

**INFLUENCE OF SUPERVISION ON PROVISION AND MANAGEMENT OF
RESOURCES IN SECONDARY SCHOOLS IN KANO METROPOLIS,**

KANO STATE, NIGERIA

BY

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DECLARATION

I hereby declare that this Dissertation titled “Influence of Supervision on Provision and Management of Resources in Secondary Schools in Kano Metropolis, Kano State” is written by me based purely on research work. It has never been presented anywhere for the purpose of award of a higher degree or any other purpose be it academic or otherwise. All quotations and sources of information from other works have been duly acknowledged by means of references.

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CERTIFICATION

This research work titled, “Influence of Supervision on Provision and Management of Resources in Secondary Schools in Kano Metropolis, Kano State” by George, Maria Ene (2017) meets the regulations governing the award of degree of Master of Education (Educational Administration and Planning) of Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This research work is dedicated with all fondness to my treasured family, the Georges.

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ABSTRACT

This study is on “Influence of Supervision on Provision and Management of Resources in Secondary Schools in Kano Metropolis, Kano State, Nigeria.” The study was specifically set out to find out how Human, Financial, Material, Time and Curriculum Contents were provided and managed in Secondary Schools in Kano Metropolis, Kano State. The research was limited to 230 public secondary schools which comprise Fagge, Gwale, Tarauni, Municipal, Kumbotso, Ungogo, Nasarawa and Dala, with a total of 4,241 Teachers, 230 Principals and 50 Ministry of Education Officials from which a sample of 270 Teachers, 24 Principals and 15 Ministry of Education officials was drawn. The stratified random Sampling procedure was employed. To conduct the research, five hypotheses were postulated to find out the significant differences in the perceptions of the three categories of respondents. The researcher reviewed relevant literature to establish the theoretical and conceptual base of the study. Descriptive survey method was adopted for investigation and data collection. The questionnaire was administered on two hundred and seventy (270) Teachers, twenty four (24) Principals and fifteen (15) Ministry of Education Officials. A total of three hundred and nine (309) copies of questionnaire were administered to the respondents. The analysis of variance (ANOVA) was used to test the hypotheses at 0.05 level of significance. Four out of the five hypotheses formulated were retained and one rejected. The major findings of the research revealed that Human resources such as teaching staff were not adequately provided and managed. Financial recourses such as funds from school fees, PTA charges were not adequately provided. Material resources were not adequately provided and managed. The curriculum of Art subjects was not reviewed in Secondary Schools in Kano Metropolis, Kano State. Based on the findings, it was recommended that human resources must be adequately provided and effectively managed, enough fund should be provided and managed, enough material resources such as computers, libraries, projectors among others must be provided in

Secondary Schools in Kano Metropolis Kano State by Kano Educational Resources Department (KERD). Also, the Secondary Schools should identify other means of generating funds internally; enough time should be allocated in teaching of science subjects . Proper planning of school activities and time tabling must be strictly adhered to.

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DEFINITION OF OPERATIONAL TERMS

Management: This is the process of dealing with or controlling things or people in order to achieve organizational objectives.

Supervision: Is the action or process of watching and directing what someone does or how something is been done.

Leadership: This refers to school head or principal who directs the affairs of the school.

Human Resources: These refer to the set of individuals who make up the workforce of the school organization.

Material Resources: These are the school plant or facilities used to facilitate effective teaching and learning.

Financial Resources: These refer to the physical money made available to the school.

Time Resources: These refer to different moment allocated for various activities in the school.

Curriculum Contents Resources: These refer to the subject matter that is being taught in school and all co-curricular activities in the school.

School Managers: These are government officials and school principal who participate in the management of the school.

Administrative Ability: This refers to management competences of school heads needed for the day to day running of the school.

Interrelated: This refers to different units or elements which relates to each other for the purpose of achieving desired goals.

Output: This refers to value added to student learning.

Ineffective: Unsuccessful outcome of management function.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The place of supervision is very important in the management of resources. Supervision is considered one of the major factors that contribute to the delivery of quality education. Therefore, in a school setting, effective supervision plays a very crucial role in ensuring quality education by improving student's academic performance. It is important that school managers carry out a comprehensive supervision of the resources to determine areas of need. This type of assessment will assist in policy formulation as it relates to resources management in schools, Ofoegbe (2004). Without trained, skilled and competent supervisors to supervise the resources—human, material, financial, time and curriculum contents, even when they are available, their output will be of little or no significance to the school.

Since education is very necessary in our country and an indispensable ingredient of development and a fundamental right of every individual, a catalyzing agent which provides mental, physical, ideological and moral training to individuals so as to enable them have full consciousness of their purpose in life, supervision for effective management of resources in the school must be given high priority in order to achieve objectives and goals of education, (Rao 2001).

Secondary schools in Nigeria have suffered several setbacks which primarily are attributed to poor supervision, inadequate resources and mismanagement. These evidences are glaring in the face of inadequate human, financial, material, mismanagement of time and inadequacy of curriculum content delivery in most public Secondary Schools in Nigeria. Secondary education whose objectives include 'useful living within the society and higher education' as advocated by National Policy on

Education (2004) requires proper supervision and adequate management of resources for its effective and efficient functioning.

The responsibility of supervision and management of resources requires collective efforts. Management processes which involve planning, organizing, co-coordinating, decision making, leading and controlling are applied in resources management, (Abraham 2003). Broadened educational goals and objectives as a result of changes in socio-economic development have necessitated the involvement of experts to carry out constant and proper supervision in order to ensure that resources are well managed. The role of the school managers is of paramount importance in harnessing the resources and ensuring that they are regularly supervised. In doing this, the managers require administrative abilities and initiatives, good leadership qualities, good communication skills, commitment and expertise. The quality of performance of managers determines the survival as well as the success of the school organization. The government must ensure that resources such as human, material, financial, time, and curriculum contents work independently and interrelated towards achieving desired goals and also ensuring that educational standards are established and sustained. The success or otherwise of the school system is attributed to the roles played by both the principal and government in supervision in order to ensure that resources are well utilized. Resources effectively supervised and managed will promote positive outcome which may include commitment of teachers to duty, motivation, transparency/accountability of school plants and finances, maintenance culture, effective time usage and curriculum contents delivery. On the other hand, resources not effectively supervised and managed result in negative effects such as inadequate staff, lack of maintenance culture, time wastage, misappropriation, corruption, low morale of teachers, dilapidated buildings, indiscipline, overcrowded

classrooms, and preference for personal business during school hours among others. Ineffective supervision and mismanagement of resources in the educational sector is the cause of most educational crisis in Nigeria, (Ibadin 2010).

Supervision is one among the many responsibilities of an educational administrator. It is a way of stimulating, guiding, refreshing and encouraging teachers (human resources) with the hope of achieving the educational set goals. 'Supervision is an age long devise for improving the effective and efficient management of school resources,' (Ogunsaju 1993). In addition, it deals with the basic needs of school and it helps in provision, maintenance, assisting and proper placement of both human and non-human materials in school.

Management of resources in secondary schools refers to the effective, efficient and judicious utilization of all available resources found in the organization for the achievement of set goals and objectives aimed at quality output. Resources are of great significance because they occupy a very important place in the day to day administration of the school. 'Since resources are scare and limited, there is need for them to be effectively supervised for the effective and efficient management of schools (Peretomode 2007).

Supervision plays a unique role in the educational system. Equally as enrolment in our educational system in Africa in general and Nigeria in particular increases on a daily basis, the available human and material resources may become over stretched. The insufficient human and material resources in school may well be wasted if their utilization is not properly supervised (Ololube, 2013).

Areas where supervisors assess in school include its human, material, financial, time and curriculum contents among others. These are vital areas which schools cannot function effectively without them. Therefore, it is of necessity that adequate attention be paid to these areas in order to achieve objectives and goals of education in Nigeria. From the discussion above, it can be deduced that supervision is significant for the effective management of school resources in order to achieve the objectives of secondary education. This has informed the topic of the study ‘Influence of Supervision on provision and Management of resources in Secondary Schools in Kano Metropolis, Kano State, Nigeria.’

1.2 Statement of Problem

As a result of inadequate and improper supervision of resources in most public schools, teaching and learning is not effectively carried out. (Ogunu, 2000) opined that schools are graduating half baked-graduates because there is inadequate facilities, poor maintenance culture, inadequate staff and also the curriculum contents are not given maximum attention, coupled with the increasing enrolment of students and inadequate planning. A careful observation in the type of teaching and learning carried out in schools shows that there is need for this research in order to study the influence of supervision on provision and management of resources. Schools are facing a lot of challenges which have prompted the researcher to find out if inadequate supervision of resources is one factor among others causing problem(s) in schools.

In Nigeria today, the state and local government take charge in the supervision of resources in secondary schools. But personnel to carry out this function are the bottleneck as asserted by (Whawo 2003). Personnel are not only inadequate, but the

few that are available do not possess the necessary supervisory skills. This certainly accounts for many instances of no control of the available resources.

Related to the above is the inadequacy of supervision facilities such as vehicles, computers machines, stationeries, and allowances as a result of this, supervisors carry out supervision haphazardly and in most cases do not cover all expected schools. There are also cases of supervisors' negligence in keeping records of supervision which could be very vital for improvement and in decision making, (Anuna 2004). More so, most reports from supervision exercises are either swept under the carpet or thrown as thrash in the waste paper basket for many obvious reasons which can be based on friendship, family, tribal or religious ties or money benefits on the part of the supervisors.

In addition, as a result of ineffective supervision, human resource development is at a low pace, (Hanif 2002). Staff members are supposed to go for further trainings, attend workshops, seminars, conferences to update their knowledge and expose them to the latest pedagogical skills to help the students in their academic performance. Peretomode (2001), explains that staff may become obsolete and rustic if they do not update themselves with new work methods, skills and knowledge about their work, organization and environment.

Furthermore, it is expected that supervisors ensures that resources provided are maintained by the school management. Material resources such as classrooms, furniture, laboratory equipment and instructional materials in schools today are carelessly used by staff, students and community members as nobody is monitoring how they are being used. This is because they are regarded that as 'government property, they are nobody's property.' School facilities are left in the state of disrepair as a result of poor supervision. There are also evidences of staff using school

facilities as their personal property in their homes or exchange their damaged property with that of the school. Supervisors must ensure that school facilities are being provided and maintained.

Time management is crucial in the smooth running of the school. School managers must ensure that time is judiciously used in order to achieve stated objectives. In most public schools, timing for lessons is not strictly adhered to. Some teachers engage in their private business of selling and buying in the school or discussing politics among others instead of being in the classroom delivering lessons.

The secondary school curriculum contents, being the heart of the school must be supervised to ensure that it meets the need of the individual student's need and the society. Ufforma, (2005), asserts that curriculum is the vehicle through which education is attained. This being the case teachers activities, class activities and the students capacity must be accessed through supervision to see whether the instruments provided by the government were adequate and used by both teachers and students.

The supervision and management of fund is necessary in order to ensure that funds are prudently used and accounted for. The responsibility of providing resources in public schools rests solely on the shoulders of the government. On the other hand, principals must see to it that funds and all necessary records pertaining school finances are checked for proper accountability. Principals are expected to acquire managerial skills in order to carry out this function.

1.3 Objectives of the Study

The study was set to:

- i. determine the influence of supervision on provision and management of human resources in secondary schools in Kano Metropolis, Kano State;
- ii. ascertain the influence of supervision on provision and management of financial resources in secondary schools in Kano Metropolis, Kano State;
- iii. assess the influence of supervision on provision and management of material resources in secondary schools in Kano Metropolis, Kano State;
- iv. examine the influence of supervision on provision and management of time resources in secondary schools in Kano Metropolis, Kano State; and
- v. find out the influence of supervision on provision and management of curriculum contents in secondary school in Kano Metropolis, Kano State.

1.4 Research Questions

The questions formulated below guide the study:

- i. Does supervision have influence on the provision and management of human resources in secondary schools in Kano Metropolis, Kano State?
- ii. Does supervision have influence on the provision and management of financial resources in secondary schools in Kano Metropolis, Kano State?
- iii. Does supervision have influence on provision and management of material resources in secondary schools in Kano Metropolis, Kano State?
- iv. Does supervision have influence on provision and management of time resources in secondary schools in Kano Metropolis, Kano State?
- v. Does supervision have influence on provision and management of curriculum contents in secondary schools in Kano Metropolis, Kano State?

1.5 Research Hypotheses

The study formulated the following hypothesis in line with the research questions:

HO₁. There is no significant difference in the opinions of principals, teachers and Ministry of Education Officials on the influence of supervision on provision and Management of human resources in secondary schools in Kano Metropolis, Kano State.

HO₂. There is no significant difference in the opinions of principals, teachers and Ministry of Education Officials on the influence of supervision on provision and management of financial resources in secondary schools in Kano Metropolis, Kano State.

HO₃. There is no significant difference in the opinions of principals, teachers and Ministry of Education Officials on the influence of supervision on provision and management of material resources in Secondary schools in Kano Metropolis, Kano State.

HO₄. There is no significant difference in the opinions of principals, teachers and Ministry of Education Officials on the influence of supervision on provision and management of time resource in secondary schools in Kano Metropolis, Kano State.

HO₅. There is no significant difference in the opinions of principals, teachers and Ministry of Education Officials on the influence of supervision on provision and management of curriculum contents in secondary schools in Kano Metropolis, Kano State.

1.6 Basic Assumptions

- i. The study was on the assumptions that supervision has influence on the provision and management of human resources in secondary schools. This is because when staff are properly supervised they will be motivated to work well in the organization;
- i. The study was on the assumptions that supervision has influence on the provision and management of financial resources in secondary schools. It is hoped that effective supervision will enable school managers to manage fund judiciously;
- ii. The study was on the assumptions that supervision has influence on the provision and management of management of material resources in secondary schools. When material resources are supervised properly, inventory of materials will be taken and damaged materials could be easily identified and replaced. Also, with supervision, students and staff could be taught to imbibe maintain a culture and this will go a long way in effective management of material resources;
- iii. The study was on the assumptions that supervision has influence on the provision and management of time resources in secondary schools. With effective supervision, school managers will become disciplined and conscious in the use of time; and
- iv. The study was on the assumptions that supervision has influence on the provision and management of curriculum content in secondary schools. With proper supervision, curriculum contents could be easily reviewed to meet the changing needs of the students and the society at large.

1.7 Significance of the Study

There cannot be effective management of secondary school without availability of resources and constant supervision. The research work basically seeks to enlighten school principal, Teachers and Ministry of Education Officials on the importance of school resources and the need for proper supervision for its effective management. It is expected to draw government attention towards the funding of schools and assessing resources management. The study would also be of importance to the planning unit of the Ministry of Education, Kano state towards good record keeping and statistical update of same for proper planning and allocation of resources. The study is also expected to draw the attention of supervisors to the need for proper supervision. It will sensitize policy makers, educational administrators and curriculum planners on the need to plan all curriculum contents and programme and ensuring that through constant supervision they are strictly being adhered to. It is also hoped that it would serve as a useful addition to the existing literature, especially other researchers who intend to work on similar topic, would find the outcome of this study a reference point.

1.8 Scope of the Study

The study focuses on influence of supervision on provision and management of resources in secondary schools in Kano Metropolis, Kano State, Nigeria. However, on account of certain constraints bordering on time, finance and other research logistics, the research is limited to public secondary schools (Rearticulated schools) in Kano State Metropolis which comprise Fagge, Gwale, Tarauni, Municipal, Kumbotso, Ungogo, Nasarawa and Dala, which has a total of 230 schools, with a total of 4,241 Teachers, 230 Principals and 50 Ministry of Education Officials of which a sample of 270 teachers, 24 principals and 15 ministry of Education officials

was drawn. The stratified random sampling procedure was employed. From each stratum within the eight metropolitan areas different categories of secondary schools were selected. The study focuses on various resources such as human, financial, material, time and curriculum contents. The respondents of the research are principals, teachers and Ministry of Education Officials.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Resources in secondary schools are as important as the school organization itself. Supervision for the effective management of human, financial, material, time and curriculum contents is basically the responsibility of the government and the school principal. Effect of proper supervision is evident in the quality of school output. In an attempt to discuss influence of supervision on the provision and management of resources in secondary schools it may be of impracticable for the researcher to exhaust all the available sources of related literature. Nevertheless, a conscious effort has been made to make the review quite comprehensive. In the light of the foregoing the chapter covers the important issues highlighted below:

- i, Conceptual framework: supervision, resources, management;
- ii. Theoretical framework;
- iii. Supervision on Provision and Management of Human Resources;
- iv. Supervision on Provision and Management of Financial Resources;
- v. Supervision on Provision and Management of Material Resources;
- vi. Supervision on Provision and Management of Time Resources;
- vii. Supervision on Provision and Management of Curriculum Contents;
- viii. Empirical Studies and
- ix. Summary.

2.2 Conceptual Framework

Supervision is very important in school administration. This is so because there should be a system of checking and controlling of school's resources. Many dedicated educationist will admit that the school resources such as human, financial, material, time and curriculum contents which are needed for the improvement of instruction are under utilized as a result of inadequate supervision. It is the responsibility of the

supervisory division of the ministry of education to ensure that educational standards are established and sustained. From a pragmatic point of view, supervision involves three essential activities which are:

- i. Collection of information which could emanate from different sources such as:
 - a. The regular school census
 - b. Examination and test result
 - c. Inspectors reports
 - d. Research/ evaluation reports
- ii. Analysis of information
- iii. Action

The sustenance of qualitative secondary education depends largely on adequate provision of physical and material resources in schools. Such physical facilities include spacious and well ventilated classrooms, adequately equipped laboratories and technical workshops, well stocked libraries, assembly hall, recreational ground, farm land, gymnasium, health centre, counseling rooms, staff offices and convenient placed toilets. The material resources are made up of items of furniture, laboratory materials consumable and non consumable, vehicles instructional tools books, and other stationary items as well as utilities such as electric power, generator plant and portable water in the schools (Dare, 2009).

The success of any secondary school depends upon the resources available to it and how these resources are being supervised for the effective management of the schools. No organization can function effectively without financial resources which are needed in other to purchase computer, vehicles, and stationeries among others which are needed for effective supervision of resources in secondary schools. Also money is needed to pay supervisors allowances and other attractive packages needed for them to stay on the jobs and carry out their supervisory functions effectively.

2.2.1 Concept of supervision

Definitions of supervision have been suggested in the past but there have not been one single and universally acceptable definition of the term supervision. Supervision is a compound term. Super connotes above, over or beyond. Vision means to see. Conceptually, then, supervision means over sight. Supervision is a combination or integration of process, procedures, and conditions that are consciously designed to advance the works effectiveness of individuals and groups. The principal, teacher, student and parents look at supervision from different perspective. However supervision continues to evolve in theory, practice and meaning. The evolution was influenced by certain forces and changes, which include technology, knowledge explosion, population explosion, and demand for educational reform among others. Hence to a teacher or a subordinate who is being supervised, supervision may mean a challenge to his personality, to another teacher, supervision may mean an avenue for personal recognition. To a principal, it may mean an inquisition. Supervision takes place in educational organization which is a social system with a number of interacting sub systems. These sub-systems are the teaching, the school sub-system, the school management sub-system, the instructional supervision sub-system, the counseling sub-system and the co-curriculum sub-system.

Supervision does not mean an inquisition or fault finding, rather it means guidance, assistance, sharing of ideas to all those involved in the process of teaching and learning. Supervision is a professional continuous and cooperative exercise that covers all aspect of the life of a school and ensuring that there is improvement in the quality of learning in the school.

Supervision is a process of manipulating all elements and conditions surrounding teaching and learning to produce better learning and improvement in the work of

teachers. This includes the appraisal of the general achievement of students, used by teachers, the observation of the general management of schools for the betterment of teaching and learning. (Flurries, 1976) viewed supervision as those activities that are designed to improve instruction at all levels of the school enterprise. (Okumbe, 1998) also shares a similar view when he views supervision as that instructional effectiveness. (Ogunsaju, 1983) defines supervision as all efforts of designated school officials towards providing leadership to the teacher and other educational workers in the improvement of instruction. Igwe (2001) stated that supervision means to direct, oversee, guide or to make sure that expected standard are met. Thus supervision in the school means that the laid down rules, regulations, and principles are followed effectively. Dare (2009) defines supervision as a process of 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. Peretomode (2007) sees supervision as an expert technical service primarily concerned with studying and improving conditions that surrounds learning and pupil's growth. The basic function of supervision is to improve the learning situation for children. Adequate supervision therefore is a condition which is essential to effective learning through effective teaching. (Ogunu, 1998) defines supervision as:

The art of overseeing the activities of teachers and other educational workers in a school system to ensure that they conform with generally accepted principles and practice of education and the stipulated policies and guidelines of education authority which controls the system of education and providing professional guidance to them (school Personnel) to improve the conditions which affects the learning and growth of students and teachers.

From the various definitions above it can be deduced that supervision is a process or an activity by which an individual, a group or team of individuals by means of advising and stimulating interest in teachers and pupils, help to improve teaching and learning situation in educational institution.

2.2.2 Concept of Resources

Resources have been variously defined to mean something that can be used to achieve an aim. They are the means available to fulfill an end. The Seafriends Dictionary (2011) provides the following meaning to resources (i) the means to fulfill a function; (ii) a stock or supply that can be drawn on a country's collective wealth. From these varying definitions, it can be deduced that a resources can be anything that can be used which outcome will yield benefit or profit to its owner.

According to Wikitionary (2011), a resource is any physical or virtual entity of limited availability that needs to be consumed to obtain a benefit from it. It is also something that one uses to achieve an objective. It is also an asset available and anticipated for operations. Resources include people, equipment, facilities and other things used to plan, implement, and evaluate.

The Longman dictionary of contemporary English (2005) provides a more comprehensive and detailed approach to the word resource by defining it to include:

- (a) Useful land or minerals that exist in a country and can be used to increase its wealth;
- (b) All the money, property, skills, and others that are available and can be used when needed;
- (c) Personal qualities such as courage and determination that are necessary in dealing with a difficult situation; and
- (d) Books, films, pictures and its likes used by teachers and students to provide information.

Resources therefore are the basic tools necessary in the effective performance of tasks and for the growth and development of human organization. Generally, a resource is identified by its ability to solve problems and yield more wealth when applied to economic situations. According to Agabi (2010), resources are classified as **visible** when they exist and can be quantified in the form of human beings, land, money, books, picture and so on. Furthermore she affirms that resources are **invisible** when they exist in the form of skills and physical deftness and can only be measured in terms of productivity levels and quality of work. More so she asserts that time resources which are hardly mentioned in many literatures also constitutes **invisible** resource.

Corroborating other scholars Akinwumiji quoted by Agabi (2010) posits that the standard resources for all education types and levels are prescribed by the federal government. These include professionally trained teachers and qualified teaching staff in all subject areas, teaching aids, school buildings furniture and the right caliber of administrators to ensure effective school management. By implication absence of these resources invariably means absence of curriculum activities in the school.

In view of the fore going, resource can be summed to include human, material, financial, time and curriculum contents which usually are inadequate to meet with different contending needs in an organization. However, if resource has been described as human, financial, material and other means of fulfilling a function, the context which they are however applied determine their uses. However from the preceding discussion, it is clear that resources needed in secondary school organization include human, financial, material, time and curriculum contents resources.

2.2.3 Concept of Management

The term management means many things to many people. In modern general terms the concept management implies the process by which a cooperative group directs action towards common goals; but to a modern industrialist, management means getting things done through people and other resources to achieve set objectives. To the economist, management is just one of the factors of production; to the sociologist, management is a class or status system. However, in the modern organized context, management is viewed as a social process which is designed to ensure the cooperation; participation and involvement in the effective achievement of a given objective. (1991) also define management as the performance of executive duties, the carrying out of policies or decisions to fulfill a purpose, and the controlling of the day to day running of an organization. Nwadiani and Sokefun quote in National open university, Nigeria (2008) conceive management as a process concerned with creating, maintaining, stimulating, controlling and unifying (formally and informally), organizing human and material energies with a unified system, designed to accomplish pre-determined objective of the organization. Peretomode, (2001) define management as the guidance, leadership and control of the efforts of a group towards some common objectives. It is a social effort of a group towards some common objectives. It is a social/interactional and economic process involving a sequence of coordinated events –planning, organizing, coordinating and controlling or leading in order to use available resources to achieve a desired outcome in the fastest and most efficient way. From the foregoing, management may be defined as the process of coordinating human and material resources in order to achieve set objectives in an organization. In addition, time resource though not usually mentioned in many literatures is as important as other resources. It is the existence of time that enhances

the effectiveness of other resources. Hence it also requires management through proper coordination. It can also be said that management is a process of assessing and maintaining an environment in which individuals working together in groups, can accomplish pre-selected mission and objectives effectively and efficiently.

2.2.4 History of Supervision in Secondary Schools

It was when Lagos was separated from the Gold Coast Colony in 1887 that the colonial government made the first attempt to control education in Nigeria through the promulgation of an ordinance on education. The ordinance made provision for the appointment of an assistant inspector of education for the colony of Lagos. In 1889; Henry Car a Nigerian became the first African to be appointed sub-inspector of schools for the colony and protectorate of Lagos.

The education code of 1925, which followed the 1926 memorandum of education, empowered voluntary agencies to appoint their own supervisory staff. Provision was made for the appointment of government visiting teachers and supervising teachers in 1929. By 1948 the enactment of another ordinance centralized inspectorate offices and responsibilities. Each region continued to control and administer in their respective region. Fagbemiye, (2004).

Before independence, inspection of schools was carried out by different categories of officers namely: Education Officers, supervisors and supervising teachers, visiting and travelling teachers. These categories of officers were agents of the ministry of Education and were charged with the responsibility of overseeing discipline, organization, staffing, and efficiency in the 3R's periodical examination, building, equipment and sanitation.

The expansion in the number of secondary schools in Nigeria and the takeover of schools by the government necessitated the introduction of subject inspectors in

Nigeria. Inspection is now based on subject basis in addition to other areas like staffing, organization, examination result, instructional materials, discipline and sanitation.

The way people perceive supervision nowadays is different from the way it was perceived in the past. Supervisors were viewed as authoritarian officers in the past while nowadays they are perceived as democratic supervisors. In the early period, inspectors were seen as masters who were always eager to find fault in the school system. They visited schools unannounced; they were fault finders and authoritarian. Nowadays they were seen more as a leader who is interested in the maximum utilization of available resources for the optimum achievement of the goals of the system.

2.2.5 Management of Secondary School

In Nigeria, education at different levels has its objectives as stated in the National Policy on Education, the most important of the objectives that cut across all the levels of education is teaching and learning. It is the function of the school to produce educated and enlightened people who would be able to contribute positively to the development of the society. This formed the opinion of (Ogunsaju, 1993) who describes school as a social institution which does not exist in a vacuum. He stated further that a school is a micro-community, existing within a macro-community to mould the habits, interests, attitudes and feelings of children and transmitted from one generation to another. The school also comprises certain personnel such as teaching and non-teaching staff as well as the students. These human resources in the school work with some materials, such as instructional materials, equipment, and financial resources in order to achieve the objectives of the school as stated in the National Policy on Education (2004).

Secondary education not only occupies an important place in the Nigeria education system, it also serves as the link between the primary and tertiary levels. The National Policy on Education (2004) defines secondary education as the education the child receives after primary education and before the tertiary stage. Management of secondary school refers to a process of making use of the available resources towards the achievement of educational goal at this level. Afolabi (2008) asserts that management of secondary school deals with the identification, organization and coordination of human, material and physical resources as well as other school programmes towards the attainment of the school goals. The broad goals of secondary education, according to FGN in National Policy on Education (2004) shall be to prepare the individual for:

- a. useful living within the society; and
- b. Higher education.

In specific terms, secondary education shall:

- a. provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- b. offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- c. provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- d. develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- e. inspire students with a desire for self improvement and achievement of excellence;

- f. foster national unity with an emphasis on the common ties that unite us in our diversity;
- g. raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;
- h. provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (NPE, 2004).

If the goals of secondary school must be achieved, management must come to play. Therefore, management of these resources is very germane to the realization of the school's goals. Indeed, the success of the school system depends largely on how schools are handled. The teachers, students, non-teaching staff and resources must be efficiently arranged, organized, controlled, monitored and harmonized to function according to educational plan. Even, the National Policy on Education (2004) emphasizes the success of the entire educational system on proper planning, efficient administration and adequate funding. Management deals with administration of resources by the application of principles, methods and practices to develop the institutions in question for goal achievement. Akinwumi and Jayeoba (2008) define school management as the scientific organization of human and material resources and programmes available for education and using them systematically and meticulously to achieve educational goals.

Basically, management in secondary school implies the arrangement of the human and material resources and programme available for education and carefully using them systematically for the achievement of educational objectives. Thus educational administrator, in the secondary school is essentially the organizer, the implementer of plans, policies and programmes meant for achieving specific educational objectives.

The school administrator may contribute, one way or the other, in planning, policy-making and programme designing among others, yet his major role rests with the effective and efficient implementation of such plans, policies and programmes for the benefit of education.

2.2.6 An Overview of Kano State and Ministry of Education

Kano State is a state located in North-Western Nigeria and the most populous state of the Nigerian Federation. It was created on May 27 1967. From part of the Northern region, Kano state borders Katsina State to the North-West, Jigawa State to the North-east, Bauchi State to the South-East and Kaduna State to the South-West. Kano State has 44 local government areas. The qualities and harmonization of education is generally controlled by the state ministry of Education. The public secondary schools are the sole responsibility of both the state and federal governments, while Unity schools are the sole responsibility of Federal Government. All state owned secondary schools are controlled by the state government. Kano state secondary schools management Board (KSSSMB) is a board in the state that manages all public secondary schools. They constantly interact with the state ministry of Education in such areas as recruitment of staff, staff discipline, training and development, promotion, transfer and other related areas. The states' current governor is Abdullahi Umar Ganduje. He was elected 13th April 2015 and sworn in on 29th May, 2015.

The state ministries of Education are the organ of state government responsible for the administration, financing and controlling of the state government owned educational institutions both at the secondary school and higher institutional levels. The state ministry of Education is headed by the commissioner for Education who is nominated by the Executive Governor subject to the ratification of the legislative arm of government at the state level (in Nigeria, it is called the House of Assembly.) Apart

from the commissioner for Education, there are also seasoned educational administrator (Permanent secretaries, directors) and civil servants that work in the ministry of Education they manage the affairs of various divisions, directorates, units and sections of the ministry. There are some statutory management agencies under the state ministry of Education in Kano State for example Secondary School Management Board (SSMB) and Kano Educational Resource Department (KERD).The state ministry of education performs the following functions:

- i. Implementation of Educational Policies: The state government through the state ministries of Education implements national educational policies formulated by the federal government through the federal ministry of education. State ministry formulates educational policies based on the broad national policies on education set by the federal government through federal ministry of education.
- ii. Coordination of Educational activities
- iii. Provision of statistical data
- iv. Quality Control
- iv. Maintain comprehensive and up to date records of teaching and non-teaching staff of the commission
- v. Appointment, promotions Discipline and general welfare of teaching and non-teaching staff in the state teaching service commission
- vi. Performing such other functions as may be conferred upon it from time to time by the governor –in –council in relation to teaching and non- teaching staff of public secondary schools.

2.2.7 The Inspectorate Division Kano State

The inspectorate division was established under the state ministry of Education in order to set, maintain and improve standards in all aspects of the school system. The department has as its core value the following:

- i. Accountability
- ii. Collaboration
- iii. Integrity.

Functions of the Inspectorate in Secondary schools

The following among others are the functions of the inspectorate

- i. Set targets, guidelines and coordinate inspection of secondary schools in Kano state
- ii. Inspect and recommend strategies for improving the quality of secondary education and monitor their implementation
- iii. Monitor and evaluate national examinations and advice accordingly
- iv. Evaluate the effective use of instructional materials used in secondary schools
- iv. Encourage dissemination of information on innovation and progressive educational principles and practices in the school system through publications, workshops, meetings, seminars and conferences

2.3 Theoretical Framework

The theoretical frame work that informed this study is the administrative management theory of which Luther Gulick (1892) was one among the proponent. It is a theory that looked for common or universal principles that characterize successful management. It states clearly administrative procedures or activities which should be employed by a school administrator for effective supervision and management of both

human and material resources in the school. Administration is a social process concerned with identifying, maintaining, motivating, controlling and unifying formally and informally organized human, financial and material resources within an integrated system designed specifically to achieve predetermined objectives.

The fundamental idea underlying the administrative management theory is that school heads perform a wide range of functions and as such needs to be guided by some administrative principles in the discharge of their duties if desired or set goals are to be achieved. Adopting the work of Fayol, Gulick tried to answer the question ‘what is the work of the chief Executive?’ he responded POSDCORB, an acronym for seven administrative procedures or activities; planning, organizing, staffing, directing, coordinating, reporting, budgeting.

Planning: This means working out in broad outline the things that needs to be done and the methods for doing them to accomplish the purpose set for the organization.

Organizing: This is the process of determining the activities to be performed in order to achieve the objectives of an organization. Through organizing, the task of an institution can be sub-divided and arranged to create an operating unit.

Staffing: This refers to the whole personnel function of bringing in, and training staff and also maintaining a favorable condition of work.

Directing: This refers to motivating, influencing, guiding or stimulating the actions of people towards the attainment of the set objectives of an organization. In this respect directing can be regarded as part of supervision.

Coordinating: The principle of coordination is very important in the achievement of educational goals. It refers to the process of harmonizing the efforts of the various people working in an organization towards goal attainment. Coordination is therefore

very necessary in all areas of the school if the head teacher is to provide effective leadership.

Reporting: This entails documentation and keeping of information relating to what is happening in the school system. This will help to keep the executive informed of what is going on in the school for immediate action.

Budgeting: This refers to all that goes with budgeting in the form of fiscal planning, accounting and control. Budgeting enhances control of fund.

This study is mainly geared towards the application of administrative procedures in the supervision for effective management of resources such as human, financial, material, time and curriculum contents. The administrative management theory is very relevant to this study in the sense that it will assist school administrators (principals) to efficiently manage school's resources through adequate supervision for an effective administration of school

2.4 Supervision on provision and Management of Human resources in Secondary Schools

The responsibility of providing personnel rests solely on government, while constant supervision, utilization policy implementation and other related issues in the secondary school confinement rest on the school principal. It is on this note that this segment reviews literature on human resources and how these resources are to be supervised by the school principal.

Human resources in an organization refer to the skills, abilities, expertise and knowledge displayed or exhibited by the personnel of the organization. Teaching and non teaching staff therefore constitute this group of people. Their combined skills, intellect and ability help in attaining school objectives. Otu (1999) opines that people

in work organizations, endowed with a range of abilities talents and attitudes, influence productivity quality and profitability are referred to as human resource.

Dare (2010) stresses the importance of human resource to have been the important valuable of all resources because they control and coordinate other resources. Ulrich (1996) submits that human resource management is easily identified by the roles they play in an organization because it involves several processes. He reiterates that human resource management has the following functions to perform. These functions are seen in the administration of the school:

1. Planning
2. Recruitment
3. Induction/Orientation
4. Skill management
5. Training and development
6. Compensation in wage or salary
7. Time management
8. Performance appraisal

School managers and principals have the responsibility to ensure that functions of resource management (as listed in items 1-8) are complied with Therefore, the effective use of human resources is basic to the success of all societies, organizations and other groups.

Human resource which is synonymous to personnel management in its broadest sense involves all matters in an organization regarding decisions about people. According to National Open University (2008) human resource management in a broad view focuses on three distinct but inter-related topics. The first is that of human relation in which such matters as individual motivation, leadership and group relationships are covered. The second is the field of organization theory, which considers job design, managerial spans of control, work flow through the organization among others. The

third consists of the specific kinds of decisions areas for which the personnel manager or personnel department is directly responsible for –the acquisition, development, rewarding and maintenance of human resources.

Since human resource plays a great significant role in the effective administration of secondary schools; there is need for it to be supervised. Constant supervision helps in discovery on the level in which teachers were developed and also identify areas where teachers were left behind in terms of contemporary issues regarding curriculum innovations. School is the center for ensuring the necessary frame work conditions for professional development of staff. With supervision, quality assurance will be measured through self evaluation. Supervisors instrument for measuring quality of teachers were through interviews between teachers and supervisors. Supervision influences the quality of educating students as well as selection and placement of staff. Educational programme is always changing with the needs of the students and the society and as such staff needs to be supervised to update their knowledge on current trends and to enhance their development. Human resource development in education is a continuous and comprehensive process which includes in-service, re-assignment of staff members, selecting additional staff members with appropriate competences and many more. According to Afolabi (2008), attention can be focused on the following criteria in staff supervision:

1. **Teaching effectiveness:** This includes preparation of lesson, improvisation and utilization of instructional aides, mastery of subject, instructional strategies and classroom management.
2. **Outside classroom Activities:** These includes the teachers interest in school sporting activities, interest in the parents Teachers Association, quality of take home assignments given to students and maintenance of student discipline.

3. **Record Keeping:** This includes scheme of work, student progress report, attendance register, lesson notes and so on.
4. **General attitude of the teacher:** This include punctuality at work, regularity in the school programme, attitude to student learning problems, co-operating with the head –teacher, interaction with other fellow teacher and the teacher’s appearance.
5. Administration of end-of-term examination.
6. General student’s attitude toward the teacher.

In addition, Lassa (2001) stressed the following in relation to supervision of human resources:

Quality of teacher: In educational organization the teachers needs to be qualitative in all ramification. Lassa (2001) stated in a report that teachers are the main determinant of quality in education .If they are unqualified, uncommitted, immoral and antisocial; the whole nation will be doomed. If they are ignorant in their discipline and gives information ignorantly, they are not only useless but also dangerous in the society. ‘The kind of teachers trained determines what the next generation will be.

Supervisors identify the quality of teachers through the assessment sheet which is provided in form of a questionnaire which supervisors are expected to complete in the school. The result will determine the quality of the teacher (s) or principal(s) and a report provided to the zonal offices by the supervisors. The report will show the level of each staff development. Scholars have identified some measures of teacher quality.

These include:

- i. Teacher educational qualification
- ii. Experience on the job
- iii. Teacher self concept

A teacher that is qualitative is expected to carry his assignment perfectly with style and logic. A qualitative teacher must serve as a guide, counselor and supervisor in a school as well as a tutor with the ability of transforming positive knowledge, values attitude and skills on his/her students and making them functional and productive members of the society.

The quality of a teacher in the classroom has been described as the most important factor in determining how well a student learns. A teacher with a professional educational qualification finds it easy to impact what they have acquired to learners and are ready also to accommodate learner's differences. The quality of teacher's instruction is enhanced at secondary school level by the following:

- i. Participating in professional development activities that foster their responsibility
- ii. Becoming familiar with current research on student achievement
- iii. Networking with colleagues to learn more about teaching expertise
- iv. Practicing a differentiated instruction, data driven instruction and identify areas of weakness in students which are crucial to developing the quality of class instruction
- v. Taking cognizance of external characteristics such as student socio- economic status and parental education attainment that impact on achievement of student (Ballard and Betes 2008).

Training and Retraining of Human Resources

Staff training is often very necessary for both the organization and the staff. It is the responsibility of the supervisor to find out through supervision whether staff goes for training as expected to update their knowledge. Training and retraining of staff is a way of grooming the staff in order to make them more competent and developed in

their various areas of specialization. The heart of the Nigeria educational system is the teacher. Teachers are keys to effective learning and quality education hence, the need for constant update of knowledge. Teachers training are crucial as the educational system itself. (Harris 2002) discovered that the success of every educational system depends on the quality and quantity of its factors of production therefore it is necessary to train and retrain the staff of the organization for better production. According to Peretomode (2001), training is planned, organizational effort concerned with helping an employee (teacher) acquire specific skills knowledge, concepts attitudes and behaviors to enable him/her perform more efficiently on his present job, that is, to improve on his/her performance. Some of the ways to train and retrain in school education as suggested by Harris (1990) include:

1. On the Job Training and Development programme: This type of training usually takes place at work locations. The superior officers give this training to the subordinate officers. It is a training process whereby the personnel consciously or unconsciously acquire new additional skills through **learning by doing**, they perform the tasks required by the job or assigned responsibility. For example in a secondary school the principal takes the responsibility of training the teachers. The inspectorate department of the state Ministry of Education in areas such as school supervision also gives on the job training to the teachers.

On-the job training in a school setting may start from briefing given by the principal to the teacher(s) on how to handle complex behavior of the students or molding the life of the student(s) for future challenges. On the job training may also take the following forms:

- i. **Orientation:** After hiring employee service they are introduced to the organization and their job. Orientation is usually the first kind of training given to personnel. Once a teacher has been appointed, it is expected that he/she is practically and positively oriented in order to be aware of the vision, mission, aspiration, rules and principles of the school and how to work well in order to achieve the school's objectives.
- ii. **Mentoring:** Mentoring occurs when a senior experienced administrator or teacher provides guidance and advice to junior employee on how to go about performing a specific task
- iii. **Job Rotation:** this is a training that involves movement of teachers from his/her class to another or from this department to another. This is also a way of expanding the knowledge and skills of the personnel.
- iv. **In-House training:** This is the areas in which the teachers acquire various skills within the school organization. This form of training could be in the form of seminars and workshop. The school can organize seminar to update the knowledge of the teachers on new method (s) of teaching or how to handle or use instructional materials for effective teaching and learning.
- v. **Committee/work group strategy:** this is another means of developing teacher by involving them in school meeting, group discussion, presentation of papers in a group committee or carrying out assignment as a teacher or group of teachers, carrying out research to acquire knowledge and how to solve educational problems. This method of training is mostly carried out by the heads of school units.

vi. **Vestibule training strategy:** this kind of training method is carried out among science teachers. They practice their skills with their practical equipment, in order to gain new skills and knowledge.

2. **Off-the job Training and Development:** Off-the training and development programmes becomes necessary when some employers require the acquisition of new or additional type of knowledge, skills and attitude which are best provided through a series of courses outside their job location. Such courses may either be undertaken in training institute like the National Teacher Institute (NTI), Universities, Colleges of Education and Polytechnics. Forms of off-the job training are:

- i. In-service Training
- ii. Seminars
- iii. Conferences.

Whawo (2003), maintains that irrespective of the method of training that staff engages in, the importance is to improve their teaching skills use of teaching aids, employing modern method of evaluating students and above all, make them have a deeper knowledge of their teaching subject and effective classroom control. Peretomode (2001) highlight the determinants of training as acquiring more conceptual knowledge, skills and competences both in teaching areas and non-teaching areas, obtain high academic or professional qualification in school to meet up with the ever constant changes in the educational system, the new method, techniques and technological developments, to keep the staff in the system, procure job security. This indeed would help a long way especially in the Nigeria context where government comes with different policies at different times.

Training and development are crucial element to effective management in secondary schools. Teachers and principals need constant training to meet up with the challenges of the ever changing world. Hanif, (2002) in his study titled human resource

management in school administration found that training is a means of altering a workers behavior and attitude in order to increase the opportunities for improved work performance. Training can also be seen as a learning process whereby people acquire skills, concepts, attitudes or knowledge to aid in the achievement of goal. Commenting on this Peretomode (2001) clarifies that employee may become rustic if they do not update themselves with new work methods, skills and knowledge about their work, organization and environment.

For proper supervision of staff and management, various types of record are put in place. According to Otu(2001), a record is a written account of facts, events, and activities, set down in a book of reference or preserved for future use. For effective supervision and management of human resources, information about staff members are centrally maintained and it describes the background, qualifications of prospective or current staff members, their current assignments and conditions of employment. Such records are used to (i) select new staff members (ii) determine the step at which each staff member is placed on the salary schedule (iii) assign a staff member to an area in which he/she is certified (iv) evaluate a staff member's education, experience/ promotion (v) placement on tenure (vi) to select personnel for new assignment (federal Ministry of Education (1993). Examples of these records include, staff record book, staff movement book, staff attendance register, staff personal file, staff absenteeism book and staff evaluation book. The purposes of staff record book as enumerated by the Education Sector Status Report (1993) are as follows:

- i. To keep an orderly account of progress by writing and preserving various papers documents, memorandum of different types of transactions on staff, the progress report of staff are recorded and this could serve as basis for promotion and evaluation of performance.

- ii. Statement of true conditions can be known through up to date records. This could be very useful in future, if such staff is to be nominated for an important post or for any type of recommendation required from the school on such staff even if he has left the school.
- iii. To make comparison about staff performance and conduct from one period of time to another. Such comparison can be described as the analytical functions of records.
- iv. To detect errors and wastes: Error and wastes can be known only with the help of proper record management

2.5 Financial Resources

Finance as a resource in secondary school and at all levels of education has remained a controversial issue. The economic down turn since the eighties which increasingly led to inadequacies brought about unprecedented setbacks in financial resource allocation and utilization. Government realization that financial resource s at its disposal called for active participation of stakeholders to finance education in order to achieve educational goals (Obadara and Alaka, (2011). According to Okunamiri in Obadara and Alaka, (2011) educational finance critically examines all the cost and expenditure in the production of educational services which is both labour and capital intensive.

Financial resource refers to all monies accruing to the coffers of the school (Yabo, 2007). It is also the monetary inputs available for and expended on the education system. These include money allocated to education by the government, grants, P.T.A levy, and donations from philanthropist, and internally generated funds. Dare, (2009) asserts that education as a social service requires adequate funding to procure, maintain and keep the school services functioning. This means that finance is

essential for the successful implementation of educational policies and programme. Yabo (2007) submits that funds generated in whatever form by the school must be utilized in accordance with the purpose for which it was earmarked and this can be achieved when adequate supervision strategy is put in place because the success of any secondary school depends upon the resources available. (Aghenta in National Open University 2008).

Money is very important for the smooth running of the school system because with it other important elements in the school can be obtained such as buildings, purchase of equipment, running expenses, payment of teacher's salaries and allowances. It is imperative that no organization can function effectively without adequate financial resources at its disposal.

2.5.1 Brief State of finance to Education

Resources scarcity is a central focus of economics. This is because resources are scarce in supply relative to the various uses to which they can be applied. This indeed calls for serious management and supervision of the available meager resources. According to World Bank in Agabi (2010) the country's poverty assessment reveals that 88million Nigerians are living below the international poverty line of US\$1.25 a day. Agabi (2010) states that the scenario is an indication that significant percentage of Nigerians cannot invest in sending their children to school. She further concludes that the consequence of this is that large proportion of the school aged population depends on the provision of education as a social service. Dare,(2010) reiterates that the financial resources needed to attain this feat are inadequate.

A review of previous educational programmes in the country shows that resource inadequacy has long been a central factor in chronic education shortcomings. Agabi,

(2010) reiterates that lack of fund is an endemic problem which has plagued the education sector since the history of formal education in Nigeria. The state resources provision for the execution of education programmes are inadequate and irregular (Dare, 2009). This inadequacy is evidence in the meager budgetary allocation for education in recent years which have been steadily declining over the past two decades. Agabi (2010) maintains that while in 2007, the education sector was allocated 11% of the national budget, which rose to 13% in 2008 but fell to 8% in 2009 and 6% in 2010. With 6% against the 26% minimum allocation to education as prescribed by UNESCO adequate supervision is of paramount importance so that the little fund available can be adequately put into use.

Due to the economic recession, government thought it wise to include other participant in the funding of education. The education Sector Status Report (2003) asserts that each level of education has at various times been a concurrent responsibility of both Federal and State Governments although the federal Government has been heavily involved at the tertiary level, allocating at least 68% of its total expenditure to this level. According to National Open University (2008) the state ministry is the sole financier of all the educational institutions owned by the state. The ministry is responsible for concurrent and capital expenses on monthly, quarterly, or yearly basis.

Recurrent grant is part of government grants that covers the payment of salaries and allowances of staff and all other consumable materials such as chemicals, writing materials and stationary. Capital expenses are money expended on site acquisition, construction of school building, procurement of equipment and machinery (Dare, 2009).

As financing of education requires huge financial resources, a variety of ways can be explored in the financing of education. Whichever way funds are generated it must be supervised for the purpose of accountability. Sources of financing education include:

- i. **Donation and Endowment funds:** This is one of the sources of financing secondary education in Nigeria. Many private sectors, corporations, companies, philanthropists and other individuals have often contributed funds for the support of education through the award of scholarship, establishment of schools, supply of books and equipment among others.
- ii. **International Aid sources:** Educational finance also comes from international organizations. Notable among these organizations are World Bank, United Nations Educational Scientific and Cultural Organization (UNESCO), United Nations International Children Education Fund (UNICEF), United Nations Development Programme (UNDP) and World Health organization (WHO).
- iii. **Loans:** This is a source of financing individual person's education through borrowing from relations, communities or cooperative societies to pay school fees. Loan as a source of financing education is embarked upon by individuals as a last resort.
- iv. **Community Participation:** Communities also participate in financing education. This may come in form of Parents Teachers Association (PTA) levies. Apart from financial resources for education from government, land source is also needed. Some communities sometimes donate land to schools on request and build classrooms from the community purse (National Open University, 2008).

2.5.2 Supervision on Provision and Management of Financial Resources in Secondary Schools

Money is needed in every aspect of life yet it is inadequate in supply. Its Inadequacy has inhibited the execution of many projects. Since 80's evidences abound in its inadequacies in every sector of the economy. This being the case there is need for proper supervision so that the limited fund available can be effectively managed so that the targeted goals of secondary education could be achieved. While the government has a greater task of adequate provision, the principal also has a great deal in the supervision in order to ensure that funds are properly managed. In doing this, the principal must have a sound system of accountability for school supplies and proper preservation of school record (Eliametalor, 1995). As the chief accounting officer of the school, the principal ensures that sound principles are maintained in all financial transactions. He should work with the bursar to draw up the budget for the school which is regarded as a tool for both planning and control. Furthermore if the principal is involved in any type of revenue collection like the school fees, examination levies, PTA levies etc, he should ensure that receipt are issued for such monies collected and records of all items of expenditure are kept. Although this schedule is that of the bursar but the principal must scrutinized all financial transaction of the school. Accountability of financial resources is central to effective management of school. Adequate supervision of financial resources in an organization eliminates instances of fraud.

In addition, Nkom (2008) affirms that supervision of financial resources for the effective management of secondary requires controlling funds. In line with this assertion he said that financial control involves the task of:

- a. Keeping expenditures in check
- b. Controlling and promoting inflow of revenue
- c. Safeguarding the assets of the school or institution
- d. Ensuring that resources are sufficient to implement plans and policies
- e. Ensuring value for money in terms of proper utilization of other resources.

With supervision, accurate accounts of all money received and disbursed are kept. Alaka and Obadara (2011) maintained that one of the ways of supervising and managing institutional resources is through auditing. They explained that auditing ensures that financial regulations are observed in all financial transactions and it also verifies the record kept in accounting system for fund Obadara (2011). Buttressing this view, Nkom (2008) stresses the purpose of supervision of financial accounting to include:

- a. Encouraging the recording and analysis of receipts and expenditures of the school for operational use reporting and budgeting.
- b. Serving as a means of rendering an account of stewardship and of general financial management.
- c. Serving as a basis for appraisal (evaluation) supervision
- d. Preventing theft and wastage of materials equipment and funds
- e. Helping in effective allocation of equipment and teachers
- f. Providing a claim for continuous tracking of appropriate funds and ensuring that such funds are utilized as initially planned.

Dare (2000) opined that bribery and corrupt practices such as inflating the cost of school plant projects, taking of 'Kick back', the use of low quality materials constitute problems of effective maintenance of school plant; which happens as a result of

inadequate supervision. He concluded that in most cases, tasks are either haphazardly executed or not carried out at all. Projects executed in circumstances of corrupt practices certainly usually fails the test of time due to low quality of materials used. This is why some school buildings soon collapse after heavy down pour of rain. To prevent these practices, UNESCO (2006) asserts that there should be regular supervision, transparency and communication in decision making processes, auditing and evaluation. Also every stakeholder (Government, school heads, procurement officers) needs to be sincere and financially disciplined.

2.6 Material Resources

The achievement of secondary school goals depend largely on the availability of material resource in the school. Material resources are the teacher's working tools. This implies that input and effort of the human resource within the school can only be felt and effective if there are material resources to complement teacher's ability knowledge and skills. Different scholars have perceived and acknowledged material resources in secondary school in various ways. Obadara(2011), material resources which contribute to students' performance include: classrooms, accommodation, libraries, furniture, apparatus and other instructional materials. Other scholars see material resources to be a different entity from physical resources. Ajayi (2007) states that:

...material resources include textbooks, charts, maps, audio-visual and electric instructional materials such as radio, tape recorder, television and video tape recorder. Other categories of material resources consists of paper supplies and writing materials such as biro, eraser, exercise books, crayon, chalk, drawings books, notes books, lecture theatres, auditoriums, typing pools, administrative blocks, libraries, laboratories, workshops, gymnasias, assembly halls, special rooms like sickbay, staff quarters, students' hostels, kitchen, cafeteria, lavatory and toilet (Ajayi (2007).

Contrary to Ajayi's assertion, Dare (2009) view material resource as physical resources which can also be referred to as school plant, school site and all the working tools that have been put in place to aid effective teaching and learning in the school. School plants include the site, building and equipment. Corroborating this view, Ajayi (2007) highlighted some components of school plant as follows:

- i. **School site:** this refers to the entire landscape on which the school's permanent and semi-permanent structures are built.
- ii. **Building:** These include classroom blocks, administrative offices, libraries, workshops, laboratories, students' hostels, dining halls etc.
- iii. **Equipment:** This consists of typewriters, photocopies, computers, sporting equipment, laboratory and workshop equipment.
- iv. **Machinery:** It includes machines and tools used in the workshop, duplicating machines etc.
- v. **Furniture:** Desks and seats used in the classrooms, office, residential quarters etc.
- vi. **Vehicles:** of various types and sizes
- vii. **Books:** These include textbooks, periodicals and all library books.
- viii. **Electrical infrastructure:** Air conditioners, electric fans, generating sets other electrical fittings etc.
- ix. **Water supply infrastructure:** This involves deep well, boreholes, water tanks etc.
- x. **Accessories:** These include playgrounds, lawns parks, gardens and farm.

For effective teaching and learning to take place, instructional materials must be available. This is because it serves as a channel through which message, information, ideas and knowledge is disseminated (Afolabi, 2008). In addition school facilities embrace both temporary and permanent structures of school site as well as

infrastructural and in structural facilities. In their opinion school plant can be used interchangeably to mean school facilities. A school facility consists of the basic systems and structure which a variable school needs in order to function effectively and to fulfill the purpose for which it was established.

According to the National Open University, Nigeria (2008) material resources can be referred to as physical resources. Material resources are also viewed to mean the tangible resources that can easily be seen and observed in any institution. They include the structure, machines, raw materials, classrooms staff offices, library, laboratory, health centers, vehicles etc. More so, school plant refers to all non consumable and durable physical and infrastructural facilities available in the school for teacher's and student's use in order to make teaching and learning effective and thus ensure the achievement of pre determined aims and objectives of education. Hence the school plant includes the 'space' within the school premises which houses the basic system and structures.

The importance of school physical plant in the accomplishment of the educational goals cannot be over stressed. It facilitates the teaching and learning process, the buildings protect students' and staff from the sun, rain heat and cold. Material resources therefore help in the implementation of instruction in the school.

2.6.1 Supervision on Provision and Management of material resources in Secondary Schools

School physical facilities are essential aspects of secondary school education. Supervision of material resources in school is a process of checking and ensuring that school facilities are kept in good condition at all times. Otu, et al (2001) sees management of school facilities as all the efforts put in place by school administrators to ensure that all the available facilities required are properly maintained against destruction or dilapidation. They concluded on this note that proper supervision for

the efficient management of facilities is mandatory in order to make the school a safe, pleasant, and comfortable center for the school community activities. The supervisor is expected to find the availability, standardization, quality, quantity, utilization, function and maintenance of these items.

Dare (2009) posits that efficient management of school plant is a must to make the school a pleasant, safe and comfortable place for the activities of the community. Okoli in National Open University (2008) reiterates that for school physical facility to be simulative and conducive for effective teaching and learning the strategy of itemization on a check list should be adopted and should be regularly supervised. As a result of inadequate or no supervision several school buildings that are over fifty years have never undergone renovation or any form of modernization in spite of the changes in the educational system. Some facilities are architecturally obsolete and therefore cannot contribute to functional education (Anuna, 2004). The head teacher is responsible for all the physical facilities in the school. Therefore, it is also expected of him to device the best means of proper supervision. For example it is within the head teachers' jurisdiction to delegate authority to selected staff in charge of the store to take proper record of all items in the school. He must ensure regular supervision and evaluation of stock in the school. This will help to ascertain the conditions of items and be able to give account when the need arises. Igwe (2001) asserts that good supervision and proper inventory of facilities are of necessary for the effective management of material resources.

Furthermore, Lassa, (2001) opined that the school heads must ensure proper custody and constant supervision of all facilities provided for the school. The school principal should make it a point of duty to monitor the facilities through inspection and in fact proper records of all available facilities should be kept. Where there are damaged

facilities, Fagbemiye et al (2004) asserts that repairs should be done without delay. Repairs to damaged facilities can only be done when facilities are constantly supervised. In connection with repair of school physical facilities Olagboye (1998) enumerated the following types of maintenance:

- i. **Preventive:** This is the type of maintenance that is carried out on school facilities to avoid total breakdown and ensure optimal performance of the facility. Up to date information about the facility is required to serve as a guide for the maintenance team. Preventive maintenance is aimed at preventing situations which can put parts of the school plant out of use. Services under preventive maintenance are timely and regular servicing of vehicles, generating sets, duplicating machine, periodic repair and painting of classroom building and other school building.
- ii. **Corrective and Emergency Maintenance:** This type of repair is a spontaneous repair carried out at the appropriate time. For example, the timely rectification of electrical fault in the school buildings will prevent the possibility of any fire outbreak. Other activities that could be grouped under this are leaking pipes, replacing bad plugs among others.
- iii. **Breakdown Maintenance:** This type of maintenance is otherwise known as emergency maintenance. It is a type of maintenance that is carried out after the breakdowns of the school plant which will require heavy monetary outlay. Ineffective/inefficient preventive maintenance leads to total breakdown and invariably breakdown maintenance.

- iv. **Running Maintenance:** Running maintenance is otherwise known as regular maintenance. It is carried out when the school plant is still in use. For example the kind of repair carried out on a school generating set or school van to avoid any break down when it is needed for use.

- iv. **Shut down Maintenance:** This type of maintenance is carried out when the operations of the school have been suspended for a given period of time to carry out the maintenance work. This type of maintenance is carried out when a major repair is to be done. For example if the iron zinc of a school is blown off by wind the school may be shut for a specific period of time until repair is done.

Among the types of maintenance mentioned above, running maintenance is the best. Regular supervision will enable the principal to employ the running maintenance approach thereby ensuring that school plants are always in good condition. The school principal should involve the teacher in supervising students in the use of facility

There are various reasons why school plant needs to be supervised. Otu et al (2001) outlined few reasons why school plant should be supervised and maintained.

- i. Wear and tear of usage
- ii. Physical decay
- iii. Obsolete – growing out of utilization
- iv. Accident - due to negligence in the use of the school plant or defects in material or construction.

2.6.2 Strategies for Maintenance of School Materials

The following are few of the methods to be put in place to ensure that existing facilities in schools are effectively maintained: (Otu, 2001)

- i. Create awareness for users of school facilities on the need to properly utilize and maintain them.
- ii. Involve teachers in supervising students in the use of facilities.
- iii. Students should be encouraged to clean and put the facilities in functional state at all times.
- iv. Community members and Parents Teachers Association should be involved in the repairs or maintenance.
- v. Regular inspection and supervision of facilities by the school administrator or the staff assigned to this duty will go a long way in early detection of the problem of any of the facilities.
- vi. Broken down and old facilities can be rehabilitated, remodeled or replaced.
- vii. Adequate funds should be provided so that repairs can be affected early.
- viii. Maximum utilization and effective maintenance of physical facilities to keep or restore their longevity (Otu et al, 2001).

2.7 Time Resources

Time resources have been variously defined by different scholar. Agabi (2010) describes time as a resource that is highly limited in supply and critical to education but often taken for granted by the providers of educational resources. She stressed that time is a vital resource that is indispensable in the effective harnessing and utilization of the physical, material, financial and human resources in the school. All school activities are carried out within a time frame which can be measured in minutes, hours, days, months, or even years. Effective supervision of time is of paramount

importance if the school's objectives are to be achieved. Yabo (2007) defined time to refer to the allocation of the total time of the school programme or course and the various specifications of implementation process based on periods or length of time or intervals. Nakpodia (2010) emphasize that time is the most perishable resource of organizations which is considered a key resource in the education sector.

Time management is a skill that eludes many school managers. School manager are responsible for their own time and how those they supervise spend theirs. Finding time to accomplish everything that needs to be done sometimes may seem impossible. Supervision is crucial if tasks must be done as at when due. In the supervision of time it is of paramount importance that the principal organize a 'To- Do List' that is jotting down on a note pad everything that needs to be done. Supervision of time is very necessary so that principals and teachers will carry out all tasks expected of them as at when due. Time management is crucial for the smooth running of the school. School managers must ensure that time is judiciously used in order to achieve stated objectives. In most public schools, timing for lessons is not strictly adhered to, some teachers engage in their private business of buying and selling in the school or discussing politics among others instead of delivering lessons. This is why time allocated for various activities must be supervised by school heads for its effective management.

2.7.1 Importance of Time Management

Time management is crucial to effective management of Secondary School. Over and above all, a time lost or wasted cannot be recalled for use again. Therefore, effective management of time becomes necessary. The following are some of the specific reasons for time management:

- i. It reduces misunderstanding and confusion.
- ii. It creates time and opportunity for carrying out the essential duties.
- iii. It creates sense of direction, unity of purpose and commitment.
- iv. It reduces conflicts in schedules, activities and interpersonal relations.
- v. It enhances efficiency in the use of time and other resources.
- vi. It facilitates delegation of duties to staff.
- vii. It allows for effective coordination of people's activities.
- viii. It makes it easy for staff to meet deadlines (Ibukun, 1997).

2.7.2 Supervision on Provision and Management of Time Resource in

Secondary Schools

Time resource supervision is crucial to a successful implementation of the school calendar and daily lesson time table in order to attain stated school's objectives. Agabi (2010) defined time management as planning and allocating time to different activities that must be carried out with a view to enhancing its effective use towards the achievement of organizational goals. Time supervision is the process of monitoring and ensuring that time allocated to various activities in the school are strictly adhered to in order to ensure that all activities receive due attention and avoiding time wastage. There is an adage that states that 'time wasted can never be regained.' The principal should ensure that time resource is effectively supervised for the accomplishment of school academic programmes and activities.

In addition, Ajayi (2007) reiterates that time is a precious resource in the school. This being the case there is need for it to be supervised and managed well with other resources to achieve school goals. A good school head must be able to plan the school time table and ensure that various activities earmarked in the time table are carried out at the right time. He must as a matter of fact through close supervision see to it

that Time allocated in the time table to various activities in the school is followed. In supervising time, the school time table serves as a mirror to the principal with various activities and their timing clearly spelt out. He must effective utilization.

2.7.3 Time Tabling

Time tabling is of paramount importance in the school. This is because all activities in the effective planning and administration of the school are built around it. This being the case there is need for it to be supervised and managed accordingly. There must be time for every subject in the school. Teacher's lessons are guided by it. Time table is an important document which a school is required to keep. This is because it regulates the teaching and learning activities in the school.

A school time table can be defined as a schedule prepared by the school management indicating various subjects to be taught on a daily, weekly, as well as the time allocated for each subject and the number of periods per subject per day and per week in a particular school. Dare (2009) defines school time table as a plan of action in which the subjects of the school curriculum are distributed over the teaching periods of the school day or weeks that make up the terms and academic sessions. A school time-table can be defined as a schedule of classroom teaching by subjects per period or per day which is designed by a committee or group of people. A time table committee is usually appointed by the school authority to guide and regulate the teaching activities in the school.

An authentic school time-table is usually divided into eight periods per day which would last for five days (Monday-Friday) in a week with each period lasting for about 40minutes and time for short and long break well specified.

2.7.4 Types of Time Table

The following are types of time-table: (Dare, 2009).

- i. **General Time-Table:** This entails the whole school time-table, for various classes which is drawn for the school by a designated staff or committee under the supervision of the school head. It is a comprehensive time table that consists of different and different subjects and different levels in the school.
- ii. **Class Time Table:** This type of time-table is meant for a particular class. It is extracted from the general time table and it is usually drawn/displayed on the wall, beside the chalkboard or in a conspicuous place in a particular class.

2.7.5 Importance of School Time Table

The following are the reasons why time table is a must in a school organization:

- i. It assists teachers to know what subject, what time, and which class to teach.
- ii. It assists students to know which book and other learning materials to take to school.
- iii. It assists students to know when a particular lesson will be taught and who will teach it.
- iv. It ensures maximum utilization of time resources for subject teaching and learning
- v. It assists in the implementation of curriculum through well planned teaching and learning activities (Obi,2001)

2.7.6 Challenges to Time Management

The following are some of the challenges faced in the course of Time Management:

- i. **Lack of Prioritization:** failure to set priorities often creates confusion and leads to low productivity at work as keys functions or tasks are mixed up with less important ones. This more often than not sets employees scrambling, and may fall prey to overwork and overwhelm. The solution lies in prioritizing tasks and focusing first on the ones that truly matter.

- ii. **Interruptions and Distractions:** this is a time waster that consists of anything unscheduled but routine that disrupts an individual's focus and thereby damages productivity at work. Overcoming this particular challenge requires a firm application of self discipline. Necessary and conscious efforts must be made to guard against interruptions and distractions.
- iii. **Disorganization:** this type of challenge to time management results from a high level of chaos in the school set up. When this happens, schedule of duties or tracking actions items often gets mixed up. Also, managing the boss or subordinates, planning, and overall school management becomes disoriented. Always make time for organizing and often step back and look at the big picture with a view to seeing how everything is working.
- iv. **Meetings:** meetings take up some portion of a typical day's schedules. In some cases, the meetings get out of hand, directly harming the school's programme. This time management challenge can be overcome by cutting down on commitment to meetings, limiting it to only those that are absolutely necessary. (Whetton, 2009)

2.8 Curriculum Contents

The Curriculum is the life and programme of the school. It is the experiences children have under the guidance of teachers. According to Yunusa (2000), curriculum is a variety of learning experiences that pupils engage in under the guidance of teachers. Curriculum content is the topic that is to be taught, it should be related to the objectives. Olivia (1997) defines curriculum as a plan or programme of all the experiences that the learner encounters under the direction of the school. Olivia also provided multiple definitions of curriculum as follows:

- that which is taught in schools
- a set of subjects
- a content
- a programme of studies
- a set of materials
- a sequence of courses
- a set of performance objectives
- a course of study
- is everything that goes on within the school including extra-class activities, guidance and interpersonal relationships
- everything that is planned by school personnel
- that which an individual learner experiences as a result of schooling.

The curriculum content should consist of permanent studies, the rules of grammar, reading, rhetoric, logic and mathematics at the secondary school level. It is stipulated in the National policy on education (2004 Pg12-13) that at the junior secondary school basic subjects shall be taught which will enable pupils to acquire further knowledge and skills. While the senior secondary school shall be comprehensive with a core curriculum designed to broaden pupil's knowledge and outlook. It is of paramount importance that the curriculum content must be applicable to the solution of the problem affecting the society which uses it.

The curriculum contents can be said to be the life wire of the school (bodies of knowledge). As a matter of fact the principal is responsible for planning and ensuring that the following areas which pertain to curriculum content are effectively supervised:

The Syllabus: It is the content or subject matter which is to be taught in each discipline of a school for some length of time. It is concerned mainly with what is to be taught and how it will be taught. The syllabi of all the subjects make up the programme of studies of a school.

The Scheme of Work: A scheme of work is the breakdown of the syllabus into bits of teachable units for specific periods of time example weeks, months, terms and sessions. Though drawn from the syllabus, it is more detailed than the syllabus. The basic components of the scheme include:

- (a) Contents to be taught,
- (b) Methods of teaching,
- (c) Outline for teachers and students' activities,
- (d) Teaching aids and textbooks,
- (e) Time for coverage.

Daily lesson plan: is the knowledge of what, when, and how to teach.

2.9 Empirical Studies

Studies which were carried out by other researchers and are relevant to this present study were also looked into and these include the following:

In a research carried out by Camilus (2015) titled Impact of Financial supervision and staff motivation in the South-South Geopolitical of Nigeria. Objectives of the Study among others include: Assess the impact of Financial Supervision on Procurement of Equipment in South-South Geopolitical region of Nigeria, Determine the Impact of Supervision on the promotion of staff in the Geopolitical zone of Nigeria. The research adopted a descriptive survey. The study was made up of a population of 68 Agricultural Education Lecturer. The research was conducted in six states in the south-south geo-political zone of Nigeria. Due to the fact that Agricultural Education Lecturer in the South-South was small no sampling was carried out. The entire population was involved in the study. A Structured questionnaire was used as instrument for collecting data for the study. Test retest method of reliability was used to determine the reliability estimate of the instrument.

According to the findings of the research it was revealed that effective supervision enables lecturer to develop themselves through seminars, conferences and

professional workshops attendance and participation. Also effective financial supervision enables the principal and heads of department to be discipline and prudent in their spending's in the procurement of relevant equipment and facilities. This research is relevant to my work because it is on financial supervision, it is a descriptive survey, and the use of questionnaire was also adopted as used in my work. Also the findings of this work align with the findings of findings of the work under study as it states that 'Staff can develop themselves through conferences, seminars and professional workshop and their school head should be disciplined and prudent in their spendings also that fund should be provided and well managed.

In a research carried out by Yunusa (1998) titled Impact of School Supervision on the management of Primary schools in Northern Kaduna State. Objectives used in the study include: determine the Impact of School Supervision on the Management of staff of Primary Schools in Northern Kaduna States, ascertain the Impact of School Supervision on the Management of School Funds of Primary School in Northern States, assess the Impact of School Supervision on the Management of School facilities of Primary Schools in Northern Schools in Kaduna state. The research employed descriptive survey The population used for the study was 40 supervisors and a total of 1126 teachers of which 9 supervisors and 237 head teachers were sampled respectively. Questionnaire was employed in the collection of data.

(1). The reliability of the instrument was computed using split-half method and t-test of independent statistical tool was used to analyze the set objectives.

Findings of the research reveal that supervision has great impact in the management of school facilities. The research is relevant to my work because it is on supervision of resources, it is descriptive, it employ the use of questionnaires. Findings are similar to

my work because it states that supervision has great importance if school facilities and resources are to be effectively managed.

In a research conducted by Aderinwa (2013) titled Evaluation of resources management in secondary schools in Osun State, Nigeria. Objectives used in the study includes among others: determine the evaluation of human resources management in Secondary Schools in Osun State, Nigeria, ascertain the evaluation of Financial Resources Management in Secondary School in Osun State, Nigeria. The study was descriptive survey, it focuses on public secondary schools in Osun state with a total number of 329 secondary schools distributed into various senatorial districts and 150 supervisors of which 11 secondary schools were sampled from each senatorial district which make a total of 33 secondary schools in all. Also 30 supervisors were sampled from the ministry of Education. The data were subjected to statistical analysis using the statistical package for Social Sciences to determine the reliability co-efficient of the instrument. Data was collected with the aid of a questionnaire. Frequencies and percentages were used for the analysis of the items and variable of the resources management in the secondary school.

Findings in the research revealed that school principals to a large extent had good time management, teaching learning was adequately taken care of within the predetermined time, and also there was inadequate supervision on renovation of school structures. The study is very relevant to the present study because it is purely educational and on resources management. It also clearly spelt out the importance of supervision on the effective and efficient utilization of resources and what will be the resultant effect if supervision was inadequate or not carried out at all. This study also provides literature which is very vital to this present study.

In addition, (Kabiru, 2014) in his research titled ‘The Role of the Inspectorate Division of the Ministry of Education in Inspecting resources in Secondary Schools in Adamawa State of Nigeria, objective used in the study include among others : determine the roles of the Inspectorate Division in the Supervision of Human resources assess the role of the Inspectorate in the supervision of material in secondary schools in Adamawa states of Nigeria.

The research is a descriptive survey, and a population of sixty (60) Principals and sixty (60) teachers were proportionately stratified along five educational zones of Adamawa State. All the population of the study was used for the study. A close ended questionnaire was used to collect relevant data for the study. Z-test and factorial analysis of variance was used for the study. One of the findings of the research was that the performance of the Inspectorate Division of the Ministry of Education regarding supervision of resources in Secondary Schools in Adamawa State was inadequate. This research is relevant to the present one because it is on supervision of resources in Secondary Schools.

In another research carried out by Enamroro, (2001) titled ‘Supervision and Students Academic Performance in Secondary Schools in Delta State. The study is a descriptive survey and focuses on public Secondary Schools in Delta State with a total number of 1,500 teachers of which 500 teachers were sampled. Questionnaire was used to elicit information from the respondents. Frequencies and percentage were used as statistical tools. Also Findings in the research revealed that through supervision professional teachers and quality teaching facilities were adequately provided in the Secondary Schools and that paved the way for high students’ performance in their academic work.

The study is very relevant to the present one because it borders on supervision in Secondary Schools.

2.10 Summary

In this chapter related literatures have been reviewed on human, financial, material, time and curriculum contents resources. The researcher summarizes it thus: Resources in secondary school basically include human, financial, material, time and curriculum contents resources. These resources are crucial to the successful implementation of predetermined objectives in secondary schools. However the achievements of these objectives are tied to the allocation of all the mentioned resources in quality and quantity, while the responsibility of making adequate provision of these resources rests on government and other stakeholders. Ensuring adequate supervision for its effective management of same is the task of principal and supervisors from the ministry of Education.

In relation to supervision, for the effective management of resources observation is that when there is adequate supply of resources and proper supervision it will help in the achievement of predefined educational objectives. Human resources in an organization such as the school must be effectively managed through proper training and motivation as they are the most important of all the other resources Dare (2010).

Also material resources and time must be adequately utilized. Over all poor supervision and mismanagement of any of the resources can have advert effect on Education as educational programmes and attainment of its objectives depends on adequate supervision and effective management of resources

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the research design and methodology used for the study under the following sub headings:

- Research Design;
- Population of the Study;
- Sample and Sampling Technique;
- Instrumentation;
- Validity of the Instrument;
- Pilot Study;
- Reliability of the Instrument;
- Method for Data Collection and
- Method for Data Analysis.

3.2 Research Design

The design of this study was descriptive survey. Best and Khan as quoted by Olayiwola (2007) opined that survey research design involves a clearly defined problem and definite objectives. This method was adopted because it is concerned with the collection and analysis of data for the purpose of describing, evaluating, comparing current and prevailing practices, events or occurrences.

3.3 Population of the Study

A research population is all the existing elements of the group for whom the result of the investigation could be generalized. (Yabo 2007). The population of this study comprised 230 principals of public secondary schools in Kano metropolis, 4241 teachers and 50 supervisors in the Ministry of Education. Table 1 gives the details

Table 1: Population of the Study

S/N	Metropolis	No of schools	No of principals	No. of teachers
1	Fagge	29	29	450
2	Gwale	31	31	620
3	Nassarawa	25	25	350
4	Ungogo	27	27	340
5	Kano Municipal	36	36	905
6	Tarauni	24	24	406
7	Dala	31	31	670
8	Kumbotso	27	27	500
Total		230	230	4,241

Table 2: Supervisors

Officials	Number
Ministry of Education Officials	50

Source: Kano state ministry of education (2014).

3.4 Sampling and Sampling Technique

For most study that requires data from a wide and diverse population size, rarely do researchers cover the whole population. The normal practice is to draw sample from the target population. For the purpose of this study the stratified random sampling procedure was employed. From each stratum within the eight metropolitan areas different categories of secondary schools were selected. (Chuan, 2006) defined a sample as a set of respondents selected from a larger population for the purpose of survey. Three (3) schools were sampled from each of the schools in the eight (8) Metropolitan areas with the total population of 270 teachers, 24 principals and 15 supervisors (officials of Ministry of Education). Thus, table 3 gives the details.

Table 3 Sample of the Study

S/N	Name of School	Ministry of Education Officials	No. of Principals	No. of Teachers
1	FAGGE			
	Army Day Secondary School, Bukavu		1	13
	Government Girls Arabic Secondary School, Fagge		1	10
2	GWALE			
	Aisha Shehu Government Secondary School, Fagge		1	11
	Government Girls College, Gwale		1	12
3	NASSARAWA			
	Government Girls Junior Sec. School, Dorayi Babba		1	10
	Government Girls Day Secondary School, Janbulo		1	11
4	UNGOGO			
	Government Secondary School, Kaura		1	10
	Government Senior Islamic Secondary School, Dakata		1	12
5	MUNICIPAL			
	Government College, Tudun Wada		1	13
	Government Girls Secondary School, Zaura		1	12
6	KUMBOTSO			
	Government Girls Senior Secondary School, Kadawa		1	10
	Government Technical College, Ungogo		1	13
7	TARAUNI			
	Government Secondary School, Shahuci, Rimi		1	10
	Government Girls Senior Sec. School, Gandun Albasa		1	12
8	DALA			
	Government Girls Secondary School, Emir Palace		1	12
	Government Girls Secondary School, Naibawa		1	11
9	TARAUNI			
	Government Girls Secondary School, Wailari		1	10
	Government Secondary School, Panshekara		1	13
10	DALA			
	Government Girl Secondary School, Hotoro		1	12
	Government Girls Secondary School, Darma Inuwa Dutse Street (Behind AKTH)		1	10
11	DALA			
	Government Senior Secondary School, Damanawa		1	10
	Government Girls Arabic Secondary School, Gwamaja		1	12
12	DALA			
	Government Girls Secondary School, Yelwa		1	11
	Government Secondary School, Kofar Ruwa		1	10
	TOTAL	15	24	270

3.5 Instrumentation

The instrument used for data collection for the purpose of this study was a structured questionnaire, which was administered by the researcher. Questionnaire is a technique commonly used to collect data from a large disperse group of respondents. Afolabi (1993) opined that questionnaire reveals what a person knows likes or dislikes (value and preference).The questionnaire comprised 50 questions, the five point Likert scales of Strongly Agree, Agree, Undecided, Disagree and strongly Disagree was used to get responses from the respondent. The questionnaire is divided into six (6) sections A-F. The first section contained information on the biographical data of the respondents. The second level consists of questions which solicited for the influence of supervision on provision and management of Human resources in secondary schools. The third section asked questions about the influence of supervision on provision and management of financial resource in secondary schools. Section four sought to find out the influence of supervision on provision and management of material resource in secondary schools. The fifth section contains questions on influence of supervision on provision and management of time resource in secondary schools. The sixth section contains questions on the influence of supervision on provision and management of curriculum contents in secondary schools.

3.6 Validity of Instrument

Validity refers to the degree to which an instrument serves a particular usefulness for which it is intended. According to Yabo (2007), an instrument is could be said to be valid for use when experts in the field of study expressed satisfaction after scrutinizing the quality of the structure of the instrument being designed. The face and content validity of the instrument was determined by expert opinions comprising the researchers' supervisors in the field of administration and planning and a statistician

in Ahmadu Bello University, Zaria. Their criticisms and comments improved the items structure and format.

3.7 Pilot Study

In order to ascertain the reliability of the questionnaire for data collection, the researcher conducted a pilot study using 50 teachers from secondary schools in Ungogo and Fagge. These were not included in the sample to be selected for the study. The respondents were given copies of the questionnaire and their responses were collected and analysed by the researcher assisted by an expert statistician. The data were subjected to statistical analysis using the Statistical Package for social Science (SPSS) to determine the reliability co-efficient of the instrument.

3.8 Reliability of the Instrument

The Cronbach's Alpha, Spearman-Brown and the Guttman Split-Half method were used to determine the reliability co-efficient for the study. The result gave reliability index for the Cronbach's Alpha value part1 as .746 which has 24 number of items, and part 2 value as .458 with a number of 25 items, giving total number of items as 49. The correlation between forms was .571. The Spearman-Brown co-efficient Equal and Unequal Length was .727. On the other hand, Guttman Split-half coefficient was .698

3.9 Procedure for Data Collection

The researcher distributed the questionnaire with the assistance of a research assistant to all the selected secondary schools and Ministry of Education officials, and the completed questionnaires were collected back from the respondents at an agreed date.

3.10 Procedure for Data Analysis

Data on influence of supervision on provision and management of resources in secondary school were collected and analyzed using frequencies and percentages to

achieve the objective of the study. The hypotheses of the study were tested with inferential statistics. The procedure adopted the one way Analysis of Variance (ANOVA) because of the multiple levels of the respondents. (principal, teachers and Ministry of Education Officials). All the hypotheses were tested at a probability level of 0.05 in order to determine whether or not each group differed significantly from one another in their perception.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

This chapter presents the data analysis and discussion of results in relation to the influence of Supervision on Provision and Management of resources in Secondary Schools in Kano Metropolis. It involves a total of 309 sampled respondents, whose response formed the data analysis of this study, using the SPSS Statistics Package. The respondents comprised the Ministry of Education Officials, the Principals and Teachers of Secondary Schools in Kano Metropolis, Kano State.

The first Section presents the demographic variables analysis by means of frequencies and percentages while the second section answers the research questions using frequencies for each item. The third section presents and interprets the five null hypotheses by Descriptive Statistical Techniques of one way Analysis of Variance (ANOVA) Statistics to test for the presence or absence of significant differences in the perception of the various respondents at 0.05 alpha level of significance. The fourth section outlines the major findings of the study and the last Section discusses the findings of the study.

4.2 Presentation of the Social Demographic Variables of the Respondents

A total of 309 respondents made up of the Ministry of Education Officials, Principals and Teachers were involved in the study. This is shown in **Table 4**

Table 4: Respondents

Category	Frequency	Percent
Teacher	270	87.4
Principals	24	7.8
Official of M.O.E	15	4.9
Total	309	100.0

Table 5 reveals the gender status of respondents. Among the respondents, 268 or 86.7% were male while 41 or 13% were female. This classification clearly revealed the inclusion of both sexes in the group. This took care of any gender consideration that might be involved in the Supervision and Management of resources relating to the selected Secondary Schools in Kano Metropolis.

Table 5: Gender of Respondents

Category	Frequency	Percent
Male	268	86.7
Female	41	13.3
Total	309	100.0

Table 6 reveals the educational qualifications of the respondents as having 228 or 73.8% NCE holders, 49 or 15.9% respondents having HND qualification and 32 or 10.4% respondents having first degree. From the distribution of the respondents in table 4.2.3, it is evidently clear that the greater percentage (73.8%) of the group had at least NCE qualification. Therefore, one could conclude that the group was professionally prepared to supervise and manage the affairs of Secondary Schools in Kano Metropolis, Kano State.

Table 6: Educational Qualification of Respondents

Category	Frequency	Percent
NCE	228	73.8
HND	49	15.9
first degree	32	10.4
Total	309	100.0

In order to ascertain responses of respondents with regard to years of working experience, Table 7 was analyzed in frequencies and percentages. The Table reveals that 29 or (9.4%) had worked between 0 – 5 years, 236 (76.4%) had worked between 6 – 10 years and 44 (14.2%) had worked between 11 – 15 years. This shows clearly that a large number of the respondents totaling 236 or 76.4% had worked for between 6 – 10 years and are sufficiently experienced and competent in the job.

Table 7: Years of Working Experience of Respondents

Category	Frequency	Percent
0-5 years	29	9.4
6-10 years	236	76.4
11-15 years	44	14.2
Total	309	100.0

4.3 Influence of Supervision on Provision and Management of Human Resources in Secondary Schools in Kano Metropolis, Kano State.

This section is on the influence of supervision on provision and management of human resources in secondary schools in Kano Metropolis Kano State. The section relates to items 1-9 in the questionnaires. Respondent’s opinion were collected and analyzed in a table. Thus Table 8 gives the details.

Table 8 Opinion of Respondents on the Influence of Supervision on Provision and Management of Human Resources in Secondary Schools in Kano Metropolis, Kano State.

S/N	Item Statement	Respondents	Response Categories				SD	Mean	Std. Dev.
			SA	A	UN	D			
1	Through supervision enough English language teachers are provided in the school.	Principal	1	23	-	-	-	4.04	.204
		Teachers	7	211	33	10	9	3.73	.725
		MOE	-	14	1	-	-	3.93	.258
2	Through supervision enough Mathematics teachers are provide in the school.	Principal	1	23	-	-	-	4.04	.204
		Teachers	7	214	32	9	8	3.75	.696
		MOE	-	14	1	-	-	3.93	.258
3	Through supervision enough Science teachers are provided in the school.	Principal	1	23	-	-	-	4.04	.204
		Teachers	7	210	36	13	4	3.75	.652
		MOE	-	14	1	-	-	3.93	.258
4	Through supervision enough Arts subject teachers are provided in the school.	Principal	1	23	-	-	-	4.04	.204
		Teachers	10	214	25	20	1	3.79	.644
		MOE	-	14	1	-	-	3.93	.258
5	Through supervision enough Social Science teachers are provided in the school.	Principal	-	23	1	-	-	3.96	.204
		Teachers	6	216	22	19	7	3.72	.737
		MOE	-	12	3	-	-	3.80	.414
6	Through supervision enough Vocational teachers are provided in the school.	Principal	-	22	2	-	-	3.92	.282
		Teachers	6	210	29	18	7	3.70	.737
		MOE	-	13	2	-	-	3.87	.352
7	Through supervision enough non-academic staff are provided in the school.	Principal	1	20	2	1	-	3.88	.537
		Teachers	15	218	24	6	7	3.84	.666
		MOE	-	12	3	-	-	3.80	.414
8	Through supervision enough laboratory technicians are provided in the school.	Principal	-	18	4	2	-	3.67	.637
		Teachers	8	205	39	18	-	3.75	.617
		MOE	-	13	2	-	-	3.87	.352
9	Through supervision all human resources stated above are well managed in the school.	Principal	-	19	1	3	1	3.58	.881
		Teachers	8	186	15	12	2	3.17	1.559
		MOE	-	13	2	-	-	3.87	.352

Table 8 shows that respondents in item 1 which dwelt on whether through supervision enough English Language teachers were provided in the Secondary Schools, 23 (95.8%) of the Principals, 211 (78.1%) of the teachers and 14 (93.3%) of Ministry of Education Officials were in agreement. The high percentage of the respondents strongly affirmed that through supervision English Language teachers were provided in the Secondary Schools. English Language is one of the prime subjects that all Secondary School students are required to have a credit in before they can be admitted into the university. If through supervision enough English Language teachers are provided then supervision is a necessity so as to help reduce instances of mass failure in it as it is experienced in some schools.

On the opinion of respondents in item 2 which was on whether through supervision enough Mathematics teachers were provided in the Secondary Schools, 23 (95.8%) of Principals, 214 (79.3%) of teachers and 14 (93.3%) of Ministry of Education Officials consented that through supervision enough Mathematics teachers were provided in the Secondary schools. In this item, all the respondents who have high stakes in the running of the Secondary Schools had a high percentage score and hence it is right to conclude that through supervision enough Mathematics teachers were provided in the Secondary Schools.

Item 3 sought respondents' opinion on whether through supervision enough science teachers were provided in the schools. 23 (95.8%) of Principals, 210 (77.8%) of teachers and 14 (.93.3%) of Ministry of Education Officials agreed to this. This shows that through supervision enough science teachers were provided. This will make the teaching of science subjects more effective and beneficial to science biased students.

On whether through supervision enough Arts subjects were provided as sought in item 4, 23 (95.8%) of Principals, 214 (79.3%) of teachers and 14 (93.3%) of Ministry of Education Officials asserted that through supervision enough Arts subject teachers were provided in the Secondary Schools. This shows that supervision plays a dominant role in the provision of Arts subject teachers in the Secondary Schools.

The responses for item 5 which elicited opinion for the groups on whether through supervision enough Social Science teachers were provided in the Secondary Schools, 23 (95.8%) of Principals, 216 (80.0%) of teachers, and 12 (80.0%) of Ministry of Education Officials agreed that through supervision enough Social Science teachers were provided in the Secondary Schools.

In response to item 6, 22 (91.7%) of Principals, 210 (77.8%) of teachers and 13 (86.7%) of Ministry of Education Officials agreed that through supervision enough Vocational teachers were provided in the Secondary Schools.

In response to item 7 whether through supervision enough non-academic staff were provided in the schools, 20 (83.3%) of Principals, 218 (80.7%) of teachers and 12 (80.0%) of Ministry of Education Officials agreed that through supervision enough non-academic staff were provided in the Secondary Schools. With the high percentage of scores above by respondents we are made to understand that supervision really helps in the provision of non-academic staff who play a significant role in the running of the Secondary Schools.

Item 8 sought the responses of respondents on whether through supervision enough laboratory technicians were provided in the Secondary Schools. 18 (75.0%) of Principals, 205 (75.9%) of teachers and 13 (86.7%) of Ministry of Education Officials

agreed that through supervision enough laboratory technicians were provided in the Secondary Schools.

Item 9 elicited the opinion of the respondents on whether through supervise all human resources stated above were well managed in the schools; 19 (79.2%) of Principals, 186 (68.9%) of teachers and 13 (86.7%) of Ministry of Education Officials agreed that through supervision all human resources in the Secondary Schools were well managed. This is in line with what Dare, (2009) stressed that of all the resources, human resources have been the most valuable of all because they control and co-ordinate the other resources and as such they must be effectively managed.

4.4 Influence of Supervision on Provision and Management of Financial Resources in Secondary Schools in Kano Metropolis, Kano State.

This section is on the influence of supervision on provision and management of financial resources in secondary schools in Kano Metropolis Kano State. The section relates to items 1-9 in the questionnaires. Respondent's opinion were collected and analyzed in a table. Thus Table 9 gives the details

Table 9 Opinion of Respondents on the Influence of Supervision on Provision and Management of Financial Resources in Secondary Schools in Kano Metropolis, Kano State.

S/N	Item Statement	Respondents	Response Categories				SD	Mean	Std. Dev.
			SA	A	UN	D			
1	Through supervision adequate funds are provided to the school by the Ministry of Education.	Principal	-	22	1	1	-	3.83	.637
		Teachers	6	203	45	9	7	3.71	.688
		MOE	-	14	-	1	-	3.87	.516
2	Through supervision adequate financial supports are given to the school by wealthy individuals.	Principal	-	-	-	-	-	.00	.000
		Teachers	-	-	-	-	-	.00	.000
		MOE	-	12	1	2	-	3.67	.724
3	Through supervision adequate financial supports are given to the school by groups within and outside the environments.	Principal	1	15	8	-	-	3.38	1.013
		Teachers	4	159	5	101	1	3.24	.992
		MOE	-	3	2	10	-	2.53	.834
4	Through supervision adequate financial supports are given to the school by Parents Teachers Association.	Principal	1	15	-	8	-	3.38	1.013
		Teachers	4	145	20	93	8	3.16	1.018
		MOE	-	3	3	8	1	2.53	.915
5	Through supervision adequate financial supports are given to the school by school based Management Committee.	Principal	1	14	-	9	-	3.29	1.042
		Teachers	4	146	10	99	11	3.12	1.058
		MOE	-	2	2	10	1	2.33	.816
6	Through supervision the school obtains loans from banks.	Principal	1	13	-	10	-	3.21	1.062
		Teachers	4	135	21	99	11	3.08	1.042
		MOE	-	3	2	9	1	2.47	.915
7	Through supervision adequate financial the school is able to generate enough funds from school fees.	Principal	1	00	2	11	-	3.04	1.042
		Teachers	5	122	39	101	3	3.09	.969
		MOE	-	3	2	9	1	2.47	.915
8	Through supervision the school is able to diversify means to generate more funds internally.	Principal	-	12	3	7	2	3.04	1.083
		Teachers	3	124	45	78	20	3.04	1.044
		MOE	-	2	2	9	2	2.27	.884
9	Through supervision all the financial resources provided are well managed.	Principal	1	11	7	4	1	3.29	.955
		Teachers	4	115	73	73	5	3.15	.900
		MOE	-	5	5	4	1	2.93	.961

Table 9 shows that respondents in item1 whether through supervision adequate funds were provided to the Secondary Schools by the Ministry of Education. 22 (91.7%) of Principals, 203 (75.2%) of teachers and 14 (93.3%) of Ministry of Education Officials agreed that through supervision funds were provided to the Secondary Schools by the Ministry of Education. According to Dare, (2009) funds are needed for the day to day running of schools. The survival and growth of the Secondary Schools is dependent mainly availability of funds.

Item 2 sought the opinion of respondents whether through supervision adequate financial support were given to the Secondary Schools through wealthy individuals. 24 (100%) of Principals and 270 (100%) of teachers were silent on this while 12 (80.0%) of Ministry of Education Officials responded positively. The point made here is that wealthy individuals do not give financial support to the Secondary Schools. Or one can conclude that Ministry of Education Officials do not really know what happens in this respect in the Secondary Schools.

Item 3 elicited the respondents' opinion whether through supervision adequate financial support was given to the Secondary Schools by groups within and outside the school environment. 15 (62.5%) of Principals, 159 (58.9%) of teachers and 3 (20.0%) of Ministry of Education Officials agreed. Since a good percentage of Principals and teachers who run the schools on daily basis have agreed then it can be concluded that through supervision adequate financial support is given to the Secondary Schools by groups within and outside the school environment.

From the opinion of respondents in item 4 whether through supervision adequate financial support was given to the Secondary Schools by PTA, 15 (62.5%) of Principals, 145 (53.7%) of teachers and 3 (20.0%) of Ministry of Education Officials agreed that through supervision adequate financial support was given to the

Secondary Schools by PTA. The percentages from the Principals and teachers show that through supervision PTA supports the Secondary Schools financially, and the funds so obtained are used in building more classroom blocks, purchasing furniture among others so that the students can learn better.

Item 5 elicited the opinion of respondents whether through supervision adequate financial support was given to the Secondary Schools by school based Management Committees. 14 (58.3%) of Principals, 146 (54.1%) of teachers and 2 (13.3%) of Ministry of Education Officials agreed that through supervision adequate financial support was given to the Secondary Schools by school based Management Committees.

Item 6 obtained the opinion of respondents whether through supervision the Secondary Schools accessed loans from commercial banks. 13 (54.2%) of Principals, 135 (50.0%) of teachers and 3 (20.0%) of Ministry of Education Officials agreed that through supervision the Secondary Schools obtained loans from commercial banks. Availability of loans to Secondary Schools could be beneficial to meet some short, medium and long term goals in terms of payment of salaries and execution of school projects.

The opinion of respondents was gathered in item 7 regarding whether through supervision the schools were able to generate enough funds for school fees; 10 (41.7%) of Principals, 122 (48.2%) of teachers and 3 (20.0%) of Ministry of Education Officials agreed that through supervision the Secondary Schools were able to generate enough funds for school fees.

Respondents were requested to give their opinion in item 8 on whether through supervision the Secondary Schools were able to diversify means to generate more

funds internally. 12 (50.0%) of Principals, 124 (45.9%) of teachers and 2(13.3%) of Ministry of Education Officials agreed that through supervision the Secondary Schools were able to diversify means to generate more funds internally. This result shows that supervision is inadequate. However, Secondary Schools can generate funds internally to boost their financial position through sale of art work done by students to parents and the public, monetization of working implements and sale of school farm produce.

Item 9 elicited opinion of respondents on whether through supervision all the financial resources provided were well managed, 11 (45.8%) of Principals , 115 (42.6%) of teachers and 5 (33.3%) of Ministry of Education Officials agreed that all financial resources provided were well managed in the Secondary Schools.

The result shows that supervision is inadequate. This negates the confirmation of Nkom, (2008) that supervision of financial resources is important for the effective management of Secondary Schools.

4.5 Influence of Supervision on Provision and Management of Material Resources in Secondary Schools in Kano Metropolis, Kano State.

This section is on the influence of supervision on provision and management of material resources in secondary schools in Kano Metropolis Kano State. The section relates to items 1-9 in the questionnaires. Respondents opinion were collected and analyzed in a table. Thus table 4.7 gives the details

Table 10 Opinion of Respondents on the Influence of Supervision on Provision and Management of Material Resources in Secondary Schools in Kano Metropolis, Kano State.

S/N	Item Statement	Respon dents	Response Categories				SD	Mean	Std. Dev.
			SA	A	UN	D			
1	Through supervision enough teaching facilities are provided in the school.	Principal	-	-	-	-	-	0.00	.000
		Teachers	6	41	-	-	-	.72	.514
		MOE	-	12	1	2	-	3.67	.724
2	Through supervision enough learning facilities are provided in the school.	Principal	1	23	-	-	-	4.04	.204
		Teachers	12	236	9	13	-	3.91	.514
		MOE	-	12	1	2	-	3.67	.724
3	Through supervision enough recreational facilities are provided in the school.	Principal	1	23	-	-	-	4.04	.204
		Teachers	7	251	8	4	-	3.97	.338
		MOE	-	14	1	-	-	3.93	.258
4	Through supervision enough health facilities are provided in the school.	Principal	2	24	-	-	-	4.00	.000
		Teachers	3	246	13	9	-	3.90	.411
		MOE	-	15	-	-	-	4.00	.000
5	Through supervision enough welfare facilities are provided in the school.	Principal	-	21	3	-	-	3.88	.338
		Teachers	9	205	31	21	-	3.73	.670
		MOE	-	13	1	1	-	3.80	.561
6	Through supervision enough games facilities are provided in the school.	Principal	-	20	3	1	-	3.79	.509
		Teachers	7	185	54	-	-	3.65	.678
		MOE	-	13	1	1	-	3.80	.561
7	Through supervision enough water facilities are provided in the school.	Principal	-	16	4	4	-	3.50	.780
		Teachers	7	172	46	41	4	3.51	.835
		MOE	-	13	1	1	-	3.80	.561
8	Through supervision enough light facilities are provided in the school.	Principal	-	19	3	2	-	3.71	.624
		Teachers	6	183	44	33	4	3.75	.791
		MOE	-	12	1	2	-	3.67	.724
9	Through supervision all facilities are well managed in the school.	Principal	-	17	2	4	1	3.46	.932
		Teachers	12	173	38	40	7	3.53	.890
		MOE	-	13	-	2	-	3.73	.704

Table 10 shows that respondents on item 1 whether through supervision enough teaching facilities were provided in the Secondary Schools, 24 (100%) of Principals and 223 (82.6%) of teachers did not respond while 41 (15.2%) of teachers and 12 (80.0%) of Ministry of Education Officials agreed that enough teaching facilities were provided in the Secondary Schools. This clearly shows that supervision was not frequently carried out to know the teaching facilities that would be needed so that they could be provided for effective teaching/learning. This is in contrast with the opinion of Afolabi, (2008) that for effective teaching and learning to take place, teaching

materials must be provided because they serve as channels through which messages, information, ideas and knowledge are disseminated.

With respect to item 2 whether through supervision enough learning facilities were provided in the Secondary Schools, 23 (95.6) of Principals, 236 (87.4%) of teachers and 12 (80.0%) of Ministry of Education Officials agreed that learning facilities were provided through supervision to the Secondary Schools. The corroborative response of the respondents indicates that through supervision enough learning facilities are provided in the Secondary Schools.

Item 3 elicited the opinion of respondents on whether through supervision enough recreational facilities were provided in the Secondary Schools. 23 (95.8%) of Principals, 251 (93.0%) of teachers and 14 (93.3%) of Ministry of Education Officials agreed that through supervision enough recreational facilities were provided in the Secondary Schools.

On the opinion of respondents in item 4 on whether through supervision enough health facilities were provided in the Secondary Schools, 24 (100%) of Principals, 246 (91.1%) of teachers and 15 (100%) of Ministry of Education Officials agreed that enough health facilities were provided through supervision to the Secondary Schools.

Item 5 elicited the opinion of respondents whether through supervision enough welfare facilities were provided in the Secondary Schools. 21 (87.5%) of Principals, 205 (75.9%) of teachers and 13 (86.7%) of Ministry of Education Officials agreed that through supervision enough welfare facilities were provided in the Secondary Schools.

On whether through supervision enough games facilities were provided in the Secondary Schools as contained in item 6, 20 (83.3%) of Principals, 185 (68.5%) of

teachers and 13 (86.7%) of Ministry of Education Officials agreed that through supervision enough games facilities were provided in the Secondary Schools. The above high affirmative scores point to the clear conclusion that through supervision enough games facilities are provided for the use of students in the Secondary Schools.

For the opinion of respondents in item 7, whether through supervision enough water facilities were provided in the Secondary Schools, 16 (66.7%) of Principals, 172 (63.7%) of teachers and 13 (86.7%) of Ministry of Education Officials agreed that through supervision enough water facilities were provided in the Secondary Schools. The above high percentages in the affirmative show that through supervision enough water is provided in the Secondary Schools. Water is very important and useful in our daily lives. In the schools, water is used for various purposes among which are drinking, flushing toilets and watering the flowers.

Item 8 elicited the opinion of respondents whether through supervision enough light facilities were provided in the Secondary Schools. 19 (79.2%) of Principals, 183 (67.8%) of teachers and 12 (80.0%) of Ministry of Education Officials agreed. The wide margin between positive and negative responses of the respondents shows clearly that through supervision enough light facilities are provided in the Secondary Schools to facilitate learning.

On the opinion of respondents in item 9 whether through supervision all facilities provided were well managed, 17 (70.8%) of Principals, 173 (64.1%) of teachers and 13 (86.7%) of Ministry of Education Officials agreed that through supervision all facilities provided are well managed. This is in line with Dare, (2009) that supervision has great influence on the management of school facilities because they are the bedrock of effective teaching/learning.

4.6 Influence of Supervision on Provision and Management of Time Resources in Secondary Schools in Kano Metropolis, Kano State.

This section is on the influence of supervision on provision and management of time resources in secondary schools in Kano Metropolis Kano State. The section relates to items 1-10 in the questionnaires. Respondent's opinion were collected and analyzed in a table. Thus Table 11 gives the details

Table 11: Opinion of Respondents on the Influence of Supervision on Provision and Management of Time Resources in Secondary Schools in Kano Metropolis, Kano State.

S/N	Item Statement	Respon dents	Response Categories				SD	Mean	Std. Dev.
			SA	A	UN	D			
1	Through supervision enough time is allocated to teaching of English language.	Principal	1	14	4	5	-	3.46	.884
		Teachers	7	112	55	89	7	3.04	.974
		MOE	-	5	4	6	-	2.93	.884
2	Through supervision enough time is allocated to Mathematics.	Principal	1	14	6	3	-	3.54	.779
		Teachers	8	153	67	39	3	3.46	.816
		MOE	-	12	2	1	-	3.73	.594
3	Through supervision enough time is allocated to teaching of Science subjects.	Principal	-	-	-	-	-	0.00	.000
		Teachers	-	-	-	-	-	0.00	.000
		MOE	-	15	-	-	-	4.00	.000
4	Through supervision enough time is allocated to teaching of Arts subject.	Principal	1	22	-	1	-	3.95	.464
		Teachers	2	247	5	13	3	3.86	.548
		MOE	-	12	-	3	-	3.60	.828
5	Through supervision enough time is allocated to teaching of Social Science.	Principal	1	22	-	1	-	3.96	.464
		Teachers	8	225	17	17	3	3.81	.639
		MOE	-	12	-	3	-	3.60	.828
6	Through supervision enough time is allocated to teaching of Vocational subjects.	Principal	-	22	-	1	-	3.96	.464
		Teachers	5	237	14	14	-	3.86	.510
		MOE	-	13	-	2	-	3.73	.704
7	Through supervision enough time is allocated for practicals.	Principal	1	21	1	1	-	3.92	.504
		Teachers	9	214	24	20	3	3.76	.681
		MOE	-	14	-	1	-	3.87	.516
8	Through supervision enough time is allocated for games and recreaitoanl activities.	Principal	2	17	1	4	-	3.71	.859
		Teachers	11	214	27	18	-	3.81	.610
		MOE	-	15	-	-	-	4.00	.000
9	Through supervision enough time is allocated for teachers to cover the syllabus before the end of term.	Principal	-	18	2	4	-	3.85	.776
		Teachers	-	201	32	29	8	3.58	.799
		MOE	-	14	-	1	-	3.87	.516
10	Through supervision adequate time is allocated to principals to attend to visitors.	Principal	-	19	-	5	-	3.58	.830
		Teachers	9	180	45	36	-	3.60	7.59
		MOE	-	10	5	-	-	3.67	.488

Table 11 shows that respondent on Item 1 whether through supervision enough time was allocated to teaching of English Language, 14 (58.3%) of Principals, 112 (41.5%) of teachers and 5 (33.3%) of Ministry of Education Officials agreed. Since the score of teachers and Ministry of Education Officials are low, we will conclude that enough time is not allocated to teaching of English Language, and this is not a good development given the status of English Language as our lingua franca.

Item 2 elicited the opinion of respondents whether through supervision enough time was allocated to teaching of Mathematics, 14 (58.3%) of Principals, 153 (56.7%) of teachers and 12 (80.0%) of Ministry of Education Officials agreed. The positive percentage of respondents in agreement shows that through supervision enough time is allocated for the teaching of Mathematics in the Secondary Schools.

On the opinion of respondents in item 3 whether through supervision enough time was allocated to the teaching of Science subjects, all the Principals and teachers were silent about it while all the Ministry of Education Officials agreed. This clearly shows that supervision is inadequate in this area.

Item 4 sought to extract the opinion of respondents whether through supervision enough time was allocated for the teaching of Arts subjects. 22 (91.7%) of Principals, 247 (91.5%) of teachers and 12 (80.0%) of Ministry of Education Officials agreed that through supervision enough time was allocated to the teaching of Arts subjects in the Secondary Schools.

From Item 5 which elicited the opinion of respondents whether through supervision enough time was allocated to the teaching of Social Sciences, 22 (91.7%) of Principals, 225 (83.3%) of teachers and 12 (80.0%) of Ministry of Education Officials agreed. This shows that through supervision enough time is allocated to the teaching of Social Sciences in the Secondary Schools.

Item 6 gathered responses from respondents on whether through supervision enough time was allocated to the teaching of Vocational and Technical subjects, 22 (91.7%) of Principals, 237 (87.8%) of teachers and 13 (86.7%) of Ministry of Education Officials agreed. This shows that through supervision enough time is allocated to the teaching of Vocational and Technical subjects in the Secondary Schools.

For item 7 which extracted the responses of respondents whether through supervision enough time was allocated for practicals in the Secondary Schools, 21 (87.5%) of Principals, 214 (79.3%) of teachers and 14 (93.3%) of Ministry of Education Officials agreed. Since those involved in the discharge of this responsibility together with the Ministry of Education Officials have high percentage score, we can conclude that through supervision enough time is allocated for practicals in the Secondary Schools.

In item 8 which elicited the respondents' opinion whether through supervision enough time was allocated to games and recreational activities, 17 (70.8%) of Principals, 214 (79.3%) of teachers and 15 (100%) of Ministry of Education Officials agreed that through supervision enough time was allocated for games and recreational activities in the Secondary Schools. The great disparity between respondents who agreed and those who disagreed favours those in agreement and this is a pointer to the conclusion that through supervision enough time is allocated for games and recreational activities to keep both teachers and students physically fit.

Item 9 elicited the opinion of respondents whether through supervision enough time was allocated to teachers to cover the syllabus before the end of term. 18 (75.0%) of Principals, 201 (74.4%) of teachers and 14 (93.3%) of Ministry of Education Officials agreed. This tells us that through supervision enough time is allocated to teachers to cover their syllabus.

Item 10 extracted the opinion of respondents whether through supervision adequate time was provided for Principals to attend to visitors, 19 (79.2%) of Principals, 180 (66.7%) of teachers and 10 (66.7%) of Ministry of Education Officials agreed. This is an indication that other than the academic schedules, Principals also have time to attend to other issues most especially those that have to do with the all round growth of the Secondary Schools.

4.7 Influence of Supervision on Provision and Management of Curriculum Contents Resources in Secondary Schools in Kano Metropolis, Kano State.

This section is on the influence of supervision on provision and management of Curriculum Contents resources in secondary schools in Kano Metropolis Kano State. The section relates to items 1-9 in the questionnaires. Respondent's opinion were collected and analyzed in a table. Thus Table 12 gives the details

Table 12 Opinion of Respondents on the Influence of Supervision on Provision and Management of Curriculum Contents Resources in Secondary Schools in Kano Metropolis, Kano State.

S/N	Item Statement	Respon dents	Response Categories				SD	Mean	Std. Dev.
			SA	A	UN	D			
1	Through supervision curriculum of English language is reviewed.	Principal	-	20	1	3	-	3.71	.690
		Teachers	7	196	32	32	3	3.64	.767
		MOE	-	13	1	1	-	3.80	.561
2	Through supervision curriculum of Mathematics is reviewed.	Principal	-	18	-	6	-	3.50	.885
		Teachers	15	181	44	29	1	3.67	.757
		MOE	1	10	4	-	-	3.80	.561
3	Through supervision curriculum of Science subjects is reviewed.	Principal	1	14	4	5	-	3.46	.884
		Teachers	28	172	42	27	1	3.74	.791
		MOE	2	11	-	2	-	3.87	.215
4	Through supervision curriculum of Arts subject is reviewed.	Principal	-	-	-	-	-	0.00	.000
		Teachers	-	-	-	-	-	0.00	.000
		MOE	-	14	1	-	-	3.93	.258
5	Through supervision curriculum of Social Science is reviewed.	Principal	-	-	-	-	-	0.00	.000
		Teachers	-	252	15	3	-	3.92	.307
		MOE	-	12	2	1	-	3.73	.594
6	Through supervision curriculum of Vocational subjects are reviewed.	Principal	-	24	-	-	-	4.00	.000
		Teachers	-	236	23	11	-	3.83	.470
		MOE	-	12	2	1	-	3.73	.594
7	Through supervision the scheme of work of every subject is well designed.	Principal	-	24	2	1	-	4.00	.000
		Teachers	3	241	19	4	3	3.88	.476
		MOE	-	11	3	1	1	3.67	.617
8	Through supervision the subjects' teachers are provided with the current schemes of work.	Principal	-	23	1	-	-	3.96	.204
		Teachers	11	191	50	12	6	3.70	.718
		MOE	-	9	6	-	-	3.60	.507
9	Through supervision curriculum resources provided are well managed.	Principal	2	20	2	-	-	4.00	.417
		Teachers	10	202	35	20	3	3.73	.700
		MOE	-	13	2	-	-	3.87	.352

Table 12 shows that the respondent on Item 1 whether through supervision English Language curriculum was reviewed, 20 (83.3%) of Principals, 196 (72.6%) of teachers and 13 (86.7%) of Ministry of Education Officials agreed. Olivia, (1997) puts it that the curriculum is a plan or programme that entails what the learner is to be taught and that such should be what will be of benefit to him/her. Therefore, curriculum review must be periodic to ensure current and useful contents are in place for the benefit of the Secondary School students.

The opinion of respondents was sought in item 2 whether through supervision curriculum of Mathematics was reviewed, 18 (75.0%) of Principals, 181 (67.0%) of teachers and 10 (66.7%) of Ministry of Education Officials agreed. This shows that through supervision Mathematics curriculum is reviewed and obsolete contents are replaced with what will be useful to the learner at every stage.

Item 3 gathered the opinion of respondents whether through supervision the curriculum of Science subjects was reviewed, 14 (58.3%) of Principals, 172 (63.7%) of teachers and 11 (73.3%) of Ministry of Education Officials agreed that through supervision the curriculum of Science subjects was reviewed.

Item 4 elicited the opinion of respondents whether through supervision curriculum of Arts subjects was reviewed. All Principals and teachers were silent about this but 14 (93.3%) of Ministry of Education Officials agreed. The implication of this is that supervision is inadequate in this field.

Item 5 extracted the opinion of respondents on whether through supervision curriculum of Social Sciences was reviewed, 24 (100%) of Principals and 252 (93.3%) of teachers and 12 (80.0%) of Ministry of Education Officials agreed. This shows that through supervision curriculum of Social Sciences is reviewed.

Item 6 gathered the opinion of respondents whether through supervision curriculum of Vocational and Technical subjects was reviewed, 24 (100%) of Principals, 236 (87.4%) of teachers and 12 (80.0%) of Ministry of Education Officials agreed. Since the 24 Principals agreed, and they are the Chief Administrators saddled with the responsibility of supervision, then we can conclude that through supervision the curriculum of Vocational and Technical subjects is reviewed in the schools.

For item 7 which sought the opinion of respondents on whether through supervision scheme of work of every subject was well designed, all the 24 Principals (100%), 241 (89.3%) of teachers and 11 (73.3%) of Ministry of Education Officials agreed. This is in line with the National Policy on Education (2014) that all scheme of work of every subject must be well designed to suite the ages and ability of the learner and must reflect on the cognitive, affective and psychomotor domains and must be applicable to the solution of problems affecting the society which uses it.

In item 8, opinion of respondents was extracted whether the subject teachers were provided with the current schemes of work, 23 (95.8%) of Principals, 191 (70.7%) of teachers and 9 (60.0%) of Ministry of Education Officials agreed while 12 (4.4%) of teachers disagreed and 1 (4.2%) Principal was undecided. Since Principals who are the Chief Administrators responsible for briefing and distributing all materials and schemes of work to old and new teachers at the beginning of every session have the highest scores, then we will say that through supervision subject teachers are provided with schemes of work to enable them work well as the scheme of works is seen as their work tool.

Item 9 elicited the opinion of respondents whether through supervision curriculum resources were well managed, 20 (83.3%) of Principals, 202 (74.8%) of teachers and 13 (86.7%) of Ministry of Education Officials agreed that the syllabus, the schemes of

work and the Daily Lesson Plan among others were effectively managed since they were the livewire of the school (bodies of knowledge) as posited by Olivia, (1997).

4.8 Hypotheses Testing

Hypotheses formulated along the objectives and research questions of the study were aimed at determining possible significant differences in the opinion of respondents on the Influence of Supervision on Provision and Management of human, financial, material, time and curriculum contents in Secondary Schools in Kano Metropolis, Kano State. The analysis of variance was used to test the hypotheses at 0.05 significance level. The hypotheses were tested as follows:

4.8.1 Hypothesis 1

There is no significant difference in the opinion of respondents on the Influence of Supervision on Provision and Management of human resources in Secondary Schools in Kano Metropolis, Kano State.

Table 13: Analysis of Variance on the Influence of Supervision of Provision and Management of Human Resource in Secondary Schools in Kano Metropolis, Kano State

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	119.607	2	59.804			
within groups	6166.652	306	20.152	2.968	.053	3.32
Total	6286.259	308				

Table 13 shows f-ratio value (2.968) at 2 df 306 and at the level 0.05. The critical value (3.32) is greater than f.ratio values (2.968). The probability level of significance P (.053) is greater than 0.05. This means that there is no significant difference in the opinion of respondents on the Influence of Supervision on Provision and Management

of human resources in Secondary Schools in Kano Metropolis, Kano State. Therefore, the null hypothesis is retained.

4.8.2 Hypothesis 2

There is no significant difference in the opinion of respondents on the Influence of Supervision on Provision and Management of financial resources in Secondary Schools in Kano Metropolis, Kano State.

Table 14: Analysis of Variance on the Influence of Supervision on Provision and Management of Financial Resources in Secondary Schools in Kano Metropolis, Kano State.

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	22.441	2	11.220			
within groups	3550258	306	11.602	.967	.381	3.32
Total	3572.699	308				

Table 14 shows f-ratio value (.967) at 2 df 306 and at the level 0.05. The critical value (3.32) is greater than f.ratio values (.967). The probability level of significance P (.381) is greater than 0.05. This means that there is a significant difference in the opinion of respondents on the Influence of Supervision on Provision and Management of financial resources in Secondary Schools in Kano Metropolis, Kano State. Therefore, the null hypothesis is retained.

4.8.3 Hypothesis 3

There is no significant difference in the opinion of respondents on the Influence of Supervision on Provision and Management of material resources in Secondary Schools in Kano Metropolis, Kano State.

Table 15: Analysis of Variance on the Influence of Supervision on Provision and Management of Material Resources in Secondary Schools in Kano Metropolis, Kano State.

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	309.212	2	154.606			
within groups	11275.707	306	36.849	4.196	.016	3.32
Total	11584.919	308				

Table 15 shows f-ratio value (4.196) at 2 df 306 and at the level 0.05. The critical value (3.32) is less than f-ratio values (4.196). The probability level of significance Probability (016) is less than 0.05. This means that there is a significant difference in the opinion of respondents on the Influence of Supervision on Provision and Management of material resources in Secondary Schools in Kano Metropolis, Kano State. Therefore, the null hypothesis is rejected. To ascertain the extent of differences in opinions of respondents Scheffe test was employed. Thus, tables 16 give the details

Table 16: Mean Difference

Respondent	N	Mean
Principal	270	6.37412
Teachers	24	5.43913
M.O.E Official	15	2.51324

The Mean Difference is significant at the 0.05 level

Summary (Hypotheses 3) there is no significant difference in the opinions of principals, teachers and Ministry of the Officials influence of Supervision on Provision and Management of Material Resources in Secondary Schools in Kano Metropolis, Kano state, Nigeria. Principals, teachers and Ministry of Education officials were sought and analyzed. Table 17 presents the summary of hypothesis tested using ANOVA.

Table 17: Summary of Analysis of Variance (ANOVA) Statistics on Influence of Supervision on Provision and Management of Material Resources in Secondary School in Kano Metropolis, Kano state, Nigeria.

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	935.967	2	467.983	11.496	3.23	.000
Within Groups	17667.846	434	40.709			
Total	18603.812	436				

As indicated in Table 17 the analysis revealed the f-ratio value of (11.496) at 2 df 434 and at the significance level 0.05. the critical value (3.23) is less than f-ratio value (11.496), the probability level of significance P(.000) is less than 0.05. This result therefore means that there is a significant difference in the opinions of principals, teachers and Ministry of Education officials on the influence of supervision on provision and Management of material resources.

Table18: Summary of Scheffe's Multiple Comparison Test Influence of Supervision on Provision and Management of Material Resources in Secondary School in Kano Metropolis, Kano State Nigeria.

Respondent	N	Mean
Principal	270	6.37412
Teachers	24	5.43913
M.O.E Official	15	2.51324

As indicated in Table 18, the mean score of principals was found to be closer than that of teachers implying that the difference between the two respondents was not significant. However, the mean score of MOE was found to be lower than that of principals and teachers. This implies that the teacher differs significantly in their opinions regarding the influence of supervision on provision and management of materials resources.

4.8.4 Hypothesis 4

There is no significant difference in the opinion of respondents on the Influence of Supervision on Provision and Management of time resources in Secondary Schools in Kano Metropolis, Kano State.

Table 19 Analysis of Variance on the Influence of Supervision on Provision and Management of Time Resources in Secondary Schools in Kano Metropolis, Kano State.

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	26.900	2	13.450			
within groups	3804.663	306	12.424	1.083	.340	3.32
Total	3828.563	308				

Table 19 shows f-ratio value (1.083) at 2 df 306 and at the level 0.05. The critical value (3.32) is greater than f.ratio values (1.083). The probability level of significance P (.340) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the Influence of Supervision on Provision and Management of time resources in Secondary Schools in Kano Metropolis, Kano State. Therefore, the null hypothesis is retained.

4.8.5 Hypothesis 5

There is no significant difference in the opinion of respondents on the Influence of Supervision on Provision and Management of curriculum contents in Secondary Schools in Kano Metropolis, Kano State.

Table 20 Analysis of Variance on the Influence of Supervision on Provision and Management of Curriculum Contents in Secondary Schools in Kano Metropolis, Kano State.

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	8.972	2	4.486			
within groups	1959.500	306	6.4049	.701	.497	3.32
Total	1968.472	308				

Table 20 shows f-ratio value (.701) at 2 df 306 and at the level 0.05. The critical value (3.32) is greater than f.ratio values (.701). The probability level of significance P (.497) is greater 0.05. This means that there is no significant difference between the respondents on the Influence of Supervision on Provision and Management of curriculum contents in Secondary Schools in Kano Metropolis, Kano State. Therefore, the null hypothesis is retained.

Table 21 Summary of Hypotheses Testing

S/ No	Ho Statement	Statistical Test Used	Result	Level of Significance	Decision
1.	There is no significant difference in the opinion of respondents on the influence of Supervision on Provision and Management of Human Resources in Secondary Schools in Kano Metropolis, Kano State Nigeria.	Analysis of Variance (ANOVA)	F.ration is 2.968 while F.critical is 3.32 level of significance	0.05	Ho was retained this means that there was no significance difference in the opinions of respondents
2.	There is no significant difference in the opinion of respondents on the influence of supervision on provision and management of financial resources in secondary schools in Kano metropolis, Kano state Nigeria	Analysis of Variance (ANOVA)	F.ration is .967, while F. critical is 3.32 level of significant	0.05	Ho was retained this means that there was a significant difference in the opinion of respondent
3.	There is no significance difference in the opinion of respondents on the influence of supervision on provision and management of material resources in secondary school in Kano metropolis, Kano state Nigeria.	Analysis of Variance (ANOVA)	F.ratio is 4.196 while f-critical is 3.32 level of significant	0.05	Ho was rejected. This means that there was a significant difference in the opinion of respondents
4.	There is no significant difference in the opinion of respondents on the influence of supervision on provision and management of time resources in secondary school in Kano metropolis, Kano state Nigeria	Analysis of Variance (ANOVA)	F.ratio is 1.083 while critical is 3.32	0.05	Ho was retained this means there was no significant different in the opinion of respondents
5.	There is no significant difference in the opinion of respondents on the influence of supervision on provision and management of curriculum contents	Analysis of Variance (ANOVA)	F.ratio is .701 while f.critical is 3.32	0.05	Ho was retained this means that there was no significant different in the opinion of the respondents

4.9 Summary of Major Findings

The study revealed that:

1. Human resources such as teaching staff were not adequately provided in secondary schools in Kano metropolis Kano State However, the ones provided were managed;
2. Financial resources such as funds from school fees, PTA charges among others were not well provided and managed;
3. Material resources such as computers, libraries, workshops, projectors, Laboratories, water supply infrastructures, periodicals etc. were not adequately provided and managed;
4. Enough time was not allocated to the teaching of science subjects in most secondary schools in Kano metropolis, Kano State. This was as a result of inadequate planning and poor time tabling; and
5. Curriculum of Art subject was not reviewed in secondary schools in Kano metropolis, Kano State. This could be as a result of inadequate supervision by school managers and supervisors of syllabus, scheme of work, and lesson notes.

4.10 Discussions of the Findings

This study is based on Influence of Supervision on Provision and Management of resources in Secondary Schools in Kano Metropolis, Kano State. The resources discussed are human, financial, material, time and curriculum contents. Five hypotheses formulated along the objectives and research questions of the study were tested. The following are the discussions of the opinion of respondents on issues related to the five hypotheses:

The test of the first hypothesis using analysis of variance procedure showed there is no significant difference in the opinion of respondents on the Influence of Supervision on Provision and Management of human resources in Secondary Schools in Kano Metropolis, Kano State. The null hypothesis was retained; Principals, teachers and Ministry of Education Officials were of the opinion that through supervision human resources were well provided and managed in the Secondary Schools. Peretomode, (2007) maintains that the success of every educational system depends on the quality and quantity of its factors of production. Therefore, it is of necessity that they are provided and well managed. Also professional staffs in particular are crucial for the formulation and successful implementation of educational policies and programmes in any country. Commenting on this assertion, (Peretomode, 2001) is emphatic that employees may become obsolete and rustic if they do not update themselves with new work methods, skills and knowledge about their work, organization and environment, which is why they need to be effectively managed. This finding is consistent with the report of (Whawo, 2003) that the quality (management) and quantity (provision) and supervision of staff in any educational system determine to a great extent the quality of the system itself.

In hypothesis two, differences in the opinion of respondents on the Influence of Supervision on Provision and Management of financial resources in Secondary Schools in Kano Metropolis, Kano State were tested with the analysis of variance procedure. The result revealed that there is a significant difference in the opinion of the respondents. The null hypothesis was therefore retained. The study found that support was given to the Secondary Schools from groups within and outside the school environment such as PTA and school based Management Committees. However, some fraction of teachers and Principals disagreed to this. Education is a

capital intensive venture which requires a huge sum of money to run. Besides, since the 1980s to the present time, education has not been adequately funded by the government due to scarce resources, (Afolabi, 2008). This finding is in line with (Obadara, 2011) who observed that supervision is very necessary if the limited financial resources available to schools are to be effectively and efficiently used. On whether through supervision adequate financial support was given to the Secondary Schools by wealthy individuals, both Principals and teachers were silent about it as no response in respect to this was elicited from them. This shows that supervision carried out on this aspect is inadequate. (Agabi, 2010) observes that the economic crisis in Nigeria has had a negative impact on the educational system and played a major role in the decline of the quality of education offered, so he stresses that enough attention should be given to supervision of financial resources available for the entire process of the school system.

Hypothesis three tested for no significant difference in the opinion of respondents on the Influence of Supervision on Provision and Management of material resources in Secondary Schools in Kano Metropolis, Kano State. The analysis of variance was used for the test. The result revealed no significant difference in the opinion of respondents. The null hypothesis was therefore rejected. From the data on whether enough teaching materials were provided only 41 (15.2%) of teachers out of 270 agreed that through supervision enough teaching facilities were provided in the Secondary Schools. All the Principals, 24 (100%) and 223 (82.6%) of teachers were silent about it. This shows that supervision carried out in this area is inadequate. Adeogun, (2001) discovers in his study that there is a low level of instructional resources in public schools. He stresses that effective teaching cannot take place within the classroom if basic instructional resources are not present. The finding

reveals that supervision of instructional resources is inadequate. If supervision is not properly carried out it will be difficult to know which teaching facilities are needed to be employed to facilitate teaching and learning. It is very important for the Secondary School managers to ensure that proper supervision is carried out on teaching materials to know which ones need to be provided and how they can be effectively managed. It also has to be noted that according to the National Policy on Education, (2004) teaching facilities make learning easy for the students and such must be employed by the teachers to facilitate the teaching and learning process.

For hypothesis four, differences in opinion of respondents on the Influence of Supervision on Provision and Management of time resources in Secondary Schools in Kano Metropolis, Kano State were tested with the analysis of variance and the result revealed no significant difference in the opinion of respondents. The null hypothesis was retained. It was observed that a very high percentage of the respondents were in agreement that enough time was provided in the teaching of all but Science subjects in the Secondary School except a small fraction of Principals and teachers who disagreed. The study reveals that enough time is not allocated in the teaching of Science subjects because both Principals and teachers did not respond in that regard.

From the views of the respondents, it was found that teachers cover the syllabus before the end of the term. This is a function of good planning and proper time management. Planning is a process of mapping out strategies for implementing a given task in advance.

The findings agree with the submission of the National Open University of Nigeria (NOUN), (2008) on effective use of time. It outlines that effectiveness in the use of time reduces misunderstanding and confusion, creates a sense of direction, unity of

purpose and commitment, reduces conflicts in schedules, activities and interpersonal relations and enhances efficiency in the use of time and other resources.

The study also reveals that through supervision adequate time is provided for Principals to attend to visitors. It is believed that such visitors are not distractors but supervisors from the Ministry of Education on supervisory mission of the resources available in the Secondary Schools, resource persons visiting the Secondary Schools to advise the Principals on matters pertaining to curriculum and instructions or other sundry value adding visitors. This finding reflects the report of Nakpodia, (2010) that the success of every educational system depends on effective utilization and management of time.

Hypothesis five tested the differences in opinion of respondents using analysis of variance and the result revealed that there is no significant difference between the respondents on the Influence of Supervision on Provision and Management of curriculum contents in Secondary Schools in Kano Metropolis, Kano State. The null hypothesis was retained.

Findings for the study reveals that among others, subjects like English Language, Mathematics, Science and Social Sciences were reviewed. According to Yunusa, (2000) curriculum contents are the topics that are to be taught and as such there is need for contents in a curriculum to be reviewed so that obsolete ones are discarded and new ones which meet the needs of the learner included. Findings for the study reveal that Principals and teachers were silent on the issue regarding the review of curriculum for Arts subjects. This is a reflection of inadequate supervision.

Furthermore, findings for the study reveal that through supervision curriculum resources provided were well managed. This findings reflect the report of Olivia,

(1997) that curriculum is that which is taught in schools, a content, a set of subjects, a programme of studies, a set of materials, a sequence of courses, a set of performance objectives, a course of study, everything that goes on within the school including extra activities, guidance and interpersonal relationships, everything that is planned by school personnel, and that which an individual learner experiences as a result of schooling and as such must be properly supervised and managed for our educational objectives to be achieved.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the analyzed data and the findings from the tested hypotheses in relation to the Influence of Supervision on Provision and Management of resources in Secondary Schools in Kano Metropolis, Kano State. The chapter presents the summary, summary of major findings, conclusion, recommendations and suggestion of further the study.

5.2 Summary

This research is on the Influence of Supervision on Provision and Management of Resources in Secondary Schools in Kano Metropolis, Kano State. The place of supervision is very important in the management of resources; it is considered one of the major factors that contribute to the delivery of quality education. A careful observation in the type of teaching and learning carried out in schools shows that there is need for this research. The researcher reviewed relevant literature to establish the theoretical and conceptual base of the study. The study focused on various resources such as human, financial, material, time and curriculum contents resources. The study is set to achieve five objectives. Five research questions were formulated to guide the study. The study formulated five null hypotheses in line with the research questions. However, on account of certain constraints bordering on time, finance and other research logistics, the research is limited to public secondary schools in Kano Metropolis, Kano State, which comprised Fagge, Gwale, Tarauni, Municipal, Kumbotso, Ungogo, Nasarawa and Dala. The study has the total of 230 schools with total of 4,241 Teachers, 230 Principals and 50 Ministry of Education officials from

which sample was drawn. The respondents of the research are principals, teachers and ministry of Education Officials.

The theoretical frame work that informed this study is the administrative management theory of which Luther Gulick (1892) was one among the proponent. It is a theory that looked for common or universal principles that characterize successful management. The fundamental idea underlying the administrative management theory is that school heads perform a wide range of functions and as such needs to be guided by some administrative principles in the discharge of their duties if desired or set goals are to be achieved. Also Luther Gulick seven administrative procedure or activities must be employed by the school administrator for the effective management of resources. These procedures are planning, organizing, staffing, directing, coordination, reporting and budgeting. Various conceptual frameworks on supervision, resources, management and on all the resource were extensively discussed in chapter two of this work.

The design of this study is descriptive survey. The population of the study comprises of 4,241 Teachers, 230 principals and 50 ministry officials. Three schools were sample from each of the schools in the eight (8) Metropolitan areas with the total population of 270 teachers, 24 principals and 15 supervisors (officials of Ministry of Education). The questionnaires comprises of 50 questions. A pilot study using 50 teachers from secondary schools in Ungogo and Fagge was used to ascertain the reliability of the instrument. Data was collected and analyzed using frequencies and percentages to achieve the objectives of the study. The procedure adopted a one way analysis of variance (ANOVA).

Data collected were analyzed using a total of 309 sampled respondents whose responses formed the data analysis of this study. The SPSS Statistics Package was

employed in the data analysis. The analysis of variance was used to test the hypotheses at 0.05 significant levels. Four out of the five hypotheses formulated were retained and one rejected. The findings of this work were discussed based on the data collected and analyzed.

5.3 Conclusions

There cannot be effective management of secondary school without availability of resources and constant supervision. It is hoped that this study which is titled |Influence of Supervision on Provision and Management of Resources in Secondary Schools in Kano Metropolis, Kano State, Nigeria will enlighten school principals, teachers and ministry of Education officials on the importance of school resources and the need for proper supervision for its effective management. It is expected to draw government attention towards the funding of schools and assessing resources management. The study would also be of importance to the planning unit of the ministry of education Kano state towards good record keeping and statistical update of same for proper planning and allocation of resources. Conclusively from the findings of the study Some suggestions discussed would be of great significance importance to School Managers, Teachers and Ministry of Education Officials and the Government on Issues that regards Supervision and Resources Management in Secondary Schools.

1. Human resources such as staff were not adequately provided. The researcher is of the view that the human resources should be adequately provided and managed
2. Materials resources such as computers, laboratories, libraries among others were not adequately provided for effective teaching and learning to take place, material resources should be adequately provided as students are motivated to

learn when they are provided. They must also as a matter of fact be properly managed.

3. Financial resources such as funds from school fees, PTA charges was not adequately provided and managed. It is important to note that funds are needed for the effective and smooth running of Secondary Schools as such they (funds) must be adequately provided and managed.
4. Enough time was not adequately provided in some schools for the teaching of science subjects which could be as result of inadequate planning and proper time tabling. Adequate planning, scheduling of all school activities must be done, Also time table must be strictly adhered to.
5. The curriculum of Art subjects was not reviewed in Secondary Schools in Kano Metropolis, Kano state. Managers and supervisors should ensure that syllabus, scheme of work and lesson notes are effectively supervised.

5.4 Recommendations

Based on the findings from this study, the researcher recommends that:

1. Teaching staff should be adequately provided and managed by Kano State Government.
2. Financial resources such as funds from school fees, PTA charges, internally generated funds among others should be well provided and managed.
3. Enough teaching facilities should be provided in Secondary Schools in Kano metropolis, Kano State by Kano Educational Resource Department (KERD) to facilitate teaching and learning. In addition, the school should identify other means of generating funds internally. Funds realized from such venture could be used to purchase material resources needed for effective teaching and learning.

4. Secondary school managers and teachers in the Kano State must be disciplined and conscious of time while carrying out all school activities so that set goals can be achieved. Proper planning and the use of time table should strictly adhered to
5. Effective supervision should be employed in checking syllabus, scheme of work and lesson note.

5.5 Suggestions for Further Study

The following areas related to the topic of the work were suggested for further studies:

1. Impact of Supervision on Instructional Materials and Students Motivation in Some Public Secondary Schools in Nigeria. This topic is related to this work under study. This is because it deals with supervision of material resource which is one of the resources this study looked at. It is hoped that this topic will be of significant importance to the school managers and teachers on how to supervise and effectively utilize instructional material for the optimal benefit of both teachers and students in secondary schools. Students get motivated to learn when instructional materials are used in the teaching and learning process;
2. Impact of Schools Supervision on the Effective Management of Secondary Schools in Nigeria. This topic is related is related under view because it is on supervision. For any secondary school to survive supervision has a key role to play for the effective management of all available resources in the schools. The place of supervision is very important in the management of secondary schools as seen from my earlier discussion on this work. Supervision is considered one of the major factors that contribute to the delivery of quality education;
3. Evaluation and Supervision of Schools resources and Students Learning Outcome in some public secondary schools in Nigeria. This topic also relates to

this study. This is because it is on supervision of schools resources. Also evaluation of resource is of importance if resource will be effectively managed. It has to be noted that resource if properly evaluated and supervised will improve students learned outcome. According to Obadara(2011), students learning outcome depends largely on the resource available as they contribute to students performances. This being the case supervision must be given a priority;

4. Supervision of Curriculum Contents as a Vehicle for Societal Development in Some Public Secondary Schools in Nigeria. This topic is related to this work under view. This is because it is on supervision of one of the resources been discussed in this study. Curriculum which is the life wire of the school programme needs to be supervised. As a matter of fact the principal is responsible for planning and ensuring that areas which pertain to curriculum content are effectively supervised; and
5. Supervision of Human Resources and Students Academic performances in Some Public Secondary Schools in Nigeria. This topic is related with the study under view because it is on one of the resources of the work under study. Human resource must be constantly supervised because the quality of a teacher in the classroom has been described as the most important factor in determining how well a student learns and his/her achievement in school work.

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**QUESTIONNAIRE ON THE INFLUENCE OF SLPKRVISION ON
PROVISION AND MANAGEMENT OF RESOURCES IN SECONDARY
SCHOOLS WAS DESIGNED BY DR. B. A. MAINA (2016) FOR POST-
GRADUATE STUDENTS TO ADOPT IN THEIR RESEARCHES**

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. Others, 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
 - vi. Boarding/Day
6. Location of school
 - i. Urban
 - ii. Rural

Tick in the box that relate to your opinion

Section B: Influence of Supervision on Provision and 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 provided in the school.					
2	Through supervision, enough Mathematics teachers are provided in the school.					
3.	Through supervision, enough Science teachers are provided in the school.					
4	Through supervision, enough Arts subject teachers are provided in the school.					
5	Through supervision, enough Social Science teachers are provided in the school.					
6	Through supervision, enough Vocational and Technical subject teachers are provided in the school.					
7	Through supervision, enough non-academic staff are provided in the school.					
8	Through supervision, enough Labouratory Technicians are provided in the school.					
9	Through supervision, all the human resources stated above are well managed in the school.					

10. Provide human resources that are not well managed through supervision in the school

Section C: Influence of Supervision on Provision and Management of Financial Resources in Secondary Schools

S/N	Item Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Through supervision, adequate funds are provided in the school.					
2	Through supervision, adequate supports are given to the school by 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, enough welfare facilities are provided in the school.					
6	Through supervision, adequate financial supports are given to the school by School-Based management Committee.					
7	Through supervision, the school is able to generate enough funds from school fees.					
8	Through supervision, the school is 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 _____

Section D: Influence of Supervision on Provision and 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 provided in the school.					
2	Through supervision, enough learning facilities are provided in the school.					
3.	Through supervision, enough recreational facilities are provided in the school.					
4	Through supervision, enough health facilities are provided in the school.					
5	Through supervision, enough welfare facilities are provided in the school.					
6	Through supervision, enough games facilities are provided in the school.					
7	Through supervision, enough water facilities are provided in the school.					
8	Through supervision, enough light facilities are provided in the school.					
9	Through supervision, all facilities provided are well managed in the school.					

10. Provide material resources that are not well managed through supervision in the school

Section E: Influence of Supervision on Provision and 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 subjects.					
4	Through supervision, enough time is allocated to teaching of Arts subjects.					
5	Through supervision, enough time is allocated to teaching of Social Science subjects.					
6	Through supervision, enough time is allocated to teaching of Vocational and Technical subjects.					
7	Through supervision, enough time is allocated to teaching of practicals.					
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 term.					
10	Through supervision, adequate time is provided for principal to attend to visitors.					

Section F: Influence of Supervision on Provision and Management 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 subjects is reviewed.					
4	Through supervision, enough time is allocated to teaching of Arts subjects.					
5	Through supervision, curriculum of Social Science subjects are reviewed.					
6	Through supervision, curriculum of Vocational and Technical subjects are reviewed.					
7	Through supervision, the schemes of work of every subject is well designed.					
8	Through supervision, the subject teachers are provided with the current schemes of work.					
9	Through supervision, curriculum resources provided are well managed.					

10. Provide curriculum resources that are not well managed through supervision in the school _____

**INFLUENCE OF SUPERVISION ON PROVISION AND MANAGEMENT OF
RESOURCES IN SECONDARY SCHOOLS IN KANO METROPOLIS, KANO
STATE, NIGERIA**

BY

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M.ED/EDUC/38887/2012 – 2013**

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