it should be taught. In this image the teacher must follow what the supervisor does. There are clear lines of superordinate and subordinate. The teachers are viewed as 'appendages and subordinates'. This image of supervision is not favoured by many teachers because it is oppressive and does not bring in the human relations element. There is no democracy in this image. Okorie (2012) refered to this image as the authoritative or 'tells' style. It is prescriptive in nature. Indeed this style is coercive; it, therefore, demoralises the teacher.

2.3.1.2 The Human Relations Image of Supervision.

According to Adewuya (2011); Alumode (2015); and Ezenwafor (2000), the origins of this type of supervision date back to the "democratic administration of the 1980s". This image is a complete reaction to the scientific management practice because teachers are now seen as human beings and not as 'objects or appendages' of the administration. The most important issue here is to satisfy the teachers as human beings; in this way it would be quite easy to lead and control them during the supervisory programme. Teachers are made to feel happy and comfortable. (Adewuya 2011; Alumode 2015; and Ezenwafor 2000) talked about "… personal feelings and comfortable relationship" as the key feature of the human relations image of supervision. This image can be seen in most supervisory programmes in the schools. However, it has been criticised for being too permissive and focusing more on winning friends than the improvement of instruction. It is still widely advocated and practised today although its support has diminished. Human relations promise much but deliver little.

2.3.1.3 The Neo-Scientific Image of Supervision

This image is a result of the criticism of the human relations image of supervision and provides a comparison between the traditional scientific management and human relations approaches. There is focus on "control, accountability and efficiency". Shaba (2011) stated that this image emphasises the task dimension and concern for highly specified performance objectives. All these things can be achieved but it would be at the expense of the human element. Code words are 'teachers' competence', 'performance objectives' and 'cost-benefit analysis'. In this image, impersonal, technical or rational control mechanisms substitute the face-to-face close supervision.

This image is too scientific and relies heavily on externally-imposed authority and thus it is unfavourable to teachers. All these images of supervision do not highlight the

importance of a teacher and the teacher's capabilities as an instructor of the learning programme. They lack trust and faith in the teacher. This view gave rise to what (Adewuya 2011; Alumode 2015; and Ezenwafor 2000), refered to as revisionist or unlighted supervision. This unlighted image of supervision is called the human resources image of supervision.

2.3.1.4 The Human Resources Image of Supervision

Supervision is viewed as an end towards which teachers might desire to work. This end can be achieved by doing meaningful work, which is an important aspect in effective supervision. There is shared decision-making by the supervisor and the teacher. The teacher is involved in the preparation and planning of the supervisory programme. This provides the needed integration between persons and organisation as well as personality and accomplishment.

2.3.2 Human and Financial Management and Control Theory.

These are the offshoot of the ideas of the advocates of Efficiency Movement or administrative theory. Among the early supporters or the efficiency movement was Henry Fayol who through experience said that part of the total management function, which is concerned with effectiveness was in developing and maintaining appropriate management style at achieving organisation's goals. He projected management as an indispensable element in the management of all business and non-business ventures. Fayol discovered the- principles of management that determine the soundness and good working order and sought guidelines to thinking. In his view, deciding on the appropriateness of a principle for a particular situation was the art of management, Giwa and Illo (2010). Nwufo (2009) felt that management has the implied function of planning and control. It must set up an objective and plan how this may be achieved. It must control the resources used and the situation in which they operate so as to implement it. Management and control have been

found to enhance efficiency and production among workers as the principles of efficiency by Emerson tend to suggest. Effective management and control of secondary school resources may reduce the instance of conflicts and consequently improve harmonious working relationship among staff, leading to improved productivity. This is because effective management and control will lead to satisfying the needs and aspirations of the workers and hence motivate the people.

Central to the needs of all organisations is finance, which is the ability to purchase things, and it is used for organisations' operations and it needs management in a closely analogue way. Nwufo (2009) saw financial management as that part of the total management function, which is concerned with the effective and efficient provision and use of funds. It must be operated within a framework of clearly understood objective and on the basis of logical concepts. He believed that in order to ensure good financial management, one must develop sensible objectives, useful concepts, and techniques for analysing situations and principles for the guidance of action. Above all, there is the issue of sound judgement which he saw as the main factor of achieving success as the subject of financial management seeks to inform judgement and riot to replace it.

Generally, the advocates of efficiency movement perceived management as a co-ordinating affair where organisational administration requires effective management of finance, personnel, time and materials for execution of syllabus. According to Essan.(2015) Fayol's chief desire was to elevate the status of management practice by supplying a framework for analyses, his framework included a statement of management functions and principles of managing organisations. Application of effective management principle leads to efficient performance and this will go a long way to assist secondary school Management at managing the fund of the institutions effectively to avert possible crisis that may result due to mismanagement of funds.

Education, according to human capital theory, has always been seen as playing an important role in furthering economic development and occupational mobility. It has been seen as a strong factor determining the economic well-being of an individual and the society at large, Alumode (2015). Besides, it is the most powerful instrument for developing and empowering the citizens to master their social and rural settings and compete for survival. It, therefore, follows from this that the rationale behind the investment in human capital cannot be over-emphasised. The development of human capital has been recognised by Adewuyi (2011) as an essential precondition for a country's economic, political and socio-cultural transformation.

One of the major theories of Education and Economic Development is the Human Capital Theory. This theory emphasises how increased demand for education leads to increase in the productivity and efficiency of workers through increased level of cognitive skills possessed by the workforce, It is noteworthy, however, that the rapid increase in population in developing countries means that the school- age population is much higher as a proportion of the total population than in developed countries where rapid population growth is aggressively controlled. The Nigerian formal education sector witnessed a rapid expansion between 2005/06 and 2013/2014 academic sessions (NUC, 2015). The demographic pressure on students' enrolment at the primary and secondary school levels in Nigeria has however led to increased demand for higher education which is not instantly matched with its supply. Thus, deregulating the education is expected to alleviate the problem of access to secondary school education, Akuezuilo, (2013).

Before starting what environment theory involves, it is important to know that the learning theories fall broadly into two categories, which are the Gestalt Psychologist and the Associations. The (I.Q pester) Gestalt Psychologists among who are Khole, Brunner were typically strong believers in heredity, whereas the Association's such as Skinner,

Guthrie, Hull, Thorndike, Pavlov were environmentalists. The behaviourist learning theories maintain environmentalist position about learning or understanding behaviour of organisms regardless of its inherited potentials' physical and psychological development, and Species, Obayan (2012), Omalle (2010). Omalle specially stated that the environmentalists such as Skinner and Pavlov conceived learning as a process of stimulus and response energising the organism or the learning to conditions to react to in the ideas and perceptions but only because of environmental complexities. Although, there are several types of environments including physical, psychological and social, this study focused generally on the physical environment and its relationship to teaching and learning specifically on physical infrastructures in secondary schools in North-Central Zone of Nigeria.

The most important environment theory found most relevant to this study is peripheral theory, which focuses mainly on the physical environment and how it influences the behavior of the organism. The environmentalists or behaviourists value the peripheral theory which emphasises that there are external factors or localised conditions within the environment and the body of the organism which influence behaviour or learning, Obayan (2012), and Ematoron (2014). This analysis is in support of the extrinsic approach to understanding human behaviour. Obayan (2012) went on to stress that the environmentalists who value the peripheral theory of motivation opined that the physical environment consists of all the things that stimulate the sense organs of the organism directly. Furthermore, the environmentalists such as Pavlov, Skinner and Onah (2008) asserted that the environment is the master-controller. The concept of the environmentalists such as Pavlov, Skiner and Thordike cited by Obayan (2012), Onah (2008) asserted that the environment is the master controller. The concept of the environment as the master controller is better amplified by message (quoted in Onah 2008) which states that "we are all at the mercy of environment

stimuli that has impinged on us" in support of the potency of environment in sustaining and directing the behaviour of the organism, Ematoron (2014) strongly stated that "no organism regardless of its potentiality and basic qualities can survive in the absence of a favourable environment. From the discussion on the environmentalists. Standing point, one sees a more simplified approach to understanding behaviour or human learning. The environmentalists also try to convince us that the organism or the human being never reacts except when stimulated by some stimulus or reinforcements provided by the environment. Thus to them, the intrinsic motivation to learn is aroused and sustained by favorable conditions or reinforces within the environment of the organism or learner. They support their ideas by demonstrating that environmental growth may be facilitated or retarded by factors present in the environmentalists, through studies that have been made of children reared in foster homes, in isolated backward communities, and in various ethnic groups, for instance, studies by Shodak and Speer reported in Ematoron (2014) have shown the beneficial effect on the I.Q by taking children from poor homes and placing them in superior adoptive homes or boarding houses. However, the most interesting studies illustrating the influence of environment factors in shaping human behaviour and many that are identical twins in terms of heredity. Both Mabel and Mary were reared separately early in life in country prosperous homes. However, Mabel lived in the country side and participated in all rural activities including hard farm chores, she was only permitted to finish only eight grades in the small country school near her home. On the other hand, Mary grew in a medium sized city where she attended three year of high school, and was very interested in music, she later finished her fourth year in a large city school. After graduation she became a music teacher. At the age of twenty-nine (29), Mabel and Mary were studied by Newman, a psychology, intelligence they were separated by 17, IQ point on Standford-Binet test the finding that Mary, the city lady was rated as high average in intelligence and in manner quite lady like

while Mabel the farm lady was rated low average and in manner almost masculine. Even physically, Mable and Mary differed Newman, cited in Ematoron (2014).

This study of Newman illustrates how wide two persons (even with heredity constant between them) can still differ in intelligence, personality, and physical appearance, because of environmental differences. However, what Newman termed intelligence here cannot be more than performance which was influenced by environment. The researcher agrees with the environmentalist ideas which have helped us in understanding human behaviour of learning. However, one should not lose sight of the psychologists, most basic and current principles which stress that behaviour, intelligence and learning result from complex factors such as heredity interacting with environment need to be systematically planned, managed and the learner should be ready to learn. The environmentalist's strong principle that environment is the master controller of human behavior, in the sense that complex human beings have special sense organs which enable them to see, hear, feel, taste, smell and respond to various stimuli in their environment has been found very useful for physical planning and management of schools. This assertion is supported.

2.4 Management of Human Resources

This aspect of the study examined the influene of supervision on the management of human resources as discuased below.

2.4.1 Influence of Supervision on the Management of Human resources

Management of human resources can be seen as the design of formal systems in an organisation to ensure effective and efficient use of human talents to accomplish organisational goals. Griffin (2007), defined human resource management as the set of organisational activities directed at attracting, developing and maintaining an effective workforce. Human resource management concerns the procurement or recruitment,

staffing, welfare, maintenance, training and retraining, placement, promotion, motivation relationship, compensation or rewards, transfer and discipline of staff. It lies at the centre of the efficiency of the organisation. Human resource management is a basic function of management that determines the performance of staff in any organisation. This simple implies that when staff in the education systems are adequately recruited, selected and supervised, inducted and adequately rewarded, and provided for, properly developed, appraised and promoted on the job, they will be committed to the job; remain dedicated and productive in the education systems. This can simply be put that it is the co-ordination of the activities and efforts of the workers in educational organisation so that educational goals are achieved.

Hence, human resource management in education is the process of motivating workers to maximise their performance in order to obtain maximum output starting from the day they are recruited. That means utilising people to perform duties and functions in the school (Ojugwu, 2011).Human resources are easily recognised as the most important resource out of the resources required for the production of goods and services. Human resources are the key to rapid socio-economic development and efficient service delivery (Onah, 2008). Without an adequate, skilled and well motivated workforce operating within a sound human resource management programme, development is not possible.

Every educational system at every level depends heavily on the human resources for execution of its programme. Nwakaand Ofojebe (2010) stated that teachers are the critical resources for effective implementation and realisation of the educational policies and objectives at the practical level of classroom. A manager, whether in private or public sector, who underrates the critical role and underplays the importance of people in goal achievement, can neither be effective nor efficient (Oduma, 2012). It is the teacher who ultimately interprets and implements policy as represented in the school curriculum, which

is designed to actualise educational goals (Omojunwa, 2007). Maintaining and improving educational standards is only possible through teachers. Teachers, therefore, are the most indispensable entity in the school. They are the greatest aid to learning. The shortage or poor management of teachers reduces the extent to which the curriculum can be delivered effectively. It should be noted that the major premise of human resources management in education is that the end results of the educative process will be determined by the effectiveness of the teachers who facilitate learning for self-actualisation and national development. Human resource management in education essentially is concerned with three major issues, namely:

i. assessing the need for staff,
ii. Satisfying the need for staff, and
iii. maintaining and improving the staff services.

2.4.2 Goals and Roles of Human Resource Management in Education

The goals of human resource management in education are to develop the workers and to contribute to goal achievement. Human resource management has some specific roles to play. These are strategic and operational roles.

2.4.2.1 Strategic Role: Human resources are critical for effective educational functioning. Human resources were once relegated to second-class status, but their importance has grown dramatically in the last two decade. Again, its new importance stems from adequately recruited, selected and supervised, inducted and adequately rewarded, provided for, properly develop, appraised and promoted on the job. They will be committed to the job, remain dedicated and productive in the education system. It also represents a significant investment of the educational efforts. If managed well, human resources can be a source of competitive strength for education. Strategically, human resources must be

viewed in the same context as the financial, technological and other resources that are managed in any organisation (Onah, 2008).

2.4.2.2 Operational Role: According to Onah, 2008, Operational activities are both tactical and administrative in nature. Griffin (2007) saw operational role from the legal perspective because some have regulated various aspects of employee-employer relations. Human resources management is, therefore, interested in compliance with equal employment opportunities and observation of labour laws; examples; applicants must be oriented to the organisations, supervisors must be trained, safety problems must be resolved; wages and salaries must be administered. A wide range of activities typically associated with the day-to-day management of people as provided by laws and regulations must be performed efficiently. It is this collection of activities that has often been referred to as the personnel function, and the newer strategic focus of human resources management has not eliminated. In summary, it is difficult to produce one general interpretation of what human resource management means today.

2.4.3 Challenges of supervision on Human Resource Management in Education

Human resource management has become notably complex in the sense that as human beings, they are not reliable for doing one thing over and over in exactly the same way. They can be expensive depending on their cadres, qualifications and skills. Their productivity is highly dependent on the person's ability to instruct. The same content cannot be delivered every time. A number of factors have contributed in this complexity which include the Followings:

2.4.3.1 Poor Working Condition

It is not out of way if staff expect to be paid finance rewards commensurate with the services performed. The ideal thing is to have a systematic producer for establishing a sound reward system and structure. A good remuneration tends to reduce inequalities

between staff earnings, raise their individual morale, motivate them to work for pay increase and promotions, reduces inter-group friction and employee grievances.Teachers' salaries are not paid along-side with other civil servants and in some cases, teachers are owned many months of salary spears.

2.4.3.2 Problems of Staffing

The problem of staffing is enormous. There are problems on the quality and quantity of staff recruited for the education of our citizens. The reason is from poor staff recruitment and selection process. Politicians and God-fatherism have taken the upper hand. Some staff rarely stay in the remote areas where the management wants their services. They usually to stay in the urban areas for self-convenience.The verification exercise carried out by the Universal Basic Education Commission (2000), Showed that an additional 275 to 462 teachers were needed to teach in primary schools in Nigeria.

2.4.3.3 Current Call for the Use of ICT in Education

As the 21st century world is undergoing rapid changes, there is urgency for a few educational needs such as the call for use of ICT in education. Current call for ICT usage in education is worthy but, its implementation in the nation is at the toddling stage. Nwufo (2009), evidently, noted that ICT penetration and usage remains very low and so the need to train many teachers at all levels in ICT to equip them for reengineering the society through the skills (Offorma, 2009); ICT provides the most expensive means of rapid dissemination of information and imparting knowledge, decentralisation of work, expansion of work force and with ICT, the teacher becomes a facilitator, supervisor and a guide for classroom instruction. However, compulsory acquisition of ICT skill by teachers should be given priority attention despite the fact that most teachers cannot buy the computer set or laptop because of poor salary. Other challenges of human resource

management that have direct effect on the achievement of our predetermined educational objectives include;

i. High rate of students and staff indiscipline,
ii. Funding issues,
iii. Poor recruitment process,
iv. Little or no induction of human resources,
v. Poor supervision/appraisal of staff,
vi. Poor personnel commitment to work, and
vii. Incessant transfer of teachers.

2.4.4 Influence of Supervision on Management Human Resources in Secondary Schools

Human resource management in secondary schools is a set of practices and methods of integrating and maintaining the teaching staff in the schools so that the schools can achieve their purpose and as well as meet the goals for which they were established. It is the motivation and co-ordination of the activities and efforts of the teachers in the schools in order to obtain maximum output from them and consequently achieve the goals of education optimally. The functions include the following:

i. Staff maintenance
ii. Staff relations
iii. Staff development
iv. Procurement of staff
v. Job performance reward

2.4.4.1 Staff Maintenance

This concerns making the work environment conducive for workers,pertinent practices include; promotion and transfer, motivation, staff safety, security and health

services. It is pertinent that educational establishments have sound policies in respect of staff transfer and promotion to ensure that justice and fairness prevail in dealing with staff. As work to be performed in the school is important, the mood of the man to perform the job is equally important. For maximum and productive goal-attainment, the school head must ensure the comfort and happiness of the workers.

That can be done through prompt payment of salary, and ensuring a safe and healthy working environment.

2.4.4.2 Staff Relations

There must be a good communication network in the school to enable workers to be constantly informed of the progress being made in the school. Workers should be encouraged to participate in planning and decision-making in the school. Workers should be encourage by recognising the staff as human beings with feelings, interests, needs and emotions and treating them as such with fairness and respect.

2.4.4.3 Staff Development

This is the process of appraising staff performances and identifying their key skills and competencies that need development or training to improve their skills for better performance. It involves providing development programme and training courses that are suitable for the programme. The success of educational organisation hinges on the strength and quality of the staff members. There is the need to change through training and to improve and grow in competence. This can be done through in-service training, conferences, workshops and seminars.

2.4.4.4 Procurement of Staff

Human resource management functions start with the process of recruitment and selection by which educational institutions get the best personnel to interpret and implement the curriculum programmes. Staffing of schools is a job performed by the

ministry of education through its agencies in the federal and state governments. Procurement of staff in education deals with obtaining people with appropriate and necessary skills, abilities, knowledge and experience to fill the vacant teaching posts in schools.

2.4.4.5 Job Performance Rewards

This involves the design and administration of rewards for jobs performed. It is very important that management, ministry of education and its agencies take the issue of reward system very seriously. Staff performance would increase substantially if they are adequately compensated according to the quality and quantity of the work done.

2.5 Management of Material/Physical Resources

This aspect of the study examined the impact of supervision on the provision and management of material/physical resources as presented below:

2.5.1 Types of School Facilities

There are different types of school facilities such as structural facilities, instructional facilities, school records, etc.

1. The structural facilities: (Okumbe, 2008) stated that the structural facilities in schools can be grouped into the following categories:
2. School plant: the school plant consists of buildings, play ground, sport fields, and outdoor equipment. The school plant can be grouped into the school areas and housing areas. It went on to stress that, the school area is made up of classrooms, laboratories, workshops, libraries, resource rooms, school shop, school bookshop, assembly hall, furniture, road network, parking lot, administrative block. Such buildings include premises used for teaching/learning, administration or those premises that are used for related purposes. The housing area, on the other hand, consists of the area where accommodation is provided for both students and staff

members in some school dispensaries or clinic, stores, dining halls, school poultry farm or garden, generator room, security post, are located in the housing area.

3. The instructional materials**:** These include audio-visual and visual aids, computers, projectors, type writers, etc. other facilities are school bell, school wall clock, school posters and so on.
4. School records**:** These also consist of administrative files, registers, log books, certificates/testimonials, result booklets, duty books, diaries and schemes of work, departmental files, club and societies files, personnel or staff movement book, cash or finance and account book, health record book, parent teacher association minute book, staff minutes book, etc.
5. Material resources, on the other hand, are referred to as infrastructure and learning resources. These include: land, the physical structures in the institution such as the classrooms, laboratories, libraries, and office space for lessons. The resource room which is often owned on class basis is also inclusive. Laboratory equipment, markers, chalk-board, white- board, overhead projectors and so on, are not left out.
6. Instructional materials are essential for good quality education and effective teaching and learning. Anderson (2009) defined instructional materials as vehicles (pieces of hardware used by the teacher along with instructional techniques to convey the content soft ware) to students. He emphasises that instructional materials are devices such as radio cassettes, videos, computer, films, televisions, or highly specialised equipment for the presentation of content or information to students.

As regards the material resources, land is one of the resources available to secondary school managers. It will be quite erroneous to assume that once acquired, the problem with land is settled and other activities could now be focused on. It is important

to emphasize the fact that there is the need for land management, use, layout, reconstruction planning, extension and protection. These are issues that any secondary school or organisation will continue to contend with throughout its existence, especially as the students' enrolment into the school increases. The efficient management of land will determine the extent to which the secondary school can accommodate more students into the institution in the nearest future and also avoid any form of wastage.

Every school environment is also expected to have buildings, which will consist of the various departments in each section. Likewise, classrooms, auditoriums, libraries and laboratories are expected to be available for the use of each department under respective departments. All of these structures are expected to provide conducive learning environment for students. Office space for teachers/administrative staff must not be below the average institutional status. Each teacher in each department should have an office space conducive for research purposes. This is to say that the offices must be equipped with internet services. The offices should also be spacious enough to accommodate students even though in turns when they approach their teachers for one reason or the other. The moment the offices are not satisfying these needs, they become a waste, as the teachers find every reason not to stay in their offices. He teaches and goes to the Cybercafe somewhere around or far away from the school premises or even home. The administrative staff too are entitled to comfortable offices whose environment will allow these staff to discharge their duties effectively and spend the expected time at work with ease. The laboratories on the other hand, are also one of the material resources that are expected to be well equipped as needed by the various respective departments. The students and teachers are expected to have full access to these equipment without any inhibition. The computer laboratories are not left out. Enough computers should be available for the use of every student during practical sessions. As the theoretical aspect of

education is important, so also is the practical aspect. A sound practical experience makes the school outputs fully-equipped for the challenges involved in their various careers in the nearest future.

In discussing instructional materials, (Aminu, 2010), states that in education, instructional materials are some of the devices which both teachers and learners can use to enhance the quality of instruction. His definition is very interesting, because unlike (Anderson, 2009) who stressed that instructional materials are used by teachers only, (Aminu, 2010)is able to show us that instructional materials can be utilised by both teachers and students to improve the teaching-learning processes, Aminu's assertion that instructional materials include all forms of information carriers that can be used to promote and encourage effective teaching and learning activities, has also been found very meaningful for understanding the all-embracing nature of the concept.

For good quality education, effective teaching-learning instructional materials are important. For instance, Fagbamiye (2012) Alumode (2015), and (Aminu, 2010) pointed out that the following varieties of instructional materials do help to improve the quality of teaching and learning.

i) Printed Materials**:** a. textbooks, b. work books, c. supplementary books, d. reference books, e. charts f. magazines, g. maps, h. journals

i. periodicals, j. pamphlets, k. newspapers, l. posters, m. programmed texts

ii) Non Printed Materials:a. films, b. filmstrips, c. models, d. mock-ups, e. slides, f. pictures, g. audio and video tapes

iii) Science Apparatus and Chemicals

Finally, the third section includes the various science apparatus and chemicals. (Aminu, 2010) also presented our categories of resources and materials which are used for teaching and learning. These are, Reading materials:

i. Audio-visual materials;

ii. Demonstration and experimentation materials;

iii. School community resources including personnel.

Thus, most of the authorities cited above have furnished us with ideas that can help us to understand the embracing nature and the potency of the concept of educational resources, planning and for effective teaching and Learning.

Material resources are provided by government, private individuals, industries, corporate organisation, non-governmental organisations, donor bodies, international organisations, like UNESCO and communities and old boys' associations.

According to Edward (2013), Eggen, &Kauchak (2009) and Salihu (2012) high educational achievement is associated with a number of comfort factors such as; air conditioning, less noisy external environments, less graffiti and where classroom furniture are in good repair. More recent reviews have consistently found relationships between building quality and academic outcomes. These studies have also found that design criteria and building conditions related to human comfort, indoor air quality, lighting, acoustical control, and secondary science laboratories have demonstrable impact on student achievement.

Edward (2013) rated temperature, heating and air quality the most important individual elements affecting for student achievement. Lighting ranked next in order of criteria having demonstrable effects on student learning outcomes, with daylight offering the most positive effect, potentially due to its biological effects on the human body. Yusuf (2010) underscored important recurring patterns of school design. Among the four features of his school design assessment scale which correlate with student achievement, are 'pathways' encouraging ease of movement and 'positive outdoor spaces' allowing learning to extend beyond the classroom walls. Overcrowding has been found to have a harmful

effect on student learning (Edward, 2013).

The quality of school buildings has also been related to student behaviour, including vandalism, absenteeism, suspensions, disciplinary incidents, violence, and smoking ((Aminu, 2010)). Thus, reviews of research on various aspects of the physical environment tended to conclude that adequate student capacity and appropriate acoustical conditions are important factors in a school environment (Fasasi, 2012; Salihu, 2012; Edward, 2013). Students are not the only ones affected by poor quality buildings. Teacher attitudes and behaviors have also been found to be related to the quality of school facilities. Teacher retention/attrition decisions were significantly related to the quality of school facilities, even when controlling for a host of factors (Daramola, 2014). Factors that most directly affected the quality of teacher work life also included indoor air quality, thermal controls, noise level and acoustics, adequate classroom lighting, and the amount of natural daylight. Teachers who perceived a detrimental effect on their health due to building conditions, or who were stressed by high noise levels, poor acoustics, and lack of thermal controls were more likely to seek employment elsewhere.

According to Musa (2011), learning is a complex activity that puts students' motivation and physical condition to the test. It has been a long-held assumption that curriculum and teaching are the only major parameters that have an impact on learning. However, it is becoming more apparent that the physical conditions in schools indeed influence student achievement. Nwaogu (2009) observed that design features and components of school buildings have been proven to have a measurable influence upon student learning. Among the influential features and components are those impacting temperature, lighting, acoustics and age. Researchers have found a negative impact upon student performance in buildings where deficiencies in any of these features exist. In addition, over-crowded school buildings and classrooms have been found to be a negative

influence upon student performance. Particular building features such as air-conditioning, lighting, or presence of windows to serve as variables with which to compare student achievement. The overall impact a school building has on students can be either positive or negative, depending upon the condition of the building. In cases where students attend school in substandard buildings they are handicapped in their academic achievement. Correlation studies show a strong positive relationship between overall building conditions and student achievement. Studies by Nwaogu (2009) regarding the number of students in schools as compared with its capacity found out that overcrowding conditions have a negative influence upon students and teachers.

Studies regarding differences in student performance based upon building condition have focused on many factors of facility quality. Research has found out that students in the modern building scored significantly higher in reading, language and mathematics than their counterparts in the older building. The age of a building can influence many of the individual factors used in evaluating the condition of an educational facility. Oni (2015), reported that building age correlated positively with student achievement and that this correlation was consistent with numerous other studies that linked building age with student achievement. Age of school building may not only provide hurdles for teachers and students, but older buildings have been found to actually cause the loss of instructional time.

Oyenola (2010) examined the relationship between the conditions of school buildings and student achievement, data was gathered and various school buildings were rated as sub-standard, standard and above-standard in the evaluation. The survey consisted of sixteen questions which rated structural building conditions and ten questions which rated cosmetic building conditions. Student achievement scores on the reading comprehension, mathematics, written expression, information, basic composition, social

studies and science were compared. The study found a positive correlation between building age and academic achievement.

Many factors of school design have been linked to academic success of students. As enrollment numbers climb, the issue of school size becomes relevant to the task of improving student performance. Smaller schools have shown a greater capacity to develop personal connections among students and staff that tend to prevent indiscipline or antisocial behaviour (Yusuf, 2010). An issue related to school size is the ability for students and staff to establish personal links with one another and with the physical environment. Small classes facilitate small-group or individualised instruction. Olagboye (2014) found that students in smaller learning environments achieved at higher levels than their counterparts in larger schools. Smaller high schools not only provide a safer environment than their large counterparts but they also promote advanced academic achievement. The smaller schools provide more attention to and support for individual student success.

Shehu, (2013) suggested that policy makers and scholars have turned a deaf ear to the debate of school size, favouring a focus on curriculum and pedagogy. This trend seems to follow suit with parents and teachers. Educators, school board members and politicians continue to promote the construction of larger schools mainly due to financial motives. Restricted funding and lack of available resources to build new schools tend to encourage the trend of expanding existing schools (Kolo, 2013). The ability to serve more students with common facilities such as dining halls, dormitories, libraries and other physical school features makes the larger school appear much more cost efficient on a cost-per-student basis (Nwadiani, 2009).

Arguments other than cost efficiency exist in reluctance to build smaller schools. Some of this resistance finds its roots in more affluent communities, where research

indicates that the link between school size and student achievement is not as strong (Ezenwafor, 2000). Support for larger schools is also based upon the premise of student choice. Proponents of large schools, especially large high schools, base their position upon the assumption that larger schools provide a wide range of curricular choices (Igwe, 2011). The size and variety of course offerings also affords larger schools the luxury of employing more specialised and diverse staff members. Similar arguments for larger schools expose the ability of large schools to support extra-curricular programmes such as athletic teams, theatrical productions student clubs and competitions. The high school setting in particular has provided a number of alternative design methods that aid in establishing smaller learning communities. One such method is the schools-within - schools, where large schools are broken up into smaller groups of students and teachers assigned. The high school setting in particular has provided a number of alternative design methods that aid in establishing smaller learning communities. One such method is the schools-within schools, where large schools are broken up into smaller groups of student and teachers assigned.

2.5.2 Influence of Supervision on Management of Infrastructural Facilities

Fadipe (2007), observed that before independence in Nigeria, the community as a whole was keenly interested in providing adequate school infrastructural facilities while the school administrators, teachers and students were fully engaged in the management of these school facilities. Ironically, the belief by an average Nigerian that the business of education is that of government has led to the impression that the government should build schools to take over the existing ones, and must stock the schools with personnel and facilities. Unfortunately, education is just one out of the numerous sectors on which government should spread its limited resources. This probably explains why people complain that the standard of education is falling in Nigeria, Abdulkareem (2013) because

school facilities are far less than the demand on them. In fact, many adults recall their own school days when teachers were devoted, then class were small, when facilities were enough for teaching and learning and when overall learning was fun. Such people have expressed concern over the deplorable state of facilities in our schools, Adeboyeje (2010).

In spite of government's huge financial allocations on education in its annual budget, school facilities are still grossly inadequate in Nigeria. Hence, there is the dire need to explore strategies for providing and maintaining these facilities in the school system (UBE Monitoring Manual, 2013).

2.5.3 Influence of Supervision on Management of Classroom Facilities

According to Blount (2013), a classroom is a room in a school where lessons take place. Jibo (2011) said that a classroom is any place where one learns or gains experience. Classroom can be seen as a room in a school or college, in which classes are held. Structural and mechanical features of a classroom include foundation, walls, roofs, floors, ceilings and electrical wirings. Structure should meet or exceed all barriers both externally and internally. Foundations should he strong and stable. Roofs should be structurally sound and well-maintained, ceilings should be ensured to adequately prevent sound. Windows, doors and walls should be of good finish materials that require minimum maintenance, ceilings and walls should be the kinds that are easily cleaned and resistant to stain. Classroom floor coverings should be the type which requires minimum care.

There are elements of the classroom environment that research shows to be critical to the success of students. Physical conditions in the classroom impact students' attention and focus. Elements that are important include temperature, heating and air quality (Onah, 2008). Classrooms should be very spacious to accommodate all the students. Classroom doors should be adequate to provide free movement. Emergency doors should be provided where necessary. Glass should be properly located and protected to prevent accidental

students' contact and to ensure their safety. Emergency lighting should be provided throughout the building. Floors should be maintained in a nonslip condition. Multi-story buildings where application should have at least two stairways, ventilation system should be provided for adequate circulation of clean air. Lighting system should provide adequate distribution of illumination for teaching and learning. External noise should not be allowed to distract students' attention in the classroom. Colour schemes, building materials and decorations should be appealing.

Furniture and equipment should be the type that provide comfort and pleasing atmosphere. Instructional materials should be adequate for teachers and students' utility. The space for art should be sufficient to accommodate the programme and equipment. There is the need for provision of first-aid box. Electrical service should be ensured. Electrical controls should be safely protected with disconnect switches easily accessible. Well-maintained light sources should be properly placed to provide adequate lighting. Chalkboard should be adequately provided and well-managed. Finally, there should be provision for fire extinguishers in case of fire outbreak.A school building can have a significant positive or negative effect towards fostering a productive learning environment. Classrooms that are dark, uncomfortable, crowded, and noisy or when the teacher is a long way from the students can be a disincentive for students to learn or even to continue with their studies (Musa, 2011).Classrooms are necessary facilities in any institution of learning. Students learn under a favourable and convenient atmosphere. It is psychological that when buildings and classrooms are imposing and attractive, students tend to learn with enthusiasm out of love and interest in the conducive environment. Thus, classrooms should be well-designed in a comfortable and colourful manner to make students and teachers proud of them. The size or dimension of each classroom should not be too small or too large. Adequate means of ventilation should provided in order to keep the students

hygienically sound and healthy. Classrooms should be kept away from unnecessary noise and distractions.

Classroom facilities are the essential educational facilities that are required for effective teaching and learning and realisation of educational objectives at any level of education. Classroom facilities can be classified as durable or non-durable. The durable ones include the classroom buildings, structures, laboratories and workshop equipment, the libraries, computer machines, chalkboards, furniture and other educational equipment. Furthermore, the perishable or non-durable classroom facilities include stationery, chalk, textbooks, writing materials, educational pictures, perishable laboratory tools and spare parts.

It is the responsibility of the classroom teacher to manipulate the various classroom facilities to impart knowledge in the learner using appropriate teaching methods. The teacher is also expected to be skillful and resourceful in providing alternative facilities where the conventional ones are not available in the aspect of instructional materials.

Stated by Jibo (2011), the number of classrooms depends on the number of students and the different types of subjects to be taught and learnt. Essentially, a boarding secondary school should possess three kinds of classrooms. These are permanent classrooms, the special subject classrooms and laboratories or workshops. The permanent classrooms are places where students have their individual chairs and lockers in which they keep their books.

The number of classrooms in this category depends on the number of streams in each class. For instance, a boarding secondary school running the Junior Secondary School (JSS) system with four streams will have 24 permanent classrooms labeled Junior Secondary School (JSS) / Form 1A, 1B, 1C, 1D and so on to Senior Secondary School (SSS) / Form 1A. 1B, 1C, 1D and so on. All these can be in form of blocks, viz:

Block A = 4 classrooms

Block B = 4 classrooms

Block C = 4 classrooms

Block D = 4 classrooms

Block E = 4 classrooms

Block F = 4 classrooms (Jibo, 2011).

A permanent form teacher is assigned to mark the register and as such, it easy to discover when students are absent from school. Students have their chairs and lockers in their different classrooms. Individuals' books are kept in the lockers, the making for proper arrangement and adequate preparation for lessons. Inside U classroom the teacher has his own table and a storage cupboard. The permanent classroom makes class order, discipline and management easy to execute.

The special subject classroom: These are classrooms where students in each class go when they have specialised subjects and quit as soon as they finish their own lessons. The number of such classrooms depends on the number of the special subjects. The subjects include in this category are French, Arabic, History, IRK/CRK and Social Studies (Jibo, 2011).

Obayan, 2012 enumerated strategies which school managers and policy maker need to take seriously, for effective school maintenance.

- Roofs, ceilings, floors, walls, doors, windows and electrical fittings in classrooms should be constantly kept in good condition.
- There should be regular checking of classrooms to detect damages and an up to— date record of damaged facilities to be taken for prompt action.
- Repairing broken furniture and leaking roofs or blown off roofs.

- Sweeping the floor, cleaning the door, windows, walls, ceilings, etc, for teaching and learning to take place effectively.

Maintenance of classroom facilities implies activities put in place to restore the physical condition of the classroom facilities. Principals should organise a periodic and systematic inspection for classroom facilities. This should be made in order to beautify areas of need or that need repairs. Everything in the classrooms including furniture, lockers, doors, windows, blackboards or whiteboards and laboratory equipment should be itemised on a check-list and be inspected. All staff in the school, including teachers and non-teaching staff, should be involved in identifying and reporting those areas that need repairs. The school head / principal in return evaluates and collects the report for onward transmission to appropriate authority for further action.

The classroom environment has great impact on teaching and learning at all levels of education. Classroom facilities in particular make teaching and learning convenient, meaningful and innovative. It is, therefore, necessary for all the stakeholders in the secondary education to make meaningful financial and material contributions to the provision of educational facilities for the realisation of the national educational objectives in Nigeria.

2.5.4 Planning, Selection and Production of Instructional Materials

Management of instructional materials, as used in this study, refer to the rational decision-making processes reflecting the relationship between the curriculum, methods, instructional materials, national and state educational objectives and the school physical plant. In other words, the meaning stresses the need to envisage the type of instructional materials, methods, and school physical plant list with facilities the attainment of secondary school curriculum and its two national objectives which are preparation for:

i) useful living within the society; and

ii) higher education, National Policy on Education (2014).

The concept of instructional material planning, selection, and production cited above has further made us understand the need for ministry of education officials and other educational authorities to adequately provide funds for physical facilities for effective use and storage of instructional materials in order instruction. This may be one of the reasons why, it is often stressed that an instructional material is an integral part of educational or physical facilities planning, Agun (2012) and Reddy (2015).

Thus, instructional materials planning to selection and production are appropriately done at two levels by curriculum developers and teachers in order to ensure high quality teaching and learning. The first level, according to Agun (2012), is the curriculum development level. At this level rational and systematic analysis about the ranges and variety of instructional materials and methods to be used for effective instruction are made. (Agun, 2012) went on to assert that at this level the main concern is to establish a relationship between the specification of curriculum objectives and content, and the instructional materials in order to facilitate the achievement of stated national and state educational objectives. (Agun, 2012) went on to state that the second level is known as the curriculum implementation level. At this level teachers who are the key implementers of the curriculum are encouraged to acquire basic skills in planning, designing and producing simple but effective instructional materials.

Agun emphasised the need to train and retrain teachers in the identification and selection of essential instructional materials in order to ensure more commitment to the appropriate use of the variety of instructional materials and methods prescribed by the curriculum developers at the first level. Agun's view that teachers need to be trained in the selection, production and utilisation of instructional materials shows one, one of the variables that prevent some curriculum innovations from being achieved. His point of

view further creates awareness in one, about the importance of educating teachers in skills and knowledge for adequate utilisation or instructional materials and methods specified by the curriculum developers.

2.5.5 Guidelines for the Selection of Instructional Materials

The potency of selecting high-quality and appropriate instructional materials for the attainment of educational goals has motivated this researcher to present the following essential guidelines or criteria outlined by Agun (2012)as very useful for the selection and procurement of instructional materials for each class and level of education;

1) Select specific instructional objectives;
2) The educational and instructional objectives of the materials must be ascertained.
3) The characteristics of the learners for whom the materials are designed and produced should be identified.
4) The usefulness of the content of the materials is to be ascertained in terms of the characteristics of the learners.
5) The approach of the authors or producers of materials to the coverage of the subject matter and the organisation of the content for effective teaching and learning must be critically examined.
6) There is the need to be concerned with the physical feature of the instructional materials such as attractiveness, clarity, durability, accuracy, illustrations, charts, maps and so on.
7) The instructional conditions under which the materials will be used to be considered.
8) Cost is an important factor in considering the selection of instructional materials.

2.5.6 Steps in the Production of Instructional Materials

Steps for controlling production materials for each class and level of education are a necessity. Agun (2012) enumerated very useful guidelines or criteria for the production of instructional materials. The guidelines are presented here below:

1) Select specific instructional objectives that relate to the overall curriculum objectives to ensure effective utilisation of the instructional materials in education.
2) After the selection of learning objectives, the producer must identify the characteristics of the learners for whom materials will be used. This criterion helps the producer to acquire vital information about the need, interest, background, experiences, instructional strengths and weaknesses of the learners in order to guide the producer in designing the type of instructional materials and methods that will be suitable for effective instruction.
3) Select the content of the message that the materials will carry (content should relate to the identified objects).
4) Select the medium for presenting the message.
5) Determine the cost for producing materials like textbooks., workbooks, programmed-texts, teachers manual and film.
6) Design and develop the materials in the interest of students and the overall curriculum and instructional objectives.
7) Produce the materials observing the rule of clarity, legibility, simplicity, accuracy, durability, portability or manageability.
8) Test the materials for effectiveness with a sample population.

2.5.7 Facilities for the Production and Storage of Instructional Materials

In defence of the uses of instructional materials listed above. (Brown, 1959) in (Adesina, 2012) pointed out that these uses have enlightened us about their functions as

the most basic substance of many experiences which both students and teachers undergo in the classroom. This may be one of the reasons why Nwankwo (2013) in Dare (2008) and Oni (2015) did emphasise that state government is for state secondary schools. Private individual and donor agents, the educational authorities and school administrators carry the responsibility for the selection, production, distribution, and storage of instructional materials for the other schools. According to Agun (2012), for meaningful and effective production of instructional materials, it is essential that facilities, materials and equipment are available. He went on to stress that physical facilities should include space for planning, designing, producing, and for the display of new materials like recorded materials to be listened to, films to be viewed and for the demonstration and storage of such materials. He pointed out that adequate space allocation is necessary for workshops and in-service officials. From this point of view, one clearly sees, the complex relationship that exists, between curriculum development, instructional materials, and physical facilities planning. In other word, instructional materials could be correctly said to be an integral part of the physical facilities planning.

Facilities for the production and storage of instructional materials can be established at the curriculum development and implementation levels. This, according to Agun (2012), is to ensure adequate selection, production and utilisation of instructional materials for the attainment of the curriculum objectives. Thus, at the curriculum development level - curriculum development centres or agencies such as states' educational resource centres should provide useful facilities for the production of instructional materials.

The rationale for having an educational resource centre is for the improvement of instruction at the primary and post primary levels. Agun (2012) further stated that at the curriculum implementation or school level, the establishment of adequately-equipped

resource centres may provide the essential facilities to encourage the production and use of instructional materials by both teachers and learners. Other facilities for production of instructional materials are teachers' centres.

From the foregoing discussion, Obayan (2012) and Agun (2012) maintained that resource centres are places where a variety of educational materials and equipment or information carriers are stored for adequate use and for effective teaching and learning on the part of both teachers and students. The foregoing analysis clearly illustrates why instructional materials planning, selection, and production are viewed by the present researcher as an integral part of physical facilities planning and curriculum planning.

2.5.8 Influence of Supervision on the Management of Laboratory/Workshop Facilities

In defining the laboratory, (Aminu, 2010) saw it as the space where staff and students perform experiments to gain knowledge on the basis of direct experiences. He assured us that students gain knowledge in the laboratory under the guidance of an instructor, or by self-instruction and categorised the laboratories into two namely:

1. Laboratories for Physics, Chemistry, Biology, Integrated Science and Home Economics
2. And workshop for languages, Carpentry, Engineering, Computer room, and other vocational programmes should be housed in space that meets set standards. There should be laboratories for the sciences, that is Geography, Biology, Chemistry, Physics and General Science. So also, there is the need for workshops for the teaching of such subjects as Fine Art, Technical Drawing, Woodwork, Metal Work, Music, Mechanics and so on.

Laboratory and workshop facilities also enable the teacher to teach the three domains of learning. These include the cognitive, the psychomotor and the affective

domains. Facilities such as laboratory equipment, workshops, experimental facilities, computer machines help the teacher to impart knowledge in the aspect of the cognitive. This involves the effective teaching of science subjects such as mathematics, physics, chemistry and biology.

Similarly, the availability of laboratory and workshop facilities in the school will enhance teaching and learning in aspects such as technical drawing, mechanics, home economics and agriculture while the affective domain can be done through the use of educational pictures, story books, educational films and literature books. Special subjects' classrooms are necessary for following reasons:

a. Each specialist teacher is afforded the opportunity of adequate preparation.

b. All teaching aids in the room are permanent for the particular subject. Such aids are easily and quickly displayed and well-cared for.

c. It makes the school equipment in the laboratories and workshops safe, secure and easy to maintain. This is because all are kept consistently in their appropriate places.

d. As students from different streams of classrooms for the same lesson, it he is with due understanding. According to Adewuyi (2011), laboratories/workshop materials are designed, produced, and for the following reasons;

i. They promote greater acquisition and longer retention of factual knowledge.

ii. They provide objectivity for the study of a delicate or controversial subject.

iii. They provide increased, interest in learning.

iv. They allow all members of group the opportunity to share a joint experience.

v. They get and hold attention.

vi. They provide integrated sciences that vary from concrete to abstract.

vii. They facilitate attitudes and behaviour changes.

viii. They illustrate and clarify nonverbal symbols and images quantita relationship.

ix. They provide for a direct interaction of students with the realities of 1 social and physical environment.

x. They reinforce verbal message, aid teacher's presentation of the learning. Other scholars such as kolo (2013), Abdulkareem (2013) and Adewuyi (2011) also emphasised the importance of laboratories/work facilities in enhancing effective teaching and learning. They stressed that the availability of laboratory and workshop facilities makes teaching and learning child-centered. This implies that the facilities encourage more students' participation in the learning process. It also enables the teacher to involve the various sense organs on the teaching and learning, flashing of instructional materials provides concrete objects and makes it into practical use. It also arouses the curiosity of the learner. As soon the curiosity of the learner is aroused, a natural dependency of capturing the attention and commitment of the learner to teaching and learning can he readily achieved.

2.5.8.1 Management of Library Facilities

It is often said that the greatest benefit to students after the teacher in the teaching and learning situation is a good library. In this regard, premium should be placed on the establishment and equipment of the boarding secondary school library. The library is centrally located on the school compound to make it easy for students to have free access to it. The building should be large and spacious enough to accommodate a sizeable number of students at any time and all the various books that are necessary on the different subjects that are taught in the institution. Apart from the subject matter textbooks, there should be sections for reference books including dictionaries and encyclopedias. Provisions should also be made in the library for novels, periodicals, journals, magazines, daily papers and books on hobbies, sports, games and leisure. Books in the library are to

be well-labeled according to particular subjects to make it convenient for students to find out which ones they need without undue waste of time. The library can also be used as an assignment room for a class of about 35 students. The management of the school library should be in the care of student-officer in charge of the library, the paid library attendants, the staff librarian and the principal (Jibo, 2011).

Aminu, (2010) categorically enumerated basic services offered by the school library which are considered very crucial for educational purposes. They are as follows:

i. It provides materials for use by students and teachers.

ii. It develops and promotes reading interests for both teachers and students.

iii. It encourages research and study from many sources.

iv. It teaches the use of books and library.

v. It provides recreational, and leisure reading.

vi. Library serves as the most important intellectual resources of the academic community.

vii. The library serves to implement the purposes of the institution's general programme and to meet the specific objectives of the institutional programme.

viii. It endeavours to meet the legitimate demands of all its patrons. From the serious professor engaged in research to the freshman beginning education.

ix. It stimulates and encourages the students and teachers to develop a life-long habit of good learning.

x. The library stresses those particular areas of knowledge which are central to the curriculum.

Aminu, (2010) amplified the importance of school libraries and laboratories by stating that they are the most important instructional buildings on school campuses besides classrooms. He envisioned the library as a store-house, workshop centre, the heart, where

ideas from many sources are communicated to the individual learner whether he is a student, a faculty member, a research fellow or employee. He also upheld that the library is a store-house of knowledge where teachers and students can endeavour to develop their individual excellence at their own pace.

Aminu also maintained that the functions of the libraries to the educational system are similar to those of the heart to the body system. He strongly argued that quality education is impossible without a quality library: and one cannot have a quality school without a quality library. Thus, his views teach educational policymakers to attach more value toward the provision of quality libraries to schools for the attainment of quality staff, students and the educational system.

2.5.8.2 Management of Water and Electricity Supply

Light and water supply facilities are necessary requirements for institutions whether running day or boarding system. Efforts should be made to see that the facilities are not in acute short supply at any period. Schools in the urban area where electricity and pipe-borne water are available do not have much difficulty in this respect except during occasional setbacks. In the rural and less urban areas, schools should make use of any source of water that is adequate and clean enough for the students. Whatever the sources of water supplys whether through wells, boreholes or rivers, they should be kept pure and clean before drinking. Proper water storage is called for through the use of big pots and water storage tanks, Isah (2010).

Suleiman (2004) pointed out that the electrical services should ensure that:

1. electrical controls should be safely protected with disconnect switches easily accessible;
2. labelled electrical system should be provided;

3. well-maintained electricity sources should be properly placed to provide adequate lighting;
4. lighting system should provide adequate distribution of illumination for teaching and learning;
5. outdoor light fixtures, electric outlets, equipment and other fixtures should be accessible for repairs and replacement;
6. outside water supply should be adequate for normal usage;
7. there should be adequate number of drinking water taps strategically placed for students' use and proper maintenance;
S. drainage systems should he properly maintained to meet safety and health requirements;
9. water supply should he adequate with sufficient pressure to meet health and safety needs; and
10. alternative sources of water should be provided.

2.5.8.3 Management of Games Facilities

Games are an integral part of a boarding secondary school system. Care must be taken to give it the due prominence it deserves because of the development of the body, which extends to that of the mind and for the discovery of talents in the fields of sports, athletics and games. The school is bound to have a sufficient area as playground, which should be properly developed, labeled and made suitable for the free use of pieces of apparatus (Ibrahim, 2010).

In educational institutions, the following sports and games are necessary in order to cater for all and sundry:

a. Athletics: track and field activities.

b. Ball games: football, handball, netball, basketball, lawn tennis, table tennis, badminton, e.t.c.

c. Swimming and gymnastics.

Students are to be grouped according to their interests, skills, and abilities. Through supervision and proper keeping of records of students' performances are necessary on the parts of the teachers in charge and the heads of institutions. Students should be made to compete among themselves and with outsiders. Sports and games are in educational institutions to make students use their leisure time judiciously, develop in them a competitive spirit, fair play and good citizenship. Furthermore, sports and games competitions are sources of advertisements for educational institutions; they give students a sense of self-actualisation and help to provide talented ones with some careers in life (Musa 2011).

2.5.8.4 Management of Accommodation Facilities

There is no doubt that the type of environment in which students study has a great deal of influence on their achievements. Hostel accommodation for students is therefore an important area in educational management that must be given careful attention.

The school administrator should have at the back of his mind effective management for the building of student boarders. Such dormitories are to be built under strict hygienic sanitary conditions. Adequate and proper means of ventilation are to he provided with enough spaces for the free movement of the occupants. A situation where students are packed full in a stuffy room should be avoided on grounds of health and psychological considerations. The architectural design of a dormitory should give allowance for common-rooms, cloakrooms, bathrooms and toilet facilities. Boys' and girls' dormitories are to be built separately and properly-maintained dormitories cannot be overemphasised.

Students from various homes and socio-economic backgrounds come together physically and socially. This paves the way for unity, fellowship and understanding. By so doing, they are made to learn and imbibe the spirit of good neighboruliness, give and take, tolerance and endurance.

Students from poor backgrounds are educated to lead balanced and enriched lives as a result of their experiences in the boarding houses.It is a sound and safe training ground for children who have lost their parents and also those from deprived homes. Most students from distant places often find it comfortable and convenient to stay on the school compound as boarders. This saves time and the risk involved in moving from their homes to the school.

Through the boarding system, students are well integrated into the school life. They imbibe the norms and traditions of the school environment. This spirit of belonging results, more often than not, into the formation of old students associations of institutions and the age-long attachment to their Alma Mata. The boarding system makes it easier and more convenient for labour, farm work and co-curricular activities to be performed in the school. Students can quickly come out for such duties as soon as the bell is rung for them without any undue waste of time. From the foregoing, any efforts that are made to find pieces of land for the building of dormitories is worthwhile and educationally advantageous.

The staff quarters: the provision of adequate staff quarters is very essential for the proper running of every boarding secondary school. It is essential for the principal, vice principal, the heads of departments and the house-masters/house mistresses to be resident on the school compound. In spite of the fact that it gives the principals and the teachers with special duties a sense of belonging, it also helps to maintain discipline and order on the school compound.

The housemasters/housemistresses, in particular, can carry out their duties without any unnecessary waste of time when they live on the compound. The principal's residence should be centrally positioned to make him know what is going on in the length and breadth of the school without such strain and waste of time. Where land and funds are available the ideal thing is to make it possible for most of the members of the teaching staff to be resident on the school compound. Stall quarter's and hostel accommodation structural and mechanical features by Suleiman (2004) include:

- Foundations should be strong and stable with proper expansion joints;
- Structures should meet all barriers both externally and internally;
- Book should be structurally sound, with good drainage;
- Entrances and exits should be strategically located so as to permit free student movement;
- Well maintained ceilings should be ensured to adequately prevent sound;
- Interior should be free of dangerous materials;
- Windows, doors walls, roofs should be of materials and finish requiring minimum maintenance;
- Adequate storage space, with water and drain should be accessible in every area to permit routine cleaning;
- Floor coverings should be the type which requires minimum care;
- Number and size of hostel accommodation should be the population of the students to avoid over population in the rooms;
- Ventilation system should be provided for adequate circulation of clean air;
- Colour schemes, building materials and decorations should be aesthetically appealing; and

- Furniture and equipment should be the types that provide comfort and pleasing atmosphere.

2.5.9 Influence of Supervision on the Management of Material Resources

Maintenance of school infrastructural facilities implies activities put in place to restore the physical condition of the school facilities. Maintenance is the concern of the following:-

1. State Government
2. State Universal Basic Education Board
3. Local Government Education Authority
4. Principals
5. Teachers
6. Students

It is important to note that only when infrastructural facilities are properly maintained in excellent condition that complete and sound educational programmes will he offered. It should also be noted that proper maintenance of school facilities is very vital because it ensures durability and its lifespan. In addition, in today's economic climate no organization can afford to waste money on purchases of new equipment every time. Therefore, it is everybody's responsibility to ensure proper maintenance of school facilities.

According to Kolo (2013), school physical resources management involves:

1) Maintenance
2) Supervision
3) Vigilance
4) Replacement
5) Sweeping

6) Repairs

7) Using rooms to capacity

8) Periodic review of allocation

9) Keeping records of school facilities

10) Innovation of school buildings and erection of new ones

11) Regular schedule for maintenance of school plants

12) Proper inventory on the use and movement of school items

13) Calendar of use of school facilities

14) Appointing regularly committees for the purchase and maintenance of school facilities.

15) School co-operative department

16) Ensuring security for facilities

All facilities and equipments in the school must be regularly and frequently supervised in order to ensure they are in proper working condition at all times. The administrator should ensure regular maintenance, inspection, vigilance; ready to replace, sweep, and repair, etc, as the case may be, the material or physical resources of the school avoidance of defacement of physical resources is a good function of an administrator. Both teachers and students should be made to imbibe these virtues of a good administrator. No waste should be allowed to lie about in buildings, halls and classrooms. The co-operation of the faculty is essential in building up attitudes on the part of the pupils against careless dropping of wastes such co-operation results to improving the appearance of the structures in the school. Regular inspection enables the administrator to see the items that need immediate repairs. General repairs and maintenance should be done during the long vacation while those needing urgent repairs should be done in time to avoid over-damage.

On the other hand, the management of school facilities is the coordination of human, material, financial and time resources of school for the attainment of the instructional goals by the school principal. The process involves dynamic, active, innovative leadership in the development of policies for the supply, operation and maintenance of school resources human, physical instructional materials, financial and time and equipment, furniture grounds and buildings in their original condition of cleanliness, utility and efficiency. Furthermore, the definition is in agreement with what Aminu,(2010) stated when he said that operation, maintenance, repairs and replacement are essential elements in the management of physical facilities. Thus, management of school physical facilities includes house-keeping duties of buildings, grounds, shrubs and flowers, furniture equipment and instructional materials.

Moreover, a synthesis of some of the important information that might help the ministry of education or schools' management boards in North-Central Zone of Nigeria to undertake effective operation and maintenance of secondary school resources as provided by many prominent authors such as Castaldi (2005), Ozigi in Dare (2008), Nwaogu (2009), Adewuyi (2011). Musaazi in Dare (2008), is given below:

1. Firstly, an attractive school quality on a beautiful landscape helps to develop good quality education and human resources, through its visual appeal and rich environment in terms of instructional support. In support of the above criterion, specifically stated that the physical appearance, financial strength, human resources, time schedule and general condition of school facilities are the striking force based on which parents, visitors of any educational institution make initial judgement about the quality of what goes on in the school. The statement assumes that there is a significant relationship between adequate and attractive physical facilities and effective teaching and learning. Mgbodile's assertion is in agreement

with the views of both motivation theorists such as Maslow in Dare (2008) learning theorists such as Maslow in Dare (2008) and learning theorists particularly the environmentalists such as Burning (2013).

2. Secondly, an attractive physical school plant also helps to build or develop better communities. The statement emphasised that good secondary school physical plants help to boost the socio-economic, and educational image of the communities in which, the schools are located. This assumption agrees with Aminu, (2010) statement that an attractive school plant on a beautiful landscaped site may speak more appealingly and more eloquently than a thousand of words spoken by the local chamber of commerce. The statement added that an attractive school physical plant has ample potentials to attract high quality stair students and business entrepreneurs.

3. Finally, well-planned and maintained school facilities will enhance the conservation of scarce resources, and may also reduce the cost of repairs and maintenance especially in times of dwindling economy in the nation at large, and in the North-Central Zone, in particular.

After the completion of the school resources, activities, keys should be handed over to the institutional planning team for proper management. Aminu,(2010)pointed out that for the three interdependent criteria (education, human development and conservation of the scarce resources) to function effectively, the keys of the completed secondary school plant should be handed over to the school officials, specifically, the school principal. This practice is a nation-wide activity which the North-Central Zone is no exception. However, as a result in the vast extent of the nation and even North-Central Zone, the institutional planning team is often not actively involved in the school resources

planning process. Nevertheless, it is charged with the management of their respective school resources.

When the resources are turned over to the school officials by the executive planning team at this time, electricity and fuel are supplied to school, and are charged as school expense. Furthermore, switches are activated and the school buildings, furniture, instructional materials and equipment (human, financial and time) are put to use by the school administrators, staff and students for the purpose of securing a comfortable and inspiring environment for teaching and learning. In support of the above states (Aminu, 2010)assured us that as soon as teachers, students, administrators, and physical plan and non-academic staff begin to function normally within the spaces specifically designed for them, the school is said to be "operational". However, one thing worth understanding is that it is at this stage (operation) that the materials and surfaces of the secondary schools' resources begin to deteriorate very slowly, and each piece of mechanical equipment starts to was out at its own predictable time-rate. This condition, according to Castalid (2005), soon brings in the second stage in the management of the physical plants, which is known as the "Aging Process".

Aminu further went on to state that the aging process of the school resources is natural, universal and inevitable. His statement informs us that the deterioration of secondary schools' facilities in Nigeria and especially North-Central Zone should be seen as a usual problem which may not be easily solved without greater attention given to the operation and maintenance programmed. His view also points out that the management of school facilities is to be undertaken for the achievement of secondary school goals.

Therefore, a well-conceived programme of maintenance and operation may be seen as an integral part of the management of the secondary school system, for the purpose of conservation of scarce resources for good quality education, especially in this

period of economic stress, In other words, operation and maintenance are essential components in the management of school physical, facilities in Nigeria, particularly in the North-Central Zone. This is done for the purpose of durability and efficient utilisation of school facilities, and for the attainment of educational goals by institutional members at a moderate cost. These form the basis of attempting to identify below the personnel involved and their roles in the management of secondary school physical facilities in Nigeria, using North-Central Zone specifically.

2.5.10 Personnel Involved in Resources Management in Secondary Schools

The researcher earlier emphasised that mobilisation, operation, maintenance; management and access are essential components of the school resources management. According to Woolfock (2010), operation simply refers to cleaning, disinfecting, heating and caring of the school, school resources, while maintenance, according toAminu (2010), is mainly keeping the school resources in their original state of efficiency through repairs, retraining, replacement and correction, to mention but a few.

Management involves the supreme leadership and supervision of the central administration such as the ministry of education, or school management board, school principals, staff, students, custodians and even community members. Atkinson in (Aminu, 2010) ; Ozigi in Dare (2004) Adewuyi (2011). The authors cited above also shared views that for the principal to effectively undertake this crucial task, he has to delegate some of his authority, power and duties to some members of staff and students in order to ensure a clean teaching learning environment. Emetoron (2014), Okon (2011) were of the opinion that the materials, equipment, socio-economic and cultural values and the maintenance-culture of the culture of the communities should be taken into consideration in order to ensure effective management of schools.

To further illustrate the fact that management of school resources, particularly at the secondary school level, is a collaborative effort, Olutola in Adewuyi (2011) stated that students should be involved in identifying and reporting the facilities, equipment, playgrounds and instructional materials that need repairs and maintenance to the school principal. In the same vein, Atkinsion in Aminu,{2010) also stressed that to ensure durability of school facilities, teachers and administrators should pay particular attention to their maintenance, for instance, he emphasised the need to wash the classrooms, chairs, tables, and other sitting materials when they are dirty. He maintained that maps, globes and charts should be washed and dusted with damp cloth annually, and stored in cabinets when not in use. Both Olutola and Atkinson were in agreement over the view that the principal, staff and students have a vital role to play in the management of secondary school physical facilities (human, finance and time).

The literature on school facilities management cited earlier is in support of Woodruff's statement that students, teachers, and school principals contribute to the pleasantness or unpleasantness of the educative process, Yusuf (2010). However, we should note that school staff and students sometimes are forced by the administrative red-tapism to exercise a lot of patience before securing both human and material resources that will effectively support the management of the school physical plant and facilitation of effective teaching and learning.

2.5.11 Roles of Personnel

For information on management of school facilities at the secondary school level in Nigeria, especially in the North-Central Zone of Nigeria to be meaningful, roles of important persons involved. In the management, such as the central administration, ministry of education and schools management board officials, principals, teachers, students, custodians and even community members are highlighted and supported by the

relevant literature. For instance, before the principals, staff, students and custodians assume responsibilities for operation and maintenance of school resources. Aminu, (2010) stated that the central office exercises greater roles in its maintenance. Thus, the central administration of North-Central Zone charged with the management of school resources at the secondary school level should take note of this crucial role identified by Aminu.

Aminu (2010) also went on to enumerate the following as the major functions of the central office of the ministry of education or schools' management board in North-Central Zone of Nigeria:

i. Formulation of policies, rules and regulations, qualifications for hiring custodians and staff for planning, budgeting, time scheduling and support of the principals, staff and students in the management of the school resources.
ii. In addition to staffing the central administration should provide funds to schools to support principals for adequate provision for custodial working materials and disinfectants for cleaning, and the maintenance of the school facilities. Unfortunately, with the situation in the country, since the inception of the Structural Adjustment Progamme (SAP) which has made it increasingly difficult for the ministry education to adequately fund secondary schools, schools have been starved of funds. In this type of pathetic situation, principals in the state have been finding it very difficult to manage both the human and material resources in schools under their control and supervision. For it is with money that staff paid and facilities can be bought for use in the schools.

With regard to the teaching and non-teaching staff, most writers emphasised that they are to help the principal in managing the school resources by keeping it clean, attractive in order to create the kind of school environment which makes learning easier and more beneficial, Aminu, (2010). The above information implies that the secondary

school staff act in supervisory capacity to assist the principal in coordinating the efforts of students, custodial staff, and non-academic staff in the management of school resources.

On students' role in the management of school resources, Olutola in Adewuyi (2011) maintained that schools which involve students in grass-cutting, path-hoeing, classroom sweeping, toilet-cleaning, tree-planting and other duties connected with school plant maintenance succeed in maintaining a clean, beautiful, respectable school premises. Olutola's statement re-affirmed that effective management of school resources tends to improve if students feel involved and are responsible for the operation and maintenance of school physical plant.

In analysing the roles of school principals in the management of school physical facilities, most authors such as Aminu, (2010), Ozigi in Dare (2008) and Oni (2011) emphasised that the principal is the key person who supervises and coordinates all aspects of school management, particularly resources, personnel, finance, academic affairs, health, labour, games and school-community relations. For instance, Ozigi in Dare (2008) enumerated the specific functions of the school administrator as follows:

1. The secondary school principal is charged with the responsibility of seeing to it that essential equipment and materials are provided in adequate quantity, and in good time;
2. He should also ensure adequate number of the various school resources;
3. He should keep and carefully maintain a good register of all school resources;
4. He should develop a good system of supplying, issuing, and distributing resources for the school store and from contractors;
5. The school principal's major task includes seeing to it that the personnel buildings, grounds, furniture, finance and time in the school, are well

maintained and used for ensuring the health and safety of staff and students, and for the achievement of instructional efficiency;

6. It is necessary for secondary school principals in Nigeria to have a prepared plan of the school resources, with its prescribed specifications, extension requirements, and qualified personnel for its operation and maintenance;
7. It is also the principal's responsibility to see to it that adequate financial provision is made in the budget for effective operation and maintenance of school physical facilities.

Discussing the role of the school principals, Aminu,(2010)stressed that the school head is responsible for major repairs reported to him by the personnel, while those that are considered major are further forwarded to the central administration for administrative support, in terms of money, materials, and personnel that will execute the repairs. What Aminu expressed is that is it also done in Nigeria and in North-Central as regards the minor and major repairs. However, sometimes the central administration, due to its bureaucratic nature, does not offer immediate support towards the maintenance of secondary school facilities.Aminu's statement also illustrates the subordinate position of the secondary school system and the principals to the central administration, for example, ministry of education or schools management boards.

Other staff known to carry much of the weight for the operation and maintenance of the school under the leadership and supervision of the secondary school principals are vice principals, senior teachers and heads of departments and the custodial staff. The custodial staff include porters, cleaners, janitors, store-keepers, watchmen. Both Aminu,(2010)and Olutola in Adewuyi (2011) pointed out that it is the duty of the school principal to hire efficient custodial staff, that respect and desire to keep the school physical

plant clean, beautiful and attractive. They went on to stress that for the principal to secure such a calibre of staff, he should be aware of their qualifications and functions, as well as their materials for working. They also held the view that one can have high grade materials such as hoes, cutlasses, buckets, disinfectants to keep the environment clean or else the maintenance programme may be ineffective.

Both Aminu's study (2010) and Olutola's work in Adewuyi (2011) enumerated the basic qualifications, functions and materials that should guide efficient performance of custodial services. Specificaly, the study is to also serve as a guideline to the central administration officials' secondary school principals' charged with the selection of custodial staff for school level in Nigeria specially North Central geopolitical zone.

Finally, the communities' Parent/Teacher Association', the school Board of Governors, and philanthropists are considered as important forces for generating funds', materials and even labour for effective management of physical facilities at the secondary school levels, especially at a time when economic depression has adversely affected the finances of both the federal and state government, Aminu (2010) and Musaazi in Dare (2008). The above writers' opinions serve as a strong signal necessitating the incorporation or active involvement of communities and philanthropist in the management of secondary schools sited within their localities.

In summary, accessing educational resources simply means verifying the quantity, quality and attributes in the resource to be able to use them effectively for the attainment of quality education, organization for economic cooperation and Development (April, 2013). Therefore, if resources are mobilised and properly managed, a good assessment of resources are directed to where they rightfully fit in (those for technical education will go for Technical Vocational Education (TVE), law, administration and even for business education which improve the quality of education at all levels in Africa. Proper

mobilisation, management, access will increase the quality of education in Africa in all its ramifications.

2.5.12 The Roles of Principals in Planning and Maintaining School Facilities

In analysing the roles of school principals in the management of school physical facilities, most authors such as Aminu, (2010), Ozigi (2002) and Salihu (2012) emphasised that the principal is the key person who supervises and coordinates all aspects of school management, particularly physical facilities, personnel, finance, academic affairs, health, labour, games and school-community relations.

For instance, Ozigi in Dare (2008) enumerated the specific functions of the school administrator as follows:

1. The secondary school principal is charged with the responsibility of seeing to it that essential equipment and materials are provided in adequate quantity, and in good time;
2. He should also ensure satisfactory storage of the various school items;
3. He should keep and carefully maintain a good register of all school equipment;
4. He should develop a good system of supplying, issuing, and distributing items from the school store and from contractors;
5. The school principal's major task includes seeing to it that the buildings, grounds, furniture and other physical facilities in the school, are well-maintained and used for ensuring the health and safety of staff and students, and for the achievement of instructional efficiency;
6. It is necessary for secondary school principals in Nigeria to have a prepared plan of the school physical plant, with its prescribed specifications, extension requirements and qualified personnel for its operation and maintenance; and

7. It is also the principal's responsibility to see that adequate financial provision is made in the budget for effective operation and maintenance of school physical facilities.

Discussing the roles of the school principals, Aminu (2010) stressed that the school head is responsible for major repairs reported to him by the personnel, while those that are considered major are further forwarded to the central administration for administrative support, in terms of money, materials, and personnel that will execute the repairs.

Other staff known to carry much of the weight for the operation and maintenance of the school physical facilities, under the leadership and supervision of the secondary school principals is the custodial staff. The custodial staff includes porters, cleaners, janitors, storekeepers, and watchmen. BothAminu,(2010)and Olutola in Adewuyi (2012) and in Ibrahim (2010) pointed out that it is the duty of the school principal to ensure efficient custodial staff, that respects and desire to keep the school physical plant clean, beautiful and attractive. They went on to stress that for the principal to secure such a calibre of staff he should be aware of their qualifications and functions, as well as their materials for working. They also held the view that one can have high grade materials such as hoes, cutlasses, buckets, disinfectants to keep the environment clean or else the maintenance programme may be ineffective in the school system.

2.5.13 Roles of Teachers in Maintaining School Facilities

It is the task of the teacher to bridge the gap between theory and practice in education by helping the student's to see how philosophy, psychology and sociology relate to what goes on in the classroom. Through him, the students' educational horizons grow so that he is helped to see his work in perspective and understand the significance of its elements.

The teacher does not have one role, but many. He is a manager organising his students so as to accomplish set objectives. He is a resource person providing students with information and able to guide them to other fruitful sources. He is what the French call amateur, stimulating and arousing the interest of students so that they generate their motivation.

Teachers, as well as other staff, must all be involved in the maintenance of school facilities. They should monitor and supervise usage, especially by students. Where necessary like in laboratories and workshops checklist/inventory of all equipment should be taken and adequate maintenance adhered to, this may involve simple cleaning to general servicing or replacement of faulty parts. Classrooms, games, library and accommodation facilities should likewise be monitored and reported by relevant teachers, most at times certain persons are charged with these responsibilities to report to the school principal on regular basis.

2.5.14 Roles of Students in Maintaining School Facilities

For information on the management of school facilities at the secondary school, the students have their own roles to play in the management and maintenance of school facilities. On their role in the management of school physical facilities, Olutola in Adewuyi, (2012) in Ibrahim (2010) maintained that schools which involve students in grass-cutting, path-hoeing, classroom-sweeping, toilet-cleaning, tree-planting and other duties connected with school plant maintenance, suëceed in maintaining a clean, beautiful and respectable school premises. Olutola's statement re-affirmed that effective management of school facilities tends to improve it students feel involved and are responsible for the operation and maintenance of the school physical plant.

Some roles of students in the school maintenance include the following:

1. Overall responsibilities for maintaining discipline in the school compound outside the teaching hour of the school;
2. They are responsible to keep their hostels and the school premises clean;
3. Maintain discipline and order among themselves;
4. Like the duty prefects, they will report to the principal's office every morning before the assembly for briefing and any instructions on any special assignment for the day;
5. All house captains and house prefects are responsible for the maintenance and welfare of their houses;
6. Such prefects may punish students for breach of discipline, disobedience or violation of school rules;
7. They assist the sick students to receive proper medical attention from the school dispenser;
8. Also the school head-boy will be responsible to receive all visiting teams from various schools, as well as individuals and be responsible for their welfare and comfortable stay in the compound;
9. They are responsible for organising and maintaining discipline in the morning assembly; and
10. After the school hours the prefects will be responsible for supervising the smooth-running of the school routine. For instance, punishment of students, roll call, prep, bed check, light out, etc. Dare, (2008).

2.5.15 Roles of Supervisors on the Maintenance of School Facilities

The concept of inspection is being transformed to one of healthy supervision and guidance. Supervision is intended to cause improvement of teaching and learning by working with teachers who are working with pupils that were charged with the duty not of

finding fault but of giving practical help and guidance. It is democratic, not bureaucratic or autocratic. Direction and regimentation have to be replaced by wise and constructive suggestions and expert guidance. Therefore, some roles of inspectors are as follows: as cited by (Kolo, 2013):

1. The inspector serves as an adviser and guide to the teachers;
2. Running induction courses for the newly-recruited teachers and the school principals;
3. Taking accurate and positive reports to the ministry of education on the schools he visited;
4. They also inspect such things as school buildings, furniture, equipment, sufficient books, classroom materials, visual aids and so on;
5. They carry information from the ministry of education to various schools.

2.5.16 Improvement of School Facilities through Effective Supervision

According to Ibrahim (2010), the following is expected to help in the modalities on how to improve effective administration and planning in secondary schools. To sustain secondary education programme in Nigeria, adequate financial and human resources should - be made available and any act of mismanagement of school facilities should be checked and prosecuted:

i) Doors, windows, walls and roofs should be of material and finishing requiring minimum maintenance;

ii) Outdoor, door light fixtures, electric outlets, equipment and other fixtures should be accessible for repairs and replacement.

iii) Classroom floor coverings should be the type which require minimum care;

iv) Ceilings and walls should be the kinds that are easily cleaned and resistant to stain;

v) Built-in equipment in the laboratories should be designed and constructed for ease of maintenance;

vi) Walls ceilings in specially designated areas should be the type that can be easily cleaned;

vii) Recreational areas should be kept clean always;

viii) Adequate storage space with water and drainage should be accessible in all areas;

ix) Adequate electric outlets and power should be available in every area to permit routine cleaning;

x) Access streets should have sufficient signals or signs to permit safe entrance into an exit from school areas;

xi) Pavement and steps should be protected by proper signs, and signal students play areas should be segregated from vehicular traffic and pedestrian walk ways;

xii) Location of play ground and games equipment should be free from hazard;

xiii) Emergency doors should be provided where necessary;

xiv) Special learning areas such as libraries, laboratories, workshops and room for specific subjects should meet minimum standard in terms of size;

xv) Libraries and resource centers should provide appropriate and attractive space for reading and research, etc;

xvi) Science laboratories should provide sufficient space for group instructions, individual experiments and adequate locked storage;

xvii) Storage space for teachers' materials in special learning areas should be adequately maintained in every school;

xvii) Dining halls or cafeterias should be attractive with sufficient space for service delivery, storage and food preparation;

xviii) Clinic should he equipped to treat minor and emergency cases;

xix) Site and buildings should be well landscaped;

xx) Adequate fire safety, fire-lighting equipment should be properly located at strategic points;

xxi) There should be no extravagance in the use of supplementary school recourses e.g. chalk, chalk-board, stationery and other consumable resources;

xxii) Avoiding waste and guiding the available school facilities, a maintenance culture must cultivated in the school system; and

xxiii) The facilities that needs repair should be done and those that requires parts replacement he replaced without hesitation.

2.5.17 Supervision and Management of School Materials

School facilities are human and non human material resources provided in the school to use for the attainment of the stated educational goals. Alabi (2012) classified school facilities into three groups; school plant and instrument. The school plant consists of buildings, playgrounds, sports field and outdoor equipment. The school plant can be seen in the school areas, housing areas and open space areas. The school area is made up of classrooms, laboratories, workshops and libraries. Here, the supervisorries to investigate the availability of these housing areas where they are equipped. Are they functioning? And are they maintained regularly? The school buildings must be standard with ventilation and lighting. School area also consists of the dispensary or sickbay, stores and administrative block. The school area is where the actual teaching and learning takes place and where the day to day running of school takes place. Open space in the school area is made up playgrounds, sport fields and parking lots.

1. Instruments
    a. These are generally considered as the items used for teaching and learning which consist of books, furniture, laboratories, equipments, and visual aids,

teachers' chairs and tables and other aids used when teaching. The supervisor is expected to find the availability, standardisation, quality, quantity, utilisation, function and maintenance of these items. Some other physical facilities found in the school include, school vehicles, school generators, boreholes and many more depending on the capability of the school. And also he will be able to determine the list of current textbooks and any additional for each class and the teachers copy. Availability of teaching aids and reference library books. The number and streams of classes, staff-rooms, their condition, the general sanitation and furniture conditions, others are school form/garden livestock, school facilities include:

2. The classroom

   It should be adequately well ventilated, since a constant supply of fresh air is a pre-requisite for healthy living. A classroom should also contain certain basic equipment. These include desks or chairs, chalkboards, pictures, wall – maps, tables, and cupboards.

3. Staff-room

   A room should be made available to teachers where they can meet one another, they work together or individually. This room should have cupboard, in-wall or lockers, lockers may be there where they may keep their things.

4. Sanitary/Toilet

   There should be one urinal and bowl for 60 students. These should be regularly inspected to assure proper cleanliness and working condition. Toilet room should have moisture-proof and concrete floors which can be easily washed. In addition, a good site for a generator would not disturb the students. An expert should be employed to take care of it.

5. School Library

The school library is the hub of the academic life of a school. With the new technologies of teaching the library should be the centre of the school educational programmes, reading room should be separated from the library.

6. Science laboratories

The school must possess well-planned and equipped science rooms and laboratories to aid instruction and stimulate greater interest in science courses.

7. Workshops and Sheds

Education being vocational number of trades like carpentry, metal fittings, electric works, repairs of household gadgets, etc have been introduced. All these necessitate well-built workshops and sheds. These should be located on the school area.

8. Administration Block

The administrative office for the principal and his staff is very important in school. The administrative block should be planned to feature needs, pleasant and attractively designed.

9. Cafeterias/Dining Hall

Cafeteria is so important in schools. The site of the cafeteria and the equipment needed vary according to the population and site of the school.

10. Medical Examination Room or Clinic

There is room for medical check-up in schools which should be equipped with running water and electric power outlets.

11. Storage and Supply Room

Some rooms should be built for storing tools, furniture, or laboratory, workshop and office equipment.

12. The Hostel

    Hostels should be properly built with good sanitary arrangements. The hostel should be constructed in the school compound and be in a quiet corner, away from the main road.

13. Staff Quarters

    The teachers' quarters should be considered as an integral part of the school plant. A minimum of three-roomed quarters with some open space should be provided to every teacher on the campus.

14. School Bus

    Movement and transporting pupils for their daily activities is paramount. Therefore, in planning for every school, school bus is an important factor. There should be a standby driver and standby diesel for any emergency.

15. Borehole

    In the planning of any school, water is the most important requirement. Therefore, a borehole has to be constructed at side of the school premise.

2.5.18 Management of Materials resources in secondary schools

Supervision, in fact, is a planned programme for the improvement of instruction. The supervisor is expected to supervise the following: methods of teaching (Group method, individual method, and Dalton plan method,) the audio-visual aids used by the teacher to make teaching interesting and effective. The time-table which enforced to carry out the instructional work, distribution of work among the members of the staff, distribution of the prescribed curriculum, term written work done by the students, any experiment conducted and project taken up to improve teaching. Thus, the first and the most important areas of supervision is the management of instructional work. Instruction work supervisor's roles listed byAlabi (2012) are:

Helping teachers to identify new skills as needed to improved instructional efficiency

Working with the individual teachers to generate alternative ways of developing new identified skills.

Working cooperatively with individual teachers to established innovative instructional skills.

Reinforcing individuals or groups who are making attempts to contribute towards achieving the goals for instruction in school or schools assigned.

The supervisor has to find out how effective and useful the teachers' school activities are designed and carried out. And also how the teachers use and apply their teaching skills and ability towards teaching and learning as professionals in and outside the classroom. Also from this aspect of school supervision, the supervisors will be able to determine if the teachers are using the school designed curriculum as directed by the government and if the tools to use were available and the time to use is managed properly. Shehu (2013) described supervision of instructional work as a planned programme for the improvement of instructions. Isah, (2010) explained the word instruction as the interaction between persons, materials, ideas performances and objectives of the contrived curriculum environment". It is the activities or interactions between the learners and the teachers, as the part of the schooling environment it includes human as well as material variables so that while the teacher may not be physically present, instruction through materials or other group experiences can go on. Supervisors of school instructional work are specially-trained supervisors assigned to schools on routine day-to-day duty, and charged with the responsibility of supervising the management instructional work in the schools.

Okon (2011) explained that supervision of instructional work was by those who are specially trained and assigned to a number of schools in a given geographical area, and

charged with the full responsibilities of instructional supervision of the schools assigned to them. He further explained that the instructional supervisor is the person who guides, advises and sources ideas to teachers and observes the teaching and learning processes in the classrooms. Supervision is not for the purpose of criticism or ritual evolution or victimisation, but for the improvement and efficiency of instruction in order to upgrade the academic standards. Moreover, Sonfada (2015) described the instructional work of supervisory team at local school level as those who participate in coordinating the continued development and evaluation of educational goals at the local school level. They also provide the psychological and technological support system for teachers for examples experimentation development, supervision of new programs and sharing of new educational ideas with other schools in the district. They give room for the continuation of education for the professional staff; they design the curriculum and coordinate the various specialized sub-systems in the local schools so as to maintain balance and common direction in schools.

Selection procurement, allocation and deployment of materials and equipment of instruction for educational planning and utilization are all proposed tasks of the local (primary) school instruction supervisory team.

Supervision of instructional work is vey essential. Its objectives is to always help in the provision of community expectation, because both the teachers and learners will be motivated and become inquisitive so that at the end the aims and objectives of education will be achieved and the community will be developed. On the other hand, teachers' and pupils' concerns, interests and needs are catered for. Since the supervisors will find out all the problems and provide solution to them. One key to the effectiveness of supervision of school instructional work is that it provides broad base participation; the instructional

materials will be supervised with the cooperation of the teachers always. This will give an understanding and support services and consultation.

Some other aims and objectives of supervision of instructional work also provide direction, provision and activation of engagement opportunities for students, and also provide a basis for evaluation as well as development of instrument and procedures for evaluation. The teachers have to be closely involved, since they need to develop goals and objectives of their own instructional activities which is very important and it gives more contribution to their achievements.

This type of supervision is said to be channeled toward the development of teacher and the total instructional improvement. Because this kind of supervision involves curriculum classroom integrations and the planning schedules regarding teaching and learning in and outside the classroom. Mussazi (1982:77) also noted that "typical school supervisors are concerned with the responsibility for curriculum and instructing negotiation and compromises. This is another comment which draws attention on the importance of supervision of instructional work. This shows that it is a crucial issue concerning the improvement and development of education, which needs more attention from the government.

According to Sofoluwe (2011), in Nigeria more supervision of instruction has become a necessity because of the fast increment in interest for education and size of our schools, which makes the attendance and opportunities for education increased.

While the facilities for education are in short supply, this problem and many more compound in hiking the need for effective supervision. He further explained that instructional supervision aims at helping teachers to become self directive, developing the necessary positive attitudes skills and information that will make them prepared to willingly contribute to the solute of educations and instructional problems. And make the

school a favourable setting for students' learning, that aims at the integrating with teaching behaviour system in such a way provision and actualisation of learning opportunities will be developed for students. Afolabi (2011) listed some functions of supervisors on instructional improvements.

1. In evaluating the data related to the educational product in terms of the accepted goals of education and the objectives of instruction, the following should be taken into consideration:

   a. Determining goals of education and objectives of instruction;
   b. Selecting means of appraisal analysis of goals; and
   c. Analysing data so as to discover strenght and weakness in the product.

2. Conducting a critical analysis of active teaching-learning situation so as to determine the antecedents of satisfactory (anticipated) and satisfactory student growth as reflected in observable behavioural charges and operationally defined capabilities.

   a. Studying the course of curriculum in operation.
   b. Studying the materials of instruction, the equipment and the socio-physical environment of learning and development.
   c. Studdying the factors related to instruction, use of materials, methods and techniques of instruction and other factors.

3. Improving the entire teaching and learning situation which involves:

   a. improving the course of study and the curriculum in operation;
   b. improving materials of instruction, the equipment and the socio-physical environment of learning and development;
   c. improving those factors relating directly to instruction, this may be dealt with by the supervisory team;

d. improving such factors as may be present in the learning which may affect pupils' development and achievement which may be attached in the school situation.

4. Evaluating the objectives, methods and outcomes of supervision.
   a. discovery and applying the technique of evaluation;
   b. evaluating the result of given supervisor programs including the factors which may tend to limit the success of those programmes;
   c. evaluating and improving the performance of all who compose the supervisory teams.

From this explanation, we can understand that supervision of instructional work plays a vital role in teaching and learning situation. It is very important to have frequent instructional supervision, by professional supervisors in our secondary schools.

2.6 Management of Financial Resources

This aspect of the study examined the influence of supervision on the management of financial resources as discussed below.

2.6.1 Influence of Supervision on the Management of Financial Resources

Financial resource is the monetary resource which serves as a means of acquiring all the other educational resources. Thus, its availability and mobilisation are of great importance to any university. The financial position of an institution has a lot to do with the continuity/existence of the institution. This can be categorised as the effective functioning of every unit of the institution. There is thus the need for the secondary schools to mobilise sufficient sources of funds in the form of school fees, loans, grants from local and foreign organisations, endowments, contributions from corporate bodies and charges paid by students, (at a rate comparable with the pattern of students' enrolment into the institution), investments on commercial ventures and consultancy services and so on. Also, the institution could undergo the rendering of other demand-oriented

services/ventures, such as establishing a Bookshop and Borehole/Bottled Water Services, commercialisation of institution's auditorium, in addition to the other identified sources of funds. These and more will serve as a means of resource mobilised for the smooth-functioning of the institution. While mobilising financial resources, the university might consider the option of partnership with some foreign private organisations. (Ogunsaju, 2013).

Material resources, on the other hand, are referred to as infrastructure and learning resources. These include: land, the physical structures in the institution such as the lecture theatres, classrooms, laboratories, libraries, and office space for teachers. The resource room which is often owned on departmental basis is also inclusive. Laboratory equipment, markers, chalk, black-board, overhead projectors and so on, are not left out.

The financial resources include the sources of finance for the institution such as school fees, loans, grants, investments on commercial ventures, consultancy services and so on. Ogunsaju (2013) on the area of finance identifies four major sources of finance of secondary schools. They include:

a. grants from federal and state governments, constituting more than 98% of the current cost and of the capital cost.
b. students' contribution towards living expenses in the school constituting less than 1 % of the total operating cost of the school.
c. private contributions by commercial organisations in the form of occasional grants for specific purposes.
d. interest earnings on short-term bank deposits, proceeds from commercial activities of the school and rents of school properties.
e. Launching
f. Gifts, contributions from donor agencies and non-governmental agencies.

With the critical changes taking place in internal and external conditions facing developing countries, increased attention has been drawn to the need to improve the mobilisation of domestic resources, especially the institution of a financial system conducive for economic development. In a way, the mobilisation of financial resources can be viewed as a process that facilitates development through its contribution to the following four areas: (a) increasing the volume of savings, (b) encouraging the accumulation of savings in a form that permits intermediation between savers and investors, (c) enhancing the efficiency of intermediation and (d) allocating the resources to those sectors which promise highest rate of social returns.

At the national level, budgetary allocation as a proportion of federal government budget and real gross domestic product (GDP) has great impact on the performance of the educational sector in general and secondary education in particular. Then it is no longer news that the percentage of federal budgetary allocation has been dwindling even when the demand for admission into secondary schools and other institutions of learning by potential qualified applicants is on the increase. UNESCO has long recommended that each country should allocate 26% of budgetary allocation to education and 40% of GDP to education. Unfortunately, Nigeria is yet to meet this condition. In secondary schools both the state funding has been a thing of the past. In comparison with other African nations, Nigeria's funding effort on education is less than half as vigorous and its budgetary priority for education sector in other countries. Worse still, the little allocations to education are never released but taken by operators in government through corrupt practices for selfish ends.

The characteristic pattern of government's budgetary allocation to education as a percentage of the total budget reveals that the nation has not been consistent. That is, education expenditure is not considered as a matter of policy target in the overall

budgeting. According to the FME (2003), each level of education has at various times been a concurrent responsibility of state governments. Fasasi, (2012), hinted that the budgetary process for education in Nigeria lacks incentive for rational allocations. He concluded that the present pattern of government support for education in Nigeria may not encourage the drive for optimum and sustainable human capital development in the country. The condition becomes more pathetic when Nigeria's Gross Domestic Product (GDP) allocation to education is compared with those of less affluent African nations that allocate greater percentage of their generated GDP to education. This, however, is an indication that Nigerian government's allocation of funds to education, despite its' teaming population, increased demand for secondary education coupled with the increased demand for higher education, is still very low compared to that of other developing nations, some of which have lesser population figures. This information explains part of the remote cause of under-funding of secondary education in Nigeria. Korea, South-Africa, Singapore, Malaysia, Indonesia, and India are all making progress in their economic development by investing heavily in education. South-Africa, for example, allocated about 33% of its annual budget to education in the year 2000. It is, however, evident that the government can no longer adequately fund secondary education in Nigeria. A situation where state government turns back to take 50% of school fees from principals is highly appalling. Therefore, the place of adequate mobilisation of funds by each school for secondary education utilisation cannot be over-emphasised. The administrator is expected to allocate the material resources available to the institution efficiently. The buildings (classrooms) are to be allocated to the various arms in the institution. Financial resources are also expected to be allocated for a well equipped laboratory; the library should be well-stocked with quality books, reference books and journals, ICT and technical equipment. These all require a competent administrator of

human and material resources.

Budgets and plans spatially and temporally place the use of resources in a pattern that reflects the goods, priorities and aspirations of a community (Ibrahim, 2010). Resource management is to ensure that resource allocation patterns do not have deleterious effects on the biophysical and socio-economic systems. Resource should, therefore, influence the production, consumption and distribution of resources in directions consistent with the local, regional or national development objectives. In resource allocation, trade-offs will be made with some "costs" accepted in order to gain other benefits. For example, in the ongoing land reclamation project in Lagos, Nigeria, loss of the potential for local fishing is accepted for the gains of building houses and constructing roads. Similarly, during the construction of the Kainji dam, as well as many other dams in Nigeria, large tracts of agricultural land were lost due to inundation. The losses were accepted because the projects promoted higher prospects for electrification, irrigation, fishing and potable water supply. But not all adverse effects of resource allocation can be compensated for. For instance, the displacement of the traditional land owners at Asejire dam in Oyo/Osun States led to low productivity, food shortages and increased level of poverty within the Asejire community (Edward, 2013).

Once again, financial resources include school revenue collection – school fees, agricultural proceeds, levies, loans and grants, aids, launchings, donations, advances, Petroleum Trust Fund (P.T.F.), awards and school business centers, Agun (2012).

Financing education is an essential aspect of planning and management of education. Some prominent economists have reached a consensus on the fact that investment in education is investment in human capital. Their consensus centres mostly on the potential contribution of education and educated citizenry in developing various

sectors of the economy. For instance, the following statements clearly illustrate the relationship between education and both human and economic development:

A nation with high educational development may overcome, to a great degree, any lack of natural resources, but no nation having a poor educational system, even with tremendous stores of natural wealth, has been able to even approach high economic productivity.

The relationship between education and national development is further reflected in the National Policy on Education by the Federal Government of Nigeria (1981). For instance, the 1981 revised National Policy on Education specifically states that Nigeria has adopted education as a dynamic instrument of change. The areas of change are in national efficiency, effective citizenship, national consciousness, national unity as well as socio-economic, political and technological progress. These broad objectives form the basis for all the three tiers of government in Nigeria in their endeavour to place education high in both national and state plans (National Policy on Education revised 1981; Edward, 2013). Adewuyi (2011) observed that these are good intentions which should be supported by human and material resources for realizing them. Ezenwafor (2010) also emphasised the end to have adequate funds, he stress "for any organisation or society to function well it must be financially viable" He further pointed out that any organisation which undertakes a project without adequate funds is sure to face difficulties, which could lead to frustration on the job.

Thus, most of the authorities cited above are of the opinion that no government or institution can expand its educational plans without adequate funds. Why? This is because finance is considered the live wire and an essential solvent for the purchase and supply of goods and services (Nwaogu, 2001; Aminu, 2010). For instance, in a school system, money is used for the supply and maintenance of school equipment and instructional

materials as well as for payment of staff salaries. The above items require a lot of money, but they are indispensable for the attainment of a nation's or state's educational goals. They account for why most developing nations such as Nigeria, and most states, with particular reference to.

Although economist, such as IIEP/UNESCO (2000) stressed that the quality of education is intimately related to its financing, North-Central Zone of Nigeria has failed to provide adequate money and resources for the successful implementation of the educational system. This is supported by the statement that "The most serious problem threatening Nigeria's educational development, however, is the lack of funds. The flow of money into the educational system has not been keeping pace with the systems' development. Successful school facilities planning requires a fundamental examination of a nation's and state's economy, and the inert relationship between education and the other sectors of the economy and vice-versa. This is very reasonable because historically human and educational needs are infinite, but means or resources are finite, kolo (2013). It is in these respects that the researcher agrees with the view of most planners such as Musaazi in Dare (2008); who is advocating the system analysis for educational planning with a view to guiding policy makers in providing rational decisions for the attainment of an educational system of high quality. Financial resources for the school are obtained from government, individuals, donations, gifts from philanthropists, aids, foreign donors, school fees, school enterprises, industries, corporate bodies, launchings, loans, and examination fees.

2.6.2 Fund Generation for Secondary Schools

A major problem facing most secondary schools in Nigerian today is inadequate level of funding by the owner's Governments (Okon, 2011). This problem leads in turn to inadequacies in the facilities for their academic programmes. The basic equipment

required for establishing engineering programmes, for instance, are not manufactured in Nigeria, so they have to be imported at great costs. But this in inevitable, because technical education cannot be taught on a chalkboard, it must be taught in the laboratories and workshops for students to have hands-on experience. Hence the importation of technical equipments for all secondary schools that found their ways into markets.

Laboratories and workshops are required for science/technology-based programmes and students' enrolment cannot be increased without additional facilities. The proprietors of some of the schools have not provided adequate funds to order for this equipment resulting in many of the new schools not being able to equip their laboratories/workshops, while the older schools are not able to replace/repair damaged equipment due to high inflationary trend in the economy. Consequently, many schools resort to offering mainly programmes, which are non-capital intensive. Should this trend be allowed to continue, it means that students' enrolment for non-science/technology-based programmes may continue to increase in preference for science/technology-based programmes. The implication of such trend is that it may lead to a drift in the implementation of the National Policy of Science and Technology, which recommends a ratio of 7:3 in favour of Science/Technology-based programmes.

2.6.3 Sources of Educational Funds

Sources of school funds can be classified into three major categories, namely:

i. Parents.

ii. Government, and

iii. Community groups.

2.6.3.1 Parents

Contributions by parents may become necessary due to the inability of government to meet even basic school financial needs. This is in many developing countries. But even

in countries where governments can afford to provide good buildings, qualified teachers and a wide variety of resources, parents may still wish to contribute money for even more resources, such as transport and computers, and pay for educational visits, because they want their children to enter adult life having obtained the best possible education. In rather crude terms, they want them to be at the front of the queue for good jobs.

Parents can contribute in the following ways: paying official tuition fees, paying PTA contributions, paying a specific fee for a building project such a hostel, paying for resources such as computers, textbooks, school uniforms, desks, chairs, sports and paying for the children' welfare, such as meals to mention but a few.

We should not assume that all parents are able to make the same contributions, whether financial, in kind or in time, to the school. Income levels in both urban and rural areas are likely to vary considerably, as will the size of each family. A sensitive approach is required by a school head, first to differentiate between families, and second to make provisions for children and parents who are facing difficulties with payments. On the one hand, you will need to set ambitious targets to raise funds for your school, on the other, you will need to accept that not everyone will be able to contribute to the same extent.

In encouraging parents to contribute, you will need to target your efforts on those who have the means but may not have the will. To cater for the poorer families, you may need to set up a special support fund to help to pay such things as the fees of children who show special promise.

2.6.3.2 Government

Government assists schools financially in several different ways which may include: paying grants to schools, paying teachers' salaries, assisting schools to establish money generating projects by providing technical assistance including materials and equipment, financing the construction and rehabilitation of school plant. the government also makes

indirect contributions to each school through, for example, training teachers, preparing syllabuses and materials and providing inspectors.

2.6.3.3 Community Groups

Community groups are often among the key sources of funds to schools. They are mobilised to carry out given tasks by leaders in the community, such as local chiefs. There are many schools in developing countries that have been built by community groups; these are done through: mobilising community groups in developing projects, community leaders playing the leading role in mobilizing the masses to participate more effectively in school projects, fund raising for individual school in an area, involving community groups and former students in self-help projects for the purpose of generating funds and levying educational taxes on members of the community.

According to Ibrahim (2010), the sources of funding the secondary schools fall into four categories, as follows:

2.6.3.4 Government Subvention

Yearly subvention from the proprietors of the institution arc given to the various federal colleges. The subvention comes from the federal government which involves the submission of yearly budgets. In fact, this is the main source of funding, though the grants often fall short of the budget submitted by the institutions.

2.6.3.5 Corporate Donations

Periodically, corporate bodies give donations directly to the institutions of their choices, though they are not bound to donate; it all depends on the goodwill of the management. Corporate donations are usually attached to a particular project. Most of the federal government colleges enjoy this gesture.

2.6.3.6 External Agencies

A lot of foreign agencies make contributions to the federal government colleges in the form of technical assistance. This may not necessarily be the way of direct financial contribution, but mostly through staff training, donation of books, equipment and teaching aids. Examples of such agencies include EEC, British Council, UNESCO, etc. All the above may be enjoyed by public secondary schools except subvention.

2.6.3.7 Internally-Generated Funds

All the secondary schools try to generate funds internally through school fees and the commercialisation of their products. Because of the Government Policy on Technical Education, there is a limit as to how much school fees can be charged and Parent Teacher Association (PTA) levy.

While the adequacy of the funding is subject to debate, it is believed that higher priority needs to be given to the funding of secondary education in view of its role in providing vital middle-level manpower for the economy, while at this end, the NBTE needs to pay attention to the National Board of Technical Education Fund established by Decree of 1977.

A commission set up by the federal government to review the state of secondary education in Nigeria recommended eight sources of funds for the rehabilitation, restoration and consolidation of higher education as follows:

i. Revenue allocation from the consolidated funds (otherwise known as the Federal Account) for Federal Government Colleges.
ii. The Annual Budgetary Allocation to Education by Federal and State Government, from the Secondary Education will receive its share.
iii. A Secondary Education Tax (2%) imposed by Government on all profits declared by companies operating in Nigeria.

iv. Internal institutional revenue generation through business ventures.

v. Partial recovery of academic costs through fees, etc.

vi. Old boys and girls associations.

vii. Private Sector Contributions.

viii. Voluntary Agency contributions and donations from philanthropic individuals.

According to the Commission, the funds derived from Revenue Allocation, the Secondary Education Tax and from voluntary agencies, foundations and individual's contributions to secondary education (not made to specific institutions) are to be administered by the National Secondary Education Fund for State Government Schools.

2.6.4 Disbursement of funds to and within Secondary Schools

The major functions of the secondary school administration are:

a. to provide full time instruction and training in Technology, Science, Commerce, Art and Civic Education.

b. to undertake research in the development and adoption of techniques;

c. to arrange conferences, seminars, and study groups in relation to the field of learning specified in paragraph (a) above; and

d. to perform such other functions as in the opinion of the board may serve to promote the objectives of the secondary school.

Also, the Education (National Minimum Standard and Establishment of Institutions) Decree No.16 of August 1985, states the functions of Technical Education which also applies to secondary and technical schools as follows:

a. the provision of trained manpower in Science, Technology, and Commerce, Arts and Civic Education at all professional grades;

b. the provision of technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic developments;

c. the provision or qualified and well-equipped personnel to apply scientific knowledge to the improvement and solutions of environmental problems for use and convenience of man;

d. the introduction of professional studies in and other technologies; and

e. the provision or training to impart the necessary skills leading to the production of Craftsmen, Technicians, Technologist and other skilled personnel who will be enterprising and self-reliant.

From the foregoing discusion Ibrahim (2010) stated that, in order to meet their objectives for which secondary and technical colleges were established, they engage in the following activities:

1. Imparting students with theoretical and practical knowledge in all fields.
2. Involve in learning that will facilitate a process of product development. This is for both staff and students.
3. Engage in the development and training of their staff, both academic and non-academic, in order to up-date their theoretical, technical and administrative know-how.
4. Organizing and participating in seminars and conferences and study groups in relevant fields.
5. Encourage the spirit of creativity and engage in sporting activities since a healthy mind lives in a healthy body.

The schools have to expend a lot of money to be able to undertake the above listed activities. Schools, being social institutions do not operate as profit-making organisations and have to be financed to meet the stated objectives.

The state government suppose to finances all state government colleges and they receive their grants through the ministry of education, NBTE. The grants usually fall

under two categories – recurrent and capital. The recurrent grant has to be expended to cover such areas as:

a. Salaries, Personnel emoluments and others
b. Transport and traveling
c. Teaching consumables
d. Staff development and training
e. Medical expenses
f. Research funding
g. Conferences and seminars
h. Periodicals, journals, stationery, sporting and other activities.
i. Maintenance of existing assets.

While the Capital grant covers:

a. Purchase of plant and equipment, motor vehicles.
b. Building and provision of various types of infrastructures.
c. Purchase of books.

Disbursement of funds has a great role to play in the management of institutions finances. Shaba (2011) opined that school finance programmes have two dimensions - and the allocation dimensions. The allocation dimension, which is the main focus of this section, is concerned with how disbursements are made to the schools and within the school system. In order to be transparent, organisations continue to search for the equitable way of sharing funds to institutions and/or their sub-units because of the problems associated with how best to disburse available funds. Tg176 there are many ways of allocation of funds to the institutions - these include:

l Flat Grants**:** These are grants shared out to institutions on the basis of equity. They are tied to the number of pupils enrolled in the institution. The system ignores any

disparity in local resources and tax efforts.

2 Matching Grants: These are grants given to lower levels in the hope that they will add their own funds to them in order to execute projects. This stimulates efforts at generating revenue.

3 Equalisation Grants: These are offered by government on the theory that aid to the Institutions should bear an inverse relationship to the resources of the institutions. Rich Institutions get less money while the poor ones get more money.

4 Categorical grants: These are grants made to institutions for specific projects.

Usually, there is no condition attached except that they must be used for the project in respect for which they are given (Adewuyi, 2011, Edward, 2013). Yearly subventions from the state government are given to the various school and colleges based on the budgets from these Institutions. Budgets are usually prepared after information has been received from the NBTE regarding the expected subvention for the year. The federal government gives all monies to the NBTE for disbursement to individual school based on their needs. The NBTE disburse the fund according to recurrent and capital expenditures. The allocation is usually done on quarterly basis and the disbursements to school are done on quarterly basis.

In the school system, funds are allocated to the sub-units of the Institution because oftheir size from some recurrent expenditure codes. Vote books arc maintained by the accounts sections of the school. Expenditure Control and Salary for recording details of the expenditure incurred from the funds allocated. This is to ensure that the allocations arc not exceeded without obtaining appropriate authority. Liabilities or for expenditure must be entered in the Vote Book against the code to make sure that funds arc reserved pending their execution. Allocation of funds is made on quarterly basis after receiving quarterly subventions from NABTEB. This is to avoid cash now problems.

Some expenditure codes may offer savings on their allocation while some may have to be exceeded because the nature of expenditure cannot wait without adverse effect. The management abuses environment to effect re-allocation of funds between expenditure codes. This means that expenditure codes savings are reduced and those requiring more funds are increased by the same. At the end of the exercise, the total budget remains the same. Often, the management abuses this exercise resulting in financial mismanagement.

2.6.5 Financial Resource Management in Secondary School

Of particular interest to staff, students and other categories of people outside the school system is probably how the funds are spent. It is probably the most controversial of all financial operations because of the differences in perception of the purposes, methodologies and the rules and expenditures. The teachers in the school are particularly apprehensive of the way funds are spent.

There are a number of methods approved by government as to how institutional funds may be spent; this includes the contract system, direct labour system, the special imprest or direct purchase system.

In the system, the procedure for incurring expenditure depends on whether the expenditure is capital or recurrent in nature and the amount of cash involved. According to Nwadiani (2009), in all federal government colleges, all capital expenditure involving funds to the tune of between ₦250, 000.00 and ₦5, 000.000.00 must pass through the governing council of the schools while amounts above ₦5, 000.000.00 will require the approval of the minister. Minor capital expenditure involving amounts ranging from ₦100, 000.00 to ₦250, 000.00 could be handled by the minor works committee or the management.

To execute projects in the schools, two methods are usually employed, contract and direct labour. For major capital expenditures, contract systems are usually employed

while for minor capital expenditures, either contract or direct labour system can be used.

1. **Contract System**

    a. Contract comes from 'the Latin word 'Contractum' which means drawn together. Contract has been defined as an agreement the law will enforce. It can be completed by the parties concerned, by spoken word or by written documents (Jibo, 2011). Alibi (2012) saw contract as "a binding agreement between persons, groups, states or between a government department of institution and some other party, to supply goods or perform services or carry out an assignment either in general or specific terms at a fixed or varying amount". Contract is another way by which an institution can delegate its functions and responsibilities. The contract system allows an institution to benefit from the skills of an expert, which may not readily be available in the institution.

    b. Presently, people see contract as a way of siphoning the scarce resources of an Institution, as it is generally believed that the system has been abused through over inflation of contract costs. Shehu (2013) claimed that there is a deliberate over payment to contractors by officials and this facilitates widespread corruption; exaggerated design concepts by some consultants in order to increase cost of consultancy fees as well as of projects. Whatever good reasons there might have been for giving out contract seem to have been beclouded by the rampant incidence of misuse of contract awards, and a corresponding dwindling in resources. Offorma (2014) opined that reliance on contracts has led to the loss of huge sums of money. The contract system of executing institutional projects may be received with mixed feelings depending on how it is effected.

2. Direct Labour System

a. The alternative to contract system of executing institutional project is the direct labour system. Olagboye (2014) defined direct labour system as an approach through which institutions execute projects with the requisite skills and experiences drawn from all sections within the whole institution and welded into a force for the sole purpose of executing a particular project. According to him, task force exists thereafter. Through this system, the Polytechnic uses its man, material and financial resources to execute its own projects Ibrahim (2010) stated that there are enormous amounts of highly-skilled manpower and equipment available in the school that can be used to generate funds as well as to save costs for the school system. The question that may arise here is whether direct labour system can eliminate the negative effects of contract system. It is believed that the direct labour approach can still serve as a source financial mismanagement because of the materialistic inclinations of Nigerians. Cost inflation of materials can still be negotiated; and fake receipts produced as evidence on execution. Same in other public schools.

2.6.6 Management of Financial Resources

The term 'financial management' has a number of meanings including the administration and maintenance of financial assets. The process of financial management may also include identifying and trying to work around the various risks to which a particular project may be exposed.

Some experts refer to financial management as the science of money management– the primary usage of the term being in the world of financing business activities. However,

the process of financial management is important at all levels of human existence, because every entity needs to look after its finances.

From an organisational standpoint, the process of financial management is the process associated with financial planning and financial control. Financial planning seeks to quantify various financial resources available and plan the size and timing of expenditures. In the business world, this means closely monitoring cash flow. The inflow is the amount of money coming into a particular company, while outflow is the record of the expenditure being made by the company in various sources.

At the individual level, financial management mostly involves tailoring expenses as per the financial resources the particular individual has. Individuals who are in a favourable financial position, with surplus cash on hand or access to funding, plan to either invest their money for a positive return (which normally means that they have made more money after calculating the double impact of tax and inflation) or to spend it on discretionary items.

Theoretically, the financial management is a kind of "Cycle". It is supported by a financial administration system which is designed to make sure that all transactions are captured, and that management can withdraw data to monitor trends. The financial administration system, such as the Financial Management System (FMS), has a specific structure with identity codes to show the following:

- Where funds are spent,
- Why funds are spent,
- What the money is being spent on, and
- What item the money is being spent on.

The secondary schools started mostly as arms of ministries of education that fathered them as parastatals with little or no autonomy over their affairs. The

governments realised that secondary education of any type should be run under the encumbrance of the general orders and all other red tape associated with the Civil Service structure, Fasasi (2012). These institutions have specific run under the encumbrance of the general orders and all other red tape associated and professional manpower in diverse fields. In view of the complexity of higher education and its importance to the corporate existence of the country, it became clear that this type ofeducation be organised under the auspices of government ministries per se. Hence, the need for such institutions to be given to ministry to run their affairs under a board that is composed mostly of representatives of the major financing organisations and other interested bodies.

The Chief Executive of the ministry is in all cases, a member of the governing board. The power of the governing board is usually spelt out in the enabling Laws establishing them and their powers include: the investment of the funds in securities in Nigeria as approved by government, and sourcing money within the country in such a manner and upon such securities as the government may from time to time, allow or authorise. The board's major concern should be the determination or broad policy objectives of the institutions and the general supervision of what is going on. The board has no business in concerning itself with the day-to-day affairs or the institution particularly or academic nature, which are in fact the responsibilities of the Rector and the academic board usually; the board exercise their responsibilities through committees like:

1. Finance and General Purposes Committee
2. Staff Appointments and Promotions Committee
3. Tender Committee

With the critical changes taking place in internal and external conditions facing developing countries, increased attention has been drawn to the need to improve the mobilisation of domestic resources, especially the institution of a financial system

conducive for economic development. In a way, the mobilisation of financial resources can be viewed as a process that facilitates development through its contribution to the following four areas:

(a) increasing the volume of savings,

(b) encouraging the accumulation of savings in a form that permits intermediation between savers and investors,

(c) enhancing the efficiency of intermediation, and

(d) allocating the resources to those sectors which promise highest rate of social returns.

In a like manner, financial resources also need to be allocated (despite their size) in such a way that costs will be minimised and benefits maximised by human resources. In line with the allocation of financial resources available to secondary schools is expenditure management**.** This involves the use of a rational approach to allocate finance to the expenditures earmarked by the secondary school management. There is the need for the expenditure manager (bursar or the financial clerk) to have a good understanding of budgetary concepts since the budget mechanism is truly a control mechanism on the mode of expenditure management of the institution. It is noteworthy that the annual budget which represents the annual financial estimates for implementing the proposed plans and programmes of the institution for each year is of great importance, and thus should be handled technically. Allocation of funds for the actualisation of the institution's plans should be very accurate and rational. Allocation of funds to the various classes of the institution should be proportional to the size and programme requirements of each class. Also, the institution must have a clear-cut documented vision and mission statement which will guide its expenditure management and the actualisation of an efficient allocation of resources in the right direction.

Garba (2008), identified some principles of resource allocation which may help better performance of secondary school finance. Such principles include the fact that project once started must be completed and hence, the needed resources must be properly allocated continually for such project until it is finally completed. Also, decisions that invite heavy recurring costs should be avoided. Leasing may be a better option in such cases. However, in instances where capital projects such as building/ construction projects are involved in order to cope with the future expansion of the institution, the finance resource manager must exercise effective financial control in the allocation of resource to finance the recurring costs that will be involved.

It is noteworthy, however, that accountability is of great importance to the operation of the finance of an institution. There is Fiscal Accountability which focuses on fiscal integrity and compliance with applicable rules, laws and regulations. Managerial Accountability is concerned with efficiency and economy the use and allocation of the educational resources identified earlier in this study. There is also Programme Accountabilitywhich concerns itself with monitoring the implementation of academic programmes, including the allocation of courses to the appropriate teacher. Also course contents are expected to be reviewed at least sessionally in order to ensure that the school curriculum is enriched and can compete favourably with that of other secondary schools. Monitoring administrative/academic staff activities in order to achieve the desired results of the institution is also inclusive in programme accountability. This, to a large extent, will aid the academic performance of students, teachers and administrators in the institution (NUC, 2015). Apart from mobilising resources through savings, domestic as well as external resources are often mobilised through government budgets and plans.

Budgets and plans spatially and temporally place the use of resources in a pattern that reflects the goods, priorities and aspirations of a community, Musa (2011). Resource

management is to ensure that resource allocation patterns do not have deleterious effects on the biophysical and socio-economic systems. Resource should, therefore, influence the production, consumption and distribution of resources in directions consistent with the local, regional or national development objectives. In resource allocation, trade-offs will be made with some "costs" accepted in order to gain other benefits. For example, in the ongoing land reclamation project in Lagos, Nigeria, loss of the potential for local fishing is accepted for the gains of building houses and constructing roads. Similarly, during the construction of the Kainji dam, as well as many other dams in Nigeria, large tracts of agricultural land were lost due to inundation. The losses were accepted because the projects promoted higher prospects for electrification, irrigation, fishing and potable water supply. But not all adverse effects of resource allocation can be compensated for. For instance, the displacement of the traditional land owners at Asejire dam in Oyo/Osun states led to low productivity, food shortages and increased level of poverty within the Asejire community, Eggen (2009). Financial Resources include school revenue collection – school fees, agricultural proceeds, levies, loans and grants, aids, launchings, donations, advances, Petroleum Trust Fund (P.T.F.), awards and school business centers, Agun (2012),

Financing education is an essential aspect of planning and management of education on prominent economists and educators like Nwaogu (2008), Musaazi in Dare (2008) who have reached a consensus on the fact that investment in education is investment in human capital. Their consensus centres mostly on the potential contribution of education and educated citizenry in developing various sectors of the economy. For instance, the following statements of some of the scholars clearly illustrate the relationship between education and both human and economic development:

i. a technologically advanced nation requires an educated citizenry (American ASSN of School Administrators (1966) as in Olagboye (2008).

ii. people who have a good education contribute more to the economy, for they produce more goods, buy and consume more goods and read more; they are active in civic and national affairs; and they enjoy a higher standard of living than those that are not well educated (Chamber of Commerce of the U.S.A Educational Department (1955) as in Olagboye (2014).

iii. a nation with high educational development may overcome, to a great degree, any lack of natural resources, but no nation having a -poor educational system, even with tremendous stores of natural wealth, has been able to even approach high economic productivity, Burning (2009).

Burrup amplified his views by stating that any deficiency in both economy and education automatically relegates a nation to a low productivity as well as the inferior economic status and power in world affairs. These are some of the views which reaffirm the potency of the statement that an educated nation is a healthy and wealthy nation, Olagboye (2014), Adaralegbe in Dare (2008). The above ideas also form the basis asserting that it is indeed necessary for most developing nations like Nigeria to invest in education and human resources for national development.

The relationship between education and national development is further reflected in the National Policy on Education by the Federal Government of Nigeria (2004). For instance, the 2004 revised National Policy on Education specifically stats that Nigeria has adopted education as a dynamic instrument of change. The areas of change are in national efficiency, effective citizenship, national consciousness, national unity as well as socio-economic, political and technological progress. These broad objectives form the basis for all the three tiers of government in Nigeria in their endeavour to place education high in

both national and state plans, National Policy on Education revised (2014). Adewuyi (2012) observed that these are good intentions which should be supported by human and material resources for realising them. He emphasised the need to have adequate funds and stressed that "for any organisation or society to function well, it must be financially viable" He further pointed out that any organisation which undertakes a project without adequate funds is sure to face difficulties, which could lead to frustration on the job.

Thus, most of the authorities cited above are of the opinion that no government or institution can expand its educational plans without adequate funds. Why? This is because finance is considered the live wire and an essential solvent for the purchase and supply of goods and services, Nwaogu (2009), Olagboye (2014). For instance, in a school system,, money is used for the supply and maintenance of school equipment and instructional materials as well as for payment of staff salaries. The above items require a lot of money, but they are indispensable for the attainment of a nation's or states educational goals. They account for why most developing nations such as Nigeria, and most states, with particular reference to.

2.6.7 Instruments of Financial Control

The instruments commonly used in the control of financial operations in the not-for-profit organisations include budgeting, financial rules, regulations and policies, and auditing. In profit-oriented organisations, in ·addition to the control measures listed above, financial ratio analysis, profit planning and financial forecasting are frequently used to estimate the company's performance as compared with the performances of similar companies; to decide on the extent of expansion of existing operations or the development of new production lines and to be able to estimate overall forecast of future new investment programmes.

a. Rules and Regulations

Clear policies, financial rules and regulations play key roles in guiding managers of organisation in their efforts to exercise adequate control over their financial transactions. Each secondary school has or should have a body of statutory financial rules, regulations and policies that should guide council, senate, Finance and General Purpose Committee and other committees in dealing with financial matters. Boards should be able to make financial policies and rules that will guide the internal financial operations of the school it governs.

b. Budgeting

Budgeting has been identified as a potent instrument for financial management and control whether in companies or in universities, Garba (2008), Obayan (2012) and Aboyade Olagboye (2014).

In all organisations, an efficient budgetary system, judiciously and honestly operated, would go a long way in aiding the efficiency and effectiveness of that organistion in achieving its stated goal and meeting the needs of its clients or the society for which it exists. The budget, which essentially is a financial plan or a document which indicates how scarce resources will be allocated among competing needs, seeks to answer the question “who gets what, how and why?”.

As a plan of action which allows “departments to proceed and develop along the lines laid down, and up to the limits prescribed”, Musa (2011) maintained that a good budget does the following, among others:

i. It shows what results will be if the present plans are put into effect.

ii. It discloses areas that require attention and corrective action.

iii. It provides the yardstick against which a manager's actual performance may be compared and, therefore, a basis for evaluation of performance.

iv. As part of the overall plans of the organisation, it must begin with statement of the

orgnisation's objectives and seek to align budgetary provisions with such objectives so as to aid the attainment of "the visualised goals", Alabi (2012). Budgeting for organisations can take the form of a traditional or modern approach. The whole essence of budgetary control as a check on operations, is to compare what has been achieved with what was intended, Sofoluwe (2011).

c. Traditional Budgeting System

This is the kind of budgeting system practised in Nigeria generally, having been introduced into Nigeria by Britain. It is also referred to, variously, as the "line-item budgeting" "incremental budgeting", and its converse, the "Decremental budgeting." Incremental (or decremental) budgeting is put together by adding increments to, or subtracting decrements from the previous year's budget, Shehu (2015). The process assumes the presence of the previous budget, and all that the budget maker does is to add to or subtract from the previous allocations based on newly perceived needs, goals or programmes.

Traditional budgeting has, however, always been critisised on the following grounds:

i. It allows programmes which are outdated, inefficient and ineffective to continue to be part of the budgeting process simply because they had been justified sometime in the past.

The reality, however, is that educators and all progressive organisations are quick to add or subtract programmes and costs based on prevailing circumstances;

ii. It leaves the uses much money unscrutinised from year to year;

iii. Under traditional budgeting, no consideration is given to alternatives to the status-quo, unless through the activities of partisan interest;

iv. Much government spending is institutionalised. Additions/deletions occur, but they

are only marginally significant, and they are small.

ii. Modern Budgeting

To Kolo (2013), solving the problem of financial frauds in public institutions lies in strengthening internal control system. Financial frauds, whether perpetrated by the chief executives and ministry or bursary officials or employees, through circumventing or breaching internal control arrangements, will be minimised if schools have strong internal and sometimes external audit units to conduct checks as well as supervision of accounts and projects. This entails equipping of the personnel manning these systems in terms of knowledge and skills as well as equipment. Adequate disciplinary measures should be taken against erring chief executives and officials.

2.6.8 Mismanagement of Secondary School Funds

To many observers, particularly members of the articulate academic community, whenever things go wrong in the school, it is because school finances have been mismanaged or embezzled, usually by the principal and the bursar. Some principals, if not strong, lose their job or are transferred on the ground of petition. The fact that one investigation panel after another comes up with damaging findings about corruption, mismanagement or misapplication of scarce funds, however, leaves one with no doubt at all that secondary school funds get mismanaged or even embezzled in Nigeria. Many of such petitions have such grim pictures of financial, impropriety of chief executives of secondary schools and their officials as to lay to rest all doubts about the prevalence of corruption in Nigerian secondary schools (the Guardian, 2015, Punch, 2015, Newswatch, 2015). Methods of perpetrating corruption such as inflation of contracts, receipts or over-invoicing, use of fake receipts or payment for "ghost contracts" are believed to be in operation in secondary schools.

Ghost contracts are those contracts paid for but which were never executed anywhere or anytime (Edward, 2013).

2.6.8.1 Consequences of Financial Mismanagement

The consequences of mismanaging secondary school funds are many and varied in kind. As the MDE puts it:

> The Nigerian secondary school system is facing a litany of problems at present. One of these is the shortage of human resources, the paucity of funds for running the system. As a result, most faculties cannot boast of adequate much-needed infrastructural facilities: classrooms are inadequate as well as poorly equipped; the libraries lack current and up-to-date textbooks and journals, facilities like computers are often not available, where there are, principals sell them off and paucity of teachers to handle most of the core subjects (MDE,2012:12).

Poor management as well as non-release of funds contributed to the abandonment of useful secondary school projects as many things could not be paid for work carried out on compound, etc. (MDE, 1988:30).

One of the consequences of mismanaging school funds is that schools that fail to account for previous fees (though not adhered to) given to them are denied continuity as principals until they are accounted for fully, MDE (2000).

Another consequence of the poor funding as well as the mismanagement of the finances, was the “Brain Drain Syndrome”, which depleted the schools of the much needed academic staff; lost to other schools and institutions, and the private sector at home ... and the decline in the quality of the products of the system, Abdulkareem (2013).

The quality of the output of the system, observed Abdulkareem, seems to have

been sacrificed for the increase in number of schools, as the few available academic staff are overstretched in an effort to teach set curricular and meet standards.

When individual staff are involved in financial mismanagement and they are caught, they are usually disciplined appropriately" schools take disciplinary action against such staff, having regard to the power conferred on ministry or board. Mismanaging secondary school funds could thus lead to the termination, dismissal or removal from office of even such very senior staff as directors and bursars.

2.6.8.2 Financial Management and Control

Finance and resources management are the most important variables in the management of secondary education in general, Isah (2010) Secondary education in this case cannot be an exception. The issue related to this has to do with the provision and allocation of funds and how the funds are utilised to ensure that the teaching, research and community service objectives of the secondary level are fulfilled. The main purpose of financial management is the raising of funds economically, and ensuring that the funds so raised arc allocated in the most efficient and effective manners. The need for financial management arose from the fact that resources- either for public or private ends are in short supply, and so efforts must be made to use them optimally, Abdulkareem (2013). This becomes imperative considering the ever-increasing demand for technology education in the face of decreasing resources and rising costs.

Education institutions including secondary schools exist in order to render services and not to make profits, therefore, managing project-oriented businesses. It is a known fact that money, or lack of it, will govern the way an organisation is managed and the way it succeeds. With regard to the secondary schools, educational activities or programmes may be encouraged by the way the funds are managed for optimum benefit. Efficient and effective management of the secondary school system's finance and/or resources require

not just clear goals, programmes and strategies, but the establishment of procedures for mobilising and developing resources, and the monitoring of performance against targets through control and evaluation techniques.

The world generally is undergoing an economic depression and Nigeria being a developing country cannot be an exception, Ibrahim (2010). The educational sector of the economy is the hardest hit, and the effect on education has even been more profound. The effect of this is that secondary schools are allocated and often fall far short of' their actual needs, hence the need for the application of modern management principles and procedures in the management of their affairs and finances.

i. Controlling

Control is the regulation of organisational activities so that some targeted elements of performance remain within acceptable limits. Without this regulation, organisations have no indication or how well they perform in reaction to their goals, Griffin (2007). The managerial function or control is making sure that plans succeed. In other words, it is the measuring and correction of activities in an organisation to ensure that they are contributing to the achievement of planned goals. Alabi (2012) saw the controlling function as ensuring that operating results conform as nearly as possible to the goals set by the organisation. Control consists in verifying that the condition of everything occurs in conformity with the plans adopted, the instructions issued and the principles established. It points out weaknesses and errors in order to rectify them and then prevent their recurrence. While managerial planning seeks consistent, integrated and well-articulated goals and programmes, managerial control seeks to compel events to conform to plans, Kolo (2013). Thus, financial control ensures that the institutions' finances are strictly applied for the goals and programmes they were earmarked and ensuring strict adherence to financial rules, instructions, regulations or policies in order to avoid corruption, mismanagement or

misappropriation and diversion of funds for other uses.

According to Daramola (2014), there are three types of managerial controls based on the focus of control:

i. The preliminary control that focuses on the prevention of deviations in the quality and quantity of resources needed in an organisation. Human resources must meet the job requirements as defined by an organisation, materials must meet acceptable levels of quality and be available at the proper time and place, adequate supply of plant and equipment should be ensured and financial resources must be available.

ii. Concurrent control monitors ongoing operations to ensure that objectives are pursued. The standards guiding ongoing activities are derived from job descriptions and from policies resulting from the planning function. This is implemented by the supervisory activities of managers to determine whether the work of this is proceeding in the manner defined by policies and procedures.

iii. Feedback control focuses on end results. Corrective action is directed at improving either the resource acquisition process or the actual operations. The feedback methods employed include: budgets, standard costs, financial statements, quality control and performance evaluation.

By and large, executives judge the health and worth of their organisations based on the value of their financial standing. The control function must be exercised continually. Ukeje (2004) identified five principles of controlling:

l. Effective control should be based on clearly defined objectives.

2. The measurement technique must be valid and reliable.

3. The control function must be continuous and information timely so that flaws are discovered and corrected in time.

4. Good control follows organisational lines and responsibility for it is strategically

placed in various production units (heads of departments or units) so that there is an executive that actually has responsibility for ensuring that the standards of performance are met.

5. Control reports supply information necessary for corrective action, so they must be distributed to the operation units to guide their actions.

2.6.9 Needs for Control System and Basic Control Process

Control provides an organisation with ways to adapt to environmental changes, to limit the accumulation of error, to cope with organisational complexity and to minimise costs. Griffin (2007) contended that control involves issues such as:

i. Adapting to environmental changes: In today's business environment, all organisations must contend with change. Between the time a goal is established and the time it is reached, many things can happen in the organisation and its environment to disrupt movement towards the goal or even change the goal itself. A properly designed control system can help managers to anticipate, monitor and respond to changing circumstances.

ii. Limiting the Accumulation of Error: Small mistakes and errors do not often seriously damage an organisation's financial health. However, small errors can accumulate and eventually become very serious.

iii. Coping with organisation complexity: As an organisation expands, a sophisticated system to maintain adequate control becomes inevitable, otherwise the goals of the organisation will be hampered. Financial implications can be serious.

iv. Minimising costs: Control can help to reduce cost and boost output. Effective control system can eliminate waste; lower labour cost and improve output per unit of input. Effective control can help in the management of the institution's finance.

Generally, control helps to regulate several organisational activities, from

producing quality products to coordinating a complex organisation. Organisation practise control in a number of different areas and at different levels and the responsibility for managing control is widespread.

Control can focus on any area of an organisation. According to Griffin (2007), most organisations define an area of control in terms of the four basic types of resources: physical, human, information and financial resources. Control of physical resources includes inventory management, quality control and equipment control while that of human resources includes selection and placement, training and development, performance appraisal and compensation. Control of information resources includes sales and marketing, forecasting, environment analysis, public relations, production scheduling and economic forecasting while the financial control involves managing the organisation's debt so that it does not become excessive, ensuring that the firm does not have excess cash in a checking account and that receivables are collected and bills are paid on a timely basis. The control of financial resources is the most important area because financial resources are related to the control of all other resources in an organisation.

Controls require adequate information and communication system that provide for feedback and feed-forward control mechanisms.

i. Feedback information is a key element in management control. Wiener (1948) noted that all systems control themselves by information feedback, which opens error in accomplishing goals and initiates corrective actions.

   Feedback information compares performance with standards, thus highlighting deviations that may require appropriate action. Communication is very crucial to the success of feedback information.

ii Feed-forward system is future directed and seeks to notify the managers in time of possible problems at planning stages in case of omissions. Feed-forward control

avoids the "post mortem" type of' control and anticipates errors and work to stem them in the bud. The essence of feed-forward control system is to help managers to take corrective actions ever before the problems rear heads, (Ehindoro, 2011).

i. Basic Control Process

Regardless of the type of levels ofcontrol systems an organisation needs, any control process has four fundamental steps. Control systems are essentially the same for finance, office procedures, morale, product quality, academic standard or anything else. The four steps identified by Griffin (2007) are: establishment of standards, measure performance, compare performance against and consider corrective action.

a. Establishment of Standards: The first step in the control process and organisation needs is establishing standards. A control standard is a target which subsequent performances will be compared. Standards established for control purposes should be expressed in measurable terms and are consistent with the organisation's goals. Finally, establishment of standards is to identify performance indicators that arc measures of performance that provide information that is directly relevant to what is being controlled.

b. Measure Performance: This is the second step in the control process. Performance measurement is a constant ongoing activity for most organisations. For control to be effective, performance measures must be valid. If standards are appropriately drawn and if means are available for determining exactly what subordinates are doing, appraisal of actual and/or expected performance is easy. However, there are many activities in educational institutions that are difficult to develop accurately. Standards for valid, performance measurement, however difficult to obtain is nevertheless vital, maintaining and effecting control and performance indicators usually can be developed.

c. Compare performance against standards: The third step in the control process is comparing measured performance against established standards. Performance is lower than, or identical to the standard. If performance may be lower than expected, management must decide how much deviation from standards to allow before taking remedial actions, the final step in the time-table for comparing performance to standards in a variety of factors, including the importance and complexity of what is being controlled.

d. Consider corrective action: The final step in the control process is to determine the need for corrective action. Decision regarding corrective actions rests on the manager's analytic and diagnostic skills. After comparing performance against control standards, one of these actions is appropriate; maintain the status quo, correct the deviation or change standard. Maintaining the status quo is preferable when performance essentially matches standards, but more likely some action is needed to correct a deviation from the standard.

2.6.9.1 Instrument of Financial Control

Financial control is the control of funds as they flow into an organisation. Businesses must manage their finances so that revenue is sufficient to cover cost and still return a profit to the firm's owners, Griffin (2007). Not for profit organisations like the secondary school have the same concerns; their revenue must cover operation expenses and overhead. The instruments used in the control of financial operations in institutions such as secondary schools, which are non-profit oriented, include budgetary, financial rules and audition. Other controls such as financial forecasting, financial ratio analysis, etc are added in the case of profit making business concerns. For the purpose of this work, only the controls relevant to non-profit organisations like the secondary schools will be discussed.

a. Budget

Because everyone uses the word budget in government, in the business industry, in education and even in the home, it is presumed to be commonly understood. However, budget may mean different things to different people, but for the purpose for which budgets are prepared and the degree or adherence to budgetary details and administration vary considerably among the people that use them.

Burning (2013) saw budget as planning, receiving and spending funds over a particular period, usually a year. Griffin (2007) described budget as a plan expressed in numerical terms. Organisations establish budgets for work groups, departments, divisions and the whole organisation. Budgets are generally expressed in financial terms and can be broken down on quarterly or monthly basis. The definition that appears more appropriate for this work is that of Oni (2015) that stated that educational budget is the translation of educational needs into financial plan which is interpreted to the public in such a way that when formally adopted, expresses the kind of educational programme the community is willing to support financially and morally, for a period of one year.

Burning (2013) identified six functions of budget as it affects educational goals to consists of:

1. Projection of the proposed school programme and educational plan for the next fiscal year.
2. Shows sources or funds, anticipated expenditures, and allocation of authority for administering budgetary items.
3. Serves to inform the public about educational programmes.
4. Provides a guide for evaluation of a year programme and means of comparing school services with those that have been offered in these years.
5. Provides motivation for careful planning, for establishing systems of control, and

for wise and effective expenditure of funds

6. Points out the relationship of the state, federal and local units of government in supporting education.

b. Financial Rules

Clear policies and financial rules and regulations play an important role in guiding managers of organisations in their efforts to exercise adequate control over their transactions. Each secondary school has or should guide council, management committees in dealing with financial matters. Council should be able to make financial policies and rules that will guide the internal financial operations of the secondary school it governs.

c. Auditing

In the educational system, when protection of property and money is being considered, as well as protection of the reputation of the employees involved, the executive and the council turn to the audit for support. An audit is a systematic process or procedure for verifying the financial operations of an institution to determine whether or not funds have been or are being properly used in a legal and efficient way. Musaazi in Dare (2008) saw audit as an annual examination of and report on an organisation's finances by independent certified public accountants. The auditor applied previous standards as provided by law and on the basis of what is found, gives an opinion on the financial position of the organisation.

2.6.10 Rationale behind Planning for School Financial Resources

The rationale behind planning for school financial resources relies on the need for ensuring effective expenditure and management. In fact, schools need effective and efficient expenditure management systems, capable of delivering resources to service delivery units, on a timely and predictable basis, whilst ensuring compliance with policy directives and expenditure limits.

A school like any other institution has a mission and goals to be achieved in a time bound limit. In this way, financial resources play the basic role. An effective and efficient use of financial resources is important in the application of scarce resources to the attainment of school's developmental objectives. Therefore, planning for school financial resources becomes a good exercise which shows clearly the sources of financial resources and the area of expenses. The information that it provides gives a look into how to achieve the school mission and objectives, where additional funds may be got from, etc.

In fact, taking into account the fact that the school's current and future life is based on finance, there is a great need to put on it much emphasis so as to enable the school to run effectively its academic, administrative and technical services. Hence, school staff must understand and use financial information when they are delivering, monitoring, evaluating and planning activities and programmes. The school board is also required to know how to oversee the finances of the school.

Indeed, planning for school financial resources provides an understanding of what is going on financially in the school. Financial statements are the starting point for school managers to plan for a better and reliable system to run and develop the school. Truly, the school may be earning much money through allowances, gifts and other earnings. However, there must be a control of how this money is spent by setting priorities on their spending; control immediate gratification in favour of important goals; and balance income, spending and saving.

In short, knowing how to plan and manage the school's money is an important skill for the school manager because it enables him/her to:

- create the school financial plan,
- create the school budget,

- propose a school saving and investing plan,
- select strategies to use in handling credit and managing their debt,
- demonstrate how to use various financial services, and
- create a school insurance plan.

2.6.11 Criteria for Effective Management of Finance in the School System

Ensuring effective management of finance in the school system is not an easy task. In fact, such a system requires a sound legislative and regulatory framework, operated by competent, well-motivated and well-supervised staff.

These are some of the criteria (ways) that can enable a supervisor to ensure that within a school system there is an effective management of finance:

i. Developing a clear budget, a consistent system of allocating resources in line with priorities, expenditure programme and performance assessment and reward system;
ii. Strengthening the performance and service delivery system of orientation and management;
iii. Maintenance of expenditure controls, to ensure that resources are applied in line with policy directives and comply with expenditure limits;
iv. Creation of governance structures that guarantee transparency and hold the executive to account for its performance;
v. Formulation of realistic, resource-constrained plans to guide decision-making throughout school; and
vi. Development of an external assistance management system.

From the criteria above, it is clear that an effective and efficient management of the school finances is possible if the head teacher/head of the school knows how to approach and collaborate with the school management committee on all matters relating to school

finances, including financial planning, budget monitoring and any necessary remedial action. Doing like this is one of the ways to maintain and develop effective internal controls and to ensure that all expenditures are properly accounted for, incomes are received, and the assets are secured.

Ensuring effective management of finance in the school system passes also through an effective management of staffing, personnel policies and procedures across the school. Here, the Head of the School should:

co-ordinate all advice and practice on staffing and personnel matters in school;

manage, monitor, supervise and support employees in their services support service teams to ensure the provision of high quality and responsive support services across the school;

undertake recruitment and selection, training, deployment, discipline, welfare, allocation of duties and working patterns for support service teams, in accordance with school policies and procedures;

manage the internal administration of all school activities: admissions, placing requests, exclusions and examinations;

ensure that schools' equipment is maintained and adequate supplies are available for teaching and support service in accordance with school requirements;

ensure that school buildings and grounds are in a safe condition, and that safety procedures are regularly reviewed;

arrange for the provision of an effective school administration ICT system, and for development of new systems to meet emerging needs; and

identify the training and knowledge needs of all school staff in relation to support services, develop, deliver the appropriate training and briefing to meet these identified requirements

Everywhere in this world, school leaders are exploring ways to better educate students and improve school performance. The process they undertake relies on developing a strategic plan based on a simple, formal curriculum designed to encourage individual creativity and contribution, to tap into the inventory of knowledge, understanding, and experience that exists within the school. It is this strategic planning that enables the school to grow, to prosper, to choose its own path and to its own future.

Typically, for a better school financial management, there should be in each school different management committees. These committees composed by the executive committee of the board, the head of the school, and two or three constituent representatives. All these together develop a strategic planning for the school success.

In the first phase of strategic planning process, the school evaluates its most important principles, beliefs, and ideals (or mission statement) and then with the help of a broad representation of the community of the school, translates them into a collection of broad goals that are demonstrably rooted in the life and traditions of the school, congruent with the mission and ambitions of the school. In general, these goals center on the following headings: enrollment management, educational policy and programmes, facilities, finance, and development or fund raising.

In phase two, these broad goals are translated into action or implementation plans. This step involves recasting each goal into a series of specific objectives which must be measurable (with explicit criteria and a precise schedule for evaluation). Furthermore, the plan must describe who is responsible for directing the plan; what activities are to be undertaken; when the plan will be implemented, evaluated, and completed; and finally what resources will be required: specifically, how much will it cost, when will the funds be needed and where will the money come from. It is quite natural that this last series of

questions will be of greatest interest to the board and those trustees or committee members charged with school finances.

To answer these questions, most schools develop a five-year financial forecast with its inevitable assumptions about enrollment, gift income, endowment performance, and the like on the resource or revenue side, and the corresponding assumptions about costs (both operating and capital) on the expense side.

The final phase of strategic planning involves preparing the case for giving, often a document or case statement that lays out the short- and long-term needs and provides the rationale for giving. The case for support derives its essential strength from the strategic plan's impeccable evolutionary history and unimpeachable authority, ensuring that proposed programmes and facilities are congruent with the school's vision and mission.

2.6.12 Rationale for Government Intervention in Education Financing

In all countries, a large portion of national resources, both public and private, are devoted to education. The rationale sustaining this fact is compelling. A quality education, beginning with primary education, is fundamental to endow individuals with the capacity to successfully pursue their private goals while at the same time equipping them with the knowledge and skills, as well as the values and attitudes, necessary to contribute effectively to the economic, social and political development of their societies.

Education not only empowers individuals to live a better life, but also makes an enormous contribution to the development of a country by, among several other things, reducing illiteracy, poverty and fertility, while at the same time improving nutrition and health, the productivity of labour and the quality of governance (World Bank, 2015). Although there is no *a priori* adequate level of resources that a country should devote to education, the actual level of resources a country invests helps to determine the quantity and quality of education received by its children.

A good education financing system generates an adequate level of funding while promoting efficiency and equity aimed at optimising the distribution of education quality and its benefits among the members of the society. Adequate levels of expenditure lead, all other things being equal, to optimum educational outputs and outcomes, while allowing for a balanced pursuit of other, competing social goals.

In Africa, mostly in Sub-Saharan African countries, the problem is how to afford the unaffordable: planning and financing sustainable education systems. However, as discussed above, considering the big importance of financing the education sector, African government should turn their views. In fact, although public expenditures on education have remained more or less constant, they have declined after debt costs are taken into account. At the same time average public expenditures per student are declining in real terms or are stagnant at low absolute levels because of population growth and increased participation. Hence, regarding this 'educational stagflation' there must be ways to fund and use existing resources more efficiently. Indeed, a special attention should be paid to how policy advice is implemented and the relation between planning and budgeting, including how budgets are made.

The rationale for government intervention in education relies in the need to enable the country to use its limited resources better and avoid stop-go educational development policies in order to achieve the capability of providing education which is both sustainable and affordable. Particularly in African countries; there are a number of factors which influence the planning and financing of sustainable education systems, and they include-, Demographic factors;

a. national economic performance, including the structure of the economy, degree of industrialisation and rural/urban economic activity;
b. unemployment and, the distribution of income;

c. external assistance and levels of external debt;

d. patterns of previous provision and social demand; and

e. external advisers and external 'models'.

In short, financing is an important dimension in any relationship of accountability, as without financing, the agent lacks the means to perform the delegated tasks. When education services fail clients, an analysis of the manner in which the government spends money offers solid initial steps in isolating the underlying problem. If politicians and policy makers spend more money than they can sustain, public services deteriorate. If budgets are misallocated, basic services remain under-funded, and frontline providers are handicapped. And if funds are misappropriated, service quality, quantity, and access suffer. The budget is a critical link in the long route of accountability connecting clients to providers through politicians and policy makers. Thus it is important to take a closer look at the budget when assessing the performance of education services delivery.

2.6.13 Financial Management in Nigerian Secondary Schools

Secondary schools all over the world cherish some freedom in the management of their affairs and resources. The need to allow them such freedom in Nigeria led to the establishment of board of governors for each of them. Board has undisputed control over the affairs of the secondary schools. It formulates policies – including financial policies – and has responsibility for ensuring that funds are efficiently sourced and planning and detailed resource allocations among the various departments and units. The ultimate role of board of governors in Nigeria is the pursuit of the ideals of proper management and control of secondary school finances, and ensuring that such funds are judiciously used for the purposes they are intended, Fasasi (2012), This is also because although the board provided guidelines to schools on student and staff ratios, and the government made the admission policy of 40:60 ratio of Arts and Social Science based disciplines to Science

based disciplines, the task of setting targets, determining strategies and allocating available resources internally - whether human, material or financial - is left to the whims of each principals, Garba (2008). The whole essence of financial policies, rules and regulations in secondary school should be to guide and regulate the actions of executives to enable decisions to be rational and non-personal.

The central purpose of financial management, whether in business, government, the school or even at the personal level of the individual is the raising of the funds economically and the management of the funds in the most efficient manner. Financial control, in secondary school, should entail the measurement of the financial activities of the schools administration and the subordinates to verify whether everything occurs in conformity with the plan adopted, the instructions issued and the principles adopted. In order for Nigerian secondary school to achieve their set goals or objectives, they therefore need to formulate or adopt good accounting systems; sound managerial planning which presents consistent, integrated and clearly articulated programmes and unambiguous standards or criteria of performance such as verifiable goals. Nigerian secondary schools need to embrace participatory decision-making at all levels and in all activities, to reflect their collegial inclinations. Such participation in goal setting by those who will work to achieve them is known to provide the department or unit with a common sense of direction; engender active participation in programme implementation and to raise a disciplined team of workers where every individual recognises the needs of the organisation, and is even sometimes willing to forego his personal interest for the sake of achieving the goals of the team, Moja (2014). This seems to underscore the repeated calls for the adoption of active and virile committee system in secondary schools in Nigeria.

It is, however, pertinent to note that the Nigerian secondary school system does not exist in a vacuum. It impinges, and is impinged upon by what transpires in the larger

society, Olasore (2011). Nigeria, like every other developing country, is beset with characteristics of under-development. These include inadequate infrastructure, poor information and communication systems and the tendency for government to teleguide and control otherwise first class managers or administrators of institutions. It is usual to have ambivalent, ambiguous and many times inconsistent government policies, and for corrupt appointed board or committee members to work against the interests of their institutions in order to promote their personal interests. Corrupt chief executives in poor and under-developed countries, most of the time, work to enrich themselves at the expense of the institutions they serve, and they often have to contend with disloyal, inefficient, ill-qualified, incompetent, jealous and nepotistic staff as well as those placed in positions far beyond the level of their experience and qualifications because they have the "necessary connections." All these and more present tremendous challenges to the managers of secondary schools and indeed of any type of institution in Nigeria, Olayiwola (2015).

The tendency of the average Nigerian secondary school administrator, in the face of the daunting challenges posed by the characteristics of under-development is to centralise control rather than permit full participation of aides. This practice, described by the Academic Staff Union of Secondary Schools (ASUSS) "the subversion of due process," in addition to being anti-developmental, compounds the problems of managing secondary schools in Nigeria (ASUSS, 2015:4). Depriving young workers or even the principals, of colleagues of the opportunity to participate and develop their skills leads to inefficiency of the secondary schools in the management of their affairs and finances.

Formula budgetary system is a system which purports equitable comparative treatment and the fairest sharing of the finances based on measurable indices to similar academic programmes in a school. The system was used from 1978 to 1990 when, as a

result of observed inadequacies, a study of success and failure of the formula was done by Samaila in 2001. The study revealed that there was a greater dependence on students' headcount rather than a concentration on students' levels and programmes as the main source of determining cost for secondary school education.

The prevalence of perceived corruption and mismanagement of secondary school financial resources reached such proportions as to compel the government to institute panels of inquiry into the affairs of some secondary schools. The secondary school management had been accused of administrative wrong doings and financial impropriety in school.

Nigerian secondary schools hardly enjoy strong public support for endowment funds. Despite repeated appeals for endowment funds, beginning with big and popular schools. School managers in Nigeria have not succeeded in drawing private business interests close enough to their institutions as to make them contribute adequately to their funding. Responses by outsiders, to calls for contributions have remained meager, and quite often, have come from a few dedicated Nigerian philanthropist, Abdulkareem(2013). While it is accepted by all that adequate financing and effective management of secondary school funds breed a healthy secondary school system in Nigeria, securing adequate finances for the operation of high quality education, in this multi-billion Naira enterprise, is becoming an increasingly acute problem, Okumbe (2008).

2.6.14 Management of Financial Resources in Nigerian Secondary Schools

Accountability has been defined in many different ways. Musaazi in Dare (2008) saw accountability as a condition under which each member of an organisation reports to his superior on the overall performance of his total work, irrespective of what he has delegated to others. When a task has been delegated to a subordinate with proper authority, it does not follow that the delegator has nothing further to do with the tasks he

has delegated or is not answerable to his own superior for what he delegates.

Accountability has also been defined as "liability to reveal, to explain and justify what one does, how one discharges responsibilities assigned to oneself - financial or otherwise - whose origin may by political, constitutional, hierarchical or contractual", (Emertoron, 2014:25). More recently, (Essan, 2015) came up with a short and concise definition of what accountability is all about. According to him, "To be accountable means to give reasons for and explanations of what one does"

Abdulkareem (2013) tried to draw a distinction between accountability and responsibility because a person can have responsibility for carrying out an assignment without necessarily being accountable for it. The degree of obligation in accountability is greater, more specific, should be more measurable and often involves two parties - a higher authority and a subordinate. This, therefore, implies that authority, responsibility and control exist. Since accountability implies that a person or organisation is answerable or formally responsible for certain specified performance; that the actual performance can and will be reviewed and as a result, appropriate action may be taken by the higher authority. It can thus be seen that public accountability can be broken down into four components:

1. Accountability for financial resources
2. Accountability for neither faithfully complying, nor adhering to legal requirements and administrative policies.
3. Accountability for efficiency and economy of operations, and
4. Accountability for results of programmes activities as indicated by achievements benefit and effectiveness.

From the financial point of view, accountability entails internal and external control by which public office holders like the principals, bursars, and other head of

units/departments are made to give account of their actions and decisions. Osisami and Fadipe (2007) gave two categories of decisions and actions for which public office holders may be held accountable.

1. They are accountable for substantive issues such as those of policy, decision – making, resources allocation, custody, use and deployment.
2. They are accountable for procedural issues such as those resulting in abuse of office; abuse of power, unfairness, bias and grievances.

Public accountability, therefore, emphasises custody and care of financial resources; together with legal and administrative compliance. Yusuf (2006) saw budget as a tool for accountability as it guides the chief executives in the operation of the resources at their disposal.

In the Nigerian concept, every chief executive is regarded as the overall boss. While this may not be totally incorrect as it affects institutions like the polytechnics, they are bound to account for their stewardship because they report to the board of the council. By virtue of his/her position, he/she has the responsibility of accounting for every kobo sent to the school. The bursar who is the chief financial controller of the school and his unit is entrusted with how the funds allocated to the schools are sent. The function has been delegated to him by law, but he is still accountable for every kobo spent. Problem concerning accountability rears its head when the chief executive who happens to the chief accounting officer of the institution feels that his orders or directives are being disobeyed even if those orders of his violate the laws of accounting. Usually, trouble starts when qualified and experienced bursars resist such orders.

There are usually conflicts between the bursars and the academic heads of units/departments partly because most academic heads have no adequate experience in accounting, and the mere fact that most of the time, the bursary records are not accurate

and are poor. Accountability within the bursary department itself gives room for doubt, as the department is less organised than any academic department. This is not exonerating the head of academic department as they too are prone to errors which lead to financial mismanagement, even with the best of intentions such errors tend to arise as a result of lack of familiarity with general management procedure, financial control and accountability bursars need to look at their departments critically because some of the criticisms leveled against their department can have substance. For efficient management of all financial resources of the schools, the bursary department needs to be looked into in the areas of competent staff and staff retraining to be able to cope with the modern accounting systems. At the same time, the heads of academic departments and other units need to familiarise themselves with the basic administrative and financial management.

2.7 Management of Time Resources

Time Resources include school calendar, school timetable, school games period, break time, visiting hours, feeding time, sleeping time, outing time, time for experiment and learning.

Kolo (2013) defined school timetable as the plan or chart in a school showing the daily allotment of time among the several subjects, activities and classes in the school. What a school stands for and what it is out to achieve depends on the school time-table. It is infact, a mirror that reflects with some accuracy the entire educational programme followed in sets into motion, its various activities and programmes. It determines how the time and other facilities of the school will be allocated among different uses to secure the objectives of education. A time-table is a medium through which is reflected the philosophy of the school as well as the professional competence of the principal.

The various time schedules for various activities and programmes of the school can be utilised as outlined below by a vibrant and commited teacher. The ability to mobilise

the various time segments and plunge them to the categories of schools and their shift basis signifies the quality of the individual teacher and school administrator. We have first and foremost the school calendar for the general education system. In the school we then have various school time tables like, class time-table, master time-table, individual class teacher time-table, vacant period time-table, games time-table, food and break time-table, co-curricular activities time-table, homework time-table, sleeping time-table, morning function time-table. All these are for a single shift school.

In double shift school which are schools in places where there are deverse population with limited infrastructures to keep all the students at once, we have ladder-wise shift- here High and higher level or low and lower level school classes attend the school in one shift-either in the morning or in the afternoon. We have section is split – half section of each class attend school either in the morning or afternoon section; sex wise-shift, either boys in the morning while girls attend in the afternoon. Overlapping double shift here some classes attend in the morning, some in the afternoon and both may overlap for some special subjects. In all types of double shift time tables there will be some special consideration like (i) duration of the class has to be shortened, duration of teaching period shortened, students who attend the morning shift have to come early enough and leave early enough, this often cut down on school activities most especially the co-curricular activities. Check list is often developed to remove constraints in time.

2.7.1 Influence of Supervision on the Management of Time Resources

Management of time-table starts with the administrator, various teachers and their ability to ensure good time-table planning is the mirror of school educational programme followed in school. It is very important for the internal economy of the school. Principals to ensure timetables are drawn ahead of school activities, check all school functions and distribute time evenly.

School timetable administration is based on the following principles:

1) Departmental regulation
2) Provide the most appropriate work for each teacher
3) Looking to the need of every pupil
4) Providing variety
5) Absence of conflict
6) Providing the best room and equipment utilisation
7) Relative importance and different subjects
8) Remove incidence of fatigue
9) Equalising the size of class
10) Variations to suit local condition
11) Should be relatively flexible
12) Ensure continuous revision
13) Form a time-table committee

The modern concept of time management- the act of planning the amount of time you spend on which activities - really began with Frederick Taylor's scientific management techniques. His goal was to increase worker-productivity. To do this, he conducted time and motion studies and began to focus on the best ways for jobs to be performed to maximise the work completed in a given amount of time.

Time management has come up as a subject in the management field to reach the goal of increasing productivity, especially among white-collar workers for whom work output may be hard to measure. For example, an assembly line worker's output of 60 widgets per hour can be compared to a factory average and deemed as acceptable or not. However, white-collar outputs tend to be difficult to compare to standards. So, modern managers in these areas look for ways to monitor worker-productivity in terms of time use.

Examples of modern time management goals are still to increase productivity, but the best way remains elusive. Many researchers have explored the subject and come up with different theories on effective time management. Here are the theories of a few big names in the time management field:

In her 2014 book, *Thinking Smarter: Skills for Academic Success*, Carla Crutsinger defined effective time management as the process of:

1. Setting goals
2. Prioritising those goals
3. Deciding how much time to allocate to specific tasks
4. Adjusting plans as they change
5. Revisiting the goals and priorities regularly
6. Observing results

Academic leader Neil Shipman felt that the critical skills for time management are:

- Being aware of yourself - your habits and ways of working
- Structuring your time
- Setting goals and priorities
- Increasing personal efficiency and effectiveness
- Scheduling specific time for each activity
- Scheduling relaxation time in order to regenerate

2.7.2 Influence of Supervision on the Roles of Time Resource Management

Time management plays a very important role not only in organisations but also in our personal lives.

Time management includes:

i. Effective Planning

ii. Setting goals and objectives

iii. Setting deadlines

iv. Delegation of responsibilities

v. Prioritising activities as per their importance

vi. Spending the right time on the right activity

2.7.2.1 Effective Planning

Plan your day well in advance. Prepare a To Do List or a "TASK PLAN". Jot down the important activities that need to be done in a single day against the time that should be allocated to each activity. High priority work should come on top followed by those which do not need much of your importance at the moment. Complete pending tasks one by one. Do not begin fresh work unless you have finished your previous task. Tick the ones you have already completed. Ensure you finish the tasks within the stipulated time frame.

2.7.2.2 Setting Goals and Objectives

Working without goals and targets in an organisation would be similar to a situation where the captain of the ship loses his way in the sea. Yes, you would be lost. Set targets for yourself and make sure they are realistic ones and achievable.

2.7.2.3 Setting Deadlines

Set deadlines for yourself and strive hard to complete tasks ahead of the deadlines. Do not wait for your superiors to ask you everytime. Learn to take ownership of work. One person who can best set the deadlines is you yourself. Ask yourself how much time needs to be devoted to a particular task and for how many days. Use a planner to mark the important dates against the set deadlines.

2.7.2.4 Delegation of Responsibilities

Learn to say “NO” at workplace. Do not everything on your own. There are other people as well. One should not accept something which one knows is difficult for oneself. The roles and responsibilities must be delegated as per interest and specialisation of employees for them to finish tasks within deadlines. A person who does not have knowledge about something needs more time than someone who knows the work well.

2.7.2.5 Prioritising Tasks

Prioritise the tasks as per their importance and urgency. Know the difference between important and urgent work. Identify which tasks should be done within a day, which all should be done within a month and so on. Tasks which are most important should be done earlier.

2.7.2.6 Spending the Right Time on the Right Activity

Develop the habit of doing the right thing at the right time. Work done at the wrong time is not of much use. Do not waste a complete day on something which can be done in an hour or so. Also keep some time separate for your personal calls or checking updates on Facebook or Twitter. After all human being is not a machine.

2.7.2.7 For Effective Time Management One Needs to be:

a. Organised - Avoid keeping stacks of files and heaps of paper at your workstation. Throw what all you do not need. Put important documents in folders. Keep the files in their respective drawers with labels on top of each file. It saves time which goes on unnecessary searching.

b. Do not misuse time - Do not kill time by loitering or gossiping around. Concentrate on your work and finish assignments on time. Remember your organisation is not paying you for playing games on computer or peeping into others cubicles. First,

complete your work and then do whatever you feel like doing. Do not wait till the last moment.

c. be focused - One needs to be focused for effective time management.

d. develop the habit of using planners, organisers, table top calendars for better time management. Set reminders on phones or your personal computers.

2.7.3 Influence of Supervision on the Management of Time in Secondary School

Time is a resource that affects all aspects of human endeavours. It is a resource that is extremely limited in supply and it is a factor that affects all stakeholders in educational sector - students, teachers, administrators, supervisors etc.

According to Yusuf (2010), instances now a bound where teachers complain of lack of time to do certain things which they would have done. A good teacher must make effective use of his time to have time for everything he plans to do. Olaniyi (2008) opined that the most important asset a teacher should possess is the skill in managing his time. Such skill will enable the teacher to devote a balanced attention to interpersonal relations and production (Ekundayo, 2010).

Akinwonmi (2012) asserted that some of the resources that affect students' academic performance were grossly inadequate and thus constituted severe challenges to educational goal of the school system. One of these resources is time management especially by teachers. Teachers' time management has significant impacts on students' academic performance. Nwadiani (2009) asserted that in Nigeria, students in both primary and secondary schools are guided by teachers and by their parents (home) to use time by providing guidelines for time management. While teachers provide major guidance in instructional time management, the home provides major guidance in the non-instructional time management. Thus, while a large number of studies previously conducted in Nigeria

have concentrated on the impact of the factors enumerated above, the impact of teachers' time management has been neglected.

2.8 Management of Curriculum Resources

Curriculum is a description of the content or information that is going to be taught and the methods that are going to be used to teach that content. This content information is based on scientifically-researched information and reflects age, culture, and linguistically appropriate skills and developmental stages of the children in your programme.

The academic curriculum is a strong resource to institutions of learning, it is otherwise referred to as the academic content of programmes in secondary schools. The method by which it is implemented will determine the survival of the secondary schools in the long run. If the academic content of programmes in a school is one which ensures that highly proficient graduates are produced, such an institution will enjoy more patronage than others with low academic curriculum. Both public and private secondary schools need to deliver their academic curriculum content effectively and efficiently in order to achieve the identified desired objectives of education. Hence, this is another resource that deserves proper management, mobilisation and updating at the beginning of each session. In all, effective utilisation and management of human resources boosts other resources. While books, guides and the learning standards are powerful resources to help practitioners plan the content for children, curriculum decisions come from three sources: the children themselves, their families, and the teachers or adults with whom they interact.

Children**:** The children's interests, their developmental levels, their personalities or temperaments and their individual needs provide important information about the experiences that should be provided, both for a class or group and individually. This understanding of each child becomes the backbone of curriculum and defines the types of

activities and experiences that are presented through intentional classroom planning. Practitioners who can capitalise on children's interests and strengths to develop new skills are helping to maximise children's opportunities to learn.

Families**:** Families' cultures and backgrounds provide valuable insight to a provider's curriculum. Every parent/guardian has hopes or aspirations for their children and their family. These goals, along with family values and customs, can influence the types of activities that are presented for children. Linguistic preferences and lifestyles are also important elements to consider. Together, they provide an important picture and element of curriculum.

Teachers**:** Teachers are facilitators of children's skill development. In addition to understanding children and their families, teachers' personal insight into their own cultural backgrounds and experiences, personality, interests and needs provide the third element that guides programsmes curriculum design. Teachers who combine personal experiences with their knowledge of child development and their familiarity with their children and families build strong opportunities for learning and development. Teachers scaffold learning by building on children's prior knowledge to introduce new ideas and information.

Using curriculum and assessment to strengthen classroom practice. Curriculum can be a confusing concept. Varied definitions and descriptions may create challenges for practitioners as they strive to implement good programming for children and families and to make prudent decisions about the use of standards, teaching practices, and assessments for their classrooms. The purpose of this document is to provide guidance for practitioners who are: Learning to define curriculum and its importance for high-quality early learning and school-age programmes. Reviewing their current curriculum and assessment materials or considering the purchase of new materials. When combined, children, teachers and

families offer essential and valuable information that help to create the framework for curriculum. For this reason, no two providers' or classrooms' curricular will look the same. Just as we know that infant and toddler activities must differ from school-age experiences, so too should a rural classroom's content differ from an urban, and a half day preschool's curriculum may differ from a daylong child care situation. While there are basic elements that will remain the same, such as Pennsylvania's Learning Standards for Early Childhood, the adaptations each teacher makes to accommodate the uniqueness of that classroom's clients makes curriculum fluid and individualised. Curriculum, then, is dynamic. It will change from programme to programme and from classroom to classroom. It may also look different from year to year within the same teacher's classroom. As teachers practice good instructional practise, annual re-assessment of the curriculum resource materials will assure responsive, intentional teaching methods that will maximise children's learning.

On the other hand, a programme's curriculum statement, the framework for classroom practice, will remain the same. This written curriculum statement describes the philosophy that guides curriculum decisions. It includes information about the development of instruction or teaching methods that consider teaching strategies, content and resource materials, clientele, the learning standards, etc.

Environment**:** Programmes must be careful to design a classroom environment that is stimulating, yet warm and welcoming - a positive setting that will set the stage for successful learning experiences. Environments should use materials and equipment that are in good repair, are culturally, linguistically and age-appropriate, and that reflect opportunities for active engagement (or hands-on learning).

Daily Schedule**:** Children's everyday routines offer rich opportunities for learning. Routine activities such as hand washing and meals provide learning experiences that can

promote a variety of skills. Other parts of a daily schedule should include opportunities for child-initiated exploration and engagement with materials and equipment that capitalise on children's interests and needs. Schedules should offer children a well-balanced complement of:

i. active and quiet times,

ii. teacher and child-directed experiences,

iii. indoor and outdoor activities,

iv individual, small group and large group experiences.

A mental model of appropriate curriculum promotes a balance between planned experiences that help children to progress toward defined goals, the experiences that emerge from children's interests and unexpected events that are "incorporated into the programme in ways that comply with standards and curriculum goals." An easy way to understand curriculum is to think about it with this mental model, the curriculum star. Utilising a star theme, the points of a star outline the important "points" to remember when implementing a good curriculum:

1. Learning environment: Create a classroom environment that reflects the key learning areas of the learning standards, is inviting and stimulating and keeps children involved in learning.
2. Teaching methods or instructional practices**:** Use child observations to make careful, intentional decisions about what children should learn, using the Learning Standards as a guide. Consider the resources needed to develop activities and experiences that motivate children to explore and stay actively engaged.
3. Daily Schedule: Capitalise on both routines and planned experiences to build children's growth and development and learning opportunities through a balanced and varied schedule that is flexible, yet consistent.

4. Assessment: Assess individual children, the classroom as a group, instructional practices, and the experiences that are provided to determine how children are learning or making progress in skill development. Determine adaptations or revisions that may need to occur to enhance learning.

5. Children's Goals: Develop individualised goals for children that include experiences and activities that are challenging, yet achievable.

ii. How Do I Write a Curriculum Statement?

The key to developing a responsive curriculum begins with your curriculum statement. Careful consideration about the delivery of content to children assures you and the families you serve that children will be provided with experiences that are unique to your center's classroom make-up. Your curriculum statement is a plan or description that includes information about:

Programme philosophy**:** How does your agency believe children learn and develop? How do your programme and its practitioners support this learning?

Children's goals**:** How do you develop goals for children? How are you individualising for children or differentiating their learning? Differentiated learning refers to the specific planning that occurs to ensure that each child's individual needs will be addressed throughout the programme year.

Enrollment: What is the make-up of your programme? What are the cultures of the children who attend your programme? What are the ages of the children who attend? Are there unique life experiences that children are a part of? For example, are many children's parents who attend high school in a nearby location? Or, are the children from primarily low-income families?

Content: What are the experiences and activities that will be developed that will provide exploration of the key learning areas of development? Are there any areas that will be

stressed more than others? How will they be integrated? As an example, an arts immersion programme may stress creative arts, but will have specific strategies integrating other learning areas throughout their content delivery. Or, an afterschool gymnastics programme may be stressing motor skills and health content while incorporating other areas of development and learning.

Teaching Strategies**:** How will the content be delivered? What strategies will teachers and other programme adults use to help children to learn and grow? What materials will be provided that support children learning? What does your daily schedule look like? How will you use classroom routines to promote learning?

Environment: What is the design of your classroom and/or center environment? How does your program environment promote best practices in learning and development? How will your environments reflect the program philosophy, the cultural make-up of your center and the content that you've determined is important for children?

Learning Standards**:** What strategies have you put in place to ensure the content is reflective of all the key learning areas as written in the learning standards? Pennsylvania has learning standards for infants and toddlers, pre-kindergarten (ages 3-5) and for kindergarten. A draft of first and second grade standards would be published in spring, 2008. Teachers in school-age classrooms should use the Pennsylvania Academic Standards as a reference. Each classroom's content should utilise the appropriate-age standards for a responsive and well-designed curriculum.

2.8.1 Influence of Supervision on the Management of Curriculum Resource

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or programme. In dictionaries, *curriculum* is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the

term, curriculum typically refers to the knowledge and skills students are expected to learn, which include the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organise and teach a particular course.

When the terms curriculum orc urricular are used in educational contexts without qualification, specific examples, or additional explanation, it may be difficult to determine precisely what the terms are referring to—mainly because they could be applied to either all or only some of the component parts of a school's academic programme or courses.

In many cases, teachers develop their own curricular, often refining and improving them over years, although it is also common for teachers to adapt lessons and syllabi created by other teachers, use curriculum templates and guides to structure their lessons and courses, or purchase prepackaged curricular from individuals and companies. In some cases, schools purchase comprehensive, multi-game curriculum packages often in a particular subject area, such as mathematics, that teachers are required to use or follow. Curriculum may also encompass a school's academic requirements for graduation, such as the courses students have to take and pass, the number of credits students must complete, and other requirements, such as completing a capstone project or a certain number of community-service hours. Generally speaking, curriculum takes many different forms in schools—too many to comprehensively catalog here.

It is important to note that while curriculum encompasses a wide variety of potential educational and instructional practices, educators often have a very precise, technical meaning in mind when they use the term. Most teachers spend a lot of time

thinking about, studying, discussing, and analysing curriculum, and many educators have acquired a specialist's expertise in curriculum development—i.e., they know how to structure, organise, and deliver lessons in ways that facilitate or accelerate student learning. To noneducators, some curriculum materials may seem simple or straightforward (such as a list of required reading, for example), but they may reflect a deep and sophisticated understanding of an academic discipline and of the most effective strategies for learning acquisition and classroom management.

2.8.1.1 Curriculum Reform

Since curriculum is one of the fundamental elements of effective schooling and teaching, it is often the object of reforms, most of which are broadly intended to either mandate or encourage greater curricular standardisation and consistency across states, schools, grade levels, subject areas, and courses. The following are a few representative examples of the ways in which curriculum is targeted for improvement or used to leverage school improvement and increase teacher effectiveness:

1. Standards requirements**:** When new learning standards are adopted at the state, district, or school levels, teachers typically modify what they teach and bring their curriculum into "alignment" with the learning expectations outlined in the new standards. While the technical alignment of curriculum with standards does not necessarily mean that teachers are teaching in accordance with the standards—or, more to the point, that students are actually achieving those learning expectations—learning standards remain a mechanism by which policy makers and school leaders attempt to improve curriculum and teaching quality.
2. Assessment requirements**:** Another reform strategy that indirectly influences curriculum is assessment, since the methods used to measure student learning

compel teachers to teach the content and skills that will eventually be evaluated. The most commonly discussed examples are standardised testing and high-stake testing, which can give rise to a phenomenon informally called "teaching to the test." Because federal and state policies require students to take standardised tests at certain grade levels, and because regulatory penalties or negative publicity may result from poor student performance (in the case of high-stakes tests), teachers are consequently under pressure to teach in ways that are likely to improve student performance on standardized tests—e.g., by teaching the content likely to be tested or by coaching students on specific test-taking techniques. While standardised tests are one way in which assessment is used to leverage curriculum reform, schools may also use rubrics and many other strategies to improve teaching quality through the modification of assessment strategies, requirements, and expectations.

3. Curriculum alignment**:** Schools may try to improve curriculum quality by bringing teaching activities and course expectations into "alignment" with learning standards and other school courses—a practice sometimes called "curriculum mapping." The basic idea is to create a more consistent and coherent academic programme by making sure those teachers teach the most important content and eliminate learning gaps that may exist between sequential courses and grade levels. For example, teachers may review their mathematics programme to ensure that what students are actually being taught in every Algebra I course offered in the school not only reflects expected learning standards for that subject area and grade level, but that it also prepares students for Algebra II and geometry. When the curriculum is not aligned, students might be taught significantly different content in each Algebra I

course, for example, and students taking different Algebra I courses may complete the courses unevenly prepared for Algebra II..

4. Curriculum philosophy**:** The design and goals of any curriculum reflect the educational philosophy whether intentionally or unintentionally—of the educators who developed it. Consequently, curriculum reform may occur through the adoption of a different philosophy or model of teaching by a school or educator. Schools that follow the Expeditionary Learning model, for example, embrace a variety of approaches to teaching generally known as project-based learning, which encompasses related strategies such as community-based learning and authentic learning. In Expeditionary Learning schools, students complete multifaceted projects called "expeditions" that require teachers to develop and structure curriculum in ways that are quite different from the more traditional approaches commonly used in schools.
5. Curriculum packages**:** In some cases, schools decide to purchase or adopt a curriculum package that has been developed by an outside organisation. One well-known and commonly used option for American public schools is International Baccalaureate, which offers curriculum programmes for elementary schools, middle schools, and high schools. Districts may purchase all three programmes or an individual school may purchase only one, and the programmes may be offered to all or only some of the students in a school. When schools adopt a curriculum package, teachers often receive specialised training to ensure that the curriculum is effectively implemented and taught. In many cases, curriculum packages are purchased or adopted because they are perceived to be of a higher quality or more prestigious than the existing curriculum options offered by a school or independently developed by teachers.

6. Curriculum resources**:** The resources that schools provide to teachers can also have a significant effect on curriculum. For example, if a district or school purchases a certain set of textbooks and requires teachers to use them, those textbooks will inevitably influence what gets taught and how teachers teach. Technology purchases are another example of resources that have the potential to influence curriculum. If all students are given laptops and all classrooms are outfitted with interactive whiteboards, for example, teachers can make significant changes in what they teach and how they teach to take advantage of these new technologies (for a more detailed discussion of this example, see one-to-one). In most cases, however, new curriculum resources require schools to invest in professional development that helps teachers to use the new resources effectively, given that simply providing new resources without investing in teacher education and training may fail to bring about desired improvements. In addition, the type of professional development provided to teachers can also have a major influence on curriculum development and design.
7. Curriculum standardisation**:** States, districts, and schools may also try to improve teaching quality and effectiveness by requiring, or simply encouraging, teachers to use either a standardised curriculum or common processes for developing curriculum. While the strategies used to promote more standardised curricular can vary widely from state to state or school to school, the general goal is to increase teaching quality through greater curricular consistency. School performance will likely improve, the reasoning goes, if teaching methods and learning expectations are based on sound principles and consistently applied throughout a state, district, or school.

Curriculum standards may also be created or proposed by influential educational organisations such as the National Science Teachers' Association or the National Council of Teachers of Mathematics, for example—with the purpose of guiding learning expectations and teaching within particular academic disciplines.

8. Curriculum scripting**:** Often called "scripted curriculum," the scripting of curriculum is the most prescriptive form of standardised, prepackaged curriculum, since it typically requires teachers to not only follow a particular sequence of prepared lessons, but to actually read aloud from a teaching script in class. While the professional autonomy and creativity of individual teachers may be significantly limited when such a curriculum system is used, the general rationale is that teaching quality can be assured or improved, or at least maintained, across a school or educational system if teachers follow a precise instructional script. While not every teacher will be a naturally excellent teacher, the reasoning goes, all teachers can at least be given a high-quality curriculum script to follow. Scripted curricular tend to be most common in districts and schools that face significant challenges attracting and retaining experienced or qualified teachers, such as larger urban schools in high-poverty communities.

2.8.2 Influence of Supervision on the Process of Curriculum Implementation

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. This involves helping the learner to acquire knowledge or experience. The learner is the central figure in the curriculum implementation process. Viewed from this perspective, curriculum implementation also refers to the stage when the curriculum itself, as an educational programme, is put into

effect. Putting the curriculum into operation requires an implementing agent. The teacher is the key agent in the curriculum implementation process. Implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. Curriculum implementation can also be seen as an interaction between those who have created the programme and those who are charged to deliver it. Curriculum implementation;

- requires teachers to shift from the current programme which they are familiar with to the new or modified programme;
- involves changes in the knowledge, actions and attitudes of people;
- can be seen as a process of professional development and growth involving ongoing interactions, feedback and assistance;
- is a process of clarification whereby individuals and groups come to understand and practise a change in attitudes and behaviours; often involving using new resources;
- involves change which requires effort and will produce a certain amount of anxiety and to minimise these, it is useful to organise implementation into manageable events and to set achievable goals;
- requires a supportive atmosphere in which there is trust and open communication between administrators, teachers, educators, and where risk-taking is encouraged.

2.8.3 Role of School Administrators in Curriculum Implementation

The principal coordinates curriculum change in the public schools. Critical features of effective curriculum implementation are open communication, a strong staff development programme, and daily encouragement and support of faculty members. Planning and organisation, financial support, and human support are among the principal's

significant contributions, (Jenkini,& Bfeifer 2012). Other major functions of school administrators include the following:

1. Programme Implementation**:** Carrying out, by concrete measures, programme designs and plans, for instance, implementation of reforms and innovation; service delivery like refresher courses, conferences, seminars, etc.
2. Change Strategies**:** Methods used by those who would alter the practice of some organisation, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results.
3. Curriculum Development: Activities such as conceptualising, planning, field-testing, and researching that are intended to produce new curricular or improve existing ones.
4. Professional Education: Programmes of academic study that prepare students to enter or advance in professional fields.
5. Personnel Management: Recruitment, selection, development, supervision, dismissal, etc., of employees.
6. School Supervision: Professional activities concerned with the development, maintenance, and improvement of a school's instructional programme, especially its curriculum and teaching personnel.
7. Organisational Communication: Exchange of thoughts, messages, etc., within and between organizations (groups of people) – includes exchanges between specific organisations and the general public and a host of others.

2.8.4 Influence of Supervision on the Curriculum Implementation in Nigeria

Following the passing into law of the compulsory free Universal Basic Education Act 2004 by the National Assembly, in 2006 the Federal Republic of Nigeria launched the National Action Plan for the implementation to achieve education for all (EFA) and the Millennium Development Goals by 2015. With the National Action Plan (2006), there is a set of five objectives targeting the 2015 time-line, meant to drive the reform process.

The progressive recruitment and training of 260,000 adult literacy instructors by 2010.

The provision of access to, renovation of existing facilities and construction of additional 100,000 training centres for nomadic education, by 2010.

The main-streaming of alternative participatory approaches to adult literacy by 2007.

The development of access programmes for all out-of-school youths including pregnant girls and young mothers by 2007, and

The reduction by half (25 million) the number of illiterates in Nigeria by 2015.

The curricular issues and content engaged in this policy include the development of teaching methodology and new basic education curriculum in order to entrench relevance, functionality and learner centered stimulation. It also addresses firmly, some ethnical issues such as sexual harassment, the promotion of the use of ICTs in the learning and teaching process. It is also concerned with the "Provision of training and capacity building by broadening the curriculum of colleges of education delivery national certificate for UBE", provision of life-skills and other appropriate learning through Quranic and other forms of learning. "Development of access programmes with flexible approaches to meet the needs of out-of school children (NAP 2014).

The launch of the National Action Plan (NAP) also brought with it the reorganisation of the Nigeria educational system in the following areas:

i. The harmonisation of the National Action Plan (NAP) with the Universal Basic Education Implementation Plan to achieve EFA goals and MDGs.

ii. The separation of the junior secondary school from the senior secondary, the former being now an integral part of the 9-year basic education scheme (six years of primary and the first three years of secondary education i.e. the junior secondary).

iii. The structurally-modified organo- gram of the Federal Ministry of Education and its parastatals and agencies;

iv. The development of a communication strategy to promote the implementation of the plan, notably the introduction of the Community Accountability and Transparency Initiative-(CATI) target at:

Federal government-owned secondary schools, otherwise known as Unity Schools;

Colleges of Education

Polytechnics and Universities

For example, CATI led to the production and publication of the overhead expenditure of each type of institution, comprising personnel cost, overhead and meal subsidy in 2005 and 2006; and their Capital Expenditure for 2005 and 2006.

v. Establishment of the Public and Private Sector Partnership (PPP) and the introduction of private sector participation in the management of Unity Schools;

vi. The Comprehensive Education Sector Situation Analysis which laid bare the grim diagnosis of an education system that needed substantial reform.

vii. The launch of the 10-year Education Plan which would set Nigeria on course to remediating the commitment to EFA, MDGs: NEEDS AND Vision 20/20/20.

viii. The development of National Framework which outlined policies strategies and target consistent with the Vision 20/20/20 and on which individual 10-year plans can build" through a holistic approach to change (FME 2006)". Under this new national framework the Federal Ministry of Education re-grouped its parastatals as shown below.

2.8.5 Factors Influencing Curriculum Implementation in Nigeria

Some factors that influence curriculum implementation are enumerated below:

1. Instructional Supervision
2. Teachers
3. Learners
4. Resource Materials and facilities
5. Interest Groups
6. The School Environment
7. Culture & Ideology
8. Assessment

2.8.5.1 Instructional Supervision

The principal maintains a school tone and culture that create the climate of social responsibility. Effective curriculum implementation does not take place in a school where the principal is incapable of executing supervisory functions.

2.8.5.2 The Teacher

The most important person in the curriculum implementation process is the teacher. With their knowledge, experience and competencies, teachers are central to any curriculum improvement effort. Teachers are the most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. Since implementation takes place through the interaction of the learner and the planned learning

opportunities, the role and influence of the teacher in the process is undisputable. If the teacher is to be able to translate curriculum intentions into reality, it is imperative that the teacher understand the curriculum document or syllabus well in order to implement it effectively.

2.8.5.3 **Teachers' commitment**

The key is to enhance their knowledge of the programme. This means teachers need to be trained and workshops have to be organised for professional development. –particularly, Programme philosophy: For example, using a problem-solving approach rather than a topical approach.

2.8.5.4 Pedagogy

Teachers need opportunities to become familiar with the new programme's pedagogical approach. They may need to work on particular teaching skills emphasised in the new programme, such as teaching of values, or perhaps to become familiar with a tool such as computers or accessing the internet. • Components of the programme: Teachers will need opportunities to learn about the components of the new programme early in the implementation phase. For example, the new programme might place greater emphasis on school-based assessment while teachers are more accustomed to national or centralised assessment.

2.8.6 Implementing Curriculum in the Classroom

The final destination of any curriculum is the classroom where decision-making is the responsibility of the teacher. Initially, curriculum implementation is at the programme level and decision-making is of a programmatic nature. Now classroom teachers take over and make decisions of a methodological nature. They will be answering questions like: What objectives do I hope to accomplish as a result of instruction? What topics or content will I have to cover? What teaching methods or strategies should I use to direct learning

and achieve the objectives? How do I evaluate instruction to determine whether I have successfully achieved the objectives?

1. **The learner**: Learners are also a critical element in curriculum implementation. While teachers control classroom practice, the learners hold the key to what is actually transmitted and adopted from the official curriculum. The official curriculum can be quite different from the curriculum that is actually implemented. The learner factor influences teachers in their selection of learning experiences.
2. **Resource Materials and Facilities**: No meaningful teaching and learning take place without adequate resource materials e.g.whiteboards, flip charts, simulators, models, etc. The availability and quality of resource material and the availability of appropriate facilities and personnel such as teachers, administrative and technical staff have a great influence on curriculum implementation. Others are interest groups, school environment, culture and ideology, assessment, etc
3. **Learning Resources Required to Deliver the Curriculum**. Teachers, technical and administrative staff should be sufficient to deliver and support the delivery and assessment of the curriculum and can contextualise the learners' learning experiences• Equipment – including IT and AV equipment, models and simulators, laboratory and clinical equipment, whiteboards, flip charts, etc.
4. **Finances**: Lists of core textbooks for each part of the curriculum and other resources including reference texts should be identified by teachers and purchased for use by learners.
5. **Instructional Facilities** e.g. teaching rooms, office space, social and study space.There should be adequate provision to accommodate learners at all stages of the programme as well as social and study space for students to spend time outside

the classroom. There should also be sufficient space for teachers to prepare teaching and meet with students.

6. **Description Adequacy of Resources**: Adequacy of equipment, facilities and general resources required for implementing a new curriculum. Time available for preparing and delivering the requirements of the new curriculum e.g. teachers need enough time to develop their own understanding of the subjects they are required to teach. i.e. Learning new professional attitude.

2.8.7 Influence of Supervision on the Curriculum Management in Nigerian Secondary Schools

Generally, curriculum is all the planned learning opportunities offered by the organization to learners and the experiences learners encounter when the curriculum is implemented. Curriculum is a powerful tool used by the school to actualise the educational objectives of the nation. Therefore, curriculum consists of knowledge, skills, values, activities, etc, which students learn through various school subjects. These subjects are derived from the philosophy and goals of education of the nation as well as the elements of our culture. It is the goal of education that provides an orientation and guidelines to the types of curriculum that would be planned for such a nation. The national goals/educational objectives guide the development of the school curriculum. For instance, if a country is leaning towards technological or scientific orientation then the goals would be translated into contents, knowledge, skills and values, etc which will be inculcated into the students in order to fulfill the educational goals (Esan& Emah 2014). It is through curriculum that ideas, concepts and theories are translated into practice; into the teaching, learning and assessment programmes that form the day-to-day experiences for educators at all levels (Thorng, 2013). Curriculum can also be defined as the high-sounding formulation that would however need to be broken down to the specifics of how to go

about it. The conceptualisation, the planning, the tools and facilities, the pedagogy, the organisational/management strategies needed to specify 'how to go about it' is the real concern of curriculum. In other words, whenever we descend from the high fall tin world of professionally couched educational objectives to the ground level, school and classroom level of ensuring that students genuinely learn, we are engaging in curriculum work (Obanya, 2012).

The term 'curriculum work' to describe all the activities educators undertake in the translation of educational ideas into practice. An educational institution must have the capacity to demonstrate its curriculum to others and to allow it to be analysed by others. In clinical education this happens in a number of ways. Topics and courses must be approved by relevant committees in the institutions or groups offering them. In the case of professional courses the curriculum may also need to be approved by outside bodies. For example, all undergraduate medical courses in Australia and New Zealand must be approved by the Australian Medical Council. Esu & Emah (2014) asserted that in Nigerian education system, there are as many as twenty one such parastatals with specific functions in the Federal Ministry of Education. Those whose functions relate to curriculum development are classified as curriculum development agencies of the Ministry e.g. Nigerian Educational Research and Development Council (NERDC). These are other curriculum development agencies that are non parastatals of government; they are professional subject associations and educational institutions of learning, where the main emphasis is in curriculum implementation e.g. Secondary schools and in secondary schools, for example, principals often are expected to make reform efforts and work adequately after the important decisions are made by curriculum "experts." For instance, education reform efforts that focus on the Common Core State Standards (CCSS) in USA

may have seized the attention of the experts. Therefore, principals need to call the shots so that they can lead their schools to higher standards and increased rigour.

The CCSS provides a roadmap and making the transition to the new standard requires thoughtful and strategic planning. The CCSS provides the foundations on which many states and districts will construct their new curricular for mathematics and English language arts/literacy. The mathematics standards stress focus and coherence; the progressions are transparent from one grade to the next. The grade-level standards in English language arts are a staircase to mastering the college and career readiness anchor standards. Principals can convene and guide their school leadership teams in this initiative within their schools. Principals must help all faculty members develop an understanding of the CCSS and provide a timeline for transition. To implement and sustain the changes required by the CCSS, teachers must understand and embrace the college and career readiness standards in their instructional planning. Resources, such as the content frameworks, created by the assessment consortium, can support educators as they develop their transition plans. A general charge to "study the standards and start teaching to them" will not help teachers, nor will it result in any significant change. Instead, leadership teams can do the heavy lifting required by the new standards by creating cogent, focused transition plans that identify specific steps, including timelines, professional development initiatives and accountability structures. The principal and the leadership team also must consider key components of change management as they develop their transition plans. If one or more components are absent or misunderstood, then confusion, resistance, and frustration may result. Today's reform landscape transcends instructional leadership and data-based decision-making skills. This is not to say that those behaviours are not essential to a principal's success, but they no longer suffice. They do need to lead their schools with full knowledge of new assessments tied to standards, and the rigour embedded in both

(Jenkini & Bfeifer, 2012) hence, the need for effective leadership. Educational managers are responsible for leadership that materially affects the capacity of the organisation to perform effectively and efficiently so as to obtain the desired results. By virtue of this, educational mangers are expected to make significant impact on the performance and outcomes of the whole system. The purpose of this research, therefore, is to highlight the importance of the school administrators in ensuring proper curriculum implementation in Nigerian secondary schools.

Curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of the school principal. The principal does this through: deploying staff, allocating time to subjects taught at the school, providing teaching and learning materials, and creating an atmosphere conducive to effective teaching and learning. Furthermore, the principal monitors and guides curriculum implementation through ensuring that schemes of work, lesson plans and records of works are prepared regularly. The principal maintains a school tone and culture that create the climate of social responsibility.

2.9 Empirical Studies

All the works that have been carried out on supervision and school educational resources are related to this study. However, there are some differences. For example:

Maina, Dare and Umeh, (2014) conducted a research on "Impact of Supervision on Funding in Higher Education in Nigeria". The objectives were to determine the impact of supervision on the management of instructional work; school funding and staff development in the universities in Nigeria. It was a survey work that was empirical in nature with a mother population of 3,240. Simple random sampling was used to randomly select 90 heads of institutions, 120 council members and 180 senior administrative staff. With a ten-item self-designed structured questionnaire on the impact of supervision on

funding in higher institutions in Nigeria. The opinions of the respondents were put together and analysed. The ANOVA statistics tool used showed no significant difference. The finding showed that funding was inadequate and that the little fund provided was below the United Nations Educational Scientific and Cultural Organisation (UNESCO) bench mark of 26%. The difference between this study and the present study is that the above study was carried out in higher educational institutions in Nigeria while the present study is for secondary schools in North-Central Zone.

Dare and Ameh (2014) in a study on "Repositioning Education for Access, Quality and Peaceful Co-existence in Africa: A Case Study of Three African Countries/Nations" was a survey work that was empirical in nature. The work had a population of 7020 heads of schools, 4536 teachers and 300 parents, totaly 52410 persons, out of this, simple random sampling was used to select 2430 head teachers, 15120 teachers and 300 literate Parents Teachers Association (PTA) members. With a ten-item self-designed structured questionnaire, the opinions of the respondents were collected and the ANOVA statistics was used to analyse. The result showed no significant difference. The findings reviewed that there were inadequate provision, management, mobilisation, and access to quality education. This in effect creates ineffectiveness in teaching and learning in West African educational institutions. They recommended more provision of education resources to enhance quality of education and effective management of resources to increase quality of education. The difference between the work and this study is that while the work was in three West African countries, this present work is on North-Central Zone of Nigeria.

` Abdulkareem, (2013) conducted a study on "the perceived influence of supervision of instruction on teachers' classroom performance in Ilorin-North Education Zone". The objectives of the study were to access teachers' perceived opinions on the influence of interaction with instructional supervisors on their classroom performance; influence of use

of instructional materials as suggested by instructional supervisors on their classroom performance; and the influence of conferences and seminars organised by instructional supervisors on their classroom performance.

The population of the study comprised all 852 teachers in the 18 public junior and senior secondary schools in Ilorin-North education Zone. The sample was made up of 155 female teachers and 100 male teachers from 7 secondary schools drawn through stratified random sampling technique. The study was an Ex-post Facto design. The instrument for data collection was Influenced of Supervision of Instruction on Classroom Teachers' Performance Questionnaire (ISICTPQ). The research questions were answered using mean and standard deviation while t-test was used to test the hypotheses at 0.05 level of significance. The findings revealed that interaction between teachers and instructional supervisors influences to a great extent teachers' classroom performance. Also, conferences and seminars organised by instructional supervisors influenced teachers' classroom performance to a great extent. The opinions of secondary school teachers with more teaching experience and teachers with less teaching experience did not differ significantly with regard to their perceived influenced of supervision of instruction on their classroom performance. It was recommended that instructional supervisors should always make themselves available and approachable to teachers, the state government should always make provisions of suggested instructional materials by instructional supervisors to teachers to aid class instruction, and there should be adequate funding of conferences and seminars by the state ministry of education for teachers' improvement. Finally, it recommended effective management of human, material and financial resources. The difference in this is that Abdulkareem's study was done in Kwara State while this study is in the North-Central Zone of Nigeria.

2.10 Summary

An attempt has been made in this review to utilise the relevant and related literature to examine the influence of supervision on the management of school resources in public secondary schools in North-Central Zone of Nigeria. The study also illustrated that planning and management of schools are a complex task involving the collaborate effort of both the central administration and the institutional members. It emphasised that the combined effort of the central administration, secondary school staff and students, community members and philanthropists in the management of secondary school facilities are very essential especially at a time of structural adjustment in the Nigerian economy to be able to effectively and efficiently provide and manage educational resources for the attainment of the educational objectives. Such an approach may enhance effective management of secondary school human, material, financial, time and curricular resources to enhance effective teaching and learning in the school system.

The study started by highlighting the background to the study making an effective statement of the problem of the study, it went further to describe the relevant objectives, research questions, hypotheses, scope and significance of the studies. The relevant and related literatures were compiled along the following format: conceptual meaning of resources, educational resources, human resources, material resources, financial resources, time resources, curriculum or programme resources and management. Going further, the research work prevailed on the management of educational resources for effective teaching and learning, management of material resources, management of financial resources, management of time resources and management of curricular or programme resources.

The literature reviewed indicated the concept of supervision of instruction as a process or an activity by which an individual or a group of individuals by means of advising and

stimulating interest in teachers and pupils help to improve teaching and learning situations in educational institutions. It is also the process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning. From these definitions reviewed, it is clear that supervision is a source of assistance to teachers for their improvement. This now necessitated this study to check how supervision influences the management of resources. The review also presented the purpose of supervision of instruction that, it is basic that the purpose of having supervisors in our schools is to control the quality of education received by our children. It laid emphasis on the classroom performance of the teachers, especially on the duties assigned to them.

Furthermore, the techniques of supervision of instruction were also reviewed which include, classroom visitation, teacher visitation, workshop, micro-teaching, and counseling techniques among others. Also qualities of a good instructional supervisor, problems and ways of solving problems of instructional supervision in Nigeria, concept of job performance, leadership theories, models of supervision of instruction, principles of supervision, traditional and modern approaches to supervision, and lastly, previous studies relating to this study were also reviewed.

Despite that, so many researches have been carried out in looking at the influence of supervision and supervision of instruction on class performance. It is observed by the researcher that it seems attention was not given to how supervision influences the management of resources, which still makes supervision of instruction less effective in schools. The gap this study has filled the investigation of how supervision influences the management of resources in public secondary schools in North-Central Zone, Nigeria.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The selection of a primary method of investigation in a given problem is a key consideration for the investigation. Therefore, the methodology for the study include: Research Designs; The Population; The Sample and Sampling Technique; the Instrument; Validity of the instrument; Pilot Test; Reliability; Administration of Research Instrument; and the Collection; Process, Methodology of the instrument of data analysis and Hypotheses Testing.

3.2 Research Design

The research design used for this study was the descriptive survey because it focused on providing an accurate description of the characteristics of a situation or phenomenon, and that the focus of descriptive research is not to only look out for cause-and-effect relationships but rather, to describe the existing variables in a given situation and, sometimes, the relationship that exist among those variables (Johnson and Christensen, 2012:366).

This design was considered appropriate because of its focus on the study, which showed the influence of supervision on the management of resources in public secondary schools in North-Central Zone in Nigeria.

3.3 Population of the Study

In this study, the population was made up of the entire 1833 public secondary schools in the North-Central Zone, Nigeria (National Bureaus of Statistics 2012). Also included were the teachers employed in the public secondary schools and at the time of this study, there were 45,879 teachers in public secondary schools in North-Central Zone of Nigeria, 1,833 principals and 2,579 ministries of education officials at the supervision

Department. From the above, it is clear that the study had three (3) different sets of populations to seek information from as can be seen below.

Table 1 shows numbers of mother population of the study.

Table 1: Population of the Study

S/N	State	No. of Schools	No. of Principals	No. of Teachers	No. of Supervisiors
1	Benue	234	234	7145	431
2	FCT	189	189	4594	172
3	Kogi	252	252	6215	394
4	Kwara	247	247	5846	485
5	Nasarawa	337	337	7475	322
6	Niger	348	348	7911	457
7	Plateau	226	226	6693	318
	TOTAL	**1,833**	**1833**	**45,879**	**2,579**

Source: National Bureau of Statistics, 2012

3.4 Sample and Sampling Techniques

According to Abdullahi, (2012) a sample is a set of individuals selected from a population and usually is intended to represent the population in a research study. The individuals who are selected to participate in the research study are the sample. Sampling involves taking a portion of the population, making observations on the smaller group, and then generalizing the findings to the parent population.

The stratified sampling technique was used for the study. According to Durosaro, (2008) when the population consists of a number of sub groups, or strata that may differ in the characteristics being studied, it is often desirable to use a form of probability sampling called stratified sampling. The basis for stratification was geographic, characteristics of the population, age and year of teaching, etc. North-Central Zone has 6 states and FCT, and three states (kogi, kwara and Niger) were randomly selected. This is in line with the recommendation of Roscoe (1969) that 30% of the total population can be used as a sample size.

A total of sixty public secondary schools were selected from each of the three states for the study. In all, one hundred and eighty (180) secondary schools were selected for the study. In each school picked, questionnaires were distributed to the principals, ministry of education officials and teachers. This means that in each state selected, sixty (60) principals, forty (40) ministry of education officials and three hundred (300) teachers were involved in the study. In all, nine hundred (900) teachers, one hundred and eighty (180) principals and one hundred and twenty (120) supervisors were given questionnaires to fill. The total for this study was one thousand, two hundred (1,200) respondents.

Table 2 below shows the sampled respondents of the study

Table2: Sample of the study

S/N	Name of Respondents	population	Sample size
1	Principals	1,833	180
2	Teachers	45,879	900
3	Ministry officials	16,483	120
	Total	**64,195**	**1200**

3.5 Instrumententation

The instrument for data collection was a Questionnaire developed by Maina (2017) titled: Influence of Supervision on the Management of Resources in Public Secondary Schools (ISMRPSS). The same questionnaire was used for all categories of respondents (principals, teachers and ministry officials). The questionnaire was divided into five sections with the belief that the information would be quite adequate for the purpose of the study. The sections were made up of Likert five-point scale for the determination of the extent to which the respondents perceived the influence of supervision on the management of resources. Each item of the sub-variables of educational resources had 5 response

options ranging from Strongly Agree (SA), Agree (A), Undecided (U), to Disagree (D) and Strongly Disagree (SD). The respondents were required to tick one of the 5 response options against an item to indicate the extent of their agreement or disagreement with the item.

The beginning of the questionnaire was an introduction and an appeal to respondents.

3.5.1 Validation of Research Instrument

Validity is the extent to which an instrument measures what it purports to measure (Akuezuilo 2013). The instrument adapted was designed by Maina (2017) in the Department of Educational Administration and Planning, Ahmadu Bello University, Zaria, Nigeria. It was also validated by experts in Test, Measurement and Evaluation Department of Ahmadu Bello University, Zaria. Though, the questionnaire was designed by the thesis supervisor, it is easy to understand and relevantly related to the issues for which opinions of respondents were sought. To further validate the instrument, a pilot test was carried out to determine the validity and reliability of the instrument.

3.5.2 Pilot Test

The pilot test was administered to ascertain the reliability of the instrument. Olayiwola (2015) defined reliability as the degree of accuracy with which an instrument measures whatever it is measuring. In other words, a pilot test is usually conducted to determine the content and face validity of the research instrument, while face validity assesses how the instrument measures what it is supposed to measure, content validity is the extent to which the instrument adequately covers the area desired to be measured. Fox (1969) in Olayiwola (2015) argued that for any data gathering procedure such as questionnaire and interview guides, content validity is the strongest technique available to the researcher.

In order to establish the content validity of the instrument used, a pilot test was conducted using ten principals, five ministry officials and sixty teachers selected from Benue State. The statistically calculated result obtained was 0.899 which indicated that the result obtained was reliable. Following this result, the content validity of the instrument was established.

3.5.3 Reliability of the Instrument

To ensure the reliability of the research instrument for this study, data collected from the pilot test was statistically analysed for the purpose of reliability coefficient. The Guttmann option of the split-half was used. A Reliability Coefficient of Alpha level of 0.899 was obtained. This reliability coefficient was considered reliable for the internal consistency of the instrument. Thus, according to Spiegel and Stevens (1999), an instrument is considered reliable if it lies between 0 and 1 (one) and that the closer the calculated reliability coefficient is to one, the more reliable is the instrument. This is in line with Akuezuilo's (2013) suggestion that a correlation that is close to 1 (one) is high. Therefore, the instrument was reliable and valid for use as an instrument for data collection.

3.6 Administration of the Instrument

The researcher, through the help of some research assistants, carried out the administration of the questionnaire. One assistant was employed for each state selected for the study. The researcher trained the research assistants thoroughly before they administered the questionnaires in various states under study.

3.7 Method of Data Analysis

The data collected were analysed using relevant descriptive and inferential statistics. Descriptive statistics such as percentage was used to analyse demographic data of the respondents as well as research questions. Also, inferential statistics such as Analysis of Variance (ANOVA) statistical technique was used to test all hypotheses formulated at 0.05

level of significance and this was to determine the differences in the opinions of respondents on the influence of supervision on the management of resources. The Statistical Package for Social Sciences (SPSS) version 20.0 was used to facilitate the data analysis.

Other statistical measurements used to present the data included Scheffe's post hoc test, frequency distribution, computation and percentages.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

The purpose of this study was to find out the influence of supervision on the management of resources in public secondary schools in the North-Central Zone of Nigeria. For this reason, the opinions of principals, teachers and ministry of education officials were sought. This chapter, therefore, deals with the analysis and presentation of data collected for the study. As mentioned earlier, questionnaires were designed and administered to principals, teachers and ministry of education officials in three sample states of the North-Central Zone of Nigeria. To achieve this, the data collected were statistically analysed and the results were presented and discussed according to the questions and hypotheses in chapter one of the study.

4.2 Presentation and Discussion of Bio-Data

All data collected in this section were tabulated using frequencies and percentages as indicated in 3:

Table 3. Distribution of Respondents by Status

Status	Frequency	Percentage (%)
Principals	180	15
Teachers	900	75
Ministry officials	120	10
Total	**1200**	**100.0**

Table 3 reveals that 180 (15%) out of 1200 respondents were principals, 900 (75%) were teachers and the remaining 120 (10%) were ministry officials. This implies that the majority of the respondents were teachers since they formed the majority group in secondary schools in Nigeria.

Table 4 Distribution of Respondents by Years of Teaching Experiences

Years of teaching experience	Frequency	Percentage (%)
1-10 years	580	48
10-20 years	332	28
20-30 years	190	16
30 and above	98	8
Total	**1200**	**100.0**

Table 4 shows the analysis of the respondents in respect to the length of time they had served in the teaching profession. Out of the 1200 respondants, 580 (48%) were between 1-10 years of experience, 332 (28%) were between 10-20 years of experience, 190 (16%) were between 20-30 years of experiences and 98 (8%) were over 30 years of teaching experience.

4.3 Presentation of the Perceived Opinions of the Stakeholders in Frequencies and Percentages

It is done to give the general description of the data collected in respect of the influence of supervision on the management of human, material, financial, time and curriculum resources. This involved 50 questionnaire items to access the above attributes. Each section was accessed with 10 items.

The Table shows the respondents opinions collated along the five Likert scale of Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (D) and Strongly Disagree (SD). But for analytical agree (A), undecided (UD) and disagree (D) as shown in the table below.

For easy comprehension, the 5 Likert scale was grouped into 3 categories of agree, undecided and disagree. Thus, agreement simply implies that respondents either agreed or strongly agreed. While disagreement simply implied that the respondents either disagreed

or strongly disagreed and undecided remained a situation where the respondents were undecided or had no knowledge of the question at the time of investigation.

4.3.1 Respondents' Opinions on the Supervision Influence on the Management of Human Resources in Public Secondary Schools in North-Central Zone, Nigeria

In this section, the opinions of respondents were sought on the influence of supervision on the management of human resources in public secondary schools in the North-Central Zone of Nigeria.

Table 5 shows the opinions of the respondents on the influence of supervision on the management of human resources in public secondary schools in the North-Central Zone of Nigeria. In the table the perceptions were presented in frequencies and percentages.

Table 5: Opinions of Respondents on the lnfluence of Supervision on the Management of Human Resources in Public Secondary Schools in North-Central Zone, Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree		Mean
			F.	%	F.	%	F.	%	
1	Through supervision, enough English Language teachers are employed in the school	Principals	30	16.7	15	8.3	135	75.0	**2.6**
		Teachers	71	7.9	6	0.7	762	84.7	**2.1**
		MOE Officials	44	36.7	18	15.0	58	48.3	**3.3**
2	Through supervision, enough Mathematics teachers are managed in the schools	Principals	36	20.0	16	8.9	128	71.1	**2.7**
		Teachers	50	5.6	33	3.7	827	91.9	**2.2**
		MOE Officials	25	20.8	18	15.0	77	64.2	**2.8**
3	Through supervision, enough Science teachers are managed in the school	Principals	24	13.3	6	3.3	150	83.3	**2.4**
		Teachers	157	17.4	6	0.7	737	81.9	**2.5**
		MOE Officials	16	13.3	0	0.0	104	86.7	**2.4**
4	Through supervision, enough Arts subject teachers are managed in the school	Principals	18	10.0	12	6.7	150	83.3	**2.4**
		Teachers	256	28.4	89	9.9	555	61.7	**3.0**
		MOE Officials	25	20.8	16	13.3	79	65.8	**1.9**
5	ICT operators are managed in the school effectively	Principals	66	36.7	0	0.0	114	63.3	**3.1**
		Teachers	250	27.8	22	2.4	628	69.8	**2.9**
		MOE Officials	19	15.8	1	0.8	100	83.3	**2.5**
6	through supervision, enough Social Science teachers are managed in the school	Principals	48	26.7	6	3.3	126	70.0	**2.8**
		Teachers	220	24.4	31	3.4	649	72.1	**2.8**
		MOE Officials	29	24.2	13	10.8	79	65.8	**2.9**
7	Through supervision, enough vocational and technical subject teachers are managed in the school	Principals	21	11.7	3	1.7	156	86.7	**2.4**
		Teachers	256	28.4	33	3.7	611	67.9	**2.9**
		MOE Officials	16	13.3	0	0.0	104	86.7	**2.4**
8	Through supervision, enough non-academic staff are managed in the school	Principals	30	16.7	9	5.0	141	78.3	**2.6**
		Teachers	128	14.2	26	2.9	746	82.9	**2.5**
		MOE Officials	38	31.7	0	0.0	82	68.3	**3.0**
9	Through supervision, enough technicians are managed in the school	Principals	40	22.2	18	10.0	122	67.8	**2.8**
		Teachers	175	19.4	0	0.0	725	80.6	**2.6**
		MOE Officials	34	28.3	14	11.7	72	60.0	**3.0**
10	Through supervision, enough inspectors are managed in the schools	Principals	60	33.3	6	3.3	134	74.4	**3.3**
		Teachers	23	2.6	12	1.3	865	96.1	**2.1**
		MOE Officials	29	3.2	16	1.8	75	8.3	**2.9**

Table 5 shows that 30 (17%) of principals agreed that adequate English language teachers were employed, 15 (75%) disagreed that English language teachers were employed, 15 (8%) of the principals were undecided. While 71(8%) teachers agreed that they had enough English language teachers, a greater purtion of the teachers as much as 762 (86%) disagreed, and insignificant number of respondents 8(6%) were undecided. Among the ministry of education officials, 44(37%) agreed that human resources were managed, a greater portion however of 58(49%) disagreed while 18(15%) were undecided. In all, the respondents showed a greater magnitude of their response for improper management of human resources in secondary schools in the North-Central Zone. A situation where some schools, especially in rural areas, exist with one principal and two teachers including PTA employed staff to remedy the situation is undesirable.

The principals, teachers and ministry of education officials perceived that since teachers were not well-managed in all secondary school subjects as revealed by the responses of principals, teachers and ministry of education officials as high as 90% then there were poor management of human resources in secondary schools in the North-Central Zone. In today's learning, the emphasisis is on science. If the teachers in the field are not well-managed, what does the school exist for? Again, much emphasis has been placed on technical education; however, a close observation on the table reveals that many principals, teachers and ministry of education officials disagreed with the management of vocational and technical teachers in schools. Vocational and technical education is another area of importance in the field of education that helps a child to be self-engaged after graduation these days that unemployment is the order of the day in the present society. This, therefore, amplifies and complicates the problem of the society. The opinion held by over 90% of principals, teachers and ministry of education officials is that human resources were not

effectively managed in its right quantity and quality in our various secondary schools zone. The problem becomes more pathetic when we look at the situation in rural areas and private schools, the area where anybody can be engaged to teach the students or be a principal.

Going by the respondents'opinions on items 2,3,5, and 10 where no respondent had less than 75% in respect of disagreement, it is evident that quality managemet of human resources was lacking in secondary schools in the North-Central Zone, Nigeria. In some schools there were no English language teachers,, security officers and finance clerks. Public schools were managed more in urban areas than in rural areas. And the educational resources were provided and managed more in urban areas than in rural areas due to frequent monitoring from government agencies. The government has not been providing more schools to urban and rural areas also human resources were not being employd adequately. This situation is the same with the management of all other resources; material, finance, time and curriculum.

4.3.2 Respondents' Opinions on the Supervision Influence on the Management of Material Resources in Public Secondary Schools in the North-Central Zone, Nigeria

In this section, the opinions of respondents were sought on the influence of supervision on the management of material resources in public secondary schools in the North-Central Zone of Nigeria.

Table 6 shows the opinions of these respondents on the influence of supervision on the management of material resources in public secondary schools in the North-Central Zone of Nigeria In the table the perceptions were presented in frequencies and percentages using the five Likert scales.

Table 6: Opinions of Respondents on Influence of Supervision on Management of Material Resources in the Public Secondary Schools

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree		Mean
			F.	%	F.	%	F.	%	
1	Through supervision, enough teaching facilities are managed in the schools	Principals	40	22.2	18	10.0	92	51.1	**2.4**
		Teachers	75	8.3	0	0.0	835	92.8	**2.3**
		MOE Officials	34	28.3	17	14.2	69	57.5	**3.0**
2	Through supervision, enough learning facilities are managed in the schools	Principals	30	16.7	9	5.0	141	78.3	**2.6**
		Teachers	128	14.2	126	14.0	760	84.4	**2.8**
		MOE Officials	39	32.5	0	0.0	75	62.5	**2.9**
3	Through supervision, enough recreational facilities are managed in the schools	Principals	18	10.0	12	6.7	150	83.3	**2.4**
		Teachers	256	28.4	89	9.9	555	61.7	**3.0**
		MOE Officials	25	20.8	13	10.8	72	60.0	**2.6**
4	Through supervision, enough Health facilities are managed in the schools	Principals	24	13.3	6	3.3	150	83.3	**2.4**
		Teachers	157	17.4	23	2.6	720	80.0	**2.5**
		MOE Officials	16	13.3	0	0.0	104	86.7	**1.9**
5	Through supervision, enough welfare facilities are managed in the schools	Principals	21	11.7	3	1.7	156	86.7	**2.4**
		Teachers	256	28.4	33	3.7	611	67.9	**2.9**
		MOE Officials	16	13.3	0	0.0	104	86.7	**2.4**
6	Through supervision, enough games facilities are managed in the schools	Principals	18	10.0	12	6.7	150	83.3	**2.4**
		Teachers	256	28.4	39	4.3	605	67.2	**2.9**
		MOE Officials	25	20.8	13	10.8	72	60.0	**2.6**
7	Through supervision, enough water facilities are managed in the schools	Principals	28	15.6	6	3.3	146	81.1	**2.5**
		Teachers	220	24.4	22	2.4	658	73.1	**2.8**
		MOE Officials	39	32.5	13	10.8	68	56.7	**3.1**
8	Through supervision, enough light facilities are managed in the schools	Principals	30	16.7	9	5.0	141	78.3	**2.6**
		Teachers	128	14.2	126	14.0	760	84.4	**2.8**
		MOE Officials	39	32.5	0	0.0	75	62.5	**2.9**
9	Laboratory equipments, lab chemicals and reagents are managed in the schools.	Principals	60	33.3	6	3.3	114	63.3	**3.0**
		Teachers	23	2.6	22	2.4	855	95.0	**2.1**
		MOE Officials	19	15.8	16	13.3	85	70.8	**2.6**
10	Through supervision, all available facilities are well managed in the schools	Principals	21	11.7	3	1.7	158	87.8	**2.4**
		Teachers	256	28.4	39	4.3	605	67.2	**2.9**
		MOE Officials	16	1.8	0	0.0	104	11.6	**2.4**

On the management of material resources, table 8 shows that 40 (22%) of the principals agreed that material resources were well managed, 92 (68%) disagreed, 18 (10%) were undecided. While 75(9%) teachers agreed that material resources were well managed, a greater number of the teachers as many as 835(91%) disagreed, and none of teachers was undecided. Among the ministry of education officials, 34(15%) agreed that material resources were well-managed, a greater portion of 69(83%) however, disagreed, while 17(2%) were undecided. In all, the respondents showed a greater magnitude of their response for inadequate management of material resources in secondary schools in the North-Central Zone. A situation where in some public schools, especially in rural areas, there were not enough hostels to accommodate students and a lot of public schools had dilapidated buildings and buildings that were burnt down by wild fire is undesirable.

The principals, teachers and ministry of education officials perceived that since infrastructural and learning materials were not well-managed in secondary schools percieved by the responses of principals, teachers and ministry of education officials with as high as 90% in the disagreement zone, it then shows that there was poor management of material resources in secondary schools in the North-Central Zone.

Going by the respondents' opinion on items 2,3,4,5,6,7,9 and 10, where about 70% of the respondants disagreed, it is evident that quality management of material resources is lacking in North-Central Zone of Nigeria. In some schools there were no assembly halls, health facilities, light, chairs and tables and the schools existed without school vehicles. Even in areas where the schools have facilities like computers, technical equipment these were sold and the existing ones might not have any relevant professional attachment to Technical/Vocational Education. Management becomes impossible as teachers with relevant professional training and qualification were not employed to use them. In such a situation in those areas the material resources in such schools like computer, technical equipment, and reagent mainly become artifacts. The material resources that exist could still be substandard and inferior which had been wrongly supplied by contractors. More material resources were managed in urban areas than in rural areas due to closeness to the corridor of government near them and frequent monitoring from government agencies.

The opinion held by over 70% of the respondents (principal, teacher and ministry of education officials on the management of material resources was that materials resources in most schools were not properly managed. This is because the existing number of materials resources in schools was no longer enough to effectively execute the teaching and learning functions in the schools as most teachers and other school staff were disenchanted with the teaching work. Coupled with over loading of staff there were incessant strikes and absenteeism initiated by the existing frequent strikes occasioned by

non-payment of teachers' salaries in most of the states in the North-Central Zone of Nigeria. A careful observation of item 9 on the questionnaire indicated that 70% of teachers, principals and ministry of education disapproved that the existing material resources were well-managed. More still-most teachers, principals and ministry of education officials have become involved in one business or the order in other to keep body and soul going in the absence of regular payment for their services in the school.

A close observation from the items on the questionnaire indicates that some of the items did not even exist, not to think of being used in some schools. The school manages the role of such items by making use of the few existing items and borrowing to perform their work. Some of the teachers existing in the school were found to be unable to improvise these materials and in some cases had not even operated the available material resources, let alone being able to transmit knowledge in their various fields with the learning materials.

In most schools, the maintenance of material resources was not the concern of the administrators, but how to acquire the greatest amount within the limited period they would stay in the school. They, therefore, concentrated in those areas that increased finance. Some of the administrators cleverly put the technicians and lab attendants aside to avoid them knowing what they did with the materials as they found their ways to the market.

In what way can the staff of an institution be maintaining material resources when his welfare services were not taken care of, staff salaries were paid late, sometime not paid within one month or more. When staff members were not allowed to go for conferences, workshops, seminars and in-service courses their productivity will be debased as they would become obsolate, inefficient and ineffective in the discharge of their duties. Going by what was recorded on the table, all the respondents expressed their opinions in

disagreement with the management system of the material resources in the school system. In all the items the responses of the respondents were not less than 70% in favour of the disagreement option.

4.3.3 Respondents Opinions on the Supervision Influence on the Management of Financial Resources in Public Secondary Schools in the North-Central Zone, Nigeria

In this section, the opinions of respondents were sought on the influence of supervision on the management of financial resources in public secondary schools in the North-Central Zone of Nigeria.

Table 7 shows the perceptions of these respondents on the influence of supervision on the management of financial resources in public secondary schools in the North-Central Zone of Nigeria In the table the perceptions were presented in frequencies and percentages.

Table 7: Opinions of Respondents on Influence of Supervision on the Provision and Management of Financial Resources in Public Secondary Schools in North Central Zone, Nigeria

S/N	Items statement	Category of Respondents	Agree		Undecided		Disagree		Mean
			F.	%	F.	%	F.	%	
1	Through supervision, funds are managed to the school by the ministry of education	Principals	21	11.7	3	1.7	156	86.7	**2.4**
		Teachers	256	28.4	33	3.7	611	67.9	**2.9**
		MOE Officials	16	13.3	0	0.0	104	86.7	**2.4**
2	Through supervision, adequate financial supports are given to the school by wealthy individuals	Principals	60	33.3	6	3.3	114	63.3	**3.0**
		Teachers	23	2.6	22	2.4	855	95.0	**2.1**
		MOE Officials	19	15.8	16	13.3	85	70.8	**2.6**
3	Through supervision, adequate financial supports are given to the school by groups within and outside the community	Principals	48	26.7	6	3.3	126	70	**2.6**
		Teachers	220	24.4	31	3.4	649	72.1	**2.8**
		MOE Officials	19	15.8	13	10.8	88	73.3	**2.6**
4	Through supervision, adequate financial supports are given to the school by parent teachers association (PTA)	Principals	30	16.7	9	5.0	141	78.3	**2.6**
		Teachers	128	14.2	12	1.3	746	82.9	**2.4**
		MOE Officials	39	32.5	-	-	75	62.5	**1.9**
5	Through supervision, adequate financial supports are given to the school by school based management committee	Principals	18	10.0	12	6.7	140	77.8	**2.3**
		Teachers	256	28.4	33	3.7	611	67.9	**2.9**
		MOE Officials	25	20.8	13	10.8	72	60.0	**2.6**
6	Through supervision, the school obtains loans from commercial banks	Principals	21	11.7	3	1.7	156	86.7	**2.4**
		Teachers	256	28.4	33	3.7	611	67.9	**2.9**
		MOE Officials	16	13.3	0	0.0	104	86.7	**2.4**
7	Through supervision, the school is able to generate enough funds from school fees	Principals	24	13.3	6	3.3	150	83.3	**2.4**
		Teachers	157	17.4	12	1.3	731	81.2	**2.5**
		MOE Officials	16	13.3	0	0.0	104	86.7	**2.4**
8	Through supervision, the school is able to diversify means to generate more funds internally	Principals	18	10.0	12	6.7	140	77.8	**2.3**
		Teachers	256	28.4	33	3.7	611	67.9	**2.9**
		MOE Officials	25	20.8	9	7.5	86	71.7	**2.7**
9	Clubs and societies provide funds in the school.	Principals	30	16.7	9	5.0	141	78.3	**2.7**
		Teachers	128	14.2	12	1.3	760	84.4	**2.4**
		MOE Officials	39	32.5	0	0.0	74	61.7	**2.9**
10	Through supervision, all the financial resources provided are well-managed	Principals	40	22.2	3	1.7	137	76.1	**2.7**
		Teachers	154	17.1	0	0.0	746	82.9	**2.5**
		MOE Officials	31	3.4	17	1.9	71	7.9	**2.9**

Table 7 on management of financial resources shows that 21 (12%) of the principals agreed that financial resources were well-managed, 156 (86%) disagreed, 3(2%) were undecided. While 256(28%) teachers agreed that financial resources were managed, a greater number of the teachers as many as 611(68%) disagreed, and an insignificant number of teachers 33(4%) were undecided. Among the ministry of education officials, 9(14%) agreed that financial resources were well-managed, a greater portion of 104(87%) however, disagreed while 16(13%) were undecided. Table 9 shows the responses of the respondents on the influence of supervision on the management of financial resoursces in public secoundary schools in North-Central Zone, Nigeria. In item one the respondants

were asked whether due to supervision adequate funds were provided to the schools, 11.7%, 28.4% and 13.3% of the principals, teachers and ministry officials respectively agreed that due to supervision funds were well-managed. However, the majority of the respondents, 86.7% principals, 67.9% teachers and 86.7% ministry officials disagreed that the management of funds was not necessarily as a result of supervision of schools.

Item two stated that through supervision adequate financial supports were given to the schools by wealthy individuals. The majority of the respondents 114(63.3%), 855(95.0%) and 8(70.8%) of the principals, teachers and ministry of education officials disagreed respectively.

Through supervision, adequate financial resources were given to the schools by the groups within and outside the community. In item three, the majority of the respondents, 126(70%) principals 649(72.1%) teachers and 88(73.3%) ministry of education officials agreed that there were not much financial resources coming in from both within and outside the community.

Item four to ten had shown that supervision did not positively bring about adequate financial support from the Parent Teacher Association (PTA) as responded by the principals 141(78.3%), the teachers 746 (82-9%) and MOES 75(62.5%), respectively.

Furthermore, members of SBMC were not able to mobilise financial supports for the schools as 140 (77.8%) of the principals, 611(67.9%) teachers and 72(60.0%) officials disagreed. This implies that even the SMBC were not strong enough to do much or were not mobilising enough to convince the state government and community to give adequate financial support through them.

In item six, it stated that the schools obtained financial support from commercial banks, few respondents agreed that 21(11.3%) principals, 256(28.4%) teacher and 16(13.3%) did receive financial support from commercial banks. Three (1.7%) principals were undecided

while 33(3.7%) could not make up their minds as they were not sure. However, the majority of the principals 156(86.7%) teachers 611(67.9%) and MOE officials disagreed with the statement that commercial banks used to give financial support which could be inform of loans or otherwise.

Item seven said that through supervision the schools were able to generate enough funds from the school fees, 150(83.3%) of the principals, 731(81.2%) teachers and 104(86.7% officials of the ministry of education disagreed with the statement meaning that the supervision of schools did not positively help the schools to generate enough funds from the school fees.

As to the diversification means in order to or enough funds in item eight 8(10.0%) 256(28.4%) teachers 25(20.8%) officials agreed with the statement. However, the majority of the respondents 140(77.8%) principals, 611 (67.9%) teachers and 86 (71.7%) officials disagreed with the statement by saying that the schools were not diversified as a result of supervision to generate more funds internally but this may be through the other means.

Item nine sought the reponse from the three categories of respondents on the statement that through supervision, the school is able to make clubs and societies provide the needed funds for the school. The responses raised from some spoke in agreement 30(16.7%) principals 128 (14.2%) teachers and 39 (32.5%) MOE officials while 241 principals, 760 (84.4%) teachers and 74(61.7%) disagreed that clubs and societies were not providing funds for the schools. Despite these 9 principals, 12 teachers were not sure about the statement as they remained neutral.

Item ten said that through supervision, all the financial resources provided and well-managed. 40 (22.2%) principals 154 (17.1%) teachers and 31 (3.4%) MOE officials agreed with the statement but 137(76.19%) principals, 746 (82.9%) teachers and 71(2.9%) principals, 746 (82.9%) teachers and 71 (2.9%) MOE officials disagreed with the

statement. A high number of 17(1.9%) MOE officials maintained neutrality. In all, the respondents showed a greater magnitude of their responses for no provision of financial resources in secondary schools in the North-Central Zone. A situation where some schools, especially in rural areas, existed with financial problems and limited resources was unbearable. The financial strength of the school was disheartening.

The respondents perceived that since finance was the live wire of every business especially schools and were not provided in secondary schools as viewed from the responses of principals, teachers and ministry of education officials as high as 70%, then there was poor provision of financial resources in secondary schools in the North-Central Zone. Currently, learning emphasis is on Science, technical education and computer. If the finance for material, human time and curriculum materials were not readily provided in enough number, then the schools will be in trouble. Again, much emphasis was placed on technical education Computer and Science that needed huge funding. However, a close observation on the table reveals that many stakeholders disagreed with the provision of enough funds in schools. Vocational and technical education, Science and Computer were very important in the field of education that helped a child to be self-engaged, after school these days, that unemployment was the order of the day in the present society. This area needed huge funds. This, therefore, amplified and complicated the problem of the society. The opinion held by over 70% of the stakeholders that financial resources were not adequately provided in their right quantity in the various secondary schools either through loans from banks, individuals' support, SBMC, PTA or school fees was pathetic.

Going by the respondents' opinion on items 1.2.4.5.7 and 10 where no respondent had less than 60% in respect of disagreement, it was evident that proper management of financial resources was lacking in th North-Central Zone. In some schools there were not enough sources of finance. The principal as head of management and finance officer

borrows. Even in areas where the finance existed it might not be used judiciously. They merely became sources for principals' enrichment. Financial resources are more well-managed in urban areas than in rural areas due to closeness to the corridor of government and frequent monitoring from government agencies though, not to the standard of UNESCO (26%).

From the frequencies and percentages of items on the management of financial resources, numbers 9 and 10 received high support as the schools were always left to source their funds other sources, for example, petty trading. Most officers now saw business as a means to better their lives. In some schools some of the officers may not have any other option for funds let alone the maintenance of such.

In most schools the maintenance of financial resources was not the concern of the administrator, but how to acquire the greatest amount within the limited period they would stay in the school. They, therefore, used to concentrate on those areas that increased funding for them. Some of the administrators cleverly used to divert financial resources and use them for their development.

4.3.4 Respondents' Opinions on the Supervision Influence on the Management of Time Resources in Public Secondary Schools in the North-Central Zone, Nigeria

In this section, the opinions of the respondents were sought on the management of time resources in public secondary schools in the North-Central Zone of Nigeria.

Table 8 shows the opinions of these stakeholders on the influence of supervision on the management of time resources in public secondary schools in the North-Central Zone of Nigeria In the table the perceptions were presented in frequencies and percentages using the five Likert scales Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

Table 8: Opinions of Respondents on Influence of Supervision on the Management of Time Resources in Public Secondary Schools in the North-Central Zone, Nigeria

S/n	Items statement	Category of Respondents	Agree		Undecided		Disagree		Mean
			F.	%	F.	%	F.	%	
1	Through supervision, enough time is allocated to teaching of English	Principals	24	13.3	6	3.3	150	83.3	**2.4**
		Teachers	157	17.4	26	2.9	717	79.7	**2.6**
		MOE Officials	16	13.3	0	0.0	104	86.7	**2.4**
2	Through supervision, enough time is allocated to teaching of mathematics	Principals	21	11.7	3	1.7	156	86.7	**2.4**
		Teachers	256	28.4	33	3.7	611	67.9	**2.9**
		MOE Officials	16	13.3	0	0.0	104	86.7	**2.4**
3	Through supervision, enough time is allocated to teaching of science subjects	Principals	18	10.0	12	6.7	150	83.3	**2.4**
		Teachers	256	28.4	33	3.7	611	67.9	**2.9**
		MOE Officials	25	20.8	13	10.8	72	60.0	**2.6**
4	Through supervision, enough time is allocated to teaching of art subjects	Principals	30	16.7	9	5.0	141	78.3	**2.6**
		Teachers	128	14.2	12	1.3	760	84.4	**2.4**
		MOE Officials	19	15.8	0	0.0	109	90.8	**1.9**
5	Through supervision, enough time is allocated to teaching of social science subjects	Principals	28	15.6	6	3.3	146	81.1	**2.5**
		Teachers	220	24.4	31	3.4	629	69.9	**2.7**
		MOE Officials	19	15.8	12	10.0	77	64.2	**2.4**
6	Through supervision, enough time is allocated to teaching of vocational and technical subjects	Principals	16	8.9	6	3.3	162	90.0	**2.3**
		Teachers	23	2.6	22	2.4	855	95.0	**2.1**
		MOE Officials	19	15.8	16	13.3	75	62.5	**2.4**
7	Through supervision, enough time is allocated for practicals	Principals	21	11.7	1	0.6	158	87.8	**2.4**
		Teachers	256	28.4	33	3.7	611	67.9	**2.9**
		MOE Officials	16	13.3	0	0.0	104	86.7	**2.4**
8	Through supervision, enough time is allocated to games and recreational activities	Principals	30	16.7	15	8.3	140	77.8	**2.6**
		Teachers	71	7.9	15	1.7	814	90.4	**2.3**
		MOE Officials	21	17.5	15	12.5	74	61.7	**2.5**
9	Through supervision, enough time is allocated to teachers to cover the syllabus before the end of the term	Principals	28	15.6	6	3.3	146	81.1	**2.5**
		Teachers	220	24.4	31	3.4	649	72.1	**2.8**
		MOE Officials	30	25.0	13	10.8	77	64.2	**2.9**
10	Through supervision, enough time is allocated to teachers to cover their lessons everyday	Principals	26	14.4	0	0.0	154	85.6	**2.4**
		Teachers	250	27.8	22	2.4	628	69.8	**2.9**
		MOE Officials	19	2.1	1	0.1	100	11.1	**2.5**

Going through the opinions of the respondents on the management of time resources, Table 8 shows that 24 (13.3%) of principals agreed that adequate time resources were provided, 150 (83.3%) disagreed that time resources were provided, 6 (3.3%) of principals were undecided. While 157(17%) teachers agreed that time resources were well-managed, a greater function of the teachers as many as 717(80%) disagreed, and an

insignificant functions of 26(3%) were undecided. Among the ministry of education officials 16(13%) agreed that time resources were well managed, a greater portion of 104(87%) disagreed while none were undecided. In all, the respondents showed a greater magnitude of their response for no provision of time resources in secondary schools in North-Central Zone. A situation where in some schools, especially in rural areas, exist with one principal and two teachers including PTA employed staff to remedy the situation is undesirable.

The respondents perceived that since time was not well-managed for almost all the subjects in secondary schools as revealed by the responses as high as 70%, then there was poor management of time resources in secondary schools in the North-Central Zone. In today's learning, emphasisis is on science, vocational education, science practices and recreational activities which takes much time. If time is not well-managed, it would be difficult to achieve the goals.

The opinion held by over 95% of the respondents that time resource was not well-managed in its right quantity and quality in virtually all our various secondary schools was unacceptable. The problem became more pathetic when a look at the situation in public schools or schools in rural areas as care and attention were not given to school time-table in all activities.

Going by the respondents' opinion on items 1,2,3,4,5,6,7,8,9 and 10 where no respondent had less than 70% in respect of disagreement, it was evident that enough time for activities was not provided and was lacking in schools in the North-Central Zone of Nigeria. In some schools there was no time for recreation, lessons, and practicals.

In most schools the management of time resources was not the concern of the administrator, but how to acquire the greatest amount within the limited period they would stay in the school. They, therefore, used to concentrate on those areas that increased

finance. Some of the administrators cleverly put the financial clerk aside to make them far from the knowledge of what might happen.

4.3.5 Respondents' Opinions on the Supervision Influence on the Management of Curriculum Resources in Public Secondary Schools in North-Central Zone, Nigeria

In this section, the opinions of respondents were sought on the management of curriculum resources in public secondary schools in the North-Central Zone of Nigeria.

Table 9 shows the opinions of these respondents on the influence of supervision on the management of curriculum resources in public secondary schools in the North-Central Zone of Nigeria In the table the perceptions were presented in frequencies and percentages using the five Likert scales Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

Table 9: Opinions of Respondents on the Influence of Supervision on the Management of Curriculum Resources in the North Central Zone, Nigeria

S/n	Items statement	Category of Respondents	Agree		Undecided		Disagree		Mean
			F.	%	F.	%	F.	%	
1	Through supervision, curriculum of English language is reviewed	Principals	21	11.7	3	1.7	156	86.7	**2.4**
		Teachers	256	28.4	33	3.7	611	67.9	**2.9**
		MOE Officials	16	13.3	0	0.0	104	86.7	**2.4**
2	Through supervision, curriculum of mathematics is reviewed	Principals	22	12.2	8	4.4	132	73.3	**2.2**
		Teachers	254	28.2	0	0.0	616	68.4	**2.8**
		MOE Officials	24	20.0	17	14.2	89	74.2	**2.9**
3	Through supervision, the scheme of work of science subject is well-designed	Principals	60	33.3	6	3.3	114	63.3	**3.0**
		Teachers	23	2.6	22	2.4	855	95.0	**2.1**
		MOE Officials	10	8.3	16	13.3	94	78.3	**2.4**
4	Through supervision, curriculum of art subject s are reviewed	Principals	30	16.7	9	5.0	141	78.3	**2.6**
		Teachers	28	3.1	12	1.3	860	95.6	**2.1**
		MOE Officials	9	7.5	-	-	111	92.5	**1.9**
5	Through supervision, curriculum of social science subject is reviewed	Principals	21	11.7	3	1.7	156	86.7	**2.4**
		Teachers	256	28.4	33	3.7	611	67.9	**2.9**
		MOE Officials	16	13.3	0	0.0	104	86.7	**2.4**
6	Through supervision, curriculum of vocational and technical subject is reviewed	Principals	48	26.7	6	3.3	128	71.1	**2.9**
		Teachers	220	24.4	31	3.4	649	72.1	**2.8**
		MOE Officials	29	24.2	11	9.2	80	66.7	**2.8**
7	Through supervision, the scheme of work subject is well-designed	Principals	56	31.1	0	0.0	124	68.9	**2.9**
		Teachers	250	27.8	22	2.4	628	69.8	**2.9**
		MOE Officials	31	25.8	15	12.5	74	61.7	**2.9**
8	Through supervision, the subject teacher are provided with the current schemes of work	Principals	48	26.7	6	3.3	128	71.1	**2.9**
		Teachers	220	24.4	31	3.4	649	72.1	**2.8**
		MOE Officials	29	24.2	11	9.2	80	66.7	**2.8**
9	Through supervision, syllabuses for different academic years or sessions are provided in my school.	Principals	16	8.9	6	3.3	158	87.8	**2.3**
		Teachers	23	2.6	22	2.4	855	95.0	**2.1**
		MOE Officials	19	15.8	16	13.3	85	70.8	**2.6**
10	Through supervision, curriculum resources provided are well managed	Principals	21	11.7	1	0.6	158	87.8	**2.4**
		Teachers	256	28.4	33	3.7	611	67.9	**2.9**
		MOE Officials	16	1.8	0	0.0	104	11.6	**2.4**

On the opinions of the respondents on the management of curriculum resources, Table 9 shows that 21 (11.7%) of the principals agreed that curriculum resources were provided, 157 (87%) disagreed and 3 (1%) were undecided. While 256(28%) of the teachers agreed that curriculum resources were provided, a greater number of the teachers as many as 611 (68%) disagreed, and insignificant number of 33 (4%) were undecided. Among the ministry of education officials, 16 (13%) agreed that curriculum resources were provided, a greater portion of 104 (87%) disagreed while none was undecided. In all, the respondents showed a greater magnitude of their response for no proper management of curriculum resources in secondary schools in the North-Central Zone. A situation where in some schools, especially in rural areas and private schools, schools existed and

graduated students without setting their eyes on the school syllabus or West African Examination syllabus was pathetic.

The respondents perceived that teachers were not well furnished with reviewed curriculum in secondary schools as revealed by the responses of principals, teachers and ministry of education officials as high as 70%, then there was poor provision of curriculum resources in secondary schools in the North-Central Zone. Again, much emphasizis is placed on technique education, however a close observation on the table revealed that many principals, teachers and ministry of education officials disagreed with the proper management of vocational and technical curriculum in schools. Vocational and technical education science and computer areas of importance in the field of education for it helps a child to be self engage after school these days that unemployment is the order of the day in our present society. This therefore amplified and complicated the problem of the society, science cannot be taught off head. The opinion held by over 90% of principals, teachers and ministry of education officials was that curriculum resources was not provided in its right quantity in our various secondary schools. The problem becomes more pathetic when the private is looked at the situation in private schools and rural schools where anybody can be engaged to teach the students without looking at the school curriculum.

Going by the respondents' opinions on items 1,2,3,4,5,6, 7 are not even in existence, let alone the maintenance of such and 10 where no respondent had less than 75% in respect of disagreement, it was evident that management of curriculum resources was lacking in the North-Central Zone of Nigeria. In some schools there were no WAEC or NECO syllabus let alone the break down of the scheme of work from the ministry of education. Even in areas where the curriculum existed they might not have teacher with professional training and qualification to interpret them properly.

From the rating from the frequency and percentage of items on management of curriculum resources, items received high support in disapproval as the welfare of the workers was always down-trodden and workers left to source their living from other areas of life. Most officers saw business as a means to better their lives. In some schools some of the curriculum items mentioned were not even in existence, let alone the maintenance of such.

4.4 Hypotheses Testing

Five hypotheses were designed for this study and analysed with Anaysis of Varience ANOVA because the respondents were more than two subjects. Fifty (50) questions in the questionnaire were designed for the five hypotheses, ten (10) for each hypothesis were used for this study. These were aimed at determining possible difference in opinions among the respondents on the influence of supervision on the management of resources in public secondary schools in the North-Central Zone of Nigeria. The hypotheses were as follows:

Hypothesis 1: There is no significant difference in the mean opinion of respondents on the Influence of supervision on the management of human resources in public secondary schools in North-Central Zone of Nigeria.

The number of items used in the assessment of influence of supervision on the management of human resources was 10. In testing the hypothesis, analysis of variance (ANOVA) procedure was used because of the two levels of independent variable (Steel RGD et al, 1960). The table below shows the analysis of variance and the fraction computed from each group.

The hypotheses were tested by the use of Scheffe's One-way Analysis of Variance (ANOVA) at 0.05 level of significance. Post-hoc test was employed to ascertain the extent of the significant differences in the opinions of principals, teachers and ministry of

education officials in relation to issues raised in the questionnaire. By this, the hypothesis was rejected, but when the probability value was higher than the level of significance, the hypothesis was retained. However, where the hypothesis was rejected, Scheffe's test was employed to determine the differences in the respondents' opinions.

Table 10 shows the mean score of the groups on the management of human resources in the North-Central Zone of Nigeria, it shows no significant difference.

Table 10: Analysis of Variance (ANOVA) on the Perceptions of Principals, Teachers and Ministry of Education Officials in Respect of Influence of Supervision on the Management of Human Resources

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Between groups	2.109	2	1.055	0.594	2.60	0.553
Within groups	1593.019	1197	1.776			
Total	1595.129	1199				

In table 10, the computed probability is 0.553 and this is higher than the p-value 0.05 set for this study. In other words, the calculated F- ratio valve of 0.594 is less than the critical value of 2.60 while the calculated P-value of 0.553 is greater than the 0.05 level of significance. Therefore, the null hypothesis (Ho1) was retained. It could be concluded that there were no significant differences in the opinions of principals, teachers and ministry of education officials in respect of the influence of supervision on the management of human resources in North-Central Zone.

Hypothesis 2: There is no significant difference in the mean opinions of respondents on the Influence of supervision on the Management of Material Resources in Public Secondary Schools in North-Central Zone of Nigeria.

The responses of the respondents on item 1 to 10 were collected and analysed to find out the influence of supervision on the management of material resources. A One-way

analysis of variance (ANOVA) statistical procedure was employed to find out the influence of supervision on the management of material resources as can be seen in table 11.

Table 11 shows the mean score of the groups on the management of material resources in the North-Central Zone of Nigeria. It shows no significant difference and to be conclusive statistically, the ANOVA statistics had to be applied.

Table 11 Analysis of Variance (ANOVA) on the Perceptions of Principals, Teachers and Ministry of Education Officials in Respect of Influence of Supervision on the Management of Material Resources

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Between groups	11.803	2	1.055	. 669	2.60	.512
Within groups	7918.957	1197	8.815			
Total	**7930.760**	1199				

In table 11, there is no significant difference among principals, teachers and ministry officials in their perception of the impact of supervision on provision and management of material resources. This is because the calculated sig P-value of .512 is greater than the 0.05 level of significance, while the calculated F- ratio value of 0.669 is less than F-critical value of 2.60. Therefore, the null hypothesis is hereby retained.

Hypothesis 3: There is no significant difference in the mean opinion of respondents on the Influence of supervision on the Management of Financial Resources in Secondary Schools in North-Central Zone of Nigeria.

Items 1 to 10 of the questionnaire were used to find out the differences in the respondents' opinions on the influence of supervision on the management of human resources in North-Central Zone. To test the hypothesis, one way analysis of variance (ANOVA) was used and the results were presented in table 12 below. `

Table 12 (a) shows the mean score of the groups on the provision and management of financial resources in the North-Central Zone of Nigeria. It shows significant difference and to be conclusive statistically, the ANOVA statistics had to be applied.

Table12 One-Way Analysis of Variance (ANOVA) on the Influence of Supervision on the Management of Financial Resources in North-Central Zone

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Between groups	69.445	2	34.722	. 669	2.60	.007
Within groups	6217.288	1197	6.931	5.010		
Total	**6286.732**	1199				

Result of table 12 shows that significant difference existed among principals, teachers and ministry officials in their perception of the influence of supervision on the management of financial resources in North-Central Zone. This is because the calculated sig. P-value of 0.007 is less than the 0.05 level; while the calculated F-ratio of 5.010 is greater than the 2.60 F-critical value. The null hypothesis is hereby rejected.

Table 13 Scheffe's Multiple Comparison Statistics Test among the Principal, Teacher and Ministry of Education Officials in Respect on Influence of Supervision on Management of Financial Resources

(I) Status	(J) status	Mean difference (I-j)	Std. Error	Sig.
Principals	Teachers	.41250	.25959	.112
	Ministry officials	1.31667*	. 41267	.002
Teachers	Principals	-.41250	.25959	.112
	Ministry officials	.90417*	.35376	.011
Ministry officials	Principals	-1.31667*	- .41627	.002
	Teachers	90417*	.35376	.011

*The mean deference is significant of the 0.05 level.

It is evident from the post-Hoc test that difference existed in the opinions of the three groups of respondents on the impact of supervision on the provision and management of financial resources. Detail of the multiple comparison post-Hoc test in table 13 reveals that principals significantly differed from ministry officials in their

perception of the impact of supervision on provision and management of financial resources. The differences could be attributed to the differences in experiences by the group of respondents. The differences in their opinions may perhaps be attributed to the level of commitment by principals to financial resource management. Adequate attention to this area needs to be paid by Nigerian secondary schools principals so as to improve the management of funds in their schools

Hypothesis 4: There is no Significant Difference in the Mean Opinion of Respondents on the Influence of Supervision on the Management of Time Resources in Secondary Schools in North-Central Zone of Nigeria.

Data connected on the responses of the respondents pertaining this hypothesis were obtained from items 1 to 10 of the questionnaire. To test the hypothesis, one way analysis of variance (ANOVA) statistical procedure was employed and deference of respondents' opinions were summarised as contained in table 14.

Table 14 shows the mean score of the groups on management of time resources in the North-Central Zone of Nigeria. It shows significant difference and to be conclusive statistically, the ANOVA statistics had to be applied.

Table 14: Analysis of Variance (ANOVA) on the Perceptions of Principals, Teachers and Ministry of Education Officials in Respect of Influence of Supervision on the Management of Time Resources

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Between groups	301.196	2	150.598	11.491	2.60	.000
Within groups	11755.667	1197	6.931	5.010		
Total	**12056.862**	1199				

Table 14 reveals significant difference among principals, teachers and ministry officials in their perception of the impact of supervision on the provision and management of time resources. This is because the calculated Sig P-value of 0.000 was less than the 0.05 level

of significance; while the calculated F-radio value of 11.41 was greater than the 2.60 F-critical value. Hence, the null hypothesis was rejected. With this value, it could be concluded that there was significant difference in the opinions of the three categories of respondents pertainig to the influence of supervision on management of time resources in North-Central Zone. To find out the degree of freedom in the opinions of the respondents, on the influence of supervision on the management of time resources post-hoc test was carried out and the result of the test are presented in table 15

Table 15: Scheffe's Multiple Comparison Statistics Test among the Principals, Teachers and Ministry of Education Officials on Influence of Supervision on the Management of Time Resources

(I) Status	(J) status	Mean difference (I-j)	Std. Error	Sig.
Principals	Teachers	1.08333*	.35695	.002
	Ministry officials	0.86667	.57240	.180
Teachers	Principals	1.8333*	.35695	.002
	Ministry officials	1.95000*	.48644	.000
Ministry officials	Principals	.86667*	.57240	.130
	Teachers	1.95000*	.48644	.000

* The Mean Difference was Significant at the 0.05 Level

The multiple comparison Post-Hoc test in table 15 reveals that some level of significant differences existed among the perception of the principals on the influence of supervision on management of teaching time. Significant difference existed between principals' perception and ministry officials. Teachers' perception was significantly different from either principals or ministry officials' perception on the influence of supervision on the management of time resources.

Hypothesis 5: There is no Significant Difference in the Mean Opinion of Respondents on the Influence of Supervision on the Management of Curriculum Resources in Secondary Schools in North-Central Zone of Nigeria.

This hypothesis relates to items 1to 10 which were used to find out the difference in the respondents' opinions on the influence of supervision on the management of curriculum resources in North-Central Zone. Thus, to test the hypothesis, One Way Analysis of Variance (ANOVA) was employed and the results are presented in table 16.

Table 16 shows the mean score of the groups on the management of human resources in the North-Central Zone of Nigeria. It shows no significant difference and to be conclusive statistically, the ANOVA statistics had to be applied.

Table16: Analysis of Variance (ANOVA) on the Perceptions of Principal, Teacher and Ministry of Education Officials in Respect of Influence of Supervision on Management of Curriculum Resources

Source	Sum of Square	DF	Mean Square	F-ratio	F-critical	P-value
Between groups	91.978	2	45.989	.544	2.60	.580
Within groups	1503.151	1197	6.931	5.010		
Total	**1595.129**	1199				

The outcome of table 16 shows that there was no significant difference among principals, teachers and ministry officials in their perceptions on influence of supervision on the management of curriculum resources in the North-Central Zone. This is because the ANOVA calculated F- ratio value of 0.544 was smaller than the F-critical value of 2.60, while the calculated Sig P- venue of 0.580 was greater than the 0.05 level of tolerance showing that there was no significant difference among the three categories of respondents. Hence the null hypothesis is hereby retained.

From the result, one could conclude that there was no significant difference in the opinions of the three groups of respondents in respect of the influence of supervision on the management of curriculum resources.

4.5 Summary of Hypotheses Testing

In view of the findings on the respondents' perceived opinions on the influence of Supervision on the Management of Educational Resources in North-Central Zone, Nigeria, the following summary of the hypotheses was made:

Table 17: Summary of Hypotheses

S/N	Statements	Statistical Method involved	Level of Sig.	Df	F-cal	P	Conclusion
1	There is no significant difference in the opinions of respondents on the influence of supervision on management of human resources in North-Central Zone.	ANOVA	0.05	2	0.594	0.553	Retained
2	There is no significant difference in the opinions of respondents on influence of supervision on management of material resources in North-Central Zone.	ANOVA	0.05	2	0.669	0.512	Retained
3	There is no significant difference in the opinions of respondents on influence of supervision on management of financial resources in North-Central Zone.	ANOVA and scheffe's post-Hoc test	0.05	2	5.010	0.007	Rejected
4	There is no significant difference in the opinions of respondents on influence of supervision on management of time resources in North-Central Zone.	ANOVA and scheffe's post-Hoc test	0.05	2	11.491	0.000	Rejected
5	There is no significant difference in the opinions of respondents on influence of supervision on management of curriculum resources in North-Central Zone.	ANOVA	0.05	2	0.544	0.580	Retained

4.6 Significant Difference Relationship

Out of the five hypotheses, three were retained while two were rejected. The two rejected hypotheses were subjected to Scheffe's post-hoc test to ascertain the extent of significant differences in the opinions of the respondents.

Observation from the mean scores of the respondents; principals, teachers and ministry of education officials on the Influence of Supervision on the Management of Resources showed that there was significant relationship between the respondents on the

influence of supervision on the management of educational resources which were not significant enough to counter the no significant difference. These are:

$H0_1$: From the test of hypothesis on the influence of supervision on the management of human resources, it showed that principals and ministry of education officials had significant relationship in their responses, while the teachers were the only group that showed significant difference in their responses.

$H0_2$: From the test of hypothesis on the influence of supervision on the management of material resources, it showed that principals and ministry of education officials had significant relationship in their responses, while the teachers were the only group that showed significant difference in their responses.

$H0_3$: From the test of hypothesis on the influence of supervision on the management of financial resources, it showed that teachers and ministry of education officials had significant relationship in their responses, while the principals were the only group that showed significant difference in their responses.

$H0_4$: From the test of hypothesis on the influence of supervision on the management of time resources, it showed that principals and teachers had significant relationship in their responses, while the ministry of education officials was the only group that showed significant difference in their responses.

$H0_5$: From the test of hypothesis on the influence of supervision on the management of curriculum resources, it showed that principals and ministry of education officials had significant relationship in their responses, while the teachers were the only group that showed significant difference in their responses.

4.7 Summary of Major Findings

The study established that:

1. supervision has influence on the management of human resources in most secondary schools in the North-Central Zone of Nigeria;
2. supervision has influence on the management of material resources in most secondary schools in the North-Central Zone of Nigeria;
3. supervision has influence on the management of financial resources in most secondary schools in the North-Central Zone of Nigeria;
4. supervision has influence on the of time resources in most secondary schools in the North-Central Zone of Nigeria; and
5. supervision has influence on the management of curriculum resources in most secondary schools in the North-Central Zone of Nigeria.

4.8 Discussion of the Findings

Human resource is the bedrock of every resource in educational system. In most secondary schools in the North-Central Zone, there is acute mismanagement of human resources both the academic, administrative and technical staff. They are far beyond the number of students, year in and year out. Therefore, the ratio of human resources to students remains below expectation thereby leading to poor performance of the few human resources as most of them will be over-loaded with jobs, given to ill-preparation, improper supervision of materials, time, curriculum and financial resources. From the teachers' demographic disposition, no state in the North-Central Zone has employed new staff for over 10 years except for few Parents Teachers Association employees. The staff are, therefore, obsolete and given to lack of innovation and redundancy. A situation where in some schools, especially in rural areas only the principal and few P.T.A staff exist, while in urban areas staff are crowded with big men's wives is highly deplorable and creates

room for some to be wasteful and unproductive. It subdues the effectiveness of planning, organising, supervising, directing, coordinating, budgeting and evaluation.

The shortage of human resources given by unemployment has been worsened by the way they are being distributed leading to poor management. In the urban areas staff are under-managed by the crowding nature of their existence, some take that as an opportunity to indulge in business other than do their legitimate duties. While in rural area where few of them exist. The staff get bored and try to engage in truancy, farming and late coming. They merely sign in and sign out at will, except at the time they know they will have visitors such as school supervisors or people from the headquarters.

There is poor management of staff as they are poorly paid salaries, allowances and their remunerations. Staff welfare like good accommodation, standard training and advancement on the job or in-service training, excursion, seminars and workshops are lacking. It becomes difficult for the leaders to successfully solicit for the obedience of their subordinates. This makes management of staff difficult in most secondary schools in the North-Central Zone of Nigeria. Teachers leave for other more lucrative jobs.

There is poor management of material resources such as Physical roads, and paths, school plants generally, play ground; laboratories and libraries in most secondary schools in the North-Central Zone of Nigeria.. Again, some of the existing physical items are ones that have become artifacts due to the fact that they have over stayed and become obsolate. To worsen the situation the teachers' lack innovation or creativity to improvise some of these materials depicts a situation for remedy. In essence, a school without teaching and learning materials is like a field without a football.

The shortage of material resources in schools gives room for poor management of the few existing materials. The unique nature of this study is that time and curriculum as educational resources have always been undermined. This study not only worked on it as

educational resources but has examined the influence of supervision on the management of resources with a view to ensuring its improvement on quality educational resources for effective result in public secondary schools in the North-Central Zone of Nigeria. The distribution of the materials will not be rational and even where it is, the supervision of the usage is poor as the officers in charge may lack the facilities to go round for effective supervision, organisation, directing, co-coordinating, budgeting and evaluating to ensure quality of use of teaching materials or their improvisation where necessary. Worstill, some of the resources provided may find their way into the market as a way of increasing principals' pocket. E.g Intro-Tech materials distributed materials in Nigeria in the 80s.

The poor management of financial resources or non existence of it as is a case in all the secondary schools in the North-Central Zone which hampered quality of education in the zone. It is pathetic that in some of the states the various school principals are expected to make a termly return of a good percentage of the school fees to the headquarters, failure to which the principal will be black-listed. The poor management of finance limits the purchase of quality human resources, quality materials, time and curriculum resources. Lack of fund reduces planning, organising, supervision, directing, coordination, budgeting and evaluation to the detriment of quality education.

The financial resources not only lack in supply but are not well-managed as the existing funds find their way into the principal's pocket by way of diversion through inflated costs, over-pricing, fake receipts, empty vouchers and non existing expenditure. The diversion of these funds reduces teachers performance, good management of educational resources and quality education.

The school heads in secondary schools in the North-Central Zones are expected to provide clocks in all the classes, staff-rooms and offices in the school. They are expected to ensure they are correct and accurate. They are expected to prepare and provide school

time-table to classes and all offices and ensure obedience to school time-table. Funny enough, in most of the schools in the North-Central Zone this is not done. It is suprising that some teachers cannot prepare school time table for classes or the whole school not to talk of examination time-table. In this situation, how can we have effective teaching and learning. Some teachers only know they have come to school; they only go to class at will and hand down what they have to the students and that may end the day's work. The senior teachers may make it a duty to come late to school every day and leave the school early. All these are encouraged by the absence or non-existence of permanent school time-table which invariably leads to ineffective learning in schools.

As expressed earlier, the school time-table may not be poorly provided but could be poorly utilized like is the case in most secondary schools in the North-Central Zone of Nigeria. There are no general schools time-able to direct everybody for the day to day activities, no class time-tables to direct teachers as to the lesson time and at worst no school calendar to guide teachers and students as to time of closure or reopening. All these lead to inefficiency and poor quality of education as time-tables do not exist to be utilised.

How can an effective principal manage the teachers and other staff to obey the school time-table for every activity. The result what everybody go to class as he/she wished. Management of time becomes difficult and teachers resort to other selfish activities like business, story-telling and unnecessary gatherings.

The shortage of curriculum items and poor their management as well as non-diversification of the course content to its unit or area of modern designation like technical, business, science and technology from the original course specification of humanities, arts and social sciences, craft, self-employment curriculum, commercial areas and computer technology reduce the quality of education and opportunities of moving out of obsolete condition. It is poor that some teachers of secondary schools confessed openly

that they have never seen the West African Examinations Council syllabus even as students, or as teachers. In such a situation, the future of education is in jeopardy. Some school teachers if given the WAEC syllabus cannot effectively interpret it let alone break it down into termly, monthly or daily use. To worsen the situation, there are no rooms for improvement through seminars, workshops and in-service training. All these conditions create room for poor management of school curriculum.

The management of school curriculum is poor due to the fact that not many teachers know them and can interpret them. The principal may be too serious with other areas of administration that can satisfy his personal interest that he does not remember to follow up the teachers by supervising their lesson notes, notes of lesson, weekly records, monthly records and termly records of work. The end result is that the teachers end up doing whatever they like in the name of teaching and learning. This leaves education with no option than to permeate poor quality.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the general summary, conclusions and also makes recommendations based on the findings from the study.

5.2 Summary

The study was pedagogically stratified into five chapters: chapter one is the introduction to the study, statement of problems, objectives, research questions, hypotheses, basic assumptions, significance and scope of the study which formed a formidable foundation for the framework of the study within which the investigation was carried out.

Chapter two reviewed the relevant and related literature in order to establish a theoretical basis for the study in line with the objectives of the study, research questions and hypotheses. Thus, the area reviewed included, conceptual framework, theoretical framework, impact of supervision on the provision and management of human resources, material resources, financial resources. Time resources and curriculum resources which were intended to provide the basis to be used for the methodology used for the study in chapter 3.

Survey was chosen for the study and 180 secondary schools were sampled for this study. Roscoe (1969) was adopted in selecting the 180 schools. The population of the study was 180 principals, 120 ministry of education officials and 900 teachers totaling 1200. Relevant tables were presented, pilot study carried out, the instrument used was a questionnaire designed by the researcher and satisfied by the supervisors, its validity and reliability tested. The instrument was used for the collection for data.

Chapter four presented, analysed and discussed data collected from respondents sampled from the various schools sampled for the study. The presentation and analysis of data started with the bio-data of the respondents, principals, teachers and ministry of education officials on impact of supervision on provision and management of educational resources which were analysed in frequencies and percentages tabulated. Analysis of variance (ANOVA) was used because of its relevance in the study to determine the level of significant difference in the opinions of the respondents. The five hypotheses formulated in chapter one and tested in chapter four saw that three were retained while two were rejected. In addition, the findings and discussion of the data were presented to establish relationship between the variables' of the study. Frequencies and percentages were used to obtain results. A simple statistical analysis was used in the presentation of the results of the research.

Lastly, chapter five comprised the summary, conclusion and recommendations, suggestions for further research and contributions to knowledge. The work was a negation of the works of some other scholars like (Midu, 1996), (Okah, 1993), (Akpa, 2000) on influence of supervision on the management of human, material and financial resources. Structure arrangement of resources and their impact on the school system, ability to access and analyse time and curriculum resources informed the uniqueness of this study.

5.3 Conclusions

The study was a general overview of the perceived opinions of the principals, teachers and ministry of education officials on influence of supervision on the management of educational resources and the following conclusions were reached:

The principals, teachers and ministry of education officials perceived that effective supervision has positive influence on the management of human resources in most secondary schools in the North-Central Zone Nigeria.

The principals, teachers and ministry of education officials opined that proper supervision is a rationle for effective management of material resources in most secondary schools in the North-Central Zone of Nigeria.

The respondents' principals, teachers and ministry of education officials, opined that adequate supervisory practice has positive influence on the management of financial resources in secondary schools in North-Central Zone of Nigeria.

The respondents perceived that effective supervision influence the management of time resources in secondary schools in the North-Central Zone of Nigeria.

The principals, teachers and ministry of education officials perceived that supervision influence the management of curriculum resources in secondary schools in the North-Central Zone of Nigeria.

5.4 Recommendations

The following recommendations were made.

1. Management of human resources in secondary schools in North-Central Zone should be a joint effort and the responsibility of every one like government, government/private partnership, ventures, groups, communities, agencies, companies, school administrators, ministries of education and philanthropists. They should be adequately involved in supervision by ensuring that due process is followed to select the best qualities of human resources, utilise them and be able to ensure proper management through the use of quality assurance of the various ministries and agencies involved in education sectors to provide the best human resources devoured of politicalisation, sentiments and fascinitism. Teachers' welfare should be ensured through prompt payment of salaries and allowances, seminars and conferences and in-service trainings;

2. Educational supervision programmes should expose school heads to various and current assessment techniques. This will help them to design effective managment exercises. Again, it will guide principals to use practical ways of diagnosing the strengths and weaknesses of teachers, and suggest ways and solutions for difficulties in the management of material/physical resources in order to ensure maintenance status of educational resources of the schools in the North-Central Zone, Nigeria;
3. Government, individuals, philanthropists, NGOs, donor bodies, industries and organisations should form a synergy to ensure that enough finance is provided, utilised and managed in schools in the North-Central Zone, Nigeria by expanding the revenue generation tentacles of schools, providing guidelines for effective usage of the available funds and ensuring effective monitoring and punishment for fraudulent officers through the use of quality assurance units in education system;
4. There should be regular supervision of the time-table for various activities and school types in the schools in the North-Central Zone, Nigeria and efforts made to ensure teachers have their copies by using quality assurance units for regular cheeks; and
5. Educational supervision should help teachers in managing their classrooms effectively. This means that teachers should be made aware of the different techniques of classroom management. They should also be encouraged and assisted to establish positive rapport with their pupils to enable them (pupils) to express their ideas and feelings, and more especially, explain to teachers the various ways of considering and teaching pupils with mixed abilities of management of curriculum resources. The teachers should be encouraged to have copies of school syllabus, prepare daily, weekly-based, monthly and termly-based

curriculum. The weekly school curriculum work should be recorded and assessed by relevant quality assurance units of the ministry and school authorities.

5.5 Suggestions for Further Studies

The followings are the suggestions for further studies:

1. Given the limitation of this research due to constraints of time and resources, the researcher suggests further research should be carried out in other areas and aspects not visited by this study.
2. Encouragement should be given to students who had undertaken a research under this aspect of school supervision on all the level of education by the government particularly the education sector for further research.
3. This study should be repeated in other schools, states, zones not covered by this study in Nigeria in order to confirm or disapprove the findings of the study.
4. Further research should be carried out using other methods or instruments of research like structured observation, interview co-relational studies to confirm or disconfirm the findings of this study.
5. This study can be repeated in other countries, content or world to ascertain the opinion of principals, teachers and ministry of education officials to conform or disapprove of the findings of this study.
6. This kind of studies should be carried out in higher institutions of learning to have a clearer understanding of the impact of supervision on the provision and management of educational resources in higher institutions.

5.6 Contributions to Knowledge

Examining the influence of supervision on the management of resources in public secondary schools in the North Central Zone, this study will help to improve the supervision process in schools. It will also help the following groups: teachers, schools' management, education board, the Parents Teachers Associations (PTAs), and other researchers interested in the supervision of instruction.

The findings of this study will hopefully help the head teachers to understand and appreciate the importance of supervision of instruction on effective classroom performance as regards instruction. It has enabled teachers to understand that instructional supervisors are there to assist them and not to harass them.

This study will be of great help to the schools management to have a good understanding about the influence of instructional supervision on the management of resources. Also, it will help the school management to know the extent to which proper management of resources is by supervision.

This study is an eye-opener to the Authorities of Education (i.e. Education Board), most especially instructional supervisors to understand that the way they supervise has a great influence on the management of resources and that how they interact with teachers goes a long way in affecting teachers' classroom performance, thereby helping them to improve on their interaction with teachers.

This findings will also help the Parents Teachers Associations (PTAs) to know that supervision has a great influence on the management of resources. It will also serve as an eye-opener to them as part of external supervisors to know that the way they supervise has a great influence on the management of resources and that the interaction between them (as parts of external supervisors) and teachers should be improved to get desired results.

The findings, hopefully, will also help other researchers to understand better supervision of instruction and help in their researches. It will also equally assist them in their review of empirical studies as it will contribute to the existing theories and works on supervision of instruction.

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QUESTIONNAIRE ON THE INFLUENCE OF SUPERVISION ON THE MANAGEMENT OF RESOURSES IN PUBLIC SECONDARY SCHOOLS IN NORTH CENTRAL ZONE IN NIGERIA

Department of Foundation andCurriculum,

Faculty of Education

Ahmadu Bello University Zaria

Dear Respondent,

I am a PhD student in educational administration and planning and currently undergoing research on the "Influence of Supervision on the Management of Resources in Public Secondary Schools in North Central Zone in Nigeria. As a stakeholder, you are requested to respond to the issues raised in the questionnaire honestly.

Your responses will be treated confidentially and for the purpose of this research only.

Thank you,

Yours sincerely,

_____

Isah, Jibrin

QUESTIONNAIRE ON THE INFLUENCE OF SUPERVISION ON THE MANAGEMENT OF RESOURCES IN SECONDARY SCHOOLS

Section A: Bio-Data

Please tick [√] in the appropriate box that relates to you

1. Status [ ]
i. Teacher [ ]
ii. Head Teacher [ ]
iii. Official of MOE [ ]
2. Gender [ ]
i. Male [ ]
ii. Female [ ]
3. Educational qualification
i. NCE [ ]
ii. HND [ ]
iii. First Degree [ ]
iv. Other, please specify [ ]
4. Years of Working Experience
i. 0 – 5 years [ ]
ii. 6 – 10 years [ ]
iii. 11 – 15 years [ ]
iv. 16 – 20 years [ ]
v. 21 – years and above [ ]
5. Nature of school [ ]
i. Boarding [ ]
ii. Day [ ]
iii. Boarding/Day [ ]
6. Location of School
i. Urban [ ]
ii. Rural [ ]

Tick in the box that relates to your opinion

Section B: **Opinion of Respondents on the Influence of Supervision on Management of Human Resources in Secondary Schools.**

S/N	Item Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Through supervision, enough English Language teachers are well managed in the school					
2.	Through supervision, enough Mathematics teachers are well managed in the schools					
3.	Through supervision, enough Science teachers are well managed in the school					
4.	Through supervision, enough Arts subject teachers are well managed in the school					
5.	through supervision, enough Social Science teachers are well managed in the school					
6	Through supervision, enough vocational and technical subject teachers are well managed in the school					
7.	Through supervision, enough non-academic staff are well managed in the school					
8.	Through supervision, enough technicians are well managed in the school					
9.	Through supervision, all the human resources stated above are well Managed in the school					

10. Provide human resources that are well managed through supervision in the school

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Section C: Opinion of Respondents on the Influence of Supervision on Management of Material Resources in Secondary Schools.

S/N	Item Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Through supervision, enough teaching facilities are well managed in the school					
2.	Through supervision, enough learning facilities are provided in the schools					
3.	Through supervision, enough recreational facilities are well managed in the school					
4.	Through supervision, enough Health facilities are well managed in the school					
5.	Through supervision, enough welfare facilities are well managed in the school					
6	Through supervision, enough games facilities are well managed in the school					
7.	Through supervision, enough water facilities are well managed in the school					
8.	Through supervision, enough light facilities are well managed in the school					
9.	Through supervision, enough all provided are well well managed in the school					

10. Provide material resources that are well managed through supervision in the school

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Section D: Opinion of Respondents on the Influence of Supervision on Management of Financial Resources in Secondary Schools.

S/N	Item Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Through supervision, adequate funds are well managed to the school by the ministry of education					
2.	Through supervision, adequate financial supports are given to the school by the wealthy individuals					
3.	Through supervision, adequate financial supports are given to the school by groups within and outside the environment					
4.	Through supervision, adequate financial supports are given to the school by parent teachers association (PTA)					
5.	Through supervision, adequate financial supports are given to the school by school – based management committee					
6	Through supervision, the school obtains loans from commercial banks					
7.	Through supervision, the school is able to generate enough funds from school fees					
8.	Through supervision, the school able to diversify means to generate more funds internally					
9.	Through supervision, all the financial resources provided are well managed					

10. Provide financial resources that are not well managed through supervision in the school

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Section E: Opinion of Respondents on the Influence of Supervision on Management of Time Resources in Secondary Schools.

S/N	Item Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Through supervision, enough time is allocated to teaching of English language					
2.	Through supervision, enough time is allocated to teaching of mathematics					
3.	Through supervision, enough time is allocated to teaching of science subject					
4.	Through supervision, enough time is allocated to teaching of arts subject					
5.	Through supervision, enough time is allocated to teaching of social science subject					
6	T Through supervision, enough time is allocated to teaching of vocational and technical subject					
7.	Through supervision, enough time is allocated for practices					
8.	Through supervision, enough time is allocated to games and recreational activities					
9.	Through supervision, enough time is allocated to teachers to cover the syllabus before the end of the term					
10.	Through supervision, enough time is allocated to teachers to cover their lessons everyday					
11.	Through supervision, adequate time is provided for principal to attend to visitors					

12. Provide time resources that are not well managed through supervision in the school

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Section F: Opinion of Respondents on the Influence of Supervision on of Curriculum Resources in Secondary Schools.

S/N	Item Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Through supervision, curriculum of English language is reviewed					
2.	Through supervision, curriculum of mathematics is reviewed					
3.	Through supervision, curriculum of science subject is reviewed					
4.	Through supervision, curriculum of arts subject is reviewed					
5.	Through supervision, curriculum of social science subject is reviewed					
6	Through supervision, curriculum of vocational and technical subject is reviewed					
7.	Through supervision, the scheme of work subject is well designed					
8.	Through supervision, the subject teacher are provided with the current schemes of work					
9.	Through supervision, curriculum resources provided are well managed					

10. Provide curriculum resources that are well managed through supervision in the school

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