EVALUATION OF RESOURCE MANAGEMENT IN SECONDARY SCHOOLS IN OSUN STATE, NIGERIA

BY

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A THESIS SUBMITTED TO THE POST GRADUATE SCHOOL AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER'S DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING (M.ED)

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DECLARATION

I hereby declare that this thesis "Evaluation of Resource Management in Secondary Schools in Osun State, Nigeria", is written by me as an account of my personal research work. It has never been presented anywhere for the purpose of award of a higher degree. All quotations and sources of information from other works have been duly acknowledged by means of references.

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Baderinwa, Iyabo Date

CERTIFICATION

This thesis titled "Evaluation of Resource Management in Secondary Schools in Osun State, Nigeria" by Baderinwa, Iyabo meets the regulations governing the award of the degree of Masters of Education (Educational Administration and Planning) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my late father, Mr. Ezekiel Omoloye Baderinwa and my mother, Mrs. Comfort Adetoun Baderinwa for their inspiration.

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ABSTRACT

This study titled "Evaluation of resource management in Osun state secondary schools, Nigeria" was necessitated due to inadequate supply of teachers, poor attitude of staff to work, incessant wage strike and poor infrastructural facilities among others. The objectives of the study were to find out the extent to which human, material, financial and time resources were effectively managed in secondary schools in Osun state. To this effect, the descriptive survey method was adopted for investigation and data collection. The population for the study was 3,961 which covered all the 3,490 teachers, 329 principals, 70 Ministry of Education Officials and 72 Zonal Education Officials in the state. The sample size of the entire population was collected through a stratified random procedure where 33 secondary schools were randomly selected; 11 each from Osun East, Central and West senatorial districts with a total number of 258 teachers, 33 principals, 30 Zonal Education Officials and 30 Ministry of Education officials which gave a total of 351 respondents. For the purpose of the study, an open ended questionnaire which was validated by experts in the department was pilot tested and gave a reliability co-efficient of 0.978 which signified that the instrument was reliable for the study. A total of 351 copies of questionnaire were administered to the respondents out of which 322 were returned fully completed. The major findings of the research revealed that teachers were in short supply in the state. Moreover, the available teachers were not posted to schools early which can lead to a distorted academic progress in the schools in Osun state. Ideally, the number of teachers needed for a new session should be planned, determined and posted before a new session starts if the objectives of the school must be achieved. It was also discovered that renovation of structures were not properly supervised by the stakeholders, which might pose danger to the well-being of learners in the schools concerned. Based on these findings, it was recommended that adequate number of teachers should be employed and posted to schools early so that the goals and objectives of the schools can be achieved. In addition, there is need for close monitoring of school structures to ensure safety of human lives. The Ministry of Education should ensure close supervision of school resources so that commensurate provisions of human, material and financial resources are guaranteed. This would help to meet the divergent needs of the schools in the state.

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TABLE OF CONTENTS

LIST OF FIGURE

LIST OF TABLES

ABBREVIATIONS

PTA: Parents Teacher Association

TESCOM: Teaching Service Commission

FGN: Federal government of Nigeria

NECO: National Examination Council

WAEC: West African Examination Council

ANOVA: Analysis of Variance

UNESCO: United Nations for Educational, Scientific and Cultural Organization.

NUT: National Union of Teachers

SD: Senatorial District

G/S: Grammar School

JSS: Junior Secondary School

SSS: Senior Secondary School

LGA: Local government Area

H/S: Higher School

C & S: Cherubim and Seraphim

Comm: Community

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Management of secondary schools in Nigeria has suffered several setbacks which primarily are attributed to inadequate resources and mismanagement of same. These evidences are glaring in the face of inadequate human, financial, material and mismanagement of time resources in the schools. Osun state, like any other state in Nigeria, has encountered similar problems. Secondary school, which is a heterogeneous organisation, has great need of various resources for the achievement of set objectives which increasingly demand effective management. This is so because resources direct and control the progress of the organisation concern.

Thus, the productivity in the secondary school setting is dependent on indispensable resources such as material, human, financial and time which are entrusted to the administrative ability and initiative of school managers. Therefore, management of resources in secondary schools requires good leadership towards the available resources. Without able managers and evaluation of the various resources, the resources of production, even when available, remain merely resources and never become productive. Hence, the goal of the organisation becomes inept where there is insufficiency or absence of the required resources. In a competitive economy and ever changing environment, the quality and performance of managers determine both the survival as well as success of the school organisation.

Resource management in secondary schools refers to the effective and judicious utilisation of all available resources found in the organisation for the achievement of goals aimed at quality output. This is fundamental because

resources occupy such an important place in the school that the effectiveness of the entire system is dependent on it. Since material, financial and time resources are limited and scarce, its management is paramount for the purpose of control and benefits. Human resources also require proper management because they are drawn from different socio-economic backgrounds, influenced by peer groups and thus, are bound to exhibit different patterns of behavior that may not conform with instructional standard of the school. Therefore it follows that for the goals of secondary schools to be achieved these resources must be effectively managed.

Planning, integrating, co-ordinating, mobilizing, and harnessing the utilisation of resources by the school principal for school operations in such a manner as to reach the defined goals depends on his management competencies. Resources therefore, must be properly harmonised to achieve maximum result required. Availability of these in quality and quantity helps to promote quality output. Hence, the principal and government have a great task of effective resource management; ensuring that these four resources work inter-dependently and inter-relatedly towards the stated goals. This is so because the success or failure of the school is first attributed to the principal, then the government, which is subject to the availability of resources and the management of same. Moreover, scholars and philosophers from ancient times to present day of science and technology have identified the ineffective management of resources in the education sector as the cause of most educational crisis in Nigeria (Ibadin, 2010).

However, effective resource management promotes positive outcome which may include commitment of teacher to duty, staff motivation, transparency/proper accountability of school plants, maintenance culture, time

and financial resources. Conversely, ineffective resource management results in negative effects such as inadequate staffing, low morale of teachers, preference for personal business during school hours, feigning sickness to delay policy implementation, lack of maintenance culture, overcrowded classrooms, dilapidated buildings, misappropriation, corruption and time wastage among others. Consequent upon the foregoing, it becomes imperative to evaluate resource management in secondary schools in Osun state of Nigeria. This is significant because school resources are under severe pressure due to spiral increase in school enrolment, dwindling financial resources and steep-rise in the cost of education materials.

1.2 **Statement of Problem**

Availability of resources and its proper utilisation is the essence of the existence of schools without which there cannot be development. Resources are therefore the most essential instruments for educational advancement. Resources properly managed help to motivate students towards good academic performance. Moreso, proper management of school resources helps to achieve results through their utilisation.

In public secondary schools, the responsibility of making appropriate resources available rests on the government, while the effective use of the resources in accomplishing educational purposes rests with the school manager or the principal. The failure or success at this level of education hinges on the latter. Therefore, school principals are expected to acquire managerial skills for effective management of resources.

However, among the multifarious problems confronting the secondary schools today are the imbalances evident in acute shortage of school facilities, inadequate supply of teaching and non-teaching staff, overcrowded classrooms,

poor maintenance culture, poor supervision, poor learning environment, incompetent leaders and low morale among teachers due to incongruence in basic conditions of salaries. There are also the problems of low quality of teachers, poor attitude to work, inaccurate statistical data, update of educational curriculum without a commensurate resource allocation, inadequate supervision of instruction, divided loyalty among staff, retention of unqualified staff, inadequate planning and incessant wage strikes. Other problems include principals' relationship with subordinate staff, conflicts among teachers, time wastage, misappropriation of funds, government poor financial allocation to education which inhibits proper maintenance of human and non-human resources in the schools. These are major indicators that school resources are not properly managed.

Corroborating these lapses, Adelabu (2005) affirmed that the Union of Teachers in Osun state expressed teachers' grievances as to why schools located in rural areas suffer lack of good/quality teaching staff. This was attributed to the lack of basic infrastructure such as good roads, electricity, portable water and communication facilities among others. This and others adversely hamper good academic performance among students in secondary schools in Osun State.

1.3 **Objectives of the Study**

The general objective of this study is to examine resource management in secondary schools in Osun state. The specific objectives are to:

1. find out whether human resources are effectively managed in secondary schools in Osun state in such areas as staff posting, appointment of staff, remuneration, promotion, staff motivation, supervision, conflict management among others;

2. determine whether material resources such as classrooms, furniture, scientific equipment and instructional materials are effectively managed in secondary schools in Osun state;
3. find out whether financial resources are adequately managed in such areas as budgeting, fund generation, accountability and judicious utilisation of funds in secondary schools in Osun state;
4. examine whether time is effectively managed in secondary schools in Osun state with respect to school academic calendar, school daily routine and time tabling, timing for staff meetings, class attendance;
5. find out the challenges encountered by school principals on resource management with regard to early staff posting, rural posting, lateness to school by teachers, divided loyalty among staff, in secondary schools in Osun state.

1.4 **Research Questions**

The following questions guided the study:

1. To what extent are human resources effectively managed in secondary schools in Osun state?
2. What is the extent of material management in secondary schools in Osun state?
3. How prudently are the finances managed in secondary schools in Osun state?
4. How effectively is time managed in secondary schools in Osun state?
5. What are the challenges which principals encounter in the process of managing school resources in secondary schools in Osun state?

1.5 Research Hypotheses

In line with the research questions, the following null hypotheses were formulated for the study:

$H0_1$. There is no significant difference in the opinion of stakeholders on the effective management of human resources in secondary schools in Osun state.

$H0_2$. There is no significant difference in the opinion of stakeholders on the management of material resources in secondary schools in Osun state.

$H0_3$. There is no significant difference in the opinion of stakeholders on the management of financial resources in secondary schools in Osun state.

$H0_4$. There is no significant difference in the opinion of stakeholders on time management in secondary schools in Osun state.

$H0_5$. There is no significant difference in the opinion of principals with respect to the challenges they encountered in managing school resources in secondary schools in Osun state.

1.6 Basic Assumptions

The researcher is of the view that:

1. Human, material and financial resources are inadequate to meet the ever demanding educational needs in secondary schools.
2. Time resources are not effectively utilized to meet secondary school objectives.
3. Availability of human, material, financial and time resources (in quality and quantity) are fundamental to the success of the secondary school system.

1.7 **Significance of the Study**

There cannot be effective management of secondary schools without availability of resources and their proper management. The research work basically sought to enlighten school principals on the importance of school resources and their proper management. It is expected that the outcome of the research would help the school principals to make adequate plans on human, material, financial and time resources needed for each academic session and how to effectively manage them when challenges arises. The findings of the research would help the state government in proper allocation of resources to secondary schools. The study would also be of great importance to the planning unit of the Ministry of Education of Osun state towards good record keeping and statistical update of same so as to re-order their planning strategies towards the provision of adequate resources to match the ever increasing population of students.

The outcome of the research would help to educate school teachers on effective use of time and school equipment among others to improve quality of instruction. It is intended that the result of this study would offer students the awareness required for proper management of school materials, the significance of school facilities and why they must be kept in good condition. It is expected also that the study would enlighten the general public of the position school resources occupy and the effect of proper management in teaching-learning situation.

In addition, it is 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**

Resource management is an important aspect of school administration which is central to goal achievement. A study of this nature would have covered the entire country, however due to time limit, financial challenges and other logistics, the study has been limited to Osun state of Nigeria.

The study focuses on various resources in public secondary schools which include human, material, financial, time and the need for effective management. Management of school resources requires input from different individuals/stakeholders. The study also looked into the state government and principal's perspective.

Furthermore, Osun state has three senatorial districts with thirty (30) local government areas evenly distributed among the districts. For the purpose of the study, a random sample of thirty three (33) secondary schools from Osun East, West and Central senatorial districts were made.

1.9 Operational Definition of Terms

Management: This is a range of activities directed towards the maintenance of a social group in its efforts to achieve organisational objectives.

Evaluation: Evaluation is the act of testing the effectiveness of human, material, financial and time resources in the secondary school system so as to judge their effectiveness.

Roadblocks: Lapses that hinder the achievement of secondary school objectives.

Human Resources: This refers to the teaching and non-teaching personnel or staff who combine skills, intellect and effort together for the purpose of accomplishment of predefined objectives of the school.

Material Resources: Material resources are a feature of school plant or facilities. Other aspects of school plant are school buildings, laboratories, classrooms, libraries, equipment and such others.

Financial Resources: Refers to all fiscal money made available to the school.

Time Resources: Various occasions or moments earmarked for different activities in the school.

Heterogeneous Organisation: Business organisation with varying needs.

Administrative Ability: School organisation functions which relate to daily routine.

School Managers: These are government officials and school principals who take charge of school management.

Leadership: Refers to school head or principal who directs the affairs of the day-to-day running of the school.

Resources of Production: Factors of creation which include human, material, financial and time resources.

Interrelated: This refers to different units, elements which relate to each other for the primary purpose of achieving a specific aim.

Ineffective: Unsuccessful outcome of management functions

Dwindling Finance: Declining monetary resources in the country and states under it.

Output: These are the residual learning, skills, attitudes, values and ways of thinking that students acquire due to their exposure to the system of education. The output can therefore, be regarded as the value added to the student as a result of the education acquired.

Stakeholders: These includes, Ministry of Education officials, Zonal Education officials, principals and teachers

Supervisory Team: Ministry of Education officials and Zonal Education officials

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Resources in the secondary schools are as important as the school organisation itself. The management of human, material, financial and time resources is basically the responsibility of the government and the school principal. Effect of proper management is evident in the quality of school output. In an attempt to discuss resource management in secondary schools, it may be 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 among others the important issues highlighted below:

i. Conceptual framework: resource, management, evaluation and resource management model
ii. An overview of the management of Osun state and Ministry of Education
iii. Human resource management and perspectives
iv. Material resource management and perspectives
v. Financial resource management and perspectives
vi. Time resource management and perspectives
vii. Summary of the chapter

2.2 Conceptual Framework

The conceptual framework postulate that the efficiency of resource management in secondary schools is being called to question. Many dedicated educationists will fully admit that the school resources are being mismanaged and under-utilized because of shortage of qualified personnel, inadequate materials, fund, time and management of resources needed for the improvement

of instructions. Consequently, many devoted institutions are seriously in demand of competent and professional growth. This growth, coupled with development, becomes necessary in order for school administrators and managers to know the rudiments of proper management of school resources. This is because education is an indispensable ingredient of development and a fundamental right of every individual. Similarly, as a power-catalyzing agent, it provides mental, physical, ideological and moral training to individuals so as to enable them have full consciousness of their purpose in life and equip them to achieve that purpose.

The sustenance of qualitative secondary education depends largely on adequate provision of physical and material resources in the 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 conveniently placed toilets. The material resources are made up of items of furniture, laboratory materials (consumable and non-consumable), motor vehicles, instructional tools, books and other stationery items as well as utilities such as electric power, gas and potable water in the schools.

The success of any secondary school depends upon the resources available to it and how prudently these resources are utilized and managed. Money is very important in this respect because by it all other vital elements in the school can be obtained such as buildings, purchase of equipment, payment of teachers' salaries and allowances and running expenses. According to Ozigi (1978), no organisation can survive or carry its functions effectively without adequate

financial resources at its disposal. Money is needed to pay staff, maintain the plant and keep services going. Mussazi (1982) also remarks that, for schools to function effectively they need sufficient money; money is needed to buy textbooks, establish new buildings, pay teachers' salaries, buy science equipment and maintain other services that are required by a school to carry out its functions as an educational institution. This study is specifically set out to evaluate the extent to which human, material, financial and time resources are being managed towards the sustenance of qualitative secondary education in Osun State, Nigeria.

2.2.1 Definition of Resource

Resource has been variously defined to mean something that can be used to achieve an aim. It is the means available to fulfil an end. The Seafriends Dictionary (2011) provides the following meaning to resource: (1) the means to fulfil 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 resource can be anything that can be used which outcome would yield benefits or profit to its owner. The dictionary further discusses resource in an expository manner thus:

> For a substance to become a resource, we must be **using** it. In order to use it, we must be able to **extract** it. In order to extract it, it must be **economical** and **worthwhile**. For it to be worthwhile, it must have **value.** But first of all, we must **know about it**. Thus, not any substance becomes a resource. There may be gold on a distant planet, but not being able to get there disqualifies it as a resource. Something we don't know exists is not a resource. Something, which we do not have or cannot use, is not a resource (Seafriends Dictionary (2011, p2 www.seafriends.org.nz/issues/cons/resource.htm).

The dictionary maintains that resources are derived from resource and can be interchangeably used depending on the environment. 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, e.g. material, personnel, finance and otherwise. It is also an asset available and anticipated for operations. Resources include people, equipment, facilities and other things used to plan, implement, and evaluate programmes.

If the various definitions given earlier are true about resources, it means that a resource can be a particular factor for wealth creation. Antoni (2001) submits that it would be unintelligent act to conclude that finance is the only resource in a school setting that helps to achieve it aim. This he said is erroneous. He further listed the various resource needed in a school organisation to have included, human, financial, and material. Agabi (2010) concurs that resource or resources have been defined in various ways to suit various purposes and all definitions accept that resources are necessary tools for the creation of wealth.

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 exists 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 such others 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 organisation. The constitution of a resource is determined by the uses to which it

can be put. 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. She further affirms that resources are **invisible** when they exist in the form of skills and physical dexterity and can only be measured in terms of productivity levels and quality of work. In addition to her assertion, time resource which is hardly mentioned in many literatures also constitutes **invisible** resource.

Corroborating other scholars Akinwumiju 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 curricular activities in the school.

In view of the foregoing, resource can be summed to include material, financial, human and time elements which usually are inadequate to meet with different contending needs in an organisation. However, if resource has been described as human, material, financial and other means of fulfilling a function, the context to which they are however applied determined their uses (whether to use resource or resources). However, from the preceding discussion, it is clear that resources needed in secondary school organisation include human, material, financial and time resources.

2.2.2 Definition 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. Management, in the opinion of Drucker (1999), is an organ of institutions, the organ that converts a mob into an organisation and human efforts into performance. Peretomode (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 organisation. Nwadiani and Sokefun quoted in National Open University, Nigeria (2008) conceive management as a process concerned with creating, maintaining, stimulating, controlling and unifying (formally and informally), organising human and material energies with a unified system, designed to accomplish pre-determined objective of the organisation. Sherlekar (1984) define management as the guidance, leadership and control of the efforts of a group toward some common objectives. It is a social/interactional and economic process involving a sequence of coordinated events - planning, organising, 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 a process of coordinating human and material resources in order to achieve set objectives in an organisation. In addition, time resource though not usually mentioned in many literature 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.

2.2.3 **Concept of Evaluation**

The term evaluation is an important aspect of education and life. To derive its meaning, the context of usage must be considered. It can be used in the academic or daily living. It places value or judgment on activities carried out in order to measure its effectiveness. It is also the process through which all participants receive feedback on their progress in achieving intended objectives.

Evaluation according to Hornby (2008), means, To carefully consider something to see how useful or valuable it is. Saidu (2008) view evaluation as a process of gathering information for proper decision making. Ben-Yunusa (2008) states that evaluation seeks the most effective use of available resources to ensure that all programmes, events or activities successfully fulfill their goals. He added that, evaluation is a process of getting information, analyzing it and drawing a final conclusion.

From the foregoing, evaluation is geared towards decision-making. Taking a clue from the questionnaire attached to this research work on page 179, one would conclude that the researcher actually intends to evaluate resource management in secondary schools in Osun state. To accomplish this task, information were collected from respondents through a structured questionnaire distributed to selected areas to enable the researcher have a strong standpoint as to whether or not resources have been properly managed in Osun state. Therefore, evaluation seek for feedback on an on-going activities or project to

judge the failure or success of it. This is why the Nigeria educational system has encountered changes; in philosophy, goals, content, and teaching methodology.

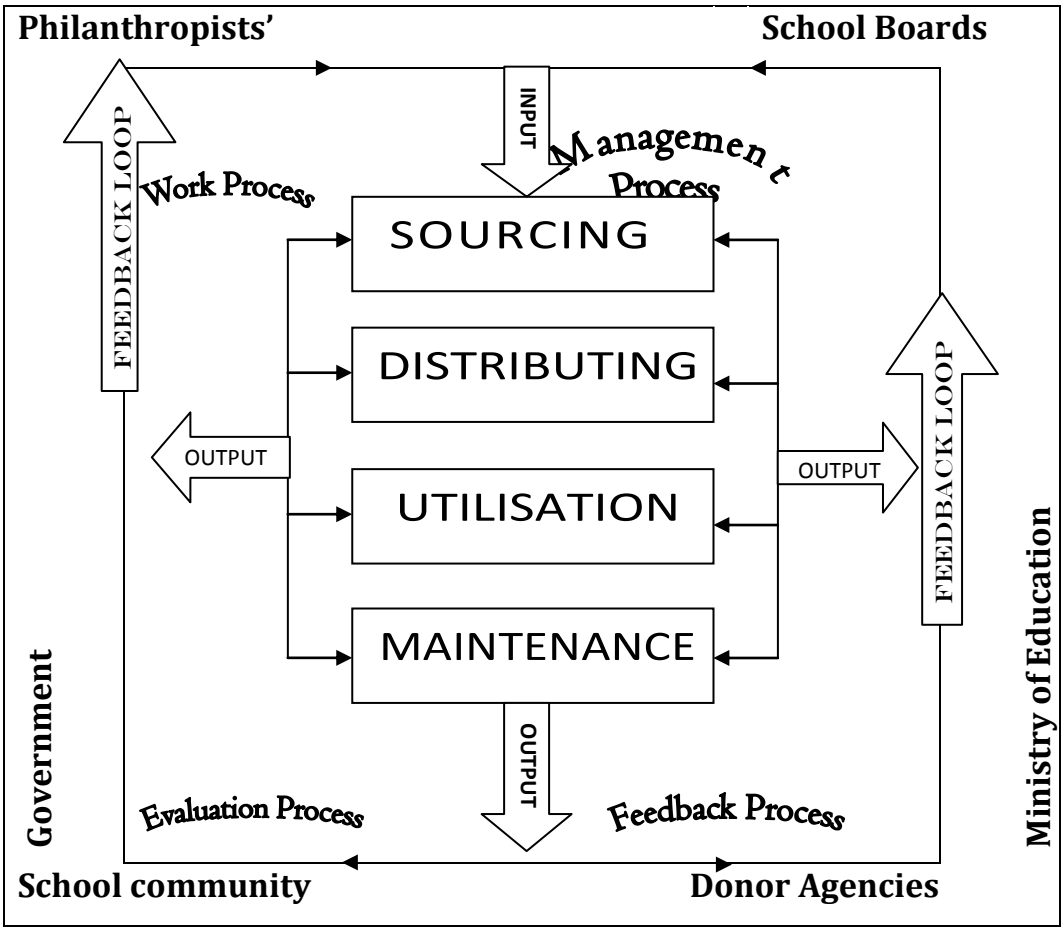
2.2.4 **Model of System Resource Management**

The framework on resource and its usage is established in the System Resource Model of organisational effectiveness put forward by Hoy and Miskel in Agabi (2010). According to the model, effectiveness is an organisation's ability to secure an advantageous bargaining position in its environment and to capitalize on that position to acquire, judiciously distribute and monitor utilisation of scarce and valued resources (Hoy and Miskel in Agabi, 2010). In other words, an organisation is properly managed, when it is able to adequately acquire, rationally distribute, efficiently utilize and regularly maintain scarce resources in implementing its programmes. In turn, such an organisation is likely to be effective in accomplishing its goals.

This is true of schools as educational organisations. The secondary school is another level of school between the primary and the tertiary institution and a school in its own right. Schools are not closed social systems and so depend on environmental support for their survival. Yet, resource allocation to schools is vulnerable to both state and community politics, because of the multiple social programmes competing for limited resources. In this context, it takes competent manager to secure a good bargaining position and acquire more resources from the environment for his or her school. In an ideal situation, the rational distribution and utilisation of acquired resources not only guarantees short term success but also helps to improve the manager's bargaining position for more resources (feedback effect). Thus, the resourcefulness and abilities of the manager can be a major determining factor in the success of an organisation.

The concern of this work is to highlight the importance of managerial effectiveness on resources in secondary school which is viewed from the perspective of the System Resource Model. This conceptualization is schematically represented in Figure 1. It is also likened to the system theory where there is the existence of a suprasystem with various subsystems which are intended to work interdependently and interrelated with each other for the achievement of a common goal. Secondary school is an open system which needs contributions from various subsystems to function. For instance, the government, principal, teachers, philanthropists, finance, time, materials and others all have their various roles towards the effectiveness of the school else, the school organisation becomes static and dysfunctional.

Fig. 1:Model of System Resource Management



Source: *Hoy & Miskel in Agabi (2010): Prudential Approach to Resource Management in Nigerian Education: A Theoretical Perspective. International Journal of Scientific Research in Education*.

The diagram in figure 1 shows that the school is a social system; it has continuous interaction with its environment through input, processes and output. One of the cardinal managerial tasks is to take advantage of the numerous opportunities available to secure the resources needed to execute educational programmes. The proper distribution, efficient utilisation and adequate maintenance of these resources will determine the extent and quality achievement of goals in the school. The output of the school system generates feedback into its environment, which ultimately affects the manager's capacity to secure additional resources. Where output is considered inadequate to justify the initial input of critical resources, securing additional input to sustain the school's production and management process becomes difficult.

The basic processes or inputs required by the school to sustain itself within the system are the work process (teaching and learning), the management process, the evaluation process, and the internal feedback process (from the student). These processes must be properly handled to ensure that the school can be judged as effective. As shown in Figure 1, the Ministry of Education, school boards, philanthropists, the school community, as well as all donor agencies (local or international) are the elements of the environment from which critical input must be secured to sustain school management.

From the foregoing, this study attempts to examine how effective coordination and management of human, material, financial and time resources can lead to the achievement of secondary school goal.

2.3. 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 Olaniyi (2000) 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 transmit 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, organisation 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 the 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 their functions 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 in National Open University (2008) define school management as the scientific organisation 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 organiser, 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, yet his major role rests with the effective and efficient implementation of such plans, policies and programmes for the benefit of education.

2.4 **An Overview of Osun State and Ministry of Education**

Osun state is an inland state in south-western Nigeria. Its capital is Osogbo. It is bounded in the north by Kwara state, in the east partly by Ekiti state and partly by Ondo state, in the south by Ogun state and in the west by Oyo state. The state's current governor is Rauf Aregbesola, who was declared the winner of 2007 election by appeal court in Ibadan on 26 November 2010.

Osun state has three senatorial districts with 30 local governments which are evenly distributed among the districts. The quality and harmonization of education is generally controlled by the state ministry of education. The public

secondary schools are the sole responsibility of both 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. Similarly, the management of secondary school education largely rest upon the Osun state teaching service board who constantly interacts 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 state Ministries of Education are the organs 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 administrations (Permanent Secretaries, Directors), and civil servants that work in the Ministry of Education who 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 e.g. Secondary School's Management Board (SSMB), and the Teaching Service Commission (TESCOM).

The state ministry of education performs the following functions:

i. Implementation of Educational Policies

The state governments through the state ministries of education implement national educational policies formulated by the federal government through federal ministry of education. State ministries formulate educational policies,

based on the broad national policies on education set by the federal government through federal ministry of education.

(ii) Funding of Educational Institutions/Agencies

The state ministry of education is the sole financier of all the educational institutions owned by the state. The ministry is responsible for recurrent and capital expenses on monthly, quarterly or yearly basis. Capital expenses are money expended on site acquisition, construction of school buildings, procurement of equipment and machinery. The state ministry of education also finances the statutory education agencies under the ministry. Some of the agencies are: Teaching Service Commission, State Education Commission, Secondary Management Board or Post Primary Schools Management Board.

iii) Coordination of Educational Activities

The state ministries of education also coordinate educational activities within the states because of their leadership positions. They also ensure that different parts of the school system and the people within it work harmoniously. The state ministry of education streamlines the structure of the state educational system to avoid multiple control, direction and management. In some states, we have post primary school management board or the secondary education management board at zonal levels to monitor educational activities within the zone and report back to the parent body i.e. the state ministry of education.

iv) **Provision of Statistical Data**

This is another vital role of the state ministry of education. The ministry collects, collates and makes available data on admission, enrolment, drop-out and other relevant data that will assist the state government in making adequate preparations on planning for smooth operation of educational system at the state

level. Availability of correct data will enable the government to make adequate plan.

v) Regulations of Admission into Schools

Osun state Ministry of Education provides regulations that guide the admission of students into the state owned schools as well as student transfers and withdrawals

vi) Quality Control

It is reasonable to argue that one of the most important functions of the state Ministry of Education is the maintenance of educational standards. The Ministry inspects and supervises both the administrative and instruction components of the school and ensures that it meets the set standard.

vii) Formulation of Educational Policies

Based on the broad educational provision and practices within the context of the policies from the federal ministry of education, the state ministry of education formulates state education policies which are included in the state education laws and cover every aspect of educational provisions and practices at the state level.

viii) Recruitment and Payment of Teachers/Other Staff

The statutory agency in the state ministry of education in the case of Osun state is Post-primary Education Teaching Service Commission. TESCOM is responsible for the recruitment of teachers into the state owned educational institution. The board also sees to the payment of teachers, and other staff salaries and allowances as at when due.

Other functions of the body include:

i. Appointments, Promotions, Discipline and general welfare of teaching and non-teaching, staff in the employment of the State Teaching Service Commission;

ii. maintain comprehensive and up-to-date personnel records of teaching and non-teaching staff of the Commission;

iii. ensure that staff welfare and training responsibilities are shared between the State Ministry of Education and the Commission;

iv. prepare testimonials and certificate of service for teaching and non-teaching staff, if and when necessary

v. 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. (Osun State Ministry of Education, 2005).

2.4.1 Management of Osun State Secondary Schools

Osun state, just like any other state within the federation, has a State Ministry of Education. Her public secondary schools are directly under the State government. The State Ministry of Education handles planning, administration, supervision and other fundamental functions relating to schools. The State Ministry of Education has different departments/units that are entrusted with various functions to ensure the achievement of goals of secondary education. In addition to the departments in the Ministry of Education, there are other parastatals and regulatory agencies that are involved in secondary school administration, such as the Teaching Service Commission (TESCOM).

2.4.2 Teaching Service Commission Establishment in Osun

Osun State Post Primary Schools Teaching Service Commission (TESCOM) was established by Edict No.2, 1993 and was assented to by the first Executive

Governor of Osun State, Alhaji I. A. Adeleke on the 30th April, 1993. The Commission is a body Corporate with perpetual succession and a common seal, and has powers to sue and be sued in its corporate name, for the purpose of its functions under the law.

(i) **Aim**

The aim of setting up the Teaching Service Commission is to provide an institutional framework for the effective administration of the Public Secondary Schools in the State.

(ii) **Objectives and Aspirations of the Commission**

The objectives and aspirations of the Teaching Service Commission include:

i. Appointments, Promotions, Discipline and general welfare of teaching and non-teaching, staff in the employment of the State Teaching Service Commission;
ii. maintain comprehensive and up-to-date personnel records of teaching and non-teaching staff of the Commission;
iii. ensure that staff welfare and training responsibilities are shared between the State Ministry of Education and the Commission;
iv. prepare testimonials and certificate of service for teaching and non-teaching staff, if and when necessary;
v. 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.

(iii) **Composition of the Commission**

The commission consists of the Chairman, two Commissioners, six part time Commissioners and the Permanent Secretary.

a. The Commission in order to produce a synergistic effect works hand-in-hand with representatives of the Ministry of Education, Bureau of Establishments and Training, the Nigerian Union of Teachers (N.U.T.) and the Association of Nigerian Conference of Principals of Secondary Schools (A.N.C.O.P.S.S.); The Chairmen of the Six Zones are expected to be ex-officio members.

(iv) **Organisational Structure of the Commission**

The actual staff strength of the Commission as at 1st November, 2004 was fifty-four (54) which rose to 70 in the year 2011.

The Commission has two Directorates, namely:

1. Finance and Administration Department and
2. Establishments Department

(v) **Department of Finance and Administration**

The Department

1. compiles every month the funds requested by the schools;
2. ensures that the amount released is disbursed appropriately;
3. renders financial returns to the appropriate authorities as at when due;
4. Computes and pays staff salaries and allowances, and also repairs and replaces damaged items, machine and equipment.

(vi) **Revenue Generation**

The only source of generating revenue in the Commission is the sale of forms such as:

1. Appointment Forms
2. Inter-State transfer forms

3. Inter-Cadre transfer forms

4. Teaching Service Housing Loan forms

(v) **Establishments Department**

The Department of Establishment handles the appointment, promotion, transfer and discipline of teaching and non-teaching staff in the State public secondary schools. It is also responsible for the training of the teaching and non-teaching staff.

(vi) Achievements

The achievements of the State Post Primary Schools Teaching Service Commission include:

b. appointment of qualified teaching and non-teaching staff to teach the relevant subjects and administer the State Secondary School system. More than two thousand teachers were also engaged under the Oyinlola Corps Scheme, in 2005.
c. verification of credentials and qualifications of the applicants for teaching and non-teaching job to ensure the employment of suitably qualified staff;
d. rendering of Annual Performance Evaluation Reports on all Heads as well as the teaching and non-teaching staff;
e. promotion of eligible teachers and non-teaching staff as a motivational gesture to enhance greater performance, efficiency and productivity, as and when due;
f. maintenance of discipline, standard and ethical behaviour amongst the students as well as the teaching and non- teaching staff;
g. rendering necessary assistance to stakeholders in the education industry such as the Teachers Registration Council of Nigeria (T.R.C.N.), the (N.U.T. and A.N.C.O.P.S.S.;

h. organisation of training, seminar/workshop for the teaching and non-teaching personnel of the secondary schools. Government sets aside not less than 5% of the personnel cost of each department for training, workshop and conferences;
i. issuance of testimonials and Certificates of Service to interested staff of the schools;
j. posting on an even basis with respect to the total number of schools and subjects taught in the State Public Secondary Schools.
k. granting of Inter-Cadre, Inter-Service and Inter-State transfer, as appropriate to interested and qualified schools' staff;
l. maintenance of a separate Housing Board for the teaching industry and periodic release of funds to meet the needs of both the primary and secondary school teaching and non-teaching staff in building houses;
m. maintenance of industrial harmony in the education industry as it affects the State public secondary schools;
n. re-absorption of teachers wrongly laid off by the last Administration (Osun State Ministry of Education Profile: 2011).

2.4.3 Secondary School Relationship with TESCOM

The Teaching Service Commission (TESCOM) is another government department that handles secondary school matters, especially teaching staff. Schools are expected to relate properly with the TESCOM. The commission has mandate to appoint, post, transfer, promote, dismiss and exercise disciplinary control over teaching and non-teaching staff. For the purpose of administrative convenience, TESCOM in the state grouped the Local Government Areas into zones. Each zone is handled by a Zonal Education Administrator who reports to the Permanent

Secretary. The Teaching Service Commission maintains three (3) committees, each headed by full time members. The committees are:

a. Promotion Committee;

b. Disciplinary Committee; and

c. Appointment Committee.

Teaching Service Commission sees to quality assurance of public secondary schools through healthy relationship with schools (Osun State Ministry of Education Profile, 2011).

2.5 **Human Resource Management in Secondary Schools**

The responsibility of providing personnel rests solely on government, while appropriate utilisation, policy implementation, human and other related issues in the secondary school confinement rest on the school principal. It is on this note that this segment review literature on human resource management and how these resources are to be managed by the school principal.

Human resource in an organisation refers to the skills, abilities, expertise and knowledge displayed or exhibited by the personnel of the organisation. Teachers and non teaching staff therefore constitute this group of people. Thus management of this group could also be said to mean management of personnel. A Guide to the Project Management Body of Knowledge (2008) asserts that resource management is the efficient and effective deployment of an organisation's resources when they are needed. Such resources may include financial, human skills, production, or information technology (IT). This institution submitted that the phenomena in question relates to the best approach of allocating resources that have been developed. In like manner, Adesina (2004) equates resource with human, material, financial and therefore says they are resources. Thus he succinctly describes resource management as

the mobilization of human, material and financial resources in a particular system for the achievement of the identified objectives in the system.

As Yabo (2007) discusses, in general, workers and students form the total human resource found in educational organisations. In the secondary school organisation, workers are the teaching and non teaching staff whose combined skills, intellect, and ability helps in attaining school objectives. Otu (1999) opines that people in work organisations, 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 most valuable of all resources because they control and coordinate the other resources. Ulrich (1996) submits that human resource management is easily identified by the role they play in an organisation 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 of which there is an administrator and school owners:

1. Planning,
2. Recruitment (sometimes separated into attraction and selection),
3. Induction, orientation,
4. Skills management,
5. Training and development,
6. Compensation in wage or salary,
7. Time management,
8. Performance appraisal (Ulrich, 1996)

The managers and school principals have the task to ensure that functions of resources 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, organisations, and other groups. The importance of managing human resources effectively has increased in this century as school organisations have grown in size, number and complexity, have developed new technologies and work environments.

Human resource which with synonymous to personnel management in its broadest sense involves all matters in an organisation regarding decisions about people. According to Nalhotra, Nachhatter, Sharma (2003) human resource management is a broad view focuses on three distinct but inter-related topics. The first is that of human relations, in which such matters as individual motivation, leadership and group relationships are covered. The second is the field of organisation theory, which considers job design, managerial spans of control, work flow through the organisation and so forth. The third consists of the specific kinds of decision areas for which the personnel manager or personnel department is directly responsible – the acquisition, development, rewarding, and maintenance of human resources.

Ngu in National Open University (2008) upholds that human resource management is that aspect of administration that is specifically concerned with staff matters in an organisation. Scholars have identified other names by which human resource management can be called. These are: personnel administration, organisational management, manpower management, human capital management, industrial management (Miller in National Open University, 2008). Human resource management starts from the point of planning which basically encompasses recruitment, posting, selection, placement, orientation or induction. Another phase of human resource management is staff compensation in wage or salary, personnel appraisal, development or training and related issues (Flippo,

1989). While all these are true about human resource management, other sources identifies Flippo's different phases as functions of human resource management. An Online Course excerpt (2011) summarizes human resource management to be specifically the function which it performs. This function includes recruitment and selection, staff development, optimum applicability of skills and or efficient use of human resource. The excerpt further extended human resource function clarifications. It stated that human resource functions can be generally classified into four basic functions namely:

(1) Personnel utilisation to meet organisational needs,

(2) Motivation of employees to meet their needs and organisational needs,

(3) Maintenance of human relationships,

(4) Delegation of authority.

Corroborating other scholars, Hurst in National Open University (2008) confirms that personnel management deals with an extensive programme, ranging from the placement, induction and training of new personnel to the provision of courses for management. The effort is directed to the development of careers and progress within the organisation by utilizing the educational resources and facilities available to each stage.

The earlier expository description of human resource management is all encompassing; there is recruitment, selection, development, remuneration of staff, motivation, utilisation of different skills and ability of workers, staff appraisals, induction, welfare and others. Ballard and Bates (2008) opines that the place of teachers in the quality instruction and learners' achievement in schools cannot be over-emphasized. It means that quality of teachers found in secondary schools is very important. Scholars have identified some measures of teacher quality. These include:

a. Teacher educational qualification.

b. Teacher experience on the job.

c. Teacher self concept

Greenward as quoted in National Open University, Nigeria (2008) establishes that inexperienced teachers (those with less than three years of experience) are typically less effective than the more senior teachers, that is, those with more years of experience. Such teachers must have come across different categories of learners that demand different skills or methodology. This experience helps to handle such case(s) when it occurs. Teachers' academic qualification is also confirmed to have a significant influence on school's professional performance (Goldhaber and Brewer, 1999). 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 professional educational qualifications finds it easy to impart what they have acquired to learners and are ready also to accommodate learners' differences. The quality of teachers' instruction is enhanced at secondary school level by the following:

1. Participating in professional development activities that foster their responsibility.
2. Becoming familiar with current research on student achievement.
3. Networking with colleagues to learn more about teaching expertise.
4. Practicing a differentiated instruction, data driven instruction and identifying areas of weakness in students which are crucial to developing the quality of classroom instruction.
5. Taking cognizance of external characteristics, such as student socioeconomic status and parental educational attainment that impact on achievement of students (Ballard and Befes 2008; Gallaher, 2002).

The functionality of human resources in secondary school lies with the principal as the head teacher, manager, school leader and instructional leader. The head teacher's primary responsibility is to ensure that learning takes place. This being the case, necessary educational resources must be properly harnessed together to achieve this goal. Going by this view, he must ensure that proper planning is made ahead of time towards staff acquisition. While the responsibility of provision of staff in the school lies with the government, retention and proper utilisation of it is vested on the school principal. The principal is, therefore, expected to *plan* for the number of teaching and non teaching staff required (if he has need of any) and forward his request to the appropriate quarters (the Ministry of Education). The new staff posted to the school should be assigned roles and responsibilities to avoid role and personality clashes. The principal also has the obligation to match the right people to the right position. Obidoa (2005) in a paper titled enhancing the instructional supervisory skills of principals of secondary schools pointed out that the number of teachers needed for a new session must be planned and determined before a new session starts. Delay in the posting of teachers to schools can demoralize the learners' interest especially in the subject concerned. Amoo (in Akinsolu 2005) in his study Demand and Supply of teachers in Osogbo Local Government Area of Osun State identified:

> wide gaps between the demand and supply of qualified teachers in the state. In his discussion, he argued that the planning for free secondary education in the state was faulty and inadequate. He further recommends the need for the system to allow effective utilisation of teachers in order to enhance higher productivity in schools. Likewise, assigning teachers to classes is equally as important as the supply of qualified teachers as lapses may ensue out of improper organisation of teachers (Akinsolu, 2005 p2).

Newly posted teachers needs general instruction on their schedules of duties in the school to avoid role and personality clashes. As Dare (2009) rightly said, students are the central focus of school administration, therefore school

managers must put students into consideration. If this is true, students' needs must be adequately met through acquisition of staff in the right quality and quantity to meet those needs.

The school administrator should appreciate and employ administrative principles. Henri Fayol's administrative principles which include planning, organizing, coordinating, commanding and controlling, division of work, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest, remuneration, centralization, scalar chain, order, initiative, equity, stability and tenure of personnel and spirit de corp have been most useful (Dare, 2009). These principles mainly aimed at workers productivity towards goal attainment.

Equally, a good manager should recognize also that each member brings to the organisation his personal pattern of social and material needs and that the survival of the organisation depends on his ability to satisfy these needs. One of the needs of staff in schools or any organisation is *motivation*. Otu (1999) asserts that motivation; morale and human relations are interwoven. She attests that morale is the emotional and mental reaction of a person to his job and it is the foundation upon which motivation is built. Morale affects the amount of work a person does. Low morale reduces production while high morale brings increase in productivity. A motivated staff is a happy staff that would perform his assignment well. This is to say that, high morale promote effective teaching and learning. The features of morale include courage, zeal, discipline and willingness to endure hardship (Otu, 1999). Commenting on the need to motivate teachers, Obidoa (2005) observes that a lot is entrusted to teachers. People give of their best when they are happy, feel secure and feel wanted. She further emphasized that principals though are not pay masters but should do all in their power to see

that teachers are paid regularly, promoted when due and given all their entitlements. Afolayan (1982) reiterates that a motivated worker will exhibit the following characteristics: (a) stay on the job (b) work creatively and independently (c) exceed the normal standard expected (d) cooperate with others and (e) carry out self-training.

Motivation is the set of internal and external forces that initiate work-related behavior. According to Obadia (2005), the need theories of motivation hypothesize that people have a variety of different needs and that those needs which are most important and salient to a person at any given time have a critical impact upon the person's motivation and behavior. In consonance with this, Nakpodia (2010) argues that motivation is a willful desire to direct ones behaviours towards achieving certain goals. It is therefore concerned with how workers get energized, directed and the kind of reaction that are present in them. In the study conducted by Goldharber and Brewer (1999) titled Relationship between motivational factors and teachers' performance on the job, using a descriptive survey of twenty five employees in research center, ranked motivational factors affecting performances thus: promotions, reward system and appreciation for work done. He found that motivated employees through payment of certain allowances perform better in their duties than others not given the same incentives.

In another development titled Teacher motivation and incentives in Nigeria Adelabu (2005) observes that, teachers are poorly motivated and are dissatisfied with their living and working conditions. The key reasons for this are low wages, lack of career advancement opportunities, poor work environment, inadequate fringe benefits and irregular payment of teachers' salaries. Not surprisingly that, prompt payment of salaries and others allowances induces

greater commitment to teaching by teachers and non-teaching staff in the school where the researcher once worked. The main finding of a study by Kazeem (1999) was that teachers and other school workers tend to remain contented and reasonably motivated as long as salaries are paid on time and they are promoted regularly. Adelabu (2005) and Kazeem (1999) both identified that the work environment of the teacher is also an important determining factor in teacher motivation. The teacher's working environment in Nigeria has been described as the most impoverished of all sectors of the labour force. Facilities in most schools are dilapidated and inadequate.

Furtherance to motivation of the teaching and non-teaching staff in secondary schools, Adelabu (2003) found that the placement of teachers in Nigeria is lopsided. Osun state which is the area of study is not left out. It was reported by Adelabu (2005) that while some secondary schools in the urban area are over-staffed, some rural areas have virtually no teachers. He lamented that about half of the government recognized schools in Osun state are located in rural areas. Moreso, in an interview session conducted with the Chief Education officer of Teaching Service Commission, it was observed that posting of teaching from urban to rural area has being a crucial problem confronting the state. In the words of the Chief Education officer of Teaching Service Commission:

> One major problem we are faced with in posting teachers to rural schools is their refusal to accept such posting. The matter even is worst with the female teachers who always cite spouse employment as part of the reason for refusing such offer. Even the few who accept postings to rural schools, start applying for a transfer after a year or two (Adelabu, 2009 p19).

According to him, this explains why there are more vacancies in rural areas. He further said that:

> more than half of the teachers who grudgingly accepted temporary posting to rural areas reside in large towns and cities. This was as a result of lack of basic infrastructures as electricity,

> portable water, good road and communication facilities (telephone and internet services). According to a NUT official, incentives for rural teachers are 'on paper only'. For example, rural teachers are entitled to the following additional incentives: 5% basic salary, 10% to teachers in difficult terrain and 15% for teachers in riverine areas. But these are rarely paid to rural teachers (Adelabu, 2003 p19).

From the foregoing, it is certain that the moral of teaching staff posted to rural areas would be low considering the fact that they are posted to underdeveloped areas which was contrary to their choice. To make matters worse, the special incentives allocated to them ends only on paper as mentioned by the Chief Education Official of Osun state Teaching Service Commission. It was also stressed by Adelabu (2005) that low wages, poor work environment, inadequate fringe benefits, irregular payment of teachers' salaries are contributing factors towards low morale among teachers specifically in Osun state.

Part of the motivational research conducted revealed an unpleasant outcome when Kazeem (1999) found that the Nigeria educational system have being staffed by teachers with poor morale and low level of commitment to their work. In line with this, findings from series of related studies conducted by researchers revealed that different behavior exhibited by workers in a work place hinges on the level of motivation. Therefore, no school system can be higher in quality than the level of motivation and job commitment of teachers within the system. This being the case, motivation of staff should be given priority in each school organisation where teachers are well paid, given right incentives, posted to school early, accessibility to health services, issuance of loan, prompt promotion, involvement in decision making, positive concern of school managers towards teachers' welfare and cultivate a listening hear to teaching and non-teaching staff at various occasions. These and other

motivational steps gives workers sense of belonging hence would do all in their best to ensure the success of the system.

Another important aspect worthy of review in human resource management in secondary school is good *communication* channel. The members of staff may not see the need to adapt to a particular pattern except all changes in policy statement have been adequately communicated to them. Afolayan (1982) opines that communication is the exchange of information, feelings and attitudes. The school is a learning centre which operates based on effective communication with the learners without which the essence of the school is defeated. This is why Afolayan (1982) sees communication as the lifeblood of an organisation. Effective management of staff demands a commensurate communication which helps to avoid friction at work place. For instance, members of staff should be communicated with where urgent matters ensue, be informed about the school calendar or program of activities and other functions they may be required to perform for the effective running of the school. The danger of improper communication is the inaction of staff on the untold responsibility required of them. In the school setting, various forms of communication exist. These include, school assembly, bulletin board, letters and memoranda, staff meeting, school rules and regulations among others which are based on communication.

Administrators must increase efficiency by updating the school process to take advantage of new and more efficient teaching methods and materials and staff development to expand their skills. Effective communication is, therefore, necessary for administrators to learn about these new teaching methods and materials, implement them in the school, and train teachers on how to use them. Ibukun (1997) pinpoints the following principles as essential for effective communication in school administration:

(1) Clear organisational structure: each staff must know his unit, immediate boss, superordinates and subordinates.

(2) The objectives of the school must be made known to members of staff.

(3) Roles and duties of staff must be clearly spelt out and documented for easy reference and communication.

(4) Lines of communication should not be necessarily long.

(5) Expectation and performance standards should be known to members of staff from the initial stages or at the beginning of session.

(6) Dialogue should be viewed as faster and perhaps more effective strategy of resolving conflict rather than documentation.

(7) Communication to staff should carry clear and unambiguous messages. This reduces misinterpretation of intentions and rumour mongering.

(8) An open-door policy: This reduces formality in contacting the chief executive (the principal) of the organisation. It also helps to create confidence in staff, ensures support for management and elicits commitment.

Improving standards of curriculum implementation is a function of effective communication. School administrators need to communicate to all members of the school the meaning and importance of high quality and how to attain it. Teachers need to communicate quality problems and suggestions for enhancing quality to their principal. Teachers need to share ideas for improving quality among themselves. Nothing can possibly take place in the school without communication; therefore, it must be utilized in the management of human resources in the school.

Effective management of human resource in the secondary school setting demands keeping *personnel records*. According to Otu (1999), 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 management of human resources, information about staff members is centrally maintained and it describes the background, qualifications of prospective or current staff members, their current assignments and their 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 is certified (iv) evaluate a staff member's education, experience/promotion (v) placement on tenure and (vi) to select personnel for new assignments (Federal Ministry of Education, 1993).

Reports about individual staff members, usually, are forwarded periodically to the school system's central office in order to compute salaries and benefits. The State Education Agency uses reports to ascertain if a staff member is performing any assignment for which he is certified, such reports also may permit the State Agency to update the staff member's retirement status. The qualifications of staff members are considered the prime factor in his initial selection on appointment, in his advancement and in his being scheduled for specific activity.

Categories of significant *qualifications* include detailed information about educational background, credentials, in-service education, organisational memberships and prior school and non-school employment. Central personnel records frequently include the following: terms of contract and assignment information, date of entrance into employments, payment status, nature of appointment (probationary or tenure), time status (full time or part time), contractual dates and status (for example annual contract, two years contract, continuing contract), period of time annually employed, assignment location,

years employed in current assignment and in school system and salary information. It is pertinent however, to mention and discuss the various types of staff records kept both at the school level, the Ministry of Education and the Zonal Office levels (Federal Ministry of Education, 1993).

For proper supervision of staff and management, various types of staff records are put in place. These include, staff record book, staff movement book (***see appendix***), staff attendance registrar (***see appendix)***, staff personal file, staff absenteeism book and staff evaluation book. Purposes of keeping staff records as enumerated by the Education Sector Status Report (1993) are as follows:

- 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.
- Statement of true conditions and conduct 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.
- To make comparison about staff performance and conduct between one period of time and another. Such comparison can be described as the analytical functions of records.
- To detect errors and wastes: Errors and wastes can be known only with the help of proper records management.

Management of human resource in secondary school is not devoid of *conflict* management. This is echoed by the Advanced Learners Dictionary which simply puts it as being in opposition or disagreement. To some, conflict is also synonymous with violence but to the United Nations International Children's

Emergency Fund in Okotoni and Okotoni (2003), conflict is not necessary accompanied with violence, it inevitably occur with people over ideas, values, positions and perspectives on a range of issues. Furthermore, as pointed out by experts on conflict management, conflict in itself is not destructive provided it is well managed. In a study titled Conflict management in secondary schools in Osun State, Nigeria conducted by Okotoni and Okotoni (2003), teachers have had to protest over unsatisfactory conditions of service. Most often, these conflicts were neglected rather than finding a lasting solution to them. It was however, concluded by them that such unresolved conflicts have affected teachers' performance. Conflicts are inevitable in workplace however should be handled quickly. Goldharber and Brewere (1999) attempts an explanation when he remarks that, a total absence of conflict would be unbelievable, boring, and a strong indication that conflicts is being suppressed. The inevitability of conflict was also established by Kerzner in Okotoni (2003) when he asserts that conflict is part of change and therefore inevitable. It is therefore, not an aberration to expect conflicts in the management of secondary schools. The nature and types of conflicts that occur in secondary schools vary from one school to another. Such common conflicts exists between students, principal to teachers, teachers to teachers and community to school. What then does conflict signify? Thesaurus (1993) defines conflicts as synonymous with dissention, antagonism, opposition, disagreement, discord, combat and encounter. The view of Rahim quoted in Okotoni (2003) was corroborative; he states that conflict as an interactive process is manifested in incompatibility, disagreement, or difference within or between social entities (that is, individuals, groups, organisation and such others). No matter how hard one tries to define the term, one is prone to agree with Ivancevich in Okotoni (2003) who states that four factors are known to

contribute to conflicts. They are: work interdependence, differences in goals, differences in perceptions and increased demand for specialists.

Agabi (2010) maintains that, whatever type of conflict is identified, efforts should be made to address it. One of the ways to deal with the problem is to organize seminars for workers on how to relate with co-workers in a harmonious way and deal with differences without resulting in conflicts. Contrary to seminars and workshop on human relation is the issue of motivation where teachers receive their salary promptly, go on leave, promotion, and payment of incentives among others. Okotoni and Okotoni (2005) concurs that regular occurrence of conflicts will adversely affect productivity in schools which affect the targeted goal on the long run. Conflicts have both positive and negative effects on an organisation depending on the management and its final outcome. Amoo in Akinsolu (2005) maintains that the consequences of conflicts in schools are quite worrisome. Part of the repercussion on schools is disruption of academic program, inadequate staffing as a result of unplanned transfer, hostility, suspicion and withdrawal from active participation in school activities. In line with this, Okotoni (2003) found that staffs in conflict ridden schools were issued queries, dispersing of staff by posting some or all to other schools, demotion, dismissal or closure of school. Although the affected school might suffer some disruption but certainly serve as a deterent to other schools especially the nearby schools. To Zikmann in Okotoni (2003), effectively managed conflicts can help identify previously undetected problems and attitudes. They can also help clarify uncertainties and improve overall co-operation. The school managers should not see conflicts as totally evil, but rather as a challenge to effect change. An organisation should not run away from conflicts because they are part of human existence as no one or organisation is an island to himself or itself. Conflicts

therefore should not be handled with hypocrisy, suppression or pretence. A good approach to its management is highly essential for peace and progress. This in other words, implies that the principal has a role to play to ensure that conflicting parties are brought together promptly, discuss fully the issues involved, analyze disagreements and seek avenues for establishing harmonious interpersonal relationships.

The heart of Nigeria educational system is the teacher. Teachers are the key to effective learning and quality education hence, the need for constant update of knowledge. Teachers' training is crucial as the educational programme itself. Nakpodia (2010) 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 re-train* the staff of the organisation for better production. Vandenbosch (2002) observed that teachers are often inadequately prepared, trained, supervised and supported in their work. According to Peretomode and Peretomode (2001), training is a planned, organisational effort concerned with helping an employee (teacher) acquires specific skills, knowledge, concepts, aptitudes, and behaviours to enable him/her perform more efficiently on his present job, that is, to improve on the performance. This implies that the success of any educational organisation depends on trained staff. Trained staff cannot be replaced with any other type of instructional material. This is why Saba (2002) reiterates that the quality of staff in any educational system determines to a great extent the quality of the system itself, and professional staff in particular is crucial to the formulation and successful implementation of education policies and programmes in any country.

Training and development are crucial elements to effective management in secondary schools. Teachers and principals need constant training to meet up

with the challenges of the ever changing world. Nakpodia (2010) in his study titled Human resource management in school administration found that training is a means of altering a worker's behavior and attitudes 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 goals. He further sustains that the achievement of goals and objectives of educational systems, particularly in post-primary education, there is need for staff professional development. Commenting on this assertion, Peretomode (2001) clarifies that employees may become obsolete and rustic if they do not update themselves with new work, methods, skills and knowledge about their work, organisation and environment. The entire organisation may also become rustic and obsolete if it lacks a systematic means of continually developing and reviewing organisation capabilities. Emphasizing on the issue of staff training, training is as dynamic as the environment itself. This truth has an implication for the staff in service, the need to develop on the job and keep abreast with the continual changes in the job which may be conditioned by changes in the environment in terms of scientific, technological, socio-cultural and economic advancement. Commenting on inadequate training, Whawo (2003), maintains that the deficiency in the training programme of most human resources need to be remedied through a system of staff training. Lack or inadequate training of personnel has an advent effect on institution and goals. Any organisation which lack systematic means of continually developing and reviewing organisation capabilities is likely to face certain setback which on a long run may affect the entire system including the member of staff.

Whawo (2003) maintains that irrespective of the method of training that staff engages in, the importance is to improve their teaching skills and use of

teaching aids, evolve modern methods of evaluating students and above all, make them have a deeper knowledge of their teaching subjects and effective classroom control. Peretomode (2001) highlights 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 qualifications in school to meet up with the ever constant changes in the educational system, the new methods, techniques and technological developments, to keep the staff in the system, procure job security. This indeed would help a long way especially in the Nigerian context where government comes with different policies at different times. Those who improve themselves on the job have greater chances on the job, and also the presence of aging staff and explosion of knowledge has been noted that with age, human beings suffer from diminished validity, creativity and flexibility. Staff can be assisted to remain or once again become vibrant, vital, productive and pertinent through staff renewal activity. The managers of human resource must ensure that staff are allowed to go for training at one time or the other. There must be proper arrangement of the number of staff that can be on training at a time to avoid obstruction at work place. Different types of training as suggested by Harris (1990) include induction, on-the-job training, off-the-job-training, on-and-off-the-job training, vestibule training, refresher courses, conference training, role playing, sensitivity training, and supplementary training.

Afolabi (2008) maintains that staff evaluation is crucial to resource management in secondary school. He further explains that *evaluation* in the school involves judging the extent to which the procedures and processes utilized by the teachers are accomplishing the specific objectives. Through evaluation, the strength and weaknesses of staff are identified and, necessary

measures are adequately followed; this leads to improvement and high standard of staff performance. In relation to evaluation Afolabi (2008) concludes that in carrying out performance appraisal of the teaching staff, attention can be focused on the following criteria:

1. **Teaching effectiveness:** This includes preparation of lesson, improvisation and utilisation of instructional aids, mastery of subject, instructional strategies, and classroom management.

2. **Outside Classroom Activities:** These includes the teacher's 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:** These include 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 programmes, attitude to student learning problems, co-operation with the head-teacher, interaction with other fellow teachers and the teacher's appearance.

5. Administration of end-of-term examination.

6. General student attitude toward the teacher.

Other aspects of human resource management in the secondary school are student services, instructional supervision, compensation, promotion of staff as at when due, application of appropriate leadership style, staff-students discipline and community relations among others. Hence the principal has an enormous task at hand perform for positive outcome which is why principals must be

professionally sound both academically and experience wise. Dare (2000) observes that the achievement of any educational goal depends so much on the effective utilisation of the available educational resources. According to him, Experience alone is not enough for school heads to cope with the challenges of the modern educational system: a combination of substantial educational qualification with job and professional experience could work wonders for school managers in this regard. Therefore, the principal is expected to acquire and put into use various knowledge, skills, ability, expertise that would make the school's policy come true.

2.6 Challenges of Human Resource Management

Human resource management has various challenges which inhibit it effectiveness. Some of these challenges include:

1. **Low Staff Morale:**

   Teachers are the centre-piece of any educational system. The NPE (2004) categorically states that **No education system can rise above the quality of its teachers….** Teachers have witnessed and still witnesses irregular promotion, low pay package (when compared to other public workers), poor societal perception of the job and many more which have dampened the morale of teachers (Adelabu, 2005). This goes to say that low morale of staff leads to low commitment to stated objectives.

2. **Inadequate Manpower:**

   It has been revealed that large number of the teaching manpower in the country's school system are either unqualified or under-qualified (Education Sector Status Report, 2006). At the same time capacity building and staff development are inadequate. This problem varies from state to

state; while some have surplus unemployed trained teachers, some are faced with gross inadequacy (the case with rural schools in Osun state in Adelabu, 2005). The teachers constitute a major factor in the implementation of educational policies and plans. The capacity of the training institutions at producing quality teachers is worrisome. The quality of students admitted to be trained as teachers is becoming worrisome. The mode of training of some institutions is also disheartening. Many of the part-time teacher training programmes require urgent review. In addition, infrastructural support for teacher training programme is inadequate.

3. **Poor Physical and Instructional Facilities:**

Physical facilities such as classrooms, laboratories, libraries, furniture and fittings are inadequate in schools, where these facilities are available, in several cases, they are in a very bad state. In many schools, inadequate classroom buildings have resulted in overcrowded classrooms, a situation which is not conducive for learning. There are many schools with libraries, laboratories and workshops without the required facilities for effective teaching and learning.

Human Resource management functions and activities are at the heart of the organisation. Getting the right people to do the right job and in the right places will go a long way to ensure the overall achievement of the goals of the organisation. Therefore, the functions must be well performed.

2.7 Material Resource

The achievements of secondary school goals depend largely on the availability of material resource in the school. Material resources are teachers

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 teachers' ability, knowledge and skills. Different scholars have perceived and acknowledged material resource in secondary school in various ways. To Hallack in Ekundayo (2010), material resources which contribute to students' performance include: classrooms, accommodation, libraries, furniture, apparatus and other instructional materials. Other scholars see material resource to be a different entity from physical resources. Nakpodia (2010) states that:

> ...material resources include textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. Other category of material resources consist of paper supplies and writing materials such as biro, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencils, rulers, workbooks and so on. In addition, physical resources include classrooms, lecture theatres, auditoriums, typing pools, administrative block, libraries, laboratories, workshops, gymnasia, assembly halls, special rooms like sickbay, staff quarters, students' hostels, kitchen, cafeteria, lavatory and toilet(Nakpodia, 2010 p18).

However, contrary to Nakpodia's assertion, Ajayi and Yusuf (2010) 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 plant includes the site, building and equipment. Corroborating this view Ajayi (2007) highlights 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, toilets, dining halls, etc.

(iii) **Equipment:** This consists of typewriters, photocopiers, 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 furniture, residential quarters' furniture etc.

(vi) **Vehicles**

(vii) **Books:** These include textbooks, notebooks, magazines, etc.

(viii) **Electrical infrastructure:** Air conditioners, electric fans, generating sets, other electrical fittings, etc.

(ix) Others include water supply facilities and accessories.

Teaching indeed is not complete until knowledge has been successfully transferred which in most cases may not be tied to teachers teaching skills alone but the materials used in the learning process. According to Jimoh in Afolabi (2008), ordinary words or verbalization has been found to be inadequate for effective teaching. Instructional materials serve as a channel through which message, information, ideas and knowledge are disseminated more easily. Nkom (2008) asserts that:

> ...the job of instructional supervision is done through the use of material resources. These materials which include: pen, note book or writing pad, tape-recorder, copy of the syllabus, copy of the school calendar, school time table, nominal roll of teachers, classroom layout and enrolment statistics by class should be in the supervisor's possession. Where these materials are not available or are inadequate, the work of the instructional supervisor is seriously hampered (Nkom, 2008 p125).

Corroborating this view, Otu, Fagbemi, Oluchukwu and Almu (2001) regard school facilities to embrace both temporary and permanent structures of school site, as well as infrastructural and instructional facilities. In their opinion school plant can be used interchangeably to mean school facilities. School facilities consist of the basic systems and structure which a viable school needs in order to function effectively and to fulfill the purposes for which it was

established. According to Otu et al (2001), there are three major components. These are:

(i) **infrastructural facilities**: include buildings such as classrooms, offices, library, play grounds.

(ii) **instructional facilities** consist of teaching and learning materials and equipment, future and others.

(iii) **School Physical** Environment includes the beautification of the school premises.

The view of others from the earlier discussion are in consonance with the opinion of the National Open University, Nigeria (2008) when she noted that Material resources can as well be referred to as physical resources. Material resource is also viewed to mean the tangible resources that can easily be seen and observed in any institution. In fact they are the more pronounced resources without which any production can be done. According to this school of thought, examples of this resource include, the structure, machines, raw materials, classroom, staff offices, library, laboratory, heath centers, vehicles, and all other tools which can facilitate processing and dissemination of organisation product.

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 school staff from the sun, rain, heat and cold. Material resources, therefore, help in the implementation of instruction in the school. However, if instructions are to be implemented successfully, certain criteria must be put in place by school managers. Nkom (2008) conserves that the fit school must take into consideration the specification in table 2.1.

Table 2.1 shows facilities specification expected of an ideal school structure: in length and width for every school.

Table 2.1: Facility Specification in Secondary School

S/N	Facilities	Unit Space Per Student	Dimension	No of Students
1.	General Classroom	1.4sqm. per students	7.2m x 8.4m	40
2.	Science Laboratories (Integrated Science, Physics, Chemistry, Biology, Agric. Science) including preparation room and store	3.0sqm. per student	7.2m x 20m	40
3.	Home Economics Room	3.0sqm. per student	7.2m x 16.17m	40
4.	Workshop	3.9sqm. Per student	7.2m x 10.8m	20
5.	Technical drawing room	2.0sqm. per student	7.2m x 8.4m	40
6.	Student typing room	2.5sqm. per student	7.2m x 13.89m	40
7.	Library	11.2sqm. per student	7.2m x 16.8m	% enrolment
8.	Guidance and Counselling Office	20sqm. per student	3.6m x 5.56m	% enrolment
9.	First Aid/Clinic/Sick Bay	A room should be made available for this purpose		
10.	Assembly Hall	0.5sqm. per student	0.5m x No of students	Total enrolment
11.	Cafeteria	Provision may be made for day students as appropriate		
12.	Staff Room	2.4sqm. per teacher	2.4m x No of teachers	
13.	Principal's Office to include toilet and Secretary's Office	25sqm	4.2m x 6.0m	
14.	Vice Principal's Office	22.5m	3.6m x 5.56m	
S/N	**Facilities**	**Unit Space Per Student**	**Dimension**	**No of Students**
15.	Office of Accounts and General Duties	40sqm.	4.2m x 9,52	
16.	Toilets	With toilet bow/urinary and hand basin	Per 40 students Per 15 teachers	
17.	Generator House	This should be provided where needed		
18.	Open (unbuilt-up) Are, school farm for Agric. Science	One hectare is the minimum size of land recommended per school in both rural and urban location		

Source: Nkom (2008), General Methods for the Professional Teacher: pg. 172

The specification of unit spaces per student is only a confirmation of the relationship between personal spaces with specific activity. This is the space within which the individual can perform a specific task with ease or in comfort. The space specifications as shown in Table 3 which have resulted from research indicate the personal spaces that would enable each student carry out each of the activities in comfort. They are also based on the maximum of forty students allowed in the standard secondary school class.

These specifications provide guidance to the effect that in the practical subjects such as in the sciences and for home economics, each student requires twice as much space as it would require in a general classroom. Even in the general classroom, the specification is the personal space of the student's desk and the area around it. The workshop requires more room on account of equipment being used which also relates to personal safety. The library requires even more room because each reader needs a measure of privacy to be able to concentrate on his work. These provisions mean that unless the student is provided this amount of personal space, this will affect the efficiency of his use of the space and thereby affect his learning ability.

There are facilities whose specifications are tied to the population of students such that they do not have specific dimensions. An assembly hall for instance is calculated on 0.5 square metres per student. Based on this allocation, a single stream full secondary school with forty students per class would have a total population of two hundred and forty (240) students. An assembly hall to accommodate these students, seating area only, would be 120 square metres. In the same manner, its library calculated to take at any one sitting would have a floor space of 560 square metres.

Mushroom structures are not ideal for any school enterprise. School structures not properly built, measured in dimension and width may not stand the test of time (Nakpodia, 2010). This is why Nkom (2008) gave different specification for school building and other facilities to enhance it life span as shown in table 3.

The specification in Table 2.1 is crucial to the well-being of the school operation which helps the school manager in proper estimation of the required facilities in the school. Government is vested with the responsibility of providing not only school physical facilities but to ensure they are in accordance to the need of school. Provision must be made on time and in right dimension.

2.8 **Material Resource Management in Secondary School**

School physical facilities are essential aspects of secondary school education. Management of material resource in school is a process of maintaining and keeping school facilities in good condition at all times so that the facilities can be used as at when needed for teaching and learning. Otu, et al (2001) in their contribution said, management of school facilities refers to 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 efficient management of facilities is mandatory in order to make the school a pleasant, safe and comfortable center for the school community's activities. Moreover, maintenance and accurate record keeping are two important aspects of effective management of school facilities.

Adeboyeje (1994) 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 facilities to be simulative and conducive for effective teaching and

learning, the strategy of itemization on a checklist should be adopted and should be regularly supervised. 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 maintenance. For example, it is within his jurisdiction to delegate authority to selected staff in charge of the store to take proper record of all items in the school. While this is true, he must ensure regular supervision and evaluation of stock in the school. This helps to ascertain the conditions of items and be able to give account when the need arises. In like manner, Nakpodia (2010) asserts that management of school facilities is crucial to effective teaching learning process. He adds that proper inventory of facilities and accurate records, adequate storage of facilities, care and maintenance of facilities, safety practice in the laboratory facilities, good students' use of laboratory facilities, and good supervision are necessary.

In addition to the various assertions from the previous paragraphs, safety service and economy are some of the reasons for keeping school physical facilities in good state of repairs. Some of the evidences of keeping facilities in good state include, regular cutting of grasses, sweeping the floor, cleaning the doors, windows, walls, ceilings, repairing broken furniture and leaking roofs or blown off roofs. One of the important duties of institutional administrator is the maintenance of the school plant. Maintenance of school plant is an important aspect of school management. It is the regular activities carried out by the school administrators or principal to ensure that school plant remain in the same state. The activities required include, repairs, servicing, painting, greasing etc. Maintenance can also be those activities put in place to keep and restore the original condition of an item. When activities such as repairs, servicing and such

others are put in place to keep or restore the original condition of an item, the item is being maintained.

Miller (1965) observes that construction of new block of classroom or other buildings and alteration to the existing buildings are not the whole housing effort; it also involves the continuing operation and maintenance of the school plant. It is therefore necessary for school principal to have the knowledge of operating and maintaining school plants. School plant maintenance requires maximum cooperation and hard work from the officials of ministry of education, the school administrator, staff (academic and non-academic), students and members of the community where the school is located.

Corroborating Miller's view, Fagbemiye, Babalola, Fabunmi, Ayeni (2004) observe that human available in and around the school such as the head-teacher, teachers, pupils or workshop attendants must ensure proper custody and thorough 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 the available facilities should be kept. Where there are damaged facilities, Fagbemiye et al (2004) assert that repairs should be done without any delay. In connection with repair of school physical facilities, Olagboye (1998) enumerates the following types of maintenance:

(i) ***Preventive and Predictive Maintenance***

This form of maintenance is aimed at preventing the occurrence of total breakdowns of school plants available for use. It is also aimed at preventing situations which can put parts of the school plant out of use. Examples of services under preventive maintenance are timely and regular servicing of vehicles, generating sets, duplicating machines, cutting of trees, periodic repair and painting of classroom building and other school buildings.

(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 faults in the school buildings will prevent the possibility of any fire outbreak. Other activities that could be grouped under this are: replacing leaking pipes, replacing bad plugs, or cleaning of the plugs on time.

(iii) ***Breakdown Maintenance***

This type of maintenance is otherwise known as emergency maintenance; it is that maintenance that aimed at rectifying breakdowns in any component of the school plant. Breakdown maintenance is the maintenance 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 the type of maintenance that is otherwise known as regular maintenance which is carried out when the school plant is still in use. For example the repair carried out on the school generating set in the day while the lesson is going on to avoid any unrest when it will be needed at night. It is the repair/servicing done on the school van during the school lesson period and before the students are ready to be taken back to their various homes/bus stop. This type of maintenance is referred to as running maintenance.

(v) ***Shut down Maintenance***

This type of maintenance is carried out only when the operations of the school have been closed or postponed or suspended for a given period of time to carry out the maintenance work. This type of maintenance is

carried out when a major work/repair is to be done in a classroom. For example, if a windstorm damages a classroom block or if a building collapse in the school, the school may be shut for a specific period of time to carry out major repair on the dilapidated building occasioned by storm.

Among the listed types of maintenance enumerated earlier, running maintenance seems the best. Material resources need regular repair since they are regularly in use. Therefore, these facilities should not be allowed to degenerate completely before thinking of what to do. It is however sad to note that emergency repairs appears to be the most prevalent type of maintenance employed by most Nigeria schools. In some cases, where iron zinc of the school are blown off by wind or naturally collapse on their own accord due to wear and tear, the school may be forced to adopt the shut down maintenance. That is to say, facilities are allowed to completely wear out before efforts are made to repair them. These can disrupt academic progress of the school and this certainly, should be avoided. In line with this, Otu, et al (2001) outline few reasons why school plant should be maintained:

i. tear and wear of usage
ii. physical decay
iii. obsolescence – growing out of utilisation
iv. accident – probably due to negligence in the use of the school plant or defects in materials or construction.

While the right measures of maintenance are necessary towards effective management of material resource in secondary school, it is also imperative for users of school materials to imbibe maintenance culture. The outcome of absence of maintenance is evidence in dilapidated structures which threatens the lives of

the learner. Commenting on the problem of dilapidated school structures, Awokoya in Afolabi (2008) said:

> The worst of our woes is the maintenance of school building. Millions of naira can waste away if the schools are not properly maintained. Moreover, the health of the students can be in constant peril when the toilets are not hygienic and life itself is in danger when the walls are likely to fall. Ministries and Local Government that fail to maintain their school buildings may unwittingly be sowing the seeds of sorrow among the public at large. Besides, defective equipment and poorly maintained buildings do not only pose danger to the health of learners in the school but they also cut a very poor image for the school organisation at large. The school administrators must ensure proper upkeep of school buildings and make sure that the surroundings are free from health and safety hazards. This can be effectively achieved through periodic and systematic inspection of schools to identify areas that might need repairs (Afolabi, 2008 p105).

The procedure of maintenance is not properly followed if one waits until equipment or building breaks down before making the effort to get them working again. The most important approach, however, is to keep equipment and other materials in good working condition by regularly ensuring an optimal level of efficiency. It thus becomes imperative for the school managers to evolve a proper schedule of regular maintenance for all items or materials resources. Afolabi (2008) reiterates that regular servicing and periodic renovation of buildings, polishing of furniture, regular lubrication of metal apparatus, checking of water taps, as well as prompt washing of containers are only some examples of the strategy of maintenance without waiting for total breakdown.

According to Otu, et al (2001), the school should promote proper plant maintenance habits. All users of school facilities which include teaching staff, non teaching staff, students, community are to cultivate maintenance culture and not handle school properties as no body's properties. For example, electrical fittings should not be left on after use, school furniture used for important gathering by

the school or community should be returned to their original position rather than being left in the rain to rust or damage.

Optimal utilisation of physical facilities is also necessary. No facilities in the school should be left redundant. Also, members of the community should be given the opportunity to use school halls for their meetings, wedding receptions and so on. The premises could also be lent out at token fees for workshops, seminars and conferences. While this is possible, the users must be aware of the financial implication to any damaged facility (Onohaebi and Lawal, 2010). Therefore, users must be adequately enlightened about the functionality of school physical resources, in order to be able to make optimum use of them and to avoid under-utilisation or even non-utilisation. Another effective measure towards effective maintenance of material resource in school is good inter-personal relationship between the school and the community. This is quite important as it prevents conflicts. Violence is associated in many instances with conflict. Where violence ensues, vandalization of school physical facilities is a possibility (Rahim in Okotoni and Okotoni, 2003). Therefore, the principal must ensure that interpersonal relationship within the school and outside the school is in order.

2.8.1 **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:

i. Create awareness for users of school facilities on the need to properly utilize and maintain them.
ii. Involving 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 effected early.

viii. Maximum utilisation and effective maintenance of physical facilities to keep or restore their longevity (Otu, et al, 2001).

2.8.2 Challenges to Material Resource management in Secondary Schools

There are various problems confronting the management of material resource in secondary schools. Nwachukwu (2012) laments that of all the multifarious problems facing secondary school administration in many states in Nigeria today, none is as persistent and agonizing as the one relating to the management of available scarce resources in the school. He added that, the free secondary school education that inevitably paved way to preponderant increase in secondary school enrolment has further compounded this problem. These problems, according to Afolabi (2008), have become so critical that it continues to echo in public debates, lectures, education seminars, conferences, workshops and at the periodic meetings of All Nigeria Conference of Principals of Secondary Schools (ANCOPSS). If there are no decisive decisions taken towards the problem of inadequacies, the same ugly situation will continue to repeat itself. Bob Crandell, president of American Airlines was known to have said if you always do what you always did, you will always get what you always got (Udoh, 2005). Other related problems to the effective management of secondary schools as identified by experts are:

1. **Poor Physical and Instructional Facilities:**

Physical facilities such as classrooms, laboratories, libraries, workshops, equipment, furniture and fittings are inadequate in many schools and where these facilities are available, in several cases, they are in a very bad state. The National policy on Education (2004) prescribes that teacher-student ratio in the secondary school should not exceed 1:40. This has not been strictly adhered to some schools where enrolment rate is high. Nakpodia (2010) observes that different communicable diseases are easily contacted when classes are overcrowded. It is however, sad to note that the problem of overcrowded classrooms still exist in secondary schools. Talking about inadequacy, in terms of instructional facilities, the situation is not different.

2. **Bribery and Corruption**

Bribery and Corruption are two inseparable cankerworms that have eaten deep into Nigeria society. Bribery and corruption are noticeable in most organisations in Nigeria including schools. According to Bala (2000), corruption is involved in the award of contracts on school plant which automatically affects the quality of the project. He added that in most cases, the project is either haphazardly executed or not carried out at all. Dare (2000) concludes that if the quality of the project is of low standard, it will definitely affect the overall maintenance of the school plant. Furthermore, school administrators in Nigeria mostly do not spend the allocation for maintenance appropriately. Money allocated for maintenance is either used for personal purposes or on things other than maintenance. Left over materials most times are not cared for; they are abandoned after use (National Open University, Nigeria, 2008).

3. **Poor Maintenance Culture**

Poor maintenance culture is another bane to effective management of material resource in secondary administration. Dare (2000) opines that there is a total breakdown of the value system in the aspect of maintenance culture in the school where community and their users see and handle school facilities as nobody's facilities. He added that evidences have shown that electrical appliances are left on after use, exchange of good school property with a damaged personal property and breakage of laboratory equipment with impunity. In addition to this, National Open University, Nigeria (2008) maintains that school facilities are often misused owing to the fact that these facilities are government properties. A common slogan goes: government property is no man's property (Afolabi, 2008). This might be attributed to the non challant attitude put up by staff and students towards handling of classrooms, toilets, lecture theatre, fittings, furniture, laboratories equipment, and other facilities in many public schools.

4. **Poor Funding:** Material resources have not been properly funded in Nigeria schools. Adeogun (2001) discovered low level of instructional resources available in public schools and states that our public schools are starved of both teaching and learning resources. He expresses that effective teaching cannot take place within the classroom if basic instructional resources are not present. He further mentioned that education is a social service which requires adequate funding to procure, maintain and keep the school services going. Therefore, material resource and indeed other resources should not be starved of fund.

National Open University, Nigeria (2008) posits that financial constraint is one of the problems which are very common with the primary and secondary schools. The head at these levels of education are starved by the controlling and regulatory body with fund to maintain school plant. Most of them are not even given imprests. This makes it very cumbersome to procure or maintain the essential equipment and structure needed by the schools.

Material resources are indispensable in the school due to its importance. These include:

(1) it enhances effective teaching learning process

(2) motivate student and teachers

(3) guarantee qualitative output (if adequately supplied)

(4) general goal and objectives of secondary education and other level of education become attainable.

Based on this explanation, proper management of these materials becomes imperative especially in the face of scarce resources.

2.9 Financial Resource

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 utilisation. Government realized the limited financial resources 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 philanthropists and internally generated funds. Adeogun (2001) asserts that education as a social service requires adequate funding to procure, maintain and keep the school services going. This goes to say that finance is very essential in successful implementation of educational policies. Yabo (2007) submits that funds generated in whatever form by the school must be utilized in accordance with the purpose to which it is meant. Aghenta in National Open University (2008) stresses that the success of any secondary school depends upon the resources available to it.

Money is very important in this respect because by it, all other vital elements in the school can be obtained such as buildings, purchase of equipment, running expenses, payment of teachers' salaries and allowances. It is clear that no organisation can survive or carry out function effectively without adequate financial resources at its disposal.

2.9.1 Brief State of Finance to Education

Resource scarcity is a central focus of economics. This is because resources (financial, time, material, human capacity) are scarce in supply relative to the various uses to which they can be applied. This indeed calls for serious management of the available, meager resource in order to achieve greater advantage. Okojie in Agabi (2010) asserts that Nigeria population as at 2006 was 140 million with at least 45% of the total population less than 15 years of age. According to World Bank, in Agabi (2010), the World Bank country poverty

assessments reveal that 88 million 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. Okojie reiterates that the financial resources needed to accomplish this feat are, to say the least, 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 allocations 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, this rose to 13% in 2008, but fell to 8% in 2009 and 6% in 2010. How then can the education sector be effectively managed with just 6% allocation to the gigantic project at hand? How is education going to survive with 6% against the 26% minimum allocation to education as prescribed by UNESCO. According to CBN, quoted by Obadara and Alaka (2011), poor financial investment has been the bane of Nigerian education system to the extent that the budgeting allocation has been very low compared to others. Obadara and Alaka (2011) lament that the economic crisis has had a negative impact on the educational system and played a major role in the decline of the quality of education offered. This is particularly true in most cases where the quality of

teachers employed is incongruent with the demand for quality education. Moreso, where qualified teachers are employed, inadequate motivation in terms of incentives commensurate to their ability dampens the quality of their services. Amoo in Akinsolu (2005) conducted a research titled 'Demand and supply of teachers in Osogbo Local government area of Osun state, Nigeria'. He identified wide gaps between the demand and supply of qualified teachers in the state. He argued that the planning for free secondary education in the state was faulty and inadequate. He stressed further that the situation would worsen if efforts were not made to train well qualified teachers to meet up with the consistent increase of students' enrolment in the secondary schools. What more is one to say of the inadequacies of material needed for the implementation of educational programs in school among others. All these are as a result of insufficient funding.

Due to the economic recession, government thought it wise to include other participants 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 most heavily involved at the tertiary level, allocating at least 68% of its total education expenditure to this level. According to National Open University, Nigeria (2008) the state ministry of education is the sole financier of all the educational institutions owned by the state. The ministry is responsible for recurrent and capital expenses on monthly, quarterly or yearly basis.

Recurrent grant is part of government grants that cover the payment of salaries and allowance of staff and all other consumable materials such as chemicals, writing materials and stationery. Capital expenses are money expended on site acquisition, construction of school buildings, procurement of

equipment and machinery (Edem, 2006). The state Ministry of Education also finances the statutory education agencies under the ministry. Some of the agencies are: Teaching Service Commission, State Education Commission, Secondary Management Board or Post Primary Schools Management Board. The FME (2003) state that the pattern of funding across levels of education is an average of two-thirds of all State government expenditures were then for secondary schooling.

However, due to the inadequacies in funding of education, other 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 fund for the support of education through the award of scholarship, establishment of schools, supply of books and equipment.
ii. International Aid sources: Educational Finance also comes from international organisations. Notable among these organisations are the World Bank, the United Nations Educational Scientific and Cultural Organisation (UNESCO), the United Nations International Children's Fund (UNICEF), the United Nations Development Programme (UNDP) and the World Health Organisation (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 resource is also needed; some communities sometimes donate land to schools on request and build classrooms from the community purse (National Open University, Nigeria, 2008).

2.9.2 Financial Resource Management in Secondary Schools

The demand for money in every aspect of life cannot be over-emphasized. Money is needed for everything yet inadequate in supply. Finance has inhibited the execution of many project due to it short supply. This has being a controversial issue since 80's. Evidences abound in the inadequacies in every sector of the economy which calls for proper management of scarce resource and indeed to achieve the targeted goal for secondary school education, proper management of finance become necessary. A call is therefore made to educational managers to appropriate allocated funds to targeted means. While the government has a greater task at hand for adequate provision, the principal also has a great deal of commitment in the management of fund.

Although the responsibility of providing appropriate financial resources to public schools in Nigeria majorly rest on government, yet the effective use of these resources for the accomplishment of the educational purpose rest on the school principal. School buildings, equipment and supplies cost a great deal of money. Therefore, they should be adequately maintained and cared for. The storage and distribution of school supplies and equipment must be given adequate attention. The principal must have a sound system of accountability for school supplies and proper/preservation of school records (Ehiametalor, 1995). As the chief accounting officer of the school, the principal ensures that sound accounting principles are maintained in all his financial transactions. He should works with the bursar to draw up the budget for the school. Furthermore, if he is

involved in any type of revenue collection like school fees, examination levies, PTA levies etc., he should ensure that receipts are issued for such monies collected and records of all items of expenditure are properly kept. Although this schedule is that of the bursar, the principal has to supervise all financial transactions of the school.

Moreover, financial management begins with proper planning through budgeting. Planning is the first and perhaps the most important role of school managers and administrators. Planning in relation to finance helps to decide in advance what is needed for the functionality of education, how much is required, what alternative decision can be employed if predetermined intension failed, who is to take charge of proper accounting and so on. Omale (2005) state that, planning is deciding in advance of what to do, how to do it, when to do it and who is to do it. The government is to be furnished about the needs of the school through adequate preparation of budget in advance by the principal and forwarding of same to the government. This is why budgeting is necessary and crucial to a successful financial management in the school.

School budget is a financial plan through which educational goals are translated into reality (Mussazi, as quoted by National Open University, Nigeria, 2008). According to Olubadewo (1992), a budget is a statement of future expenditure and revenue that quantifies management's plan to control the use of financial and other resources. Budgeting could also be regarded as a tool for both planning and control. Necessary areas in the school which demand planning include: expected income and expenditure. Expected income may include school fees, levies from PTA, proceeds from school activities such as speech and prize giving day among others. UNESCO (2006) asserts that basic expenditure of the school include, staff salaries, supplies, educational materials, school

construction/maintenance (repairs), stationeries, transportation and other running expenditure.

It is the responsibility of the school principal to prepare the school budget, even though he may delegate the duty to his bursar. After the school budget has been prepared, the principal presents it before the Board of Governors for their perusal and approval. Before the Board of Governors' meeting on the budget, a draft copy is sent in advance to each member to allow all the members to study the budget and come up with their observations during presentation. On the presentation of the budget to the Board of Governors, members will deliberate on the budget and make any change they consider necessary before getting their approval. After the budget has been approved by the Board of the Governors, the draft is sent to the Planning Division of the Ministry of Education for ratification. The Ministry of Education could make amendment on the draft budget before its ratification. The moment the budget is ratified by the Ministry of Education, it becomes operational (National Open University, Nigeria, 2008).

The school principal administers the budget by ensuring that records are kept on financial activities carried out for the implementation of the programmes contained in the budget. Moreso that, the outcome of scrutinizing the school budget usually leads to reduction of the original money budgeted. This however, makes good accountability a must-do (One of the Osun State Ministry Official interview finding, Sept., 2011). Accountability of financial resource is central to effective management of school. Accountability helps to control resources in an organisation and eliminate instances of fraud. In this regard, Ogbonna (2001) states that financial management is a science of controlling money. It is also a prudential management of money which involves decisions on how to procure,

expend, utilize and properly account for funds directed towards achievement of school objectives.

Nkom (2008) affirms that, financial management in secondary school administration requires controlling of funds. In line with this assertion he said, 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 and
e. ensuring value for money in terms of proper utilisation of other resources.

Other measure in good accounting include, seeing to it that the accurate account of all money received and disbursed are kept, overseeing the entries of the following statutory financial documents: cash book, school fees register, monthly payment vouchers' file, bank statement file, bank reconciliation file, school official receipts, cheque stubs, bank teller file, loan advances file and revenue account file.

In consonance with the statement from the preceding discussion, Alaka and Obadara (2011) maintain that, one of the ways of managing institutional resource 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. Buttressing this view, Nkom (2008) stresses the purpose 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) inspection.
d. preventing theft and wastage of materials, equipment and funds.
e. furnishing a record for the purpose of freeing academic and administrative staff especially on such matters as suspicion of mismanagement or bad stewardship.
f. helping in effective allocation of equipment and teachers.
g. providing a claim for continuous tracking of appropriate funds and ensuring that such funds are utilized as initially planned.

No matter the position and competence of the school principal in the management of finance in secondary school, proper allocation of funds are paramount to the successful implementation of a viable educational programme. In this wise, Alaka and Obadara (2011) quoted Moss, Guither, Klein, Medrich and Perez-Ferreiro who assert that allocation of financial resource can take the following methods:

1. **Bidding Method:** The school presents a business case for funding based on specific criteria. Thereafter approval is granted based on the findings of the funding agency who considered it necessary.
2. **Discretion Funding Method:** The schools are funded according to the opinion and judgment exercise by funding agencies or administrator.
3. **Need Based Funding Method:** This is a method or an arrangement that seeks to ensure that the resources allocated to the school are derived directly from a systematic analysis of what each school need in order to provide a specified quality of education to schools.
4. **Activity Led Funding Method:** This approach is based on the analysis of the actual costs of the activities required to provide and support specified educational programmes in schools.

5. **Performance Funding Method:** Performance funding relates financial allocation to prescribed level of achievement. It ties state funding to institutional performance thereby encouraging external accountability and instructing performance.

All the listed methods of allocating fund to education are important. However, it is important to stress that adopting the best that would suit a particular session and school needs at a given time is quite necessary. Furthermore, whatever method is to be adopted, **adequacy, equity and efficiency** must be put into consideration. Levin and Monk in Alaka and Obadara (2011) explain the three terms thus:

> **Adequacy** refers to the mobilization of sufficient resources to support a desired level (in terms of both quantity and quality) of educational services. **Equity** relates to fairness in resource mobilization and allocation so that children with similar characteristics are treated equally (horizontal equity) and that children with different needs receive different treatment (vertical equity). **Efficiency** in resource allocation in education refers to maximizing the performance of the education system given resources (Alaka and Obadara, 2011 p3).

Thus, in assessing the impacts of financial resource in school system, one needs to ascertain the criteria used and examine the extent to which the system meets such criteria.

Dare (2000) opines 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. 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 downpour of rain.

UNESCO (2006) enumerates some main practices of corruption observed within the education sector which have direct or indirect linkage to finance. Some of these practices are shown in table 2.2.

Table 2.2: Main Practices of Corruption within the Education Sector

S/N	Areas of Planning	Corrupt Practices	Elements of Educational Systems Most Affected
1.	Building of schools	• Embezzlement	• Accessibility • Equity
2.	Recruitment, promotion and appointment of teachers (including systems of incentives)	• Favuoritism • Nepotism • Bribes and pay-offs	• Quality
3.	Conduct of teachers	• Ghost workers • Bribes and pay-offs	• Accessibility • Quality • Equity • Ethics
4.	Supply and distribution of equipment, food and textbooks	• Embezzlement • Bypassing of criteria	• Equity
5.	Allocation of specific allowances (compensatory measures)	• Favouritism • Nepotism • Bribes and pay-offs • Bypassing of criteria	• Accessibility • Equity

Source: UNESCO (2006) *"Budget and Financial Management". Chapter 35 in Guidebook for Planning Education in Emergencies and Reconstruction. Paris. International Institute for Educational Planning. Pg.18*

The prevailing practices in an unguided and unguarded system are corruption. Corrupt practices can exist almost everywhere if the right stand posts are not put in place. UNESCO in Table 2.2 identified the following: (i) some of the intended or planned projects in the school (ii) observable corrupt practices (iii) and areas affected. The planned project as identified by UNESCO is construction of an academic edifice, supply/distribution of books, food, textbooks and allowances. Furthermore, corrupt practices envisaged include embezzlement of

funds, favouratism, nepotism, bribery, ghost workers and bypassing criteria. The implication, most often than not is the reduction in the quality of structure, materials vis-à-vis the quantity expected. Nepotism, favouratism and bribery take over where recruitment, promotion and allocation of allowances are not based on merit. It also implies absence of fairness and accessibility to those the facilities are originally meant for.

To prevent these corrupt practices, UNESCO (2006) asserts that there should be regular control in transparency and communication in decision making processes, existence of internal capacities for audit, evaluation of activities, and individuals linked to the reward structures.

For the financial long range plan to work successfully, every stakeholder (Government, School Heads, Procurement officers) needs to be sincere. Government should improve allocation to the education sector as well as avoiding financial leakages. The school administrators and others should be financially disciplined.

2.9.3 Problems of Secondary School Finance

There are various problems encountered in financing public secondary schools, some of which are outlined as follows:

a. **Greed on the part of school Principals:** Where school heads are insincere and greedy, there may be misappropriation and embezzlement of funds made available for a particular project at the expense of educational objectives.

b. **Unstable political environment:** political instability in Nigeria gives room for unstable policies of government and poor economy. Consequently, the public funding of schools is adversely affected and execution of capital projects becomes difficult.

c. **Inflation:** Inflation is a persistent fall in the purchasing power of money. It refers to a situation whereby too much money buys few goods. Such situation makes the preparation and implementation of school budgets cumbersome particularly when an accurate estimate of the rate of inflation over the budget period cannot be made. As a result of inflation, some of the projects budgeted for may not be implemented due to rising cost of materials.

d. **Poor remuneration of teaching staff:** Over the years, teachers have made persistent complaints about poor salaries being paid to them. The strike action embarked upon in early 2009 by teachers of both primary and secondary schools was a good example. Most state governments are still battling with the nagging issue of Teachers Salary Scale (TSS). To this effect, Osun state teachers and others went on strike for over two months (July to September, 2011).

e. **Inadequate Funding by the Government:** Grants released to schools are far below expectation. The reason for this is not farfetched; it is an obligation of the country to meet other sector of the economy needs which demands finance. Therefore, these sectors are competing with education. It is shocking to note that government allocation to education falls short of UNESCO's recommendation of 26% of a country's national budget (Dare, 2009).

Nevertheless, if educational sector must meet predefined targets, then, government, parents, philanthropists and general public must rise to support the sector maximally to solve divergent problems more especially boosting its financial status.

2.10 **Time Resource**

Time resource has 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. Time, she said, is a vital complementary resource that is indispensable in the effective harnessing and utilisation 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. Time mismanagement constrains the effective achievement of the objective for which a particular educational resource is required. Effective resource management will be difficult to achieve in any school where time is disregarded. Yabo (2007) also submits that time resource refers 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) emphasizes that time is the most perishable resource of organisations which is considered a key resource in the education sector.

2.10.1 Time Resource Management in Secondary Schools

Time resource management emphasizes the purposeful implementation of the school calendar and daily lesson time table to the latter in order to provide for the attainment of the school's objectives. Time management refers to planning and allocating time to different activities that must be carried out, with a view to enhancing its efficient and effective use towards the achievement of organisational goals (Agabi, 2010). According to Achunine (1995), time management can be define as the effective and efficient utilisation of a manager's or an administrator's corporate time to achieve organisational and personal goals. It involves identifying tasks to be performed, planning and scheduling of

organisational activities, prioritizing such activities, allocating time to tasks according to their degree of importance in enhancing productivity, minimizing interruptions or frivolities and dealing with routine tasks in such a way that all important tasks could receive due attention. To avoid unnecessary time wastage, school managers must ensure that an orderly representation of school activities is made available for the effective running of school. The common adage goes, "time wasted can never be regained". Therefore the principal within the confinement of the school has a great task to effectively manage time at his disposal for the accomplishment of school academic programmes and activities.

Corroborating other scholars view, Ajayi (2007) reiterates that time is a precious resource in the school; it must be managed well along with other resources to achieve the school goals. A good school head must be able to plan the school time table and ensure compliance to it. As earlier mentioned, time can be measured in seconds, minutes, hours, days, weeks, months and year. 60 seconds make one minutes, 60 minutes make one hour, 24 hours make one day. The school academic year based on the calendar, is normally broken into terms/semesters, which are in turn broken into school weeks, days and period within which specified parts of the syllabus must be taught and learnt. Agabi (2010) noted that that time not well planned will dampen academic achievement in the school. For instance, there is a time limit within which school must graduate her students. Efficiency is required to attain this objective. Time resource, unlike other forms of school resources, is an immaterial resource, inelastic, scarce and erodes fast. Time spent cannot be wound back, stored or recalled for use. Achunine (1995) maintains that effective and efficient management of time is as important as the management of other resources available to the administrator. There are various ways of managing time in the

school, some of which include: (1) time tabling (2) personal time table (chart) for the administrator/principal.

2.10.2 Time Tabling

Time tabling in a school setting is of paramount importance. This enables the school plan their activities in order to ensure orderliness and decorum among the teachers and students. There must be time for every subject in the school. Teachers' lessons are guided by the school time-table. This segment focuses on definition of school time-table, importance of school timetable, guidelines for constructing school time-table and steps to be followed by the school head in order to ensure effective utilisation of time through a well planned time-table.

School time-table is one of the important records which a school is required to keep. 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 the subjects to be taught per day, or per week as well as the time allocated for each subject coupled with the number of periods per subject per day and per week in a particular school (Achunine, 1995). Obi (2001) 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 also 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 usually, time-table committee appointed by the school authority to guide and regulate the teaching activities in the school (Achunine, 1995).

A normal school time-table is usually divided into eight (8) periods per day which would last for five days (i.e. Monday-Friday) in a week with each period lasting for 40 minutes (*see appendix)*. There is always an allowance for short and

long breaks. The short break lasts for about 10 minutes and usually it is between 10.00am - 10.20am while the long break lasts for about 30 minutes and it is usually between 11.40am - 12.15pm. The short break is meant for the students to stretch their muscle and ease themselves (see appendix) while the long break is for students to take their refreshment that was brought from home or bought at the school canteen. However, in some schools, there is only one break period and it is tagged long break.

2.10.3 Types of Time-Table

There are three main types of time–table

(i) ***General Time-Table:*** this comprises the whole school time-table, the various classes and various levels drawn for the school by a designated staff or committee under the supervision of the school head. It is usually drawn and displayed in the principal's/assistant's office. General time-table is a comprehensive time-table that consists of different time plan for 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, besides the class chalkboard or in a conspicuous place in a particular class.

(iii) ***Individual Time-Table:*** this is a time-table prepared by individual Staff and student to guide their personal schedule, reading and learning per day or per week. It is usually prepared by very few students for other students or by individual student (Achunine, 1995).

2.10.4 Time Management Schedule for the School administrator

There is need for school administrators to have daily, weekly charts which will show in details what they intend to achieve every day and every week. Some school administrators may consider the preparation of time charts as time consuming and a waste of time, but it should be noted that *it takes time to save time.* Preparing a time analysis charts that shows the time in the day and the day in the week in which specific activities comes up is necessary. Example of such chart is shown in table 2.3.

Table 2.3: Administrator's Time Chart

Day of the Week	8-9	9-10	10-11	11-12	12-1	1-2	2-3
Mon	Planning activities	Class visitation	Teaching	Visitors	Meeting	Finance matter	Visitors
Tue		Teaching	Visitors	Visitors	Class visitation		Any other business
Wed	Visitors	Interview	Supervision	Visitors	Finance		
Thur	Planning		MOE meeting	Other business			
Fri		Class visitation	Supervision	Visitors			

Source: Adopt*ed by the Researcher*

A good administrator must have plan for each day otherwise time resource may not be properly utilized as he is likely going to spend the whole day attending to one issue alone, most likely visitors. But where periods or different time allocation is earmarked for specific tasks, he evaluates himself in order to ascertain his level of achievements at the end of the day which hinges on time management (Obi, 2003). Table 2.3 shows different time allocated to functions. The commencement of his activities starts from 8 o'clock in the morning with a terminal point at 3 o'clock. The table shows timing for planning school activities, class visitation, time for teaching, supervision, interview, supervision, any other

business etc. This would help to give a good judgment of his daily activities in the school as a leader.

However, it is necessary to note that the table 2.3 is not a stereotype one hence administrators are free to fix functions and timings according to their office peculiarity. The essence of scheduling is to ensure proper management of time.

2.10.5 Other Tactics of Managing Time by the School Administrator

i. **Reduce Time Wasters:** Time wasters are issues/activities that occur in the day which consumes time unnecessary. Usually, it prevents the achievement of other vital goals. Administrator should identify such with a view of eliminating or reducing them so that he would have more time for the day's work. For instance, time should not be wasted on task which has been delegated to competent hands; it is necessary also to reduce the length of time spent with visitors and so on.

ii. **Avoid Procrastination:** To meet the school goals, procrastination must be avoided by the school head. Procrastinating statements to be avoided are:
   - one more day won't make a difference;
   - I will just put that off until tomorrow;
   - I work best under pressure;
   - the day is still young; there is still more time to do the job.

iii. **Delegation:** It is not possible for the school principal to perform all the tasks which relate to his office without involving others. Delegation is a process by which administrators transfer part of their authority to their subordinates for the performance of certain tasks and responsibilities (Obi, 2003).

2.10.6 Rules for Effective Time Management in the School

To ensure better management of time, a good school administrator should take note of the following:

i ensure compliance with government directives and polices with regard to the school time-table;

ii. ensure that every teacher conducts lessons as scheduled on the time-table;

iii. supervise instructional activities of the teachers to ensure that they adopt the right teaching method;

iv. ensure that every teacher makes the optimum use of the school resources;

v ensure amicable resolution of clashes in the time-table between teachers;

vi. routine activities should be delegated;

vii. duties should be delegated to competent hands;

viii. the subordinates to whom duties are delegated should be made to know the limit of their authority in the performance of such duties;

ix. there should be periodic review of performance of the subordinates to whom duties are delegated to ensure the successful performance of such duties (Obi, 2003).

2.10.7. Why Time Management

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

1. it reduces misunderstanding and confusion;
2. there will be time and opportunity for carrying out the essential duties;
3. it creates sense of direction, unity of purpose and commitment;
4. it reduces conflicts in schedules, activities and interpersonal relations;

5. it enhances efficiency in the use of time and other resources;
6. it facilitates delegation of duties to staff;
7. it allows for effective coordination of people's activities;
8. it makes it easy for staff to meet deadlines (Ibukun, 1997)

2.10.8 Importance of School Time-Table

The following are the reasons why timetable is a must in a school organisation:

i. it assists the teachers to know what subject, what time and which class to teach;
ii. it assists the students to know which books and other learning materials to take along to school daily;
iii. it assists the students to know when a particular lesson will be taught and who will teach it;
iv. it eliminates possible clashes in the teaching schedules, thereby preventing unhealthy rivalry among the teachers in the school;
v. it ensures maximum utilisation of time resources available for subject teaching and learning;
vi it assists in the implementation of curriculum through well planned teaching and learning activities;
vii it makes it possible to bring together the school subjects and other resources such as human (teachers), physical facilities (classrooms) and other supporting facilities to achieve the goals of the school, and
viii. it reminds the students of the assignment which might have been forgotten and when to submit the assignment (Obi, 2001).

2.10.9 Challenges to Time Management in Secondary School

There are some factors which influence time management practices in secondary schools. These factors, according to Obi (2003), include lack of specialised skill in time management, emergencies and size factor.

Sound time management is more than what common sense or experience can teach one. The strategies must be learnt and practiced until one gets involved with the science and art of time management. Its application is not strictly guided by true laws but it can be systematically practised to great advantage to enhance productivity at place of work.

2.10.10 Summary

In this chapter, related literatures have been reviewed on human, material, financial and time resources. However, the researcher summarises it thus: Resources in secondary school basically include human, material, financial and time resources. These resources are crucial to successful implementation of predetermined objectives of 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 the resources rests on the government and other stakeholders, proper management of same is the task of the school principal.

In relation to resource management in schools, observations are that when there is adequate supply of resources, it helps to achieve predefined educational objectives. However, inadequate supply of resources makes the goals of education unrealistic and unachievable. While expectations are that good financial management be employed by all stakeholders, there is also need to improve on the supply of same at least to a minimum of 26% of the national budget as suggested by UNESCO. Also human resources such as teachers and

supporting staff must be effectively managed through proper planning: recruitment, job allocation, application of administrative principles, motivation, training, staff record keeping, appraisal, delegation of authority and application of good leadership style.

Similarly, a good maintenance culture must be observed. Material resource and time must not be wasted. Over and above all, mismanagement of any of these resources can have advert effect on education as educational programme and the attainment of its objectives solely rest on good management. Therefore, management of secondary school resources is inevitable.

CHAPTER THREE
RESEARCH METHOLOGY

3.1 Introduction

This chapter discusses the methodology and procedure for collecting data. The structures used are: research design, population, sample and sampling technique, instrumentation, validity, pilot study, reliability of instrument, procedure for data collection and method of data analysis.

3.2 Research Design

The design for this study was descriptive survey. Best and Khan as quoted by Olayiwola (2007) opines 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 or prevailing practices, events or occurrences (Olayiwola, 2007). It was used to cover a large population covering a wide area. This was done through a sampling procedure. For example, if the researcher intended to gather information from teachers on matters affecting them, samples would be drawn among the teachers and not any other category. Findings from such samples could then be generalised over the entire population.

3.3. Population

A research population is all the existing members or elements of the group for whom the result of the investigations could be generalized. These could be human beings, animals, houses, cars etc (Yabo, 2007). The population for the study consisted all public secondary schools, Ministry of Education officials and Zonal Education Officials in Osun State. The total number of secondary schools in the state was 329 (Ministry of Education office, Osun State, 2011) distributed into various senatorial districts. These include, Osun central: 89 schools, Osun

East: 144 schools, Osun West: 96 schools. For the purpose of the study, 11 secondary schools from each senatorial district were sampled which makes a total of 33 secondary schools in all. Out of the six Zonal Education offices, three were sampled. Also, thirty officials were sampled from the Ministry of Education. Hence, out of the 3961 total population for the study, a sample size of 351 were selected as indicated in table 3.3. This is in line with Krejcie and Morgan (1970) table for determining sample size who recommends that the sample size should be adequate to ensure acceptable representation of the population (see appendix). The three senatorial districts, number of schools, number of teachers and principals are shown in table 3.1.

Table 3.1 Population of Senatorial Districts, Number of Schools, Teachers and Principals

S/N	Senatorial Districts	Number of Schools	Number of Teachers	Number of Principals
1.	Osun East	144	1470	144
2.	Osun Central	89	1192	89
3.	Osun West	96	1157	96
	Total	**329**	**3490**	**329**

Table 3.1 shows that Osun state has three senatorial districts namely, East, Central, and West. The total number of schools, teachers and principals in these districts was 329, 3,490 and 329 respectively.

In like manner, Table 3.2 consists of population size of Ministry of Education officials and Zonal Education officials.

Table 3.2 Population of the Ministry of Education and Zonal Education Officials

S/N	Non Teaching Staff	Number of Staff
1.	Ministry of Education officials	70
2.	Zonal Education officials	72
	Total	**142**

Table 3.2 shows the Ministry of Education officials responsible for school related issues. Ministry of Education and Zonal Education officials are 70 and 72 respectively. This gives a total sum of 142 in all. See Appendix for the total population of the study area.

The summary of the distribution of the entire population in the study is indicated in table 3.2.1.

Table 3.2.1 Summary of Distribution of the Population of Respondents in the Study

S/N	Respondent	Population	Sample
1.	Principal	329	33
2.	Teachers	3490	258
3.	Ministry of Education officials	70	30
4.	Zonal Education officials	72	30
	Total	**3961**	**351**

Source: Osun State Ministry of Education, 2011

3.4 Sample and Sampling Technique

For most studies that require data from a wide and diverse population size, rarely do researchers cover the whole population. The normal practice is to draw a sample from the target population. Chuan (2006) defined a sample as a set of respondents selected from a larger population for the purpose of a survey. The most important thing taken into consideration is that the sample drawn from the population must be representative so that it allows the researcher to make inferences or generalization from the sample statistics to the population understudy.

The population used in the study was collected through a stratified random procedure. From each strata within the three senatorial districts, different categories of schools were selected at random. The number of principals, teachers, Ministry of Education officials and Zonal Education officials in the state were sampled which gave a total of 351 sample size. Table 3.3 presents the sampled population.

Table 3.3 List of Selected Schools and Sampled Population

Zones	S/N	Names of Schools	Non Teaching Staff	Principals	Teachers
Osun East Senatorial District	1.	The Apostolic G/S, Modakeke, Ife	-	1	8
	2.	Our Lady's Girls High School, Ile Ife	-	1	8
	3.	Modakeke Islamic G/S, Modakeke, Ife	-	1	8
	4.	Ansar-Ul-deen Society G/S, Iloro, Ile Ife	-	1	8
	5.	Ogunsua G/S, Modakeke, Ife	-	1	6
	6.	Community H/S, Yekemi	-	1	8
	7.	Community H/S, Ondo Rd., Ile Ife	-	1	8
	8.	Ethiopian Sec. G/S, Ile Ife	-	1	8
	9.	Biladu Grammar School, Ilesa	-	1	8
	10.	Hope H/S, Ilesa	-	1	8
	11.	Local Authority G/S, Ifetedo	-	1	8
Osun Central Senatorial District	12.	Ansar-Deen Society G/S Oke-Laaro, Ilobu	-	1	8
	13.	Ilobu Muslim Association H/S, Ilobu	-	1	8
	14.	St. Paul G/S, Ilobu	-	1	8
	15.	African Church G/S, Ikirun	-	1	8
	16.	Fakunle Comprehensive H/S, Osogbo	-	1	8
	17.	Ogidan Grammar School, Osogbo	-	1	8
	18.	Oba Moronfolu Grammar School, Ifon	-	1	8
	19.	Community H/S, Iba	-	1	6
	20.	Community Grammar School, Ekusa	-	1	8
	21.	Community High School, Okua	-	1	8
	22.	Odo-Otin G/S, Okuku	-	1	8
Osun West Senatorial District	23.	Baptist H/S, Iwo	-	1	8
	24.	Islahudeen Comm H/S, Iwo	-	1	8
	25.	Community G/S Elemon Adana	-	1	8
	26.	Community G/S, Olupo	-	1	8
	27.	Araromi G/S, Araromi Owu	-	1	6
	28.	Ode Omu H/S, Ode Omu	-	1	8
	29.	Ajayi Memorial H/S, Ada	-	1	8
	30.	Secondary Commercial G/S, Ada	-	1	8
	31.	Ebekun School of Science, Iresi	-	1	8
	32.	Community G/S, Tonkere, Ayetoro	-	1	8
	33.	Baptist G/S, Ara	-	1	8
	34.	Ministry of Education officials	30	-	-
	35.	Zonal Education officials	30	-	-
		Total	60	33	258

Source: *Osun State Ministry of Education, 2011*

KEY

- **S.D** = Senatorial District, **G/S**= Grammar School,
- **JSS**= Junior Secondary School, **SSS** = Senior Secondary School,
- **LGA**= Local Government Area, **H/S**= High School, **C & S**= Cherubim and Seraphim, **Comm**= Community

Table 3.3 shows the representation of the sampled population in Osun state. Stratified sampling method was adopted by which the researcher picked samples from different types of schools established within the state. These include religious and non-religious schools. All the schools listed in table 3.3 are government schools. The total population of the respondents was 3,961 out of which 351 was sampled for the study. The distribution of the respondents is indicated in tables 3.2.1 and 3.3.

3.5 **Instrumentation**

Five null hypotheses were formulated and tested to evaluate management of human, material, financial time resources and challenges to resources management in secondary schools in Osun state. For the purpose of the study, well structured questionnaire was prepared and administered by the researcher and research assistants. The questionnaire was divided into six (6) sections A – F. The first section contained information on the biographical data of the respondents. The second section consisted of items/questions which solicited for the level of human resource management in secondary schools. The third section of the questionnaire asked questions about the level of material resource management in secondary schools. Section four sought to identify level of financial resource management in the secondary schools. The fifth section contained questions on management of time resource in the secondary schools. The sixth section asked information on the challenges encountered in the management of resources in the secondary schools.

Sections A – F consisted of 50 items and the close-ended/structured form of questionnaire was used. This enabled respondents to select from various alternatives. The questionnaire was placed on a modified four (4) point Likert scale of Agreed (A), Strongly Agreed (SA), Disagreed (D) and Strongly Disagreed

(D). The 4 points likert scale that was used was re-categorized into two (2) points for agreement and disagreement. This was done for a better understanding of the analysis. However, the four categories were still used in the computation of the mean scores for each of the variables used for the test of the studies hypotheses. Discussions on each of the hypothesis therefore, were based on the mean scores.

3.6 Validity of the 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 could be said to be valid for use when experts in the field of study expressed satisfaction after scrutinising the quality of the structure of the instrument being designed. The face and content validity of the instruments was determined by expert opinions comprising of the researcher's supervisors in the field of educational 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 selected from Osun Central Senatorial District, specifically Igbaye secondary school teachers. These were not included in the sample selected for the main study. The respondents were given the questionnaire and the filled questionnaire were collected and verified 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 Instrument

The Cronbach's Alpha, Spearman-Brown equal half method and the Guttman Split-Half method were used to determine the reliability co-efficient and internal consistency. These become necessary to test the reliability and internal consistency for the study. The result gave reliability index of 0.986 for the Cronbach's Alpha, Spearman-Brown equal length Coefficient gave an index of 0.849 while the Guttman Split-Half Coefficient was 0.794. The internal consistency co-efficient for the items within the instrument was 0.978. These observed reliability co-efficients are approximately equal to one. This is in line with the preposition of Mukherje (1980) that the average value of correlation co-efficient must be around 0.80. Therefore the instrument could be said to be reliable and internally consistent for the study.

3.9 Procedure for Data Collection

To gain access freely to the selected secondary schools, a letter (*see appendix)* was obtained from the Head of Department, Educational Foundation and Curriculum, Educational Administration and Planning Section, Faculty of Education, Ahmadu Bello University, Zaria introducing the researcher as a student of the Department conducting a research. Having done this, the researcher administered the questionnaire with the aid of research assistants who distributed the questionnaire to the selected secondary schools and offices. Thereafter, the completed questionnaire was collected back from the respondents at an agreed date. Out of the 351 questionnaire sent out, 322 was returned. This gives 94% of total respondents of the questionnaire that were returned.

3.10 Methods of Data Analysis

Data on evaluation of resource management in the secondary schools were collected, coded manually and entered into the computer using simple frequencies and percentages for the demographic variables of the respondents. Frequencies and percentages were used for the analyses of the items and variable of the resource management in the secondary schools as they relate to the research objectives and questions. The hypotheses of the study were tested with inferential statistics. The procedure adopted was the one way analysis of variance (ANOVA) because of the multiple levels of the independent variable (teachers, principals and Ministry's officials and Zonal 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

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presents the data analysis and discussion of results in relation to the evaluation of resource management in secondary schools in Osun State. It involved a total of 332 out of the 351 sampled respondents whose responses formed the data analysis of this study, using the SPSS Statistical Package. The respondents were the stakeholders of secondary school education comprising of the Ministry of Education officials, Zonal education officials, principals and teachers of secondary schools.

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 research hypotheses by means of inferential statistical techniques of One Way Analysis of Variance (ANOVA) to test for the presence or absence of significant differences in the perception of the various stakeholders 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 Stakeholders

A total of 332 respondents made up of Ministry of Education officials, Zonal Education officials, Principals and Teachers were involved in the study. Their demographic variables selected along their opinion were gender, highest educational qualifications and years of experience on the job. These variables were analysed on a comparative basis in tables of frequencies. To achieve this,

the responses of the respondents on gender were presented and analysed in table 4.1.

Table 4.1 Distribution of Respondents by Gender

Designation	Male		Female		Total	
	Freq	%	Freq	%	Freq	%
Ministry of Education officials	18	60.0	12	40.0	30	100.0
Zonal Education officials	7	25.9	20	74.1	27	100.0
Principals	12	38.7	19	61.3	31	100.0
Teachers	165	67.6	79	32.4	244	100.0
Total	202	60.8	130	39.2	332	100.0

Table 4.1. reveals the gender status of the four categories of respondents. Among the Ministry of Education officials, 18 or 60% were males while 12 or 40% were females. The Zonal Education officials' respondents had 7 (25.9%) males as against 20 (74.1%) who were females. The percentage of the male principals was 12 (38.7%) while that of the female staff was 19 (61.3%). The teaching staff had a total of 165 (67.6%) male teachers while 79 (32.4%) were females. These classifications clearly revealed the inclusion of both sexes in all the groups. This took care of any gender consideration that might be involved in the management of resources relating to the selected secondary schools within the state.

Details of distribution of respondents by educational qualifications were presented in frequencies and percentages as contained in table 4.2

Table 4.2 Distribution of respondents by Education Qualifications

Designation	NCE		B.Ed		M.Ed		Others		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Ministry of Education officials	6	20.0	14	46.7	4	13.3	6	20.0	30	100.0
Zonal Educational officials	3	11.1	19	70.4	5	18.5	0	0.0	27	100.0
Principals	1	3.2	17	54.8	10	32.3	3	9.7	31	100.0
Teachers	68	27.9	138	56.6	7	2.9	31	12.7	244	100.0
Total	**78**	**23.5**	**188**	**56.6**	**26**	**7.8**	**40**	**12.0**	**332**	**100.0**

Table 4.2 reveals the educational qualifications of the respondents. In the category of the Ministry of Education officials, 6 (20.0%) had NCE, 14 (46.7%)

had B.Ed, 4 (13.3%) had acquired M.Ed and the remaining 6 (20.0%) had other qualifications. The Zonal Education officials group had 3 (11.1%) who had NCE as against 19 (70.4%) with B.Ed while 5(18.5%) had M.Ed. Among the Principals 1 (3.2%) had NCE as against 17 (54.8%) that had B.Ed, 10 (32.3%) of the principals had M.Ed and the remaining 3 representing 9.7% had other types of qualifications such as HND, Diploma and others. On the part of the teachers 68 (27.9%) of them had NCE while those with B.Ed degree were 138 (56.6%) as against 7 (2.9%) with the M.Ed degree and the remaining 31 (12.7%) of the respondents in this category had other forms of qualifications such as HND and PGDE.

From the distribution of the respondents in Table 4.2, it is evidently clear that the greater percentage (56.6%) of the group had at least B.Ed degree. Therefore, one could conclude that the group was professionally prepared to manage the affairs of the schools in the state.

In order to ascertain responses of respondents with regard to years of employment, table 4.3 was analysed in frequencies and percentages.

Table 4.3 Distribution of Respondents by Years of Employment

Designation	1-10years		11-20years		21-30years		>30years		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Ministry of Education officials	10	33.3	12	40.0	6	20.0	2	6.7	30	100.0
Zonal Education officials	0	0.0	0	0.0	21	77.8	6	22.2	27	100.0
Principals	0	0.0	0	0.0	19	61.3	12	38.7	31	100.0
Teachers	123	50.4	58	23.8	44	18.0	19	7.8	244	100.0
Total	133	40.1	70	21.1	90	27.1	39	11.7	332	100.0

Table 4.3 revealed the years of employment of the stakeholders. Ten (33.3%) of the Ministry of Education officials had worked for between 1 and 10 years, 12, representing 40.0%, had worked from 11 - 20 years as against 6 (20.0%) who

had worked for between 21 and 30 years. Others who had more than 30 years of employment were 2 (6.7%). The Zonal Education officials declared that 21 (77.8%) had 21-30 years of service while 6 representing 22.2% had more than 30 years working experience. None of the Zonal Education officials had less than 20 years of employment. This indicated that only experienced and professionally trained personnel who might have worked as teachers and/or school principals were promoted to the Zonal Education Office. The same trend was applicable to the Principal respondents where the table shows no record of employment for 1-20 years. Nineteen (61.3%) principals were employed for between 21 – 30 years while 12 (38.7%) had more than 30 year experience. The Table also showed that 123 (50.4%) teachers had been employed for between 1-10 years, 58 (23.8%) teachers fell within the 21-30 bracket, while 19 (7.8%) were within the range of 30 years and above. Table 4.3 shows that a higher percentage, 199 (60%) of the teachers had between 11 and 30 years working experience. This was an indication that the majority of the teachers were sufficiently experienced and competent in the job.

4.3 **Opinions of Respondents on Human Resource Management**

The first research question of this study aimed at determining the extent to which the Human Resources available to the secondary schools in the state were effectively managed. Thus, Table 4.4 shows the classification of the respondents' opinions in frequencies and percentages. Discussion of each of the items as well as the eventual conclusion is based on frequencies and percentages. A total of ten (10) items relating to human resource management were assessed by the four groups (Ministry of Education officials, Zonal Education officials, principals and teachers). The four point scale was re-categorised into agree and disagree for the presentation.

Table 4.4: Opinions of the respondents on Human Resource Management

S/N	Item Statement	Group of respondents	Disagree		Agree		Total
			Freq	%	Freq	%	
1	Teachers are posted to schools early	Ministry of Education officials	5	16.7	25	83.3	30
		Zonal Education officials	3	11.1	24	88.9	27
		Principals	29	93.5	2	6.5	31
		Teachers	221	90.6	23	9.4	244
2	Qualified staff are usually recruited ahead of time	Ministry of Education officials	22	73.3	8	26.7	30
		Zonal Education officials	23	85.2	4	14.8	27
		Principals	26	83.9	5	16.1	31
		Teachers	197	80.7	47	19.3	244
3	Remuneration of staff is quite encouraging and is regularly reviewed	Ministry of Education officials	22	73.3	8	26.7	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	25	80.6	6	19.4	31
		Teachers	195	79.9	49	20.1	244
4	Conflict among staff usually lingers before solution is sought	Ministry of Education officials	23	76.7	7	23.3	30
		Zonal Education officials	23	85.2	4	14.8	27
		Principals	25	80.6	6	19.4	31
		Teachers	204	83.6	40	16.4	244
5	There are cases of delay in promotion of staff	Ministry of Education officials	6	20.0	24	80.0	30
		Zonal Education officials	3	11.1	24	88.9	27
		Principals	21	67.7	10	32.3	31
		Teachers	181	74.2	63	25.8	244
6	There is regular supervision and evaluation of staff for quality output	Ministry of Education officials	4	13.3	26	86.7	30
		Zonal Education officials	4	14.8	23	85.2	27
		Principals	21	67.7	10	32.3	31
		Teachers	180	73.8	64	26.2	244
7	Approval is granted to staff recommended for training and development	Ministry of Education officials	7	23.3	23	76.7	30
		Zonal Education officials	3	11.1	24	88.9	27
		Principals	22	71.0	9	29.0	31
		Teachers	185	75.8	59	24.2	244
8	There are instances when PTA employ and pay staff on behalf of the government of the state	Ministry of Education officials	6	20.0	24	80.0	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	7	22.6	24	77.4	31
		Teachers	50	20.5	194	79.5	244
9	Though induction and orientation programmes are good, there is hardly enough time to do so each time new staff are posted to the school	Ministry of Education officials	21	70.0	9	30.0	30
		Zonal Education officials	23	85.2	4	14.8	27
		Principals	27	87.1	4	12.9	31
		Teachers	219	89.8	25	10.2	244
10	Principals are supervised to ensure that subordinate staff are fairly treated	Ministry of Education officials	9	30.0	21	70.0	30
		Zonal Education officials	3	11.1	24	88.9	27
		Principals	24	77.4	7	22.6	31
		Teachers	181	74.2	63	25.8	244

The indications in Table 4.4 were that management of teachers in the selected schools was not necessarily done professionally or with the intention of motivating them for better performances. This was clearly demonstrated by the

divergent respective percentage scores for the items. For example, in item one, 25 (83.3%) of the Ministry of Education officials and 24 (88.9%) of the Zonal Education officials were in agreement with the suggestion that teachers were posted to schools early but 29 (93.5%) of the Principals and 221 (90.6%) of the teachers who had in a better understanding of the situation did not agree with this suggestion. Since the last two groups (principals and teachers) were the end users of such management outcome, it would be expected that their opinion would be more authentic. In line with the opinions of principals and teachers, Obidoa (2005) found that, of a necessity, the number of teachers needed for a new session must be planned and determined before a new session starts. This helps the proper organisation of instruction and achievement of objectives. However, where teachers are not posted to schools in need, it is most likely that students would lack teachers in specific areas of study which might eventually devastate the system. Hence, early posting of staff to school is of paramount importance.

On the opinion of the respondents in item 2 which dwelt on whether qualified staff were usually recruited ahead of time, 8 (26.7%) of the Ministry of Education officials and 4 (14.8%) of the Zonal Education officials consented that staff were usually recruited ahead of time for schools that needed them while 26 (83.9%) of school principals and 197 (80.7) of teachers disagreed with this view. A cursory look at these percentages revealed that those who ran the day-to-day affairs of the schools had the highest percentage of disagreement; hence, it might be right to conclude that staff were not usually recruited ahead of time for schools that needed them. This also might be the reason why PTA employed staff when the need arose. However, such hurried employment exercise to fill vacuum

positions might not be professionally handled, hence meritocracy of such teachers most often than not are questionable.

Item 3 sought respondents' opinion on whether or not the remuneration of staff was quite encouraging and was regularly reviewed. A cursory look at the opinions indicated that only 8 (26.7) of the Ministry of Education officials and 25 (92.6%) Zonal Education officials agreed that remuneration of staff was quite encouraging and was regularly reviewed. On the contrary, 25 (80.6%) school principals and 195 (79.9%) disagreed with this notion. This suggested that the remuneration of staff did not meet the expectation of the staff. This might not be good for the system because the morale of the staff would be low and once this happened, the goal of the school would become difficult to attain. According to Otu (2000), a motivated staff is a happy staff and as such he would be ready to perform well on the job assigned to him. Hence staff must be well-motivated for goal attainment.

On whether or not conflict among staff usually lingered before solution was sought as indicated in item 4, the Ministry of Education officials 7 (23.3%) and Zonal Education officials 4 (14.8%) were in agreement with the idea that conflict among staff usually lingered before solution was sought. However, there were divergent opinions with higher percentage of the Principals 25 (80.6%) and 195 (79.9%) of the school teachers disagreeing with the statement. Therefore, the result suggested that various mechanisms of conflict resolution had been put in place to resolve any clash(es) that might ensue.

The responses to item 5, which elicited opinion from the groups on whether or not there were cases of delay in the promotion of staff indicated a divergent outcome. The result revealed that quite a large number including Principals 21 (67.7%) and 181 (74.2%) Teachers disagreed that there were cases

of delay in the promotion of staff. Moreover a greater percentage of the Ministry of Education officials 24 (80%) and Zonal Education officials 24 (88.9%) were in agreement that there were cases of delay in the promotion of staff. This contradiction of opinion suggested that there were occasions when delay in promotion of staff was experienced.

In response to item six, 26 (86.7%) of the Ministry of Education officials and 23 (85.2%) of the Zonal Education officials agreed that there were regular supervision and evaluation of staff for quality output in secondary schools in Osun state. However, the principals and teachers 21 (67.7%) and 180 (73.8%) respectively disagreed with the issue raised in item 6. The disparity between the groups at the ministry's level and school level was not expected. However, since more of the ministry officials than the stakeholders from the school level were in agreement with the opinion, it was an indication that schools were supervised, perhaps not as regularly as expected.

The incongruous stance taken by respondents with respect to item 7 showed a divergence in the opinions of the stakeholders with reference to whether or not recommended staff were granted approval for training. A very higher percentage of personnel at the secondary school level which comprised of principals and teachers 22 (71.0%) and 185 (75.8%) respectively, disagreed with this view. On the other hand, the Ministry 23 (76.7%) and Zonal Education officials 24 (88.9%) who were accountable to the government on the daily affairs of the schools agreed that staff recommended for training were granted express approval. These contrary points of view might be an indication that paper approval might not be the only approval required, which was why the Teachers and Principals' view was different from that of the Ministry of Education and Zonal Education officials. To this end, since the highest percentage of the

respondents disagreed with this view, it suggested therefore that staff recommended for approval for training were not granted such request(s) until proper arrangement had been put in place at the school level.

In response to the statement that there were instances when the Parent Teacher Association (PTA) employed and paid staff on behalf of the government of the state in item 8, the Ministry of Education officials 24 (80%), Zonal Education officials 25 (92.6%), Principals 24 (77.4%) and Teachers 194 (79.5%) all agreed to this view. This was an indication that the PTA occasionally employed and paid school staff especially when there was shortage of teachers. This giant stride taken by the PTA ensured continuous effectiveness of the school. It equally helped to bridge the gap that might ensue from lack of teachers with the students at the receiving end. Although the decision of the PTA was to ensure that no vacuum was created, the meritocracy and credibility of staff employed (especially teachers) should be looked into. This is because; due process of recruitment into the public office might be completely absent. From the result obtained, it could be deduced that there were instances where human resources in schools were insufficient, therefore, the PTA employed staff to relief the government of the ever increasing needs of the schools in the state.

Item 9 sought opinion from respondents on whether it was true that they hardly found time to conduct induction and orientation programmes despite their importance to newly employed staff. The result indicated that there was a consensus of opinion among the groups where the Ministry of Education officials 21 (70%), 23 (85.2%) of the Zonal Education officials, 27 (87.1%) Principals and 219 (89.8%) Teachers disagreed with the assertion. This showed that induction and orientation programmes were usually conducted for all staff.

Item 10 elicited for the opinions of the respondents on whether or not principals were supervised to ensure that subordinate staff were fairly treated. The result indicated that while the Ministry of Education officials 21 (70%) and Zonal Education officials 24 (88.9%) agreed to the assertion that principals were supervised to ensure that subordinate staff were fairly treated, Principals 24 (77.4%) and 181 (74.2%) Teachers disagreed. The disparity between the responses of these two categories was not expected. The implication of the outcome of this response could mean that the supervisory team (the Ministry of Education officials and Zonal Education officials) had not been doing their work well. This was because the principals themselves and teachers disagreed with the assertion.

4.4 **Opinions of Respondents on Material Resource Management**

The second research question of this study aimed at determining the extent to which the material resources available to the secondary schools in the state were effectively managed. Towards this end, Table 4.5 shows the classification of the respondents and their opinions in frequencies and percentages. A total of ten (10) items relating to material resource management were assessed by four groups (Ministry of Education officials, Zonal Education officials, principals and teachers).

Table 4.5: Opinions of the Respondents on Materials Resource Management

S/N	Item Statement	Group of respondents	Disagree		Agree		Total
			Freq	%	Freq	%	
11	There are sufficient classrooms and instructional materials for teaching- learning process	Ministry of Education officials	22	73.3	8	26.7	30
		Zonal Education officials	24	88.9	3	11.1	27
		Principals	25	80.6	6	19.4	31
		Teachers	195	79.9	49	20.1	244
12	All structures in the school are built according to right specification in length and width	Ministry of Education officials	20	66.7	10	33.3	30
		Zonal Education officials	24	88.9	3	11.1	27
		Principals	23	74.2	8	25.8	31
		Teachers	191	78.3	53	21.7	244
13	There are maintenance policies which guide the use of school materials	Ministry of Education officials	22	73.3	8	26.7	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	24	77.4	7	22.6	31
		Teachers	190	77.9	54	22.1	244
14	Reagents for preservation of scientific equipment and furniture are provided	Ministry of Education officials	21	70.0	9	30.0	30
		Zonal Education officials	3	11.1	24	88.9	27
		Principals	30	96.8	1	3.2	31
		Teachers	230	94.3	14	5.7	244
15	Equipment/facilities for teaching learning (e.g television, overhead projector, video machine and others) are adequately provided	Ministry of Education officials	26	86.7	4	13.3	30
		Zonal Education officials	20	74.1	7	25.9	27
		Principals	30	96.8	1	3.2	31
		Teachers	240	98.4	4	1.6	244
16	Renovation of school structures is regularly supervised	Ministry of Education officials	25	83.3	5	16.7	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	21	67.7	10	32.3	31
		Teachers	168	68.9	76	31.1	244
17	There are cracked walls and floors in classrooms in schools	Ministry of Education Officials	5	16.7	25	83.3	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	26	83.9	5	16.1	31
		Teachers	198	81.1	46	18.9	244
18	Principals and staff are not punished over misused physical facilities in the school	Ministry of Education officials	20	66.7	10	33.3	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	30	96.8	1	3.2	31
		Teachers	222	91.0	22	9.0	244
19	Facilities used for social gathering in schools are not supervised to ensure that they are returned to their original position after use	Ministry of Education officials	6	20.0	24	80.0	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	23	74.2	8	25.8	31
		Teachers	177	72.5	67	27.5	244
20	Apply preventive measure on school physical facilities	Ministry of Education officials	6	20.0	24	80.0	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	18	58.1	13	41.9	31
		Teachers	150	61.5	94	38.5	244

From Table 4.5, it could be noted that for item 11 which solicited responses on whether or not there were sufficient classrooms and instructional materials for teaching-learning process, a higher fraction of all the stakeholders disagreed with the notion which said that there were sufficient classrooms and instructional materials for teaching-learning process. The percentages of the respondents in these groups were 22 (73.3%) Ministry of Education officials, 24 (88.9%) Zonal Education officials, 25 (80.6%) school Principals, and 195 (79.9%) Teachers. It was obvious from this result that there were no sufficient classrooms and instructional materials for teaching-learning process.

Item 12 sought to find out if all structures in schools were built according to right specification in length and width. Responses from all the groups including the Ministry of Education officials 20 (66.7%), Zonal Education officials 24 (88.9%), Principals 23 (74.2%) and 191 (78.3%) Teachers all disagreed with the assertion as against a smaller percentage of the groups who agreed with the notion. From this outcome it could be concluded that not all structures in schools (especially the rural areas) followed the right specifications.

From the submission of the respondents on item 13 as to whether or not there was maintenance policy in all schools which helped to preserve school materials, the Ministry of Education officials 22 (73.3%), Principals 24 (77.4%) and Teachers 190 (77.9%) disagreed with this view while 25 (92.6%) of Zonal Education officials agreed with the question. Going by the responses to item 13, quite a large number of respondents agreed that there was maintenance policy. On the other hand, the only group who was in disagreement was the Zonal Education officials. Unfortunately, the Zonal Education officials were much closer to the schools than the Ministry of Education officials. This being the case, it was

most likely that not many schools strictly followed the laid down policy if at all such policy existed.

With regard to whether or not reagents for preservation of scientific equipment and furniture were provided in item 14, a higher percentage of the Ministry of Education officials 21 (70%), school Principals 30 (96.8%) and Teachers 230 (94.3%) disagreed with the notion as against 24 (88.9%) of Zonal Education officials who agreed with the view. This showed that reagents for preservation of scientific equipment and furniture were insufficient or short in supply.

Item 15, which stated that facilities for teaching-learning were adequately provided was refuted by all the groups with 26 (86.7%) of the Ministry of Education, 20 (74.1%) of Zonal Education officials, 30 (96.8%) Principals and 240 (98.4%) Teachers. This suggested that facilities for teaching-learning were not adequately provided in schools.

Item 16 was based on whether or not renovations of schools were regularly supervised. It was believed by a higher percentage of the Ministry of Education officials 25 (83.3%), Principals 21 (67.7%) and Teachers 168 (68.9%) that renovations of schools were regularly supervised while 23 (92.6%) of the Zonal Education officials agreed with this view.

It was submitted by the Ministry of the Education officials 25 (83.3%) and Zonal Education officials 25 (92.6%), a significant percentages of the groups, that there were cracked walls and floors in schools. On the contrary, the end users of this material resource had a conflicting opinion when school Principals 26 (83.9%) and Teachers 198 (81.1%) refuted this stance. One wonders why the contradiction especially from the end users. Ordinarily, it was expected that the end users, that is, the principals and teachers would be the first group to identify

and lay complaints about areas which needed the attention of the government instead of the Ministry and Zonal Education officials. Unfortunately, the supervisory team seemed to have discovered this problem rather than the end users themselves. Therefore, it could be concluded that there were schools where cracked walls and floors in classrooms were yet to be taken care of.

The opinion of most of the respondents to item 18, which stated that principals and staff were punished over the misuse of school physical facilities, was not equally accepted. The Ministry of Education officials 20 (66.7%), Principals 30 (96.8%) and 222 (91%) Teachers agreed with the notion while 25 (92.6%) Zonal Education officials disagreed that principals and staff were not punished over the misuse of physical facilities in the schools.

The perception of the respondents on item 19 was negative on one side and positive on the other hand. While a higher fraction of the respondents 24 (80%) of the Ministry of Education officials, 25 (92.6%) of the Zonal Education officials agreed that facilities used for social gathering in schools were not supervised to ensure that they were returned to their original position after use, 23 (74.2%) Principals and 177 (72.5%) Teachers disagreed with the view. The opinion of the supervisory team from this analysis pointed to the fact that supervision of facilities used for social gathering was not adequate.

Responses of respondents to item 20 revealed that the Ministry of Education officials 24 (80%) and Zonal Education officials 25 (92.6%) agreed that preventive measures on school physical facilities were applied. However, over half of the end users which consisted of Principals 18 (58.1%) and Teachers 150 (61.5%) had a contrary view.

4.5 Opinions of Respondents on Financial Resource Management

The third research question of this study aimed at determining the extent to which the financial resources available to the secondary schools in the state were effectively managed. To this end, Table 4.6 shows the classification of the respondents' opinions in frequencies and percentages. A total of ten (10) items relating to financial resource management were assessed by the four groups (Ministry of Education officials, Zonal Education officials, principals and teachers).

Table 4.6: Opinions of the Respondents on Financial Resources Management

SN	Item Statement	Group of respondents	Disagree		Agree		Total
			Freq	%	Freq	%	
21	Sufficient fund/imprest are allocated to schools annually	Ministry of Education officials	8	26.7	22	73.3	30
		Zonal Education officials	25	92.6	2	7.4	27
		Principals	21	67.7	10	32.3	31
		Teachers	159	65.2	85	34.8	244
22	PTA, philanthropists and non-governmental organisations donate money to schools	Ministry of Education officials	22	73.3	8	26.7	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	15	48.4	16	51.6	31
		Teachers	116	47.5	128	52.5	244
23	Internally generated revenue are not usually utilised for the purpose of maintaining school	Ministry of Education officials	22	73.3	8	26.7	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	14	45.2	17	54.8	31
		Teachers	123	50.4	121	49.6	244
24	Staff salaries are delayed sometimes due to insufficient fund	Ministry of Education officials	8	26.7	22	73.3	30
		Zonal Education officials	25	92.6	2	7.4	27
		Principals	18	58.1	13	41.9	31
		Teachers	119	48.8	125	51.2	244
25	There are instances where staff are not granted approval for conferences due to financial implications, moreso that the problem of insufficient fund is yet to be resolved in the state	Ministry of Education officials	4	13.3	26	86.7	30
		Zonal Education officials	25	92.6	2	7.4	27
		Principals	18	58.1	13	41.9	31
		Teachers	90	36.9	154	63.1	244
26	The account records in schools are usually subjected to auditing	Ministry of Education officials	5	16.7	25	83.3	30
		Zonal Education officials	25	92.6	2	7.4	27
		Principals	2	6.5	29	93.5	31
		Teachers	72	29.5	172	70.5	244
27	Allocation of funds to schools is based on their performance in the previous years	Ministry of Education officials	28	93.3	2	6.7	30
		Zonal Education officials	25	92.6	2	7.4	27
		Principals	24	77.4	7	22.6	31
		Teachers	177	72.5	67	27.5	244
28	Allocation of funds to schools is based on such amount as approved only by the state government, whether sufficient or insufficient (discretion funding)	Ministry of Education officials	4	13.3	26	86.7	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	7	22.6	24	77.4	31
		Teachers	83	34.0	161	66.0	244
29	There are instances when funds allocated to schools are diverted to other important areas	Ministry of Education officials	26	86.7	4	13.3	30
		Zonal Education officials	24	88.9	3	11.1	27
		Principals	24	77.4	7	22.6	31
		Teachers	164	67.2	80	32.8	244
30	Salaries are paid to ghost workers even when identified as non-existent in the school work force	Ministry of Education officials	26	86.7	4	13.3	30
		Zonal Education officials	25	92.6	2	7.4	27
		Principals	28	90.3	3	9.7	31
		Teachers	177	72.5	67	27.5	244

From Table 4.6, item 21 of the questionnaire demanded responses on the level of sufficiency of fund/imprest allocated to schools annually. All the respondents disagreed with the assertion except one category that was in agreement. The percentages of those in disagreement were, Zonal Education officials 25 (92.6%), Principals 21 (67.7%) and 159 (65.2%) Teachers as against the Ministry of Education officials 22 (73.3%) whose responses were in the affirmative. In as much as three essential groups of respondents disagreed about the sufficiency of fund and one group agreed, chances were that fund allocated to schools per year was insufficient.

Item 22 sought to confirm whether or not the PTA, philanthropists and non-governmental organisations donated money to schools. Majority of the respondents affirmed this to be so. This was indicated where a significant proportion of respondents including Zonal Education officials 25 (92.6%), school Principals 16 (51.6%) and 128 (52.5%) Teachers responded positively to the enquiry while the Ministry of Education officials 22 (73.3%) disagreed with the view. One wondered why there was such disparity between the groups in their response to the question. It was possible that such income was usually expended within the schools to meet other needs rather than remitting it to the Ministry. However, the result of this analysis showed that the PTA, philanthropists and non-governmental organisations donated money to schools.

Majority of the respondents agreed on item 23 that internally generated revenues were not usually utilised for the purpose of maintaining schools. This could be seen from Table 4.6 that 25 (92.6%) of the Zonal Education officials and 17 (54.8%) Principals agreed with the notion as against 22 (73.3%) of the Ministry of Education officials and 123 (50.4%) Teachers who were in disagreement. Since the greater percentage of the respondents agreed, the result

showed that internally generated revenues were not usually utilised for maintaining schools.

Item 24, which inquired on whether or not there were instances where staff salaries were delayed due to insufficient fund, indicated that a higher percentage of 25 (92.6%) of the Zonal Education officials and 18 (58.1%) of Principals disagreed with this view. On the contrary, the Ministry of Education officials 22 (73.3%) and Teachers 125 (51.2%) agreed. With this result, it could be concluded that the respondents were of the view that staff salaries were sometimes delayed due to insufficient fund from the stage government.

It was agreed by a significant number of respondents that staff were not always granted approval for conferences due to financial implications. Moreover, the problem of insufficient fund was yet to be resolved in the state. This was observed in item 25 by the Ministry of Education officials 26 (86.7%) and 154 (63.1%) Teachers who were in affirmative as against the Zonal Education officials 25 (92.6%) and 18 (58.1%) Principals who refuted this stance. This outcome pointed to the fact that there were instances when approval for conferences was not granted to staff due to financial challenges, especially because of insufficiency of fund. Nevertheless, it was expected that necessary measures be taken to beef up training of staff more especially that the National Policy on Education (2004) stipulates that no educational system can rise above the quality of the teachers. If quality input begets quality output, training of staff should be given priority.

The popular view among the respondents with reference to item 26 was that account records in schools were usually subjected to auditing as Ministry of Education officials 25 (83.3%), Principals 29 (93.5%) and 172 (70.5%) Teachers affirmed this to be so. Meanwhile, the Zonal Education officials 25 (92.6%)

disagreed with this view. This analysis indicated that account records in schools were usually subjected to auditing to discourage fraud though the Zonal Education officials who were expected to have an update information on auditing exercises in the schools disagreed with the statement. It might be that these supervisory team had not been visiting schools in their zones regularly.

The stance taken by most respondents on item 27 showed that allocation of funds to schools was not based on their performance in the previous years. The consensus reached by the groups indicated that Ministry of Education officials 28 (93.3), Zonal Education officials 25 (92.6%), Principals 24 (77.4%) and 177 (72.5%) Teachers were in agreement with this assertion. With respect to this view expressed by the stakeholders, one might conclude that allocation of funds to schools were not based on their performance in the previous years though appraisals of previous financial transactions are necessary to help prudent spending.

With regard to the statement that there were instances when funds allocated to schools were diverted to other important areas, responses of all the stakeholders were affirmative. Twenty six (86.7%) Ministry of Education officials, 24 (88.9%) of the Zonal Education officials, 24 (77.4%) Principals, 164 (67.2%) Teachers agreed that there were instances when funds allocated to schools were diverted to other important areas. When money allocated and approved for specific areas in the schools were diverted to other areas, the specific area for which the money was originally meant might remain unattended to if the fund was not replaced. The outcome of this anomaly might lead to deficiency in the operation of the school, especially the areas not attended to.

Item 30, which enquired whether or not salaries were paid to ghost workers even when such were identified, showed that respondents were not in

agreement with the statement. The responses indicated that 26 (86.7%) Ministry of Education officials, 25 (92.6%) of the Zonal Education officials, 28 (90.3%) of Principals and 177 (72.5%) of Teachers refuted this stance. This was an indication that only those identified as actual workers were paid salaries which justified wise spending.

4.6 **Opinions of Respondents on Time Resource Management**

The fourth research question of this study aimed at determining the extent to which the time resource available to the secondary schools in the state were effectively managed. Thus, Table 4.7 shows the classification of the respondents' opinions in frequencies and percentages. A total of ten (10) items relating to time resource management were assessed by the four groups (Ministry of Education officials, Zonal Education officials, principals and teachers).

Table 4.7.: Opinions of the Respondents on Time Resource Management

SN	Item Statement	Group of respondents	Disagree		Agree		Total
			Freq	%	Freq	%	
31	The Ministry of Education provides uniform calendar for effective running of schools in the state	Ministry of Education officials	5	16.7	25	83.3	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	3	9.7	28	90.3	31
		Teachers	49	20.1	195	79.9	244
32	It is mandatory for each school to have a general time table	Ministry of Education officials	4	13.3	26	86.7	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	4	12.9	27	87.1	31
		Teachers	16	6.6	228	93.4	244
33	The time available to the school for its programme and activities is sufficient	Ministry of Education officials	7	23.3	23	76.7	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	10	32.3	21	67.7	31
		Teachers	96	39.3	148	60.7	244
34	Teachers lack adequate skill in managing the time available for school activities	Ministry of Education officials	24	80.0	6	20.0	30
		Zonal Education officials	25	92.6	2	7.4	27
		Principals	24	77.4	7	22.6	31
		Teachers	161	66.0	83	34.0	244
35	Timing for regular staff meetings in the school interferes with teaching and learning activities	Ministry of Education officials	6	20.0	24	80.0	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	6	19.4	25	80.6	31
		Teachers	83	34.0	161	66.0	244
36	A good time-table helps the school to accomplish its pre-determined instructional goals	Ministry of Education officials	4	13.3	26	86.7	30
		Zonal Education officials	4	14.8	23	85.2	27
		Principals	3	9.7	28	90.3	31
		Teachers	12	4.9	232	95.1	244
37	A good time-table should be student friendly (centred) in order to maximize learning opportunities	Ministry of Education officials	19	63.3	11	36.7	30
		Zonal Education officials	3	11.1	24	88.9	27
		Principals	5	16.1	26	83.9	31
		Teachers	29	11.9	215	88.1	244
38	Continuous assessment and examinations are properly scheduled on the school time	Ministry of Education officials	5	16.7	25	83.3	30
		Zonal Education officials	3	11.1	24	88.9	27
		Principals	4	12.9	27	87.1	31
		Teachers	23	9.4	221	90.6	244
39	School/class attendance by students are well monitored to ensure promptness	Ministry of Education officials	6	20.0	24	80.0	30
		Zonal Education officials	3	11.1	24	88.9	27
		Principals	3	9.7	28	90.3	31
		Teachers	30	12.3	214	87.7	244
40	Principals spend about two thirds of their time in school on business (dealing with contractors, visitors, etc) than on curriculum and instructional activities	Ministry of Education officials	28	93.3	2	6.7	30
		Zonal Education officials	24	88.9	3	11.1	27
		Principals	28	90.3	3	9.7	31
		Teachers	218	89.3	26	10.7	244

From Table 4.7, item 31 of the questionnaire sought responses from the stakeholders with regard to the Ministry of Education providing uniform

calendar for effective running of the schools in the state. The outcome revealed that there was a consensus of opinions where the Ministry of Education officials 25 (83.3%), Zonal Education officials 25 (92.6%), Principals 28 (90.3%) and 195 (79.9%) Teachers agreed that the statement was right. This suggested that uniform calendar was provided for the use of schools within the state. This was an indication that part of the steps towards achieving the goals of secondary education in the state had been achieved.

From the view of the respondents in item 32, it is evidently clear that all the stakeholders affirmed that it was mandatory for each school to have a general time table. Their opinions showed that 26 (86.7%) Ministry of Education officials, 25 (92.6%) Zonal Education officials, 27 (87.1%) Principals and 228 (93.4%) Teachers agreed that the statement was correct. To prevent a laissez faire (let the people do what they want) attitude on the part of personnel in the school, general time table becomes mandatory. This helps to co-ordinate all the subjects taught in the school, change of lessons, break time, resumption as well as closing time.

A consensus opinion was reached in item 33 where all the responses to the assertion proved affirmative. Twenty-three (76.7%) of the Ministry of Education officials, 25 (92.6%) of Zonal Education officials, 21 (67.7%) of school Principals and 148 (60.7%) of Teachers agreed that the time available to the schools for their programmes and activities was sufficient. This was an indication that the principals, and teachers were able to carry out their instructional activities and all other assignment within the time frame allotted to the school. The zonal education officials and the ministry of education officials are the supervisory unit to the school. They might have one time or the other interviewed the teachers and principals during their visits to schools on time management. Their

agreement to sufficiency of time in schools might have been as a result of the outcome of their visits to schools in the state. Hence, they all consented that time allocated were sufficient for school programmes.

The perception of the respondents on item 34 was negative where the Ministry of Education officials 24 (80%), Zonal Education officials 25 (92.6%), Principals 24 (77.4%), and 166 (66%) Teachers disagreed that teachers lacked adequate skill in managing the time available for school activities. This shows that the time earmarked for specific activities was well utilised.

Item 35 sought responses in respect of the interference of timings fixed for regular staff meeting in the schools which disrupted teaching and learning activities. The groups claimed that the statement was true whereby the Ministry of Education officials 24 (80%), Zonal Education officials 25 (92.6%), Principals 25 (80.6%) and 161 (66%) Teachers were in agreement with the statement. From the foregoing, it is obvious that the time fixed for regular staff meetings usually interrupted school activities in the schools. Staff meetings are essential activities in the school which must not be neglected. As observed by Afolayan (1982), staff meeting affords the principal to meet all the staff, a forum for economic purposes and means of communication. It enhances effective communication where issues are addressed and redressed. Nevertheless, meetings must not in any way interfere with teaching and learning. Therefore, proper timing must be considered.

A consensus was equally reached by the groups on item 36 where 26 (86.7%) of the Ministry of Education officials, 23 (85.2%) of the Zonal Education officials, 28 (90.3%) Principals and 232 (95.1%) of the Teachers agreed that a good timetable helped the school to accomplish its pre-determined instructional goals. The question was related to what makes a good time table. A good

timetable is usually prepared to cover all subjects offered in the school, takes into consideration difficult subjects which must be properly placed to enhance better performance and understanding. In addition, it gives room for break periods, resumption and closing time.

Item 37 which inquired whether or not a good timetable should be student friendly in order to maximise learning opportunities showed that very significant percentage of respondents which includes 24 (88.9%) Zonal Education officials, 26 (83.9%) Principas, 215 (88.1%) Teachers whose response were affirmative as against 19 (63.3%) Ministry of Education officials who disagreed with the idea. Going by the outcome of the analysis, it is glaring that a good timetable should be student friendly in order to maximise learning opportunities. Subjects like Mathematics and English should take morning periods, and other subjects can come after. Necessary teaching aids should be made available to present concepts as real as possible to students. Time should be allotted for co-curricular activities as well as excursions and field trips.

The Ministry of Education officials 25 (83.3%), Zonal Education officials 24 (88.9%), Principals 27 (87.1%) and 221 (90.6%) of Teachers agreed to the question raised in item 38 that continuous assessments and examinations were properly scheduled on the school time. This suggested proper organisation and prevention of last minute rush which most often than not result into errors and lapses.

The groups had a consensus on item 39 with the Ministry of Education officials 24 (80%), Zonal Education officials 24 (88.9%), Principals 28 (90.3%), and 214 (87.7%) Teachers were affirmative. This statement was in respect of whether or not class attendance by students were well monitored to ensure promptness.

Item 40 showed that all the respondents were not in support of the statement that principals spend about two thirds of their time in school on business (dealing with contractors, visitors, parents etc) than on curriculum and instructional activities. This was indicated on the table where 28 (93.3%) Ministry of Education officials, 24 (88.9%) Zonal Education officials, 28 (90.3%) Principals and 213 (89.3%) Teachers refuted the idea.

4.7 **Opinions of Respondents on Challenges to Resource Management**

The fifth research question of this study sought to ascertain the challenges to resource management in secondary schools in the state. Hence, Table 4.8 shows the classification of the respondents' opinions in frequencies and percentages. A total of ten (10) items relating to challenges to resource management were assessed by the four groups (Ministry of Education officials, Zonal Education officials, principals and teachers).

Table 4.8: Opinions of the Respondents on Challenges to Resource Management

SN	Item Statement	Group of Respondents	Disagree		Agree		Total
			Freq	%	Freq	%	
41	Staff are not usually posted on time to schools	Ministry of Education officials	5	16.7	25	83.3	30
		Zonal Education officials	24	88.9	3	11.1	27
		Principals	6	19.4	25	80.6	31
		Teachers	53	21.7	191	78.3	244
42	Teaching staff posted to rural areas usually do not like the posting	Ministry of Education officials	4	13.3	26	86.7	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	3	9.7	28	90.3	31
		Teachers	40	16.4	204	83.6	244
43	Financial challenges hinder smooth running of the school	Ministry of Education officials	4	13.3	26	86.7	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	11	35.5	20	64.5	31
		Teachers	44	18.0	200	82.0	244
44	Despite all necessary maintenance measures put in place in school concerning material resources, staff and students still find it difficult to preserve school physical facilities	Ministry of Education officials	24	80.0	6	20.0	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	17	54.8	14	45.2	31
		Teachers	113	46.3	131	53.7	244
45	There are cases of misappropriation of funds in the school	Ministry of Education officials	8	26.7	22	73.3	30
		Zonal Education officials	25	92.6	2	7.4	27
		Principals	25	80.6	6	19.4	31
		Teachers	173	70.9	71	29.1	244
46	Some staff are fond of coming to school late	Ministry of Education officials	22	73.3	8	26.7	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	18	58.1	13	41.9	31
		Teachers	147	60.2	97	39.8	244
47	Principals and staff spend most of their time attending to visitors	Ministry of Education officials	28	93.3	2	6.7	30
		Zonal Education officials	25	92.6	2	7.4	27
		Principals	28	90.3	3	9.7	31
		Teachers	227	93.0	17	7.0	244
48	Staff remuneration is poor which causes divided loyalty among staff in the school	Ministry of Education officials	23	76.7	7	23.3	30
		Zonal Education officials	2	7.4	25	92.6	27
		Principals	15	48.4	16	51.6	31
		Teachers	154	63.1	90	36.9	244
49	More time is needed for some administrative role of the principal	Ministry of Education officials	25	83.3	5	16.7	30
		Zonal Education officials	3	11.1	24	88.9	27
		Principals	11	35.5	20	64.5	31
		Teachers	123	50.4	121	49.6	244
50	There are problems of keeping appropriate record of staff and school physical facilities in the school	Ministry of Education officials	25	83.3	5	16.7	30
		Zonal Education officials	23	85.2	4	14.8	27
		Principals	26	83.9	5	16.1	31
		Teachers	193	79.1	51	20.9	244

From Table 4.8, item 41 showed that majority of the respondents agreed that staff were not usually posted on time to schools. This was reflected in their

responses where 25 (83.3%) of the Ministry of Education officials, 25 (80.6%) of the Principals and 191 (78.3%) of Teachers all agreed. On the other hand, 24 (88.9%) Zonal Education officials objected to the view.

The consensus reached by all the respondents on item 42 indicated that staff posted to rural areas usually did not like the posting. This was revealed in their responses where 26 (86.7%) of the Ministry of Education officials, 25 (92.6%) of Zonal Education officials, 28 (90.3%) of the Principals and 204 (83.6%) Teachers agreed with the statement. It is clear that urban area are better than the rural area due to the level of development which ranges from good roads, communication facilities, pipe borne water and internet facilities. The rejection of posting to the rural area by teachers might not be for any other reason than underdevelopment. Life in rural area is characterised with nonexistence of social amenities such as electricity, communication networks, pipe borne water, good roads and recreational centres.

Item 43 sought responses from the groups on whether or not there were financial challenges which hindered the smooth running of the schools. The response of the stakeholders was in the affirmative where their percentages reflected that 26 (86.7%) Ministry of Education officials, 25 (92.6%) Zonal Education officials, 20 (64.5%) Principals and 200 (82%) Teachers were in agreement with the view.

Item 44 stated that despite all necessary maintenance measures put in place in schools concerning material resources, staff and students still found it difficult to preserve school physical facilities. The opinions of higher percentage of the respondents including the Ministry of Education officials 24 (80%) and school Principals 17 (54.8%) countered this statement while Zonal Education officials with 25 (92.6%) and 131 (53.7%) Teachers agreed with the notion. The

difference in the responses suggested that staff and students ensured that school facilities were preserved following the laid down rules in some schools and in other schools these rules might have not been followed.

With reference to whether or not there were cases of misappropriation of funds in the schools, there was agreement by the groups of respondents except one which disagreed. This is shown with a higher percentage of responses on item 45 where Zonal Education officials with 25 (92.6%), Principals 25 (80.6%) and 173 (70.9%) of Teachers were in disagreement. On the contrary, only the Ministry of Education officials with 22 (73.3%) agreed that there were cases of misappropriation of funds in the schools. This trend indicated that there were traces of misappropriation of funds in schools since government representatives conceived such ideas. Here, the percentage of respondents who disagreed with this stance were higher than those who agreed. Therefore, it suggested that misappropriation of funds existed in the school. Misappropriation of resources not only fund in a school setting and indeed in any other organisation is a form of corrupt practice which impedes successful implementation of predetermined goals and objectives of the school. Regrettably, this problem is an endemic problem that has been in existence from the inception of formal education in Nigeria.

A similar trend was observed on item 46 where the Ministry of Education officials 22 (73.3%), Principals 18 (58.1%) and 147 (60.2%) Teachers disagreed that some staff in the schools were fond of coming to school late. Conversely, 25 (92.6%) Zonal Education officials agreed with the notion.

The assertion that principals and staff spend most of their time attending to visitors was refuted by all the respondents in respect of item 47. The responses showed that 28 (93.3%) Ministry of Education officials, 25 (92.6%)

Zonal Education officials, 28 (90.3%) Principals, and 227 (93%) Teachers were not in support of the statement. Thus, it could be said that all the teaching staff including the principals spent their time doing the assignment given to them. Moreso, none of the tasks was allowed to suffer at the expense of the other.

With reference to item 48, the outcome showed that there was a marked difference in the opinions of the groups. While a very high percentage of the respondents including the Zonal Education officials 25 (92.6%), Principals 16 (51.6%) agreed that staff remuneration was poor which caused divided loyalty among staff in the schools, the remaining respondents disagreed with 23 (76.7%) Ministry of Education officials and 154 (63.1%) Teachers respectively. It was surprising that the teachers who were at the receiving end did not agree that their remuneration was poor. It was presumed that they should demand for more because they were at the centre of activities in the school. Nevertheless, the majority opinion was that staff remuneration was poor and as a result divided loyalty became evident among staff.

Similarly, in item 49, a large percentage of respondents, Zonal Education officials 24 (88.9), Principals 20 (64.5%), claimed that there was insufficient time for the achievement of administrative functions in the school for the principals. On the other hand, 25 (83.3%) Ministry of Education officials and 123 (50.4%) Teachers disagreed. With this scenario, one may say that the Ministry of Education was not willing to reduce the programmes scheduled for the schools nor were they ready to extend the time. The Teachers also held the same view as the Ministry of Education officials. But, since the popular opinion most likely reflected the reality, principals should learn to delegate, prevent time wasters and avoid procrastination (Obi, 2003).

There was a consensus of opinion on item 50 of the questionnaire which states that there are problems of keeping appropriate record of staff and school facilities in the schools. All the respondents including the Ministry of Education officials 25 (83.3%), Zonal Education officials 23 (85.2%), Principals 26 (83.9%) and 193 (79.1%) of the Teachers refuted the view. Going by the outcome, one may say that not much problem was encountered in keeping appropriate record of staff and school physical facilities in the schools.

4.8 Hypotheses Testing

Hypotheses formulated along the objectives and research questions of the study were aimed at determining possible significant difference in the opinions of the groups of respondents on human, material, financial and time resources. The challenges to the management of the resources in the schools were examined. The Analysis of Variance was used to test the hypotheses at 0.05 significant level. The hypotheses were tested as follows:

Hypothesis I: There is no significant difference in the opinions of stakeholders on the effective management of human resources in secondary schools in Osun state.

The opinions of the stakeholders of the selected secondary schools in Osun state, who were Teachers, Principals, Zonal Education officials and Ministry of Education officials, on the management of human resources of the schools as tabulated on Table 4.4 was the dependent variable used for the hypothesis. The test was carried out with the aid of the analysis of variance procedure because of the multiple levels of the independent variable (stakeholders). A summary of the analysis of variance model for the hypothesis is presented in Table 4.9.

Table 4.9: Summary of Analysis of Variance on Management of Human Resources in Secondary Schools in Osun State by the Stakeholders

Sources	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	43.87349	3	14.6245	59.0356	0.000
Within Groups	81.25326	328	0.247723		
Total	125.1267	331			

(F-critical = 2.60, P < 0.05)

The test revealed significant variability in the opinions of the different groups of stakeholders of the schools on the management of human resources. The observed F-value (59.0356) for the test was higher than the critical value of 2.60 at 3, 328 degree of freedom. The observed level of significance (0.000) for the test was lower than 0.05 fixed for the test (P < 0.05). By these observations, the null hypothesis which says that, there is no significance difference in the opinions of stakeholders on the effective management of human resources in secondary schools in Osun state was therefore rejected.

The mean scores for the different groups on the management of human resources of the schools are tabulated in Table 4.10. This shows the mean score differences among the groups and their differences.

Table 4.10: Mean scores on Management of Human Resources by Stakeholders of the Schools

Groups	N	Mean	Std. Deviation	Std. Error
Ministry of Education officials	30	2.756667	0.472472	0.086261
Zonal Educational officials	27	2.985185	0.508167	0.097797
Principals	31	1.93871	0.51619	0.09271
Teachers	244	1.905738	0.497202	0.03183
Total	332	2.073494	0.614839	0.033744

The Ministry of Education officials and Zonal Educational officials had higher mean scores indicating their agreement with the adequacy of the human resources management but the Principals and Teachers did not agree as

indicated by their mean scores in the table. The highest score as shown in the table was that of the Zonal Educational officials followed by that of the Ministry of Education officials. There did not seem to be a major variability in the opinion of the teachers and that of the principals on the management of human resources in the selected schools. To determine the group that was significantly different from the others on the management of human resources, a post hoc test was performed on the mean scores using the Scheffe procedure. The result is summarised in Table 4.11.

Table 4.11: Result of Scheffe test on the Mean Scores of the Groups

(I) Designation	(J) Designation	Mean Difference(I-J)	Std. Error	Sig.
Ministry of Education officials	Zonal Educational officials	-.22852	.13203	.394
	Principals	.81796(*)	.12747	.000
	Teachers	.85093(*)	.09629	.000
Zonal Educational officials	Ministry of Education officials	.22852	.13203	.394
	Principals	1.04648(*)	.13102	.000
	Teachers	1.07945(*)	.10095	.000
Principal	Ministry of Education officials	-.81796(*)	.12747	.000
	Zonal Educational officials	-1.04648(*)	.13102	.000
	Teachers	.03297	.09490	.989
Teachers	Ministry of Education officials	-.85093(*)	.09629	.000
	Zonal Educational officials	-1.07945(*)	.10095	.000
	Principals	-.03297	.09490	.989

* The mean difference is significant at the .05 level

The test revealed that the Ministry of Education officials and the Zonal Education officials were significantly different from the Principals and Teachers in their opinion on the human resources management. Between the Ministry of education officials and the Zonal Education officials, no significant difference was observed and between the principals no significant difference was observed in their opinion on the human resources management.

Hypothesis II: There is no significant difference in the opinions of stakeholders on the management of material resources in secondary schools of Osun state.

The mean scores of the different groups on the management of the material resources available to the schools as examined in Table 4.5 was used in the test of this hypothesis as the dependent variable. The analysis of variance was used for the test. Table 4.12 presents a summary of the analysis of variance model.

Table 4.12: Analysis of Variance on Management of Material Resources in Secondary Schools of Osun State by Stakeholders

Sources	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	63.08486	3	21.02829	65.11763	0.000
Within Groups	105.9203	328	0.322928		
Total	169.0052	331			

(F-critical=2.60, P<0.05)

The result revealed a significant difference in the opinions of the groups on the management of the material resources of the schools. This was deduced from the observed F-values of 65.11763 which was higher than the critical value of 2.60 at the same degree of freedom (3, 328). The observed level of significance (0.000) for the test was less than the fixed level of 0.05 (P <0.05). By these observations, the null hypothesis that says there is no significant difference in the opinions of stakeholders on the management of material resources in secondary schools of Osun state was therefore rejected.

The mean scores by the different groups on the management of the material resources of the schools are tabulated along their respective standard deviations and standard errors in Table 4.13. It also shows the mean score differences among the groups and their differences.

Table 4.13: Mean scores on Management of Material Resources by Stakeholders of the Schools

Groups	N	Mean	Std. Deviation	Std. Error
Ministry of Education officials	30	2.363333	0.688067	0.125623
Zonal Education officials	27	3.103704	0.556418	0.107083
Principals	31	1.609677	0.538736	0.09676
Teachers	244	1.634836	0.55716	0.035669
Total	332	1.817771	0.714556	0.039216

The Zonal Education officials had the highest mean score on the material resources management followed by the Ministry of Education officials. The Zonal Education officials and the Ministry of Education officials were of the opinion that the material resources of the schools were adequately managed while the teachers and the principals had a contrary opinion. The variability between the scores of the principals and the teachers on the variable was very small as indicated in the table. However, the Scheffe procedure was used to determine the group that was significantly different from the others in the means. The result is summarised in Table 4.14.

Table 4.14: Result of Scheffe test on the Mean Scores of the Stakeholders on the Management of Material Resources in the Schools.

(I) Designation	(J) Designation	Mean Difference (I-J)	Std. Error	Sig.
Ministry of Education officials	Zonal educational officials	-.74037(*)	.15075	.000
	Principals	.75366(*)	.14554	.000
	Teachers	.72850(*)	.10994	.000
Zonal Education officials	Ministry of education officials	.74037(*)	.15075	.000
	Principals	1.49403(*)	.14959	.000
	Teachers	1.46887(*)	.11526	.000
Principals	Ministry of education officials	-.75366(*)	.14554	.000
	Zonal educational officials	-1.49403(*)	.14959	.000
	Teachers	-.02516	.10835	.997
Teachers	Ministry of education officials	-.72850(*)	.10994	.000
	Zonal educational officials	-1.46887(*)	.11526	.000
	Principals	.02516	.10835	.997

* The mean difference is significant at the .05 level.

The test revealed that the opinion of the Ministry of Education officials on the management of the material resources was significantly different from those of the Zonal Education officials, Principals and Teachers. The Zonal Education officials were significantly different in their opinions from the Principals and Teachers. Between the Principals and Teachers, no significant difference was observed.

Hypothesis III: There is no significant difference in the opinion of stakeholders on the management of financial resources in secondary schools in Osun state.

The opinions of the groups on the management of financial resources in secondary schools of the state were examined in Table 4.6. In the test of this hypothesis, the scores of the stakeholders on the management were used as the dependent variable. The grouping of the stakeholders constituted the independent variable. The one way analysis of variance (ANOVA) was used for the test and the result is summarised in Table 4.15.

Table 4.15: Analysis of Variance on Management of Financial Resources in Secondary Schools of Osun State by the Stakeholders.

Sources	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	3.927617	3	1.309206	6.171	0.000
Within Groups	69.58669	328	0.212155		
Total	73.51431	331			

(F-critical=2.60, P<0.05)

The stakeholders differed significantly on the management of financial resources of the schools as revealed by the observed F-value of 6.171 and observed significant level of 0.000 (P < 0.05) in the table. The null hypothesis that there is no significant difference in the opinion of stakeholders on the management of financial resources in secondary schools of Osun was therefore rejected. The

mean scores of the stakeholders on the management of the financial resources of the schools are presented in Table 4.16.

Table 4.16: Mean scores on Management of Financial Resources by Stakeholders of the Schools

Stakeholders of the schools	N	Mean	Std. Deviation	Std. Error
Ministry of Education officials	30	2.616667	0.550914	0.100583
Zonal Education officials	27	2.155556	0.471767	0.090792
Principals	31	2.532258	0.57119	0.102589
Teachers	244	2.537295	0.431337	0.027614
Total	332	2.512952	0.471272	0.025864

The mean scores of the groups differed with the only exception of Teachers and Principals whose difference is almost negligible. Going by the four point scale measurement used in the study, only the Zonal Education officials disagreed that the financial resources of the schools were adequately managed. The test for significant difference was conducted on the mean scores using the Scheffe procedure to determine the groups that were significantly different from the others as summarised in Table 4.17.

Table 4.17: Result of Scheffe test on the Mean scores of the Stakeholders on the Management of Financial Resources in the Schools.

(I) Designation	(J) Designation	Mean Difference (I-J)	Std. Error	Sig.
Ministry of Education officials	Zonal Educational officials	.46111(*)	.12219	.003
	Principals	.08441	.11796	.916
	Teachers	.07937	.08911	.851
Zonal Educational officials	Ministry of Education officials	-.46111(*)	.12219	.003
	Principals	-.37670(*)	.12125	.023
	Teachers	-.38174(*)	.09342	.001
Principals	Ministry of education officials	-.08441	.11796	.916
	Zonal Education officials	.37670(*)	.12125	.023
	Teachers	-.00504	.08782	1.000
Teachers	Ministry of Education officials	-.07937	.08911	.851
	Zonal Education officials	.38174(*)	.09342	.001
	Principals	.00504	.08782	1.000

* The mean difference is significant at the .05 level.

The test revealed that the observed significant difference was between the Zonal educational officials who had the least score for the management of the financial resources than the rest of the stakeholders (Ministry of Education officials, Principals and Teachers). Between the Principals, Teachers and the Ministry of Education officials, no significant difference was observed in their opinion.

Hypothesis IV: There is no significant difference in the opinions of stakeholders on time management in secondary schools in Osun state.

The management of time allocation in the schools was examined in Table 4.7 with each of the groups of stakeholders mean scores. This variable was used for the test of this hypothesis. The one way analysis of variance was used to determine the possible difference in their rating of the management of time in the secondary schools. The use of the one way analysis of variance was based on the multiple groups of stakeholders used as the independent variable. The result is summarized in Table 4.18.

Table 4.18: Analysis of variance on Time Management in Secondary Schools in Osun State by Stakeholders

Sources	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	2.112521	3	0.704174	3.193	0.023
Within Groups	72.34685	328	0.22057		
Total	74.45937	331			

(F-critical = 2.60, P < 0.05)

The result indicated that the groups differed significantly on the management of time in Osun state secondary schools. This is indicated by an observed F-value of 3.193 and an observed significant level of 0.023 (P < 0.05). The null hypothesis that there is no significant difference in the opinion of stakeholders on time management in secondary schools in Osun state was therefore rejected. The

mean scores of the groups' rating of time management in the schools are presented in Table 4.19.

Table 4.19: Mean Scores on Management of Time by Stakeholders of the Schools

Stake holders	N	Mean	Std. Deviation	Std. Error
Ministry of Education officials	30	2.710	0.6794	0.1240
Zonal Educational officials	27	2.900	0.5526	0.1064
Principals	31	2.874	0.5131	0.0922
Teachers	244	2.978	0.4212	0.0270
Total	332	2.938	0.4743	0.0260

From the mean scores, all the stakeholders agreed that time management in the secondary school was generally adequate. This meant that the observed significant difference in the mean scores was more associated with the degree of agreement on the four point scale. Table 4.20 shows the groups whose mean rating of the time management was significantly different from the other. The Scheffe procedure was used for this purpose as summarised in the table.

Table 4.20: Result of Scheffe test on the Mean Scores of the Stakeholders on the Management of Time in the Schools.

(I) Designation	(J) Designation	Mean Difference (I-J)	Std. Error	Sig.
Ministry of Education officials	Zonal Education officials	-.19000	.12459	.508
	Principals	-.16419	.12028	.602
	Teachers	-.26787(*)	.09086	.035
Zonal Educational officials	Ministry of Education officials	.19000	.12459	.508
	Principals	.02581	.12363	.998
	Teachers	-.07787	.09525	.881
Principals	Ministry of Education officials	.16419	.12028	.602
	Zonal Education officials	-.02581	.12363	.998
	Teachers	-.10368	.08955	.720
Teachers	Ministry of Education officials	.26787(*)	.09086	.035
	Zonal Education officials	.07787	.09525	.881
	Principals	.10368	.08955	.720

* The mean difference is significant at the .05 level.

From the result of the Scheffe test summarised in the table, the observed significant difference in the ratings of the groups was between the Ministry of Education officials and the Teachers. Between the Teachers and other groups of stakeholders (Principals and Zonal Education officials) no significant difference was observed and the rating of the time management by the Ministry of education officials was not significantly different from that of the principals and Zonal education officials.

Hypothesis V: There is no significant difference in the opinion of stakeholders with respect to the challenges principals encountered in managing school resources in secondary schools in Osun state.

This hypothesis was tested with the mean scores of the groups on the challenges militating against the effective management of resources of the secondary schools examined in Table 4.8. The result of the analysis of variance used for the test is summarised in Table 4.21.

Table 4.21: Analysis of Variance on Challenges Principals Encountered in Managing school Resources in Secondary Schools in Osun State by Stakeholders

Sources	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	1.694491	3	0.56483	2.083	0.102
Within Groups	88.9497	328	0.271188		
Total	90.64419	331			

(F-critical = 2.60, P > 0.05)

The stakeholders did not differ significantly in their rating of the challenges confronting them in the management of resources of the secondary schools of the state. This was indicated by an observed F-value of 2.083 compared with the F-critical (2.60) at the same degree of freedom (3, 328). The observed level of significance (0.102) was higher than the fixed value of 0.05 (P> 0.05). This means that the null hypothesis which states that there is no significant difference in the

opinions of stakeholders in respect to the challenges principals encountered in managing school resources in secondary schools in Osun state was therefore accepted. The mean scores by the respective groups are presented in Table 4.22.

Table 4.22: Mean scores on Challenges to the Effective Management of Secondary Schools Resources in Osun State by Stakeholders of the Schools

Stakeholders	N	Mean	Std. Deviation	Std. Error
Ministry of Education officials	30	2.497	0.6278	0.1146
Zonal Education officials	27	2.815	0.4801	0.0924
Principals	31	2.555	0.5507	0.0989
Teachers	244	2.579	0.5069	0.0324
Total	332	2.588	0.5233	0.0287

The mean scores in the table revealed that all the stakeholders were in agreement with the notion that there were major challenges to the effective management of the secondary school resources. These challenges were examined item by item in Table 4.8. The rating of the group was basically at the same level. This accounted for the non significant observation in the test.

4.9 Summary of Hypotheses Testing

A summary of the hypotheses testing in the study is presented in Table 4.23**.**

Table 4.23: Summary of Hypotheses Testing

SN	Hypotheses	Statistic	Alpha Level	Decision
Ho1	There is no significant difference in the opinions of stakeholders on the effective management of human resources in secondary schools in Osun state.	ANOVA	0.05	Significant, H_o rejected
Ho2	There is no significant difference in the opinions of stakeholders on the management of material resources in secondary schools of Osun state.	ANOVA	0.05	Significant, H_o rejected
HO3	There is no significant difference in the opinions of stakeholders on the management of financial resources in secondary schools of Osun state.	ANOVA	0.05	Significant, H_o rejected
Ho4	There is no significant difference in the opinions of stakeholders on time management in secondary schools in Osun state.	ANOVA	0.05	Significant, H_o rejected
Ho5	There is no significant difference in the opinions of principals in respect to the challenges they encountered in managing school resources in secondary schools in Osun state	ANOVA	0.05	Not significant, H_o accepted

4.10 Discussion of the Findings

This study evaluated resources management in secondary schools in Osun state. Index of the effective management investigated was human, material, financial and time resources. The challenges to resource management were examined as well. Five hypotheses formulated along the objectives and research questions of the study were tested. The following are the discussions of the opinions of respondents on issues related to the five hypotheses.

4.10.1 Opinions of the Respondents on Human Resource Management

From the test of the first hypothesis, where possible differences among the stakeholders in the perceived management of human resources in the schools was tested using the analysis of variance procedure, a significant difference was observed in their opinions. The null hypothesis was therefore rejected. The Ministry of Education officials and the Zonal Education officials were of the opinion that the management of human resources was adequate. This position was not supported by the principals and the teachers who were at the receiving end of the administrative process of the schools. Here laid the significant difference in opinions expressed by the stakeholders on the human resources management of the schools.

The findings in Table 4.4 revealed that staff were not adequately posted to various schools. While the Ministry of Education and Zonal Education officials consented that, teachers were not posted to schools early, the majority of the respondents (principals and teachers) disagreed. This diversity of opinions might be an indication that majority of the schools in the state suffered shortage of manpower. Shortage of manpower and other resources is a common phenomenon which has been noticeable in the educational system. In line with this, Obidoa (2005) in a paper titled enhancing the instructional supervisory

skills of principals of secondary schools said, of a necessity, the number of teachers needed for a new session must be planned and determined before a new session starts. This helps the proper organisation of instruction and achievement of objectives. However, where teachers are not posted to schools that need them, it is most likely that students would lack teachers in specific subject areas which might eventually distort the educational programme in the school. Hence, early posting of staff to school is of paramount importance.

The study also revealed that qualified teachers were not recruited for the schools before a new session began. This was evident in the consensus among the stakeholders that qualified staff were not recruited before a new session began. This perhaps might be the reason for shortage of staff in schools. Recruitment of teachers ahead of time is quite necessary as it is an indication of good planning especially in an era of sporadic enrolment. Immediate posting of teachers is possible when teachers are recruited early. It is however regrettable to note that many public schools lacked teaching staff which was why the Parent Teacher Association's decision of employing teaching staff was a good one (as indicated in item 2 of Table 4.4). This helps to bridge the gap that might be created between the school and the learner. Shortage of teaching staff should not be allowed in the school because of the predefined goals which the school set out to achieve hence staff must be supplied in quality and quantity. This finding aligns with Dare's view that, students are the central focus of school administration, therefore, school managers must put students into consideration (Dare, 2009). Moreso, as good as the decision of the PTA was, it did not give room for the right process involved in employing teachers and staff. This equally meant that the hurriedly employed teachers might not be professionally qualified hence meritocracy of such teachers most often than not are questionable.

The study also revealed that school principals and teachers were not satisfied with their remuneration. This indicated that school teachers were not happy with their take home pay and other benefits. It was also found that there were cases of delay in staff promotion. The issue of promotion is a critical issue which has bearing with motivation. Promotion has an intrinsic factor to boost an individual morale because of increase in salary and change of position of the staff member concerned. Therefore, everyone looks forward to their promotion date. Disagreement and rancour may ensue between the school managers and the individual staff concerned if such date(s) are manipulated to suit the organisation. Hence, salaries, promotion, allowances/incentives, leave and other related issues have been the biggest motivational issues for workers, teachers inclusive. Each time staff are denied of their legitimate rights, it is most likely going to result into disagreement which is an offshoot of conflict. Otu (1999) maintains that a motivated staff is a happy staff. A happy staff is committed to the achievement of the organisational goal. The study of Obidoa (2005) pointed out that people give of their best when they are happy, feel secure and feel belong. She further emphasised that though principals are not the pay masters, they should do all within their ability to ensure that teachers are regularly paid, promoted and given all their entitlements. Motivation is the set of internal and external forces that initiate work-related behaviour. According to Obidoa (2005), the need theories of motivation hypothesise that people have a variety of needs and that those needs which are most important and salient to a person at any given time have a critical impact upon the individual's motivation and behaviour. In consonance with this, Nakpodia (2010) argued that motivation is a willful desire to direct one's behaviour towards achieving certain goals. This submission is in line with the findings of Adelabu (2005) who identified low wages, lack of

career advancement opportunities, poor work environment, inadequate fringe benefits and irregular payment of teachers' salaries as features of poorly motivated staff. Therefore, it is necessary to motivate staff for better performance.

The findings of the research equally revealed that conflicts in the schools were handled without delays. This was confirmed by the responses of a larger number of the stakeholders from all the groups. However, very minimal number agreed that there were delays in handling of conflicts. This is an indication that conflicts existed in the schools. Goldharber and Brewere (1999) remark that a total absence of conflict would be unbelievable, boring, and a strong indication that conflict is being suppressed. The irrevocability of conflict was also established by Kerzner in Okotoni (2003) where he asserts that conflict is part of change and therefore inevitable. It is therefore, not an aberration to have conflicts in the management of secondary schools. The nature and type of conflicts that occur in secondary schools vary from one school to another. Conflicts are not to be neglected, rather, they should be handled effectively and quickly too. The finding is in line with a study titled Conflict management in secondary schools in Osun State, Nigeria conducted by Okotoni and Okotoni (2003). They found that teachers have had to protest over unsatisfactory conditions of service. Most often, these conflicts were neglected rather than resolved. They, concluded that such unresolved conflicts have affected teachers' performance. Regular occurrence of conflicts will adversely affect productivity in schools which in effect results in the targeted goals not being achieved in the long run; such a situation should be avoided. Moreso, effective resolution of conflicts prevents rancour and related disorganisation that might ensue.

With regards to recommendation of staff for training and development, the finding revealed a divergent view where the Ministry of Education officials and Zonal Education officials agreed that staff were recommended for training and development. On the contrary, the principals and teachers disagreed. Training of teachers is a vital aspect of the school organisation. This is why the National Policy on Education (2004) stressed that no education system can rise above the quality of the teachers. By implication, the quality of the products of a school is dependent on the quality of the teachers themselves, which predominantly is a function of teachers' level of training. The result of the data analysis suggested that secondary school teachers needed continuous training. This aligns with Vandenbosch's (2002) view who observed that teachers are often inadequately prepared, trained, supervised and supported in their work. Thus Nakpodia (2010) maintained 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 re-train the staff of the organisation for better production. According to Peretomode and Peretomode (2001), training is a planned, organisational effort concerned with helping an employee (teacher) acquire specific skills, knowledge, concepts, aptitudes, and behaviours to enable him/her perform more efficiently on his present job, that is, to improve on the performance. This certainly proves that the success of any educational organisation depends on trained staff. Trained staff cannot be replaced with any other type of instructional material. Saba (2002) establishes that the quality of staff in any educational system determines to a great extent the quality of the system itself, and professional staff in particular is crucial to the formulation and successful implementation of education 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, organisation and environment. This finding is consistent with the report of Adelabu (2005) further asserts that the problem of human resources in secondary schools revolves around inadequate management which borders on training, remuneration, motivation and recruitment of professionals into the system.

Furthermore, the study revealed a divergent opinion with regards to supervision of principals in schools to ensure that their subordinate staff were fairly treated; the supervisory team agreed that principals were supervised to ensure that subordinate staff were fairly treated. On the contrary, the principals and teachers disagreed. This disparity in opinions might be interpreted that although it is the duty of the Ministry of Education and Zonal Education officials to ensure that principals were supervised viz-a-viz their conduct with their subordinate staff, yet most school principals in the state were not supervised.

4.10.2 Opinions of the Respondents on Material Resource Management

Hypothesis Two tested for significant differences in the opinions of the stakeholders on the management of material resources of the schools. The analysis of variance was used for the test. The result revealed significant differences in the opinions of the stakeholders. The null hypothesis was therefore rejected. From the related data and mean scores of the groups, only the Ministry of Education officials and Zonal Education officials were of the opinion that the management of material resources was adequate while principals and teachers disagreed to this notion. The difference between them was statistically significant.

The findings on Table 4.5 revealed a negative response of the stakeholders on (i) the provision of sufficient classrooms and instructional materials for

teaching-learning process, (ii) whether or not structures in the school were built according to the right specifications, (iii) the adequacy of teaching equipment/facilities such as television, overhead projector, video machine among others. This confirmed that secondary schools in Osun state were short of classrooms, instructional materials such as television, overhead projectors and video machines. It equally proved that not all structures were built according to the right specification. Contrary to this finding, Nakpodia (2010) discovered that mushroom structures are not ideal for any school enterprise. School structures not properly built, measured in dimension and width may not stand the test of time and equally dangerous to the well-being of the learners. This is also in line with the findings of Nwachukwu (2012) who laments that of all the multifarious problems facing secondary school administration in many states in Nigeria today, none is as persistent and agonising as the one relating to the management of available scarce resources in the school. He added that the free secondary school education that inevitably paved way to preponderant increase in secondary school enrolment has further compounded this problem. These problems have become so critical that they continue to echo in public debates, lectures, education seminars, conferences, workshops and at the periodic meetings of All Nigerian Conference of Principals of Secondary Schools (ANCOPSS) (Afolabi, 2008). Evidently, material resources have not been properly funded in Nigeria schools.

Also, Adeogun (2001) discovered in his study the low level of instructional resources available in public schools; he states that our public schools are starved of both teaching and learning resources. He stressed that effective teaching cannot take place within the classroom if basic instructional resources are not present. He affirmed further that education is a social service which

requires adequate funding to procure, maintain and keep the school services going. Therefore, material resource and indeed other resources should not be starved of fund. In addition, classrooms should be provided in the right proportion for without them, learners may not find learning situation interesting

In the same vein, other related question on table 4.5 requested responses from the respondents on maintenance policy. The findings revealed that there were no concrete maintenance policies to guide the use of school facilities. If this was true, then the system by implication had given room for the staff to do as they please or do what they like with the school facilities. The same trends were noticeable in other areas as well. The study found that there was inadequate supervision of renovation in the schools; as well as there were cracks and the buildings were dilapidated. This assertion was supported by the school principals and teachers who were at the helm of affairs. To maintain is a process of keeping something in good condition. Therefore, maintenance of materials in the schools is as vital as the school and the educational system itself. Absence of maintenance of school physical facilities is a signal for danger and emergencies. A cracked wall not mended or an exposed electrical cable not repaired is surely a threat to the learners. Absence of maintenance is evident in dilapidated structures which threaten the lives of the learners. Commenting on the problem of dilapidated school structures, Awokoya in Afolabi (2008) warned that the worst of the woes is the lack of maintenance of school buildings. Millions of naira can waste away if the schools are not properly maintained. Moreover, the health of the students can be in constant peril when the toilets are not hygienic and life itself is in danger when the walls are likely to fall. Ministries and Local government councils that fail to maintain their school buildings may unwittingly be sowing the seeds of sorrow among the public at large. Besides, defective

equipment and poorly maintained buildings do not only pose danger to the health of learners in the school but they also cut a very poor image for the school organisation at large. The school administrators must ensure proper upkeep of school buildings and ensure that the surroundings are free from health and safety hazards. This can be effectively achieved through periodic and systematic inspection of schools to identify areas that might need repairs.

Closely related to the preceding discussion is the issue of provision of reagents and preservation of scientific equipment and furniture. All the stakeholders except one group agreed that reagents were not supplied. This was directly linked with the issue of maintenance as well. If reagents were not supplied, then scientific equipment becomes defective or faulty when they are needed. The same also goes for all the school furniture. Regrettably, the situation in the country which affects many states including Osun state is the issue of scarce resources which is the reason why proper management of the meager resources is inevitable. The shortage in the provision of material resources in public schools is the more reason why scarce resources in the school should not be wasted, yet wastage of scarce resources is noticeable in public schools. It is therefore necessary for school managers to ensure that maintenance policies are pursued.

The study equally revealed a divergent opinions from the stakeholders on whether or not principals and staff were punished for misused of physical facilities in the schools. While the end users agreed that they were not sanctioned, the Ministry and Zonal Education officials consented that Principals and Teachers were charged over misuse of school property. Perhaps the view of the school principals and teachers might be true since there was no concrete policy on ground guiding the use of school physical facilities. Policies are rules,

strategies, plans, guidelines and procedures which guide certain operations in a given situation. To prevent occurrence of misuse of school properties, defaulters can be punished. This is supported by Onohaebi and Lawal (2010) who state that users must be aware of the financial implication to any damaged facility. This helps to curtail users and also keep all facilities close to their original state.

The findings also revealed that facilities used for social gathering in schools were not adequately supervised to ensure that they were returned to their original position after use. This analysis is an indication that some of the school physical facilities can get lost, stolen or diverted for personal use since there is no close supervision of facilities used for social purposes (sports and any other important gathering). This is in line with the findings of Afolabi (2008) who found that government properties are usually mismanaged since they are 'nobody's property'.

4.10.3 Opinions of the Respondents on Financial Resource Management

In hypothesis three, differences in the opinions of the stakeholders on the management of financial resources of the secondary schools were tested with the analysis of variance procedure. The result revealed that the groups were significantly different in their opinions on the management of financial resources. The null hypothesis was therefore rejected. From the related data and the mean scores of the groups, it was observed that the observed significant difference was from the Zonal Education officials who did not agree that the schools' financial resources were adequately managed by the respective authorities. This finding agrees with Adeogun (2001) where the improper funding of schools was attributed to low level of instructional resources available in public schools, a situation in which the schools were described as being starved of both teaching

and learning resources which make effective teaching and learning difficult to take place within the classroom.

Further to the issue of material resource management, the study found that schools did not have adequate funds, thus PTA, philanthropists and non-governmental organisations donated money to schools. 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). The finding on this item was supported by the view of Alaka and Obadara (2011) that government, realising the limited financial resources at its disposal, called for active participation of stakeholders to finance education in order to achieve educational goals (Alaka and Obadara, 2011). This finding is in line with Agabi (2010) who found that lack of fund is an endemic problem which has plagued the education sector since the history of formal education in Nigeria. Alaka and Obadara (2011) also observed 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.

Another aspect of the findings of the research revealed that internally generated revenue was not usually utilised for the purpose of maintaining secondary schools in Osun state. Although the larger number of the stakeholders agreed with the assertion, a significant number of the respondents disagreed with the statement. This indicated that in some secondary schools in the state, such internally generated funds were not used to maintain the schools. It might have been remitted to the Ministry of Education or diverted for other uses. Meanwhile, such funds could be used as imprest to meet some miscellaneous expenses which helped to relieve the schools of constant lack as a result of insufficient fund as pointed out by various investigators such as Agabi (2010),

Obadara and Alaka (2011). It is however expected that when such funds are generated, it should be wisely spent. Therefore, it may not be out of place for the school principals to delegate and supervise staff who would keep records of income and expenditure of such income. In line with this, Ehiametalor (1995) said that the school principal must have a sound system of accountability for school supplies and preservation of school records.

In the same vein, the result of the finding showed that staff salaries were sometimes delayed due to shortage of funds. Shortage of funds has been a subject of discussion in Nigeria since the 1980's when there was economic recession. Regrettably, such discussions in workshops and conferences have not yielded positive results as no concrete actions to change the situation have been noticed (Afolabi, 2008). Bob Crandell, President of American Airlines was known to have said if you always do what you always did, you will always get what you always got (Udoh, 2005). It is imperative therefore, that a lasting solution to financial scarcity be sought. Besides, the scarce resources should be prudently managed to avoid further wastage of resources.

Furthermore, it was found that there were instances when staff were not granted approval for conference due to the financial implications. Moreso, the state still suffers insufficiency of funds. As mentioned earlier, shortage of fund has been a major problem in the country since the economic downturn began. Osun state, like many states in Nigeria, suffers from shortage of funds which affects consistent training of their staff. This notwithstanding, since training of staff cannot be replaced with any other, training must be given its place especially for teachers, the implementer of national curriculum. This finding corroborates the view of Vandenbosch (2002) who observed that teachers are often inadequately prepared, trained, supervised and supported in their work.

Similarly, Peretomede (2001) noted that employees may become obsolete and rustic if they do not update themselves with new work, methods, skills and knowledge about their work, organisation and environment. Secondary school teachers more often than not need constant development of skills to meet the needs of the changing educational policies.

The findings also revealed divergent opinions of the stakeholders with respect to auditing of account records in the schools. This is evidence that there were auditing exercises put in place in the schools but perhaps the exercise was not constant. Nkom (2008) stresses the purpose 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) inspection,
d. preventing theft and wastage of materials, equipment and funds,
e. furnishing a record for the purpose of freeing academic and administrative staff especially on such matters as suspicion of mismanagement or bad stewardship,
f. helping in effective allocation of equipment and teachers,
g. providing a claim for continuous tracking of appropriate funds and ensuring that such funds are utilised as initially planned.

These are part of management strategies which help adequate utilisation of scarce financial resources.

The study equally found out that there was absence of checks and balances over monies allocated to schools. All the stakeholders disagreed that allocation of

funds to schools was based on their performance in the previous years. Much has been said about supervision of accounting records and auditing. Besides, reasons for proper financial accounting were enumerated to include, among others, prevention of theft and wastage of materials, equipment and funds. The findings of Moss, Gurther, Medrich and Perez-Ferreiro in Obadara and Alaka (2011) were supportive. They pointed out that performance funding method is ideal in a school setting. This emphasises that re-allocation of funds should be based on previous achievement level which has link with effective financial management.

The finding also revealed that allocation of funds to schools was based on the discretion funding. That is, the amount approved only by the state government, whether they were sufficiently provided or not. Similarly, it was found that funds allocated to schools were diverted to other important areas. Diversion of money to other areas different from the original target is a sign of mismanagement of funds. This is because the specific area for which the money is originally requested might remain unattended to. Proper utilisation of funds is necessary in a school organisation. Hence, to prevent such diversion of funds, regular supervision of staff and auditing of account records are necessary. This is in line with the submission of Obadara and Alaka (2011) who maintain that one of the ways of managing institutional resource is through auditing.

In the same vein, the result of the finding revealed that ghost workers were not being paid salaries. This indicated wise spending. If ghost workers were closely monitored such that they were not paid for services not rendered, other aspects of the school facilities and materials should be closely supervised to avoid wastage.

4.10.4 Opinions of the Respondents on Time Resource Management

Significant difference in opinions of the stakeholders on the management of time in the schools was tested in hypothesis four. The result of the analysis of variance used for the test revealed that the groups differed significantly in their opinions on the management of time in the schools. The null hypothesis was therefore rejected. From the mean scores of the groups, it was observed that all of them were in agreement that time allocation in schools was adequately managed. The observed significant difference was only in the magnitude of rating in which the rating of the Ministry of Education officials was found to be significantly lower than that of the Teachers.

Issues that were raised in order to ascertain how effectively time was managed showed the prevailing situation in secondary schools in the state. In this regard, the study revealed that the Ministry of Education provided uniform calendar for effective running of schools in the state. The statement was supported by all the stakeholders. Uniform calendar in all schools is as important and necessary as the goal itself. Moreso, the curriculum for secondary schools is the same in all the states in Nigeria. Thus, where school calendar differs from one school to another, the programme of evaluating the students through SSCE and NECO examinations would equally be distorted.

The study equally revealed the necessity of general time table in the schools. Availability of general time table helps in proper co-ordination of subjects to be taught throughout the term and/or year. It regulates the teaching and learning activities in the school. This is in line with Obi (2001) who asserts that school time-table is a plan of action in which the subjects of the school curriculum are distributed over the teaching periods of the school days or weeks that make up the terms and academic session. Time itself is an immaterial

resource, inelastic, scarce and erodes fast. Once spent, it cannot be recalled for used. This is the reason why secondary schools must make proper plan for the effective implementation of the national curriculum.

In the same vein, the study found that there was sufficient time for the accomplishment of school curricula activities. In like manner, the outcome of the finding revealed that teachers had adequate skills in managing the time at their disposal. This could be the reason for the effective utilisation of time for school activities. This was as a result of their constant compliance with government directives. This finding corroborates Obi (2003) who noted that effective time management includes compliance with government directives, conducting lessons as scheduled on the time-table, supervision of instructional activities of the teachers to ensure adaptation to the right teaching methods, ensuring amicable resolution of clashes on the time-table between teachers and delegating duties to competent hands.

Furthermore, the study revealed that there were regular staff meetings in the schools which usually obstructed teaching and learning activities. Staff meeting is an offshoot of communication which gives avenue for discussion of crucial issues relating to the effective running of the school. Various aspects that could be subject of discussion during staff meetings may include teaching methodology, field trips, resolution of conflicts among teachers, formation of committee for speech and prize giving day, introduction of new teachers, appointment of staff for different posts and school management directives (government). Generally speaking, staff meetings enhance effective communication where issues are addressed and redressed. However, as important as it may be, it must be properly planned to avoid disruption of teaching learning process.

The finding of the research revealed that a good time table helps the school to accomplish its pre-defined goals. Time-tabling requires intelligent preparation else the school programme would be lopsided. The committee in charge of preparing the time table in the school should take cognisance of difficult subjects and their appropriate placement on the time table. Courses like Math and English Language should be given priority in the morning hours of the day else learning of these subjects may be unpleasant to the learners. The finding is in line with Obi (2003) who asserts that a good time table reminds teachers of different periods allocated to them to teach and the class(es) to be taught, assists students when a particular lesson will be taught and who will teach it; eliminates possible clashes in the teaching schedule, thereby preventing unhealthy rivalry among the teachers in the school; ensures maximum utilisation of time resources available for subject teaching and learning. If the time table is dogmatically followed, syllabus will be covered, students would cover wide area of different subjects as scheme of work for the year is covered, which helps to attain the set objectives.

From the view of the respondents, it was equally found out that continuous assessment and examinations were properly scheduled on the school academic programme. 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. Continuous assessment and examinations are methods of evaluating students in order to ascertain progress made in the implementation of academic and curriculum activities. If there are no advance inclusions of a fixed time for assessment of students, then the schools will have no other choice than to hurriedly conduct such exercises at the expense of the students at a later date. Performances of the students might be affected as they are not adequately

prepared for such impromptu exercise. Therefore, the result of the finding showed that appraisal of students in schools was adequately scheduled.

The finding aligns with Omale (2005) who submitted that planning is deciding in advance of what to do, how to do, when to do and who is to do what. The finding also agrees with the National Open University (2008) submission on effective use of time. It outlines that effectiveness in the use of time reduces misunderstanding and confusion, it creates sense of direction, unity of purpose and commitment, it reduces conflicts in schedules, activities and interpersonal relations and enhances efficiency in the use of time and other resources.

It was ascertained from the finding that regular school and class attendance by students was adequately monitored. One of the ways of monitoring students' attendance in secondary schools is the marking of attendance register in the morning and afternoon by their form tutors. The register shows how actively students participate in teaching and learning processes which is a roadmap to their academic performance.

Findings from the study further revealed that principals spent their time wisely therefore the stakeholders disagreed on the notion that principals spent most of their time attending to contractors and visitors rather than curriculum and instructional activities. Prudency in time management has been noticed here. This finding reflects the report of Nakpodia (2010) where it was reported that the success of every educational system depends on the quality and quantity of its factors of production among which is the availability and effective management of time.

4.10.5 Opinions of the Respondents on Challenges to Resource Management

The test for significant differences in the opinions of the stakeholders on the challenges facing the effective management of the schools' resources was

conducted in Hypothesis five with the aid of the analysis of variance procedure. The result did not show significant difference in opinions of the groups. The null hypothesis was therefore retained. From the mean scores, it was observed that all the stakeholders were of the opinion that the management of the schools' resources was constrained with a number of factors which bordered on human and administrative limitations noticeable in the subsequent discussions.

The findings revealed that staff were not adequately posted to schools. This study is in tune with the work of Amoo in Akinsolu (2005) who discovered a wide gap between the demand and supply of teachers in secondary schools in Osogbo Local Government Area of Osun state. He attributed this anomaly to faulty planning of free secondary school education. Obidoa (2005) advised that teachers needed for a new session must be planned and determined before a new session starts. Delay in the posting of teachers to schools can demoralise the learners' interest especially in the subject concerned. Therefore necessary precautions should be taken to plan for teachers' posting before a new session began.

In the study, it was revealed that teachers posted to rural areas usually did not like the posting. This might be attributed to the underdevelopment of the areas as rural areas are characterised with bad roads, lack of: good communication networks, electricity, pipe borne water and recreational facilities. The study is in line with Adelabu (2005) who discovered that secondary schools in the urban areas are over-staffed while some rural areas have virtually no teachers. Meanwhile, half of the government recognised schools in Osun state are located in rural areas. This anomaly could lead to poor students' academic performance in areas affected. Moreover, in an interview session conducted with the Chief Education Officer of the Teaching Service Commission by Adelabu, it

was observed that posting of teachers from urban to rural area has been a crucial problem confronting the state. In the words of the Chief Education Officer of Teaching Service Commission:

> One major problem we are faced with in posting teachers to rural schools is their refusal to accept such posting. The matter is even worst with the female teachers who always cite spouse employment as part of the reason for refusing such offer. Even the few who accept postings to rural schools, start applying for a transfer after a year or two (Adelabu, 2005 p19).

According to him, this explains why there are more staff vacancies in rural areas. He further said that:

> …more than half of the teachers who grudgingly accepted temporary posting to rural areas reside in large towns and cities. This was as a result of lack of basic infrastructures as electricity, portable water, good road and communication facilities (telephone and internet services). According to a NUT official, incentives for rural teachers are 'on paper only'. For example, rural teachers are entitled to the following additional incentives: 5% basic salary, 10% to teachers in difficult terrain and 15% for teachers in riverine areas. But these are rarely paid to rural teachers. To make matters worse, the special incentives allocated to teachers ends only on paper (Adelabu, 2005 p19).

It was also stressed by Adelabu (2005) that low wages, poor work environment, inadequate fringe benefits, irregular payment of teachers' salaries are contributing factors towards low morale among teachers specifically in Osun state. From the point of view of the prevailing circumstances, rural posting does not conform to teachers' choice of work place which explains the dwindling interest shown by them.

Inadequate finance was also discovered as part of the challenges of resource management in secondary schools in the state. The issue of inadequate finance has been a subject of discussion in many conferences in Nigeria since the 1980's (Afolabi, 2008) yet no lasting solution has been found. This finding is corroborated with the report from other investigation by Agabi (2010) who observed that the financial resources to accomplish Nigeria's educational feat are insufficient and irregular. According to Obadara and Alaka (2011), the economic

down turn in the nation has had a negative impact on the quality of teachers employed and education offered. The study is in tune with the work of Amoo in Akinsolu (2005) who identified wide gap between the demand and supply of qualified teachers in Osun State. These shortcomings are attributed to inadequate financial resources in the nation as a whole.

Similarly, it was noted from the study that there was inadequate maintenance of school facilities by the staff and students. Although school plant and physical facilities can depreciate out of tear and wear of usage, physical decay and obsolescence (Otu et al, 2001), longevity can be observed when they are properly maintained. Some of the safety services for keeping school physical facilities in good state include, regular cutting of grass, sweeping the floor, cleaning the doors, windows, walls, ceilings, repairing broken furniture and leaking roofs or blown off roofs. The school administrator should identify that part of his administrative duties is the maintenance of the school materials which should be regularly observed.

In the same vein, the finding revealed that there were traces of misappropriation of funds in the schools. Misappropriation is associated with embezzlement, deceit, fraud, stealing and misuse of school meager financial resource. This act can be observed from the actions of staff either at the Ministry or school level, who are delegated with financial assignment. Such misappropriation is observable through inflation of miscellaneous expenses/construction projects, inclusion of ghost workers on payroll, undue arrangement with contractors on number of labourers needed for construction of additional block of classrooms or new building. UNESCO (2006) identified other misappropriation of funds as bribery, nepotism, favourism, and other corrupt practices. This is why Nkom (2008) asserts that financial management in

secondary school administration requires controlling of funds which involves keeping expenditure in check, controlling and promoting in-flow of revenue, safeguarding the assets of the school or institution and ensuring value for money in terms of proper utilisation of other resources.

The school administrators and managers should ensure proper supervision, checks and balances on accurate account of all money received and disbursed, oversee the entries of school financial documents such as cash book, school fees register, monthly payment vouchers' file, bank statement file, bank reconciliation file, school official receipts, cheque stubs, bank teller file, loan advances file and revenue account file. These necessary procedure helps to prevent or minimize misuse of funds.

The study has also revealed traces of late coming among the staff in the schools. Lateness to school by staff is a sign of indiscipline and mismanagement of time. Although there could be emergencies which may warrant this act, it should not become a perpetual act of staff else it might pose a great problem to the management of students themselves in the long run. Therefore to reduce lateness to school, the following measures can be taken (i) attendance book must be closely monitored (ii) personal dialogue between the school administrator and the defaulter (iv) placement of fine on defaulting staff (if it persists). Staff should have good plan of their daily schedule to avoid lateness to school.

The study equally revealed that principals and staff spent their time well in curricula activities in the school rather than attending to visitors. This showed that they had good strategies of time management in school activities. This is in line with the submission of Achunine (1995) who states that time management is the effective and efficient utilisation of a manager's corporate time to achieve organisational objectives. Good time management involves identifying tasks to

be performed, planning and scheduling of organisational activities, prioritising such activities, allocating time to tasks according to their degree of importance to enhance productivity, minimising interruptions or frivolities and dealing with routine tasks in such a way that all important tasks could receive due attention. To avoid unnecessary time wastage, school managers must ensure that an orderly representation of school activities is made available for the effective running of school.

Traces of dissatisfaction in terms of staff remuneration were revealed from the findings as part of the challenges experienced in the administration of secondary schools in the state. This unfavourable state, led to divided loyalty among staff as indicated by the respondents. This outcome showed that staff were not adequately rewarded and compensated for the services rendered. As submitted by experts, remuneration has an intrinsic factor directly linked with motivation. In the earlier submission of Otu (1999), a motivated staff is a happy staff. Obadoa (2005) concluded that people give their best when they are happy, feel secure and have a sense of belonging. This perhaps accounted for influx of mini businesses among staff to augment the inadequacies of their remuneration. These 'extracurricular activities' sometimes might conflict with the teaching time and if the school administrator is not quick to stop such acts, definitely, it will affect their primary assignment in the school on the long run. Therefore, if this awkward situation must be prevented and avoided in the school, the remuneration of staff should be reviewed.

With regard to effective use of time by the school principals, the finding revealed that improper time management by the principals existed in the school as there was always insufficient time for the assignment in their hands. School principals usually combines academic with administrative functions and where

these schedules were not properly spelt out, one area might suffer for the other. These perhaps explained the shortage of time to carry out their roles in the school. Furthermore, preparing a time analysis charts that shows the time in the day and the day in the week in which specific activities come up is necessary. It should be noted also that principals cannot afford to spend the whole week on academic issues alone at the expense of their administrative duties; hence, proper planning should be put in place to accommodate both academic and administrative functions. This agrees with Obi (2003) when he listed three succinct tactics of effective time management:

i. **Reduce Time Wasters:** Time wasters are issues/activities that occur in the day which consume time unnecessarily. Usually, it prevents the achievement of other vital goals. Administrators should identify such time wasters with a view to eliminating or reducing them so that they would have more time for the day's work. For instance, time should not be wasted on a task which has been delegated to competent hands; it is necessary also to reduce the length of time spent with visitors and so on.

ii. **Avoid Procrastination:** To meet the school goals, procrastination must be avoided by the school head. Procrastinating statements to be avoided are:
    - one more day won't make a difference;
    - I will just put that off until tomorrow;
    - I work best under pressure;
    - the day is still young; there is still time to do the job.

iii. **Delegation:** It is not possible for the school principal to perform all the tasks which relate to his office without involving others. Delegation is a process by which administrators transfer part of their authority to their subordinates for the performance of certain tasks and responsibilities.

These are possible instances that will guide the school administrator so that the limited time resource can be effectively managed.

Furthermore, the finding of the study revealed that there were little problems encountered in keeping appropriate records of staff and school physical facilities. According to Otu (1999), a record is a written account of facts, events and activities set down in a book of reference or preserved for future use. Record keeping is quite necessary in any school organisation following the advantage that can be derived from it. With good record keeping, the administrator can give a brief account of human and material resources available in the school to the supervisory team at a glance. In line with keeping adequate records, the Federal Ministry of Education (2003) states that records are kept (i) to keep orderly account of progress of various papers, documents and progress report of staff, all of which can serve as basis for promotion and evaluation purposes; (ii) statement true conditions and conduct can be known through update records; (iii) to detect errors and waste. It is imperative therefore that the school managers keep an update record in schools.

4.10.6 Summary of Major Findings

The following are the major findings of the study:

1. On the level of human resource management in secondary schools in Osun state, majority of the stakeholders were of the opinion that the teaching staff who were in short supply were not posted to school early. This is an indication that teaching/learning activities might not take place for the period that teachers were not available in schools to teach students. Furthermore, the respondents were of the opinion that school principals

day to day practices were not supervised and monitored to ensure that subordinate staff were fairly treated to enhance performance.

2. The outcome of the study on material resource management in secondary schools in Osun state revealed that, some of the school structures in the state were not properly built. This was evident in the dilapidated structures found in many schools across the state. This is dangerous to the wellbeing of learners. Majority of the respondents equally indicated that facilities used for social gathering in the school were not adequately supervised to ensure that they were returned to their original position. These indicated that material resources in schools were not properly managed.
3. With respect to financial resource management in secondary schools in Osun state, significant number of the stakeholders were of the opinion that internally generated funds were not usually used by schools to supplement the shortfall of funds allocated to them despite the financial support given by PTA, philanthropists and non-governmental organizations.
4. On time resource management in secondary schools in Osun state, most respondents were of the opinion that the timing for staff meeting in schools were inappropriate as it affects teaching/learning processes.
5. With regards to challenges to resources management in secondary schools in Osun state, the study revealed that there were poor academic performance among students due to delay in posting of teachers to schools. Several hours and weeks on the school calendar are thus wasted when students are left unattended to in the classrooms. In addition, teachers indicated their dislike towards rural posting due to lack to infrastructural

facilities. It is, therefore, imperative to improve teachers incentives and allowances to motivate those posted to rural areas.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the analysed data and the findings from the tested hypotheses in relation to the evaluation of resources management in secondary schools of Osun State. Among others, the chapter presents the summary, conclusion and recommendations of the study.

5.2 Summary

The study titled "evaluation of resource management in secondary schools in Osun state, Nigeria". Resources are crucial to successful implementation of predetermined goals of secondary schools. For the purpose of the study, five research questions and hypotheses were postulated which sought to find out the significant differences in the opinions of the four groups of respondents; namely, Ministry of Education officials, Zonal Education officials, principals and teachers.

Review of related literature was done on resources which include human, material, financial and time management where different scholars indicated that resources in secondary schools is an indispensable phenomena towards achievement of pre-defined goals in the school. The challenges encountered in the effective management of these resources were described.

The descriptive survey method was adopted for investigation and data collection. According to the data collected from the Ministry of Education in Osun state during the period of investigation, the total number of public secondary schools in Osun state was 329. The population for the study was 3961comprising

of Ministry of Education officials, Zonal Education officials, Principals and Teachers. Eleven (11) secondary schools from each senatorial district were selected where the respondents used consisted of 30 Ministry of Education officials, 30 Zonal Education officials, 33 principals and 258 teachers using the stratified sampling procedure.

For the purpose of the study, a structured questionnaire with related components for each of the variables was validated by experts in the Department of Educational Foundation and Curriculum, Ahmadu Bello University, Zaria. The data was subjected to statistical analysis using the Statistical Package for Social Science (SPSS) to determine the reliability co-efficient of the instrument. The result of the pilot test gave a reliability index of 0.978 which signified that the instrument was reliable for the study.

After the pilot study, the instrument was administered to 351 respondents out of which 322 were returned. Inferential statistical techniques of one way Analysis of Variance (ANOVA) was used to test the hypotheses at probability of 0.05. Five hypotheses were tested based on 10 items from each variable (human, material, financial and time resources and challenges to resource management). The summary of hypotheses tested revealed that significant differences exist in the opinions of stakeholders on human, material, financial and time resources, therefore, the null hypotheses were rejected. However, there was no significant difference in the opinions of stakeholders in relation to the challenges to resources management in the schools, therefore, the null hypotheses was accepted.

The major findings revealed among others that teachers were in short supply and were not posted to schools early; there were evidences of dilapidated structures in schools and there were poor academic performance among students due to delay in posting of teachers to schools.

5.3 **Conclusion**

The issue of resource management in secondary schools in Osun state draw particular attention to provision and proper utilization of human, material, financial and time resources and challenges posed in the effective management of these resources.

From the study the respondents did not deny the fact that human resources were in short supply to schools coupled with the existence of delay in posting teachers to schools. Delay in teachers posting to school poses a great danger to students' academic performances in the long-run as quality time was wasted when students were left unattended by teachers.

In addition, the study revealed that material resources in the schools lack maintenance culture. The fast deteriorating school structure suggests that learning atmosphere was not conducive for students. Another major area revealed by the study was improper timing for staff meetings which is an evidence of ineffective management of secondary school resources in the state.

Based on the findings of the study, it was apparent that close supervision of human, material, financial and time resources need to be emphasized by the Ministry of Education and Zonal Education officials for effective implementation of goals and objectives of the schools in Osun state.

5.4 Recommendations

On the basis of the findings from the study, the researcher recommended as follows:

i. It is imperative for school managers to employ and post adequate number of both teaching and non-teaching staff to schools before a new session begins.

ii. Adequate supervision of renovation of school structures is imperative for longevity, preservation of lives and properties in the schools.

iii. P.T.A, philanthropists, non-governmental organization and others should be encouraged to participate in financing the educational system of the state. This will serve as a relief to the government.

iv. Principals should ensure that timing for staff meeting does not disrupt academic activities in the school. Hence, adequate plans should be made for different activities in the school so that none would interfere with the other.

v. Adequate incentives and rewards should be given to teachers posted to rural areas to motivate them.

5.5 Suggestions for Further Studies

The following are suggestions for further studies in the relevant fields:

1. The influence of resources management on academic performance of students in secondary schools in Osun state.
2. Factors hampering resources management in public secondary schools in Nigeria.

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Appendix A

QUESTIONNARE ON EVALUATION OF RESOURCE MANAGEMENT IN SECONDARY SCHOOLS IN OSUN STATE, NIGERIA

Instructions:

1. **Please tick and fill any alternative(s) that best expresses/express your mind.**
2. **Please do not indicate your name.**
3. **Key: A=Agree, SD=Strongly Agreed, D=Disagree, SD=Strongly Disagreed**

SECTION A: Personal Data

1. Gender: (a) Male [ ] (b) Female [ ]
2. Designation: (a) Ministry of Education officials [ ]
   (b) Zonal Education officials [ ] (c) Principals [ ] (d) Teachers [ ]
3. Highest educational qualification obtained N.C.E [ ] B.Ed [ ], M.Ed [ ]
   Others (Please specify)……
4. For How long have you been employed?.....

SECTION B:
Level of Human Resource Management

S/N	STATEMENT	RESPONSES			
		SA	A	D	SD
1.	Teachers are posted to schools early				
2.	Qualified teachers are usually recruited before a new session begins				
3.	Remuneration of staff is quite encouraging and is regularly reviewed				
4.	Conflicts among staff usually linger before solutions are sought				
5.	There are cases of delay in promotion of staff				
6.	There is regular supervision and evaluation of staff for quality output				
7.	Approval is granted to staff recommended for training and development				
8.	There are instances when PTA employ and pay staff rather than the government of the state				
9.	Though induction and orientation programs are good, there is hardly enough time to do so each time new staff are posted to the school.				
10.	Principals are supervised to ensure that subordinate staff are fairly treated.				

SECTION C: Level of Material Resource Management					
	STATEMENT	**RESPONSES**			
		SA	**A**	**D**	**SD**
11.	There are sufficient classrooms and instructional materials for teaching-learning processes				
12.	School buildings/structures are built according to right specifications in length and width				
13.	There are maintenance policy in the schools which helps to preserve all facilities				
14.	Reagents for preservation of scientific equipment and furniture are provided				
15.	Equipment/facilities for teaching learning (e.g television, overhead projector, video machine and others) are adequately provided				
16.	Renovation of school structures are regularly supervised				
17.	There are cracked walls and floors in classrooms in schools				
18.	Principals and staff are not punished over misused physical facilities in the school				
19.	Facilities used for social gathering in schools are not adequately supervised to ensure that they are returned to their original position after use				
20.	Apply preventive measure on school physical facilities				
SECTION D: Level of Financial Resource Management					
	STATEMENT	**RESPONSES**			
		SA	**A**	**D**	**SD**
21.	Sufficient fund are allocated to schools annually				
22.	PTA, Philanthropists and Non-Governmental Organisations donate money to schools				
23.	Internally generated revenue are not usually utilised for the purpose of maintaining school				
24.	There are instances where staff salaries are delayed due to insufficient fund				
25.	Staff are not granted approval for conferences due to financial implications, moreso that the problem of insufficient fund is yet to be solved in the state				
26.	The account records in schools are usually subjected to auditing				
27.	Allocation of funds to schools is based on their performance in the previous years				
28.	Allocation of funds to schools is based on such amount as approved only by the state government, whether sufficient or insufficient (discretion funding)				
29.	There are instances when funds allocated to schools are diverted to other important areas				
30.	Salaries are paid to ghost workers even when they are identified as non-existent in the school work force				

SECTION E: Level of Time Resource Management					
	STATEMENT	**RESPONSES**			
		SA	**A**	**D**	**SD**
31.	The Ministry of Education provides uniform calendar for effective running of schools in the state				
32.	It is mandatory for each school to have a general time table				
33.	The time available to the school for its programme and activities is sufficient				
34.	Teachers lack adequate skill in managing the time available for school activities				
35.	Timing for regular staff meetings in school interferes with teaching and learning processes				
36.	A good time-table helps the school to accomplish its pre-determined instructional goals				
37.	A good time-table should be student friendly (centred) in order to maximize learning opportunities				
38.	Continuous assessment and examinations are properly scheduled on the school time.				
39.	School routines such as regular school and class (lesson) attendance by students are well monitored				
40.	Principals spend about two thirds of their time in school on business (dealing with contractors, visitors, etc) than on curriculum and instructional activities.				
SECTION F: Challenges Encountered by School Principals on Resource Management in Secondary School Administration					
	STATEMENT	**RESPONSES**			
		SA	**A**	**D**	**SD**
41.	Staff are not usually posted on time to school				
42.	Staff posted to rural areas usually do not like the posting				
43.	There are financial challenges which hinder smooth running of the school				
44.	Despite all necessary maintenance measure put in place in schools concerning material resources, staff and students still find it difficult to preserve school physical facilities				
45.	There are cases of misappropriation of funds in the school				
46.	Some staff are fond of coming to school late				
47.	Principal and staff spend most of their time attending to visitors				
48.	Staff remuneration is poor which causes divided loyalty among staff in the school				
49.	School has a lot of activities and the time frame allocated by the government is insufficient				
50.	There are problems of keeping appropriate record of staff and school physical facilities in the school				

Appendix B

Staff Movement Book Format

S/N	Date	Name	Destination	Purpose	Time of Departure	Time of Arrival	Signature
1							
2							

Appendix C

Staff Attendance Register Book Format

S/n	Date	Name	Time of Arrival	Signature

Appendix D

FAKUNLE COMPREHENSIVE HIGH SCHOOL OSOGBO, OSUN STATE

TIME TABLE

Days	Period	1st	2nd	3rd	Short Break	3rd	4th	Long Break	6th	7th	8th
Time	7:45-8:05	8:10-8:50	8:50-9:30	9:30-10:10	10:10-10:20	10:20-11:00	11:00-11:40	11:40-12:15	12:15-12:45	12:45-1:20	1:20-2:00
Mon	Assembly	CHEM	ENG	PHY	Short Break	GEO	MATHS	Long Break	BIO	ECONS	AGRIC
Tue		BIO	BIO	ENG		AGRIC/F & NURT.	AGRIC/F & NURT.		ECONS	MATHS	GEO
Wed		GEO	ECONS	BIO		MATHS	AGRIC/F & NURT.		YOR	F/MATHS	ENG
Thur		PHY	PHY	ENG		CHEM	CHEM		MATHS	F/MATHS	YOR
Fri		MATHS	CHEM	YOR		PHY	AGRIC/F & NURT.		F/MATHS	-	-

Source: Fakunle Secondary School, Oshogbo, Osun State

Appendix E

Names of all Public Secondary Schools, number of Teachers, Local Government Areas, Zones, Senatorial Districts and Local Government Areas

S/N	Name of School	Status	L.G.A.	Zone	S.D	Teachers
1	Ife Girls High School, Ile Ife	SSS	Ife Central	Ife	**East**	22
2	Moremi H/S, Ile Ife	SSS			East	16
3	Oduduwa College, Ile Ife	SSS			East	29
4	Oranmiyan Memorial G/S, Ile Ife	SSS			East	23
5	St. David's G/S, Ile Ife	SSS			East	25
6	Seventh Day Adventist G/S, Ile Ife	SSS			East	20
7	Oluorogbo H/S, Ile Ife	SSS			East	9
8	Urban Day Grammar School, Ile Ife	SSS			East	14
9	Modakeke H/S, Modakeke, Ife	SSS			East	14
10	The Apostolic G/S, Modakeke, Ife	SSS			East	12
11	Modakeke Islamic G/S, Modakeke, Ife	SSS			East	14
12	Our Lady's Girls H/S, Modakeke-Ife	SSS			East	10
13	Community G/S, Toro Road, Modakeke, Ife	SSS			East	11
14	Ogunsua G/S, Modakeke, Ife	SSS			East	7
15	Ife City College, Ile Ife	SSS	Ife East		East	20
16	St. John's G/S, Ile Ife	SSS			East	14
17	Ife Anglican G/S, Ile Ife	SSS			East	13
18	St. Peter's African Church G/S, Ile Ife	SSS			East	7
19	St. Philip's Anglican G/S, Ile Ife	SSS			East	16
20	Ansar-Ul-Deen Soceity G/S, Iloro, Ile Ife	SSS			East	12
21	Community H/S, Yekemi	JS/SS			East	8
22	Iyanfoworogi G/S, Iyanfoworogi	JS/SS			East	4
23	Community H/S, Ondo Road, Ile Ife	JS/SS			East	15
24	Ethiopian Sec. G/S, Ile Ife	JS/SS			East	10
25	Anglican Secondary Commercial	JS/SS			East	12
26	Ooni Girl's H/S, Ile Ife	JS/SS			East	14
27	Idita Comm H/S, Ile Ife	JS/SS			East	21
28	Olubuse Memorial H/S, Ile Ife	JS/SS			East	9
29	Local Authority Secondary G/S Ipetumodu	SSS	Ife North		East	11
30	Origbo Anglican G/S, Ipetumodu	SSS			East	8
31	Akinlalu sec. Commercial College, Akinlalu	JS/SS			East	7
32	Anglican H/S, Edunabon	JS/SS			East	10
33	Community H/S, Asipa	JS/SS			East	6
34	Christ Apostolic Church G/S, Edunabon	JS/SS			East	12
35	Cherubim & Seraphim G/S, Ipetumodu	JS/SS			East	21
36	Community secondary School, Amukegun	JS/SS			East	19
37	The Apostolic G/S, Ipetumodu	JS/SS			East	10
38	Community secondary School, Amukegun	JS/SS			East	1
39	Community Sec School, Oyere-Apamu	JS/SS			East	3
40	United H/S, Oyere Aborisade	JS/SS			East	3
41	Ayanbeku Memorial G/S, Ifetedo	SSS	Ife South		East	8
42	Baptist G/S, Mefoworade	SSS			East	4
43	Ifetedo H/S, Ifetedo	SSS			East	5

44	Olode G/S, Olode	SSS			East	6
45	St. Peter's (R.C.M) G/S, Olode	SSS			East	7
46	Ara Community G/S, Ara-Joshua	JS/SS			East	3
47	Community H/S, Olugbode	JS/SS			East	3
48	Eyenla Community H/S, Amula Saliu	JS/SS			East	6
49	Local Authority G/S, Ifetedo	JS/SS			East	11
50	Community H/S, Omifunfun	JS/SS			East	5
51	Ifetedo G/S, Ifetedo	JS/SS			East	12
52	Irepodun G/S, Aye-Arode	JS/SS			East	6
53	Osi Community H/S, Osi-Sooko	JS/SS			East	4
54	Comm. Sec. G/S Ajebandele-Fadehan	JS/SS			East	4
55	Community Secondary G/S, Alutierin	JS/SS			East	6
56	Aderemi Memorial College, Aye-Oba	JS/SS			East	6
57	Ayedun Grammar School, Labata	JS/SS			East	4
58	Community G/S, Idiako	JS/SS			East	5
59	Community Secondary School, Alabameta	JS/SS			East	2
60	Community H/S, Araromi Oke-Odo	JS/SS			East	1
61	Community Grammar School, Oniperegun	JS/SS			East	5
62	Ifesowapo Community G/S, Egbejoda	JS/SS			East	5
63	The Apostolic College, Ilesa	SSS	Ilesa East	Ilesa	East	16
64	Babalola Memorial Grammar Sch., Ilesa	SSS			East	16
65	Ilesa G/S, Ilesa	SSS			East	27
66	Obokun High School, Ilesa	SSS			East	22
67	St. Lawrence G/S, Ilesa	SSS			East	14
68	St. Margaret's School, Ilesa	SSS			East	17
69	United Anglican Methodist G/S, Ilesa	SSS			East	16
70	Hope G/S, Ilesa	SSS			East	12
71	Christ Apostolic Church Commercial H/S	JS/SS			East	19
72	Biladu G/S, Ilesa	JS/SS			East	15
73	Ijesa Muslim G/S, Ilesa	JS/SS			East	28
74	Cherubim & Seraphim H/S, Ilesa	JS/SS			East	18
75	African Church G/S, Ilesa	SSS	Ilesa West		East	15
76	George Burton Memorial College, Ilesa	SSS			East	15
77	Methodist H/S, Ilesa	SSS			East	22
78	Oba Agunlejika H/S, Ilesa	SSS			East	12
79	Ajimoko H/S, Ilesa	JS/SS			East	17
80	Arimoro H/S, Ilesa	JS/SS			East	16
81	Aronomolaran G/S, Ilesa	JS/SS			East	26
82	Ife-Oluwa C & S Commercial H/S, Ilesa	JS/SS			East	26
83	Local Authority G/S, Ibokun	SSS	Obokun		East	5
84	St. Joseph's Catholic H/S, Esa-Oke	SSS			East	6
85	Ikinyinwa/Iponda Comm H /S, Ikinyinwa	JS/SS			East	8
86	Community H/S, Ilare Ijesa	JS/SS			East	8
87	Community G/S, Otan Ile	JS/SS			East	8
88	Ilumefa Community H/S, Ido-Oko	JS/SS			East	5
89	Community H/S, Esa-Odo	JS/SS			East	6
90	Ibokun H/S, Ibokun	JS/SS			East	10
91	Community H/S, Ilahun	JS/SS			East	8
92	Community G/S, Ipetu Ile	JS/SS			East	8
93	Ifelodun Community G/S, Kiloru	JS/SS			East	8
94	Esa-Oke G/S, Esa-Oke	JS/SS			East	9

95	Imesi Ile Community	JS/SS			East	8
96	Community H/S, Ilase	JS/SS			East	10
97	Imesi Ile H/S, Imesi-ile	JS/SS			East	8
98	Community Secondary Sch, Iperindo	SSS	Atk. East		East	4
99	Ayegunle H/S, Alagbon	JS/SS			East	3
100	Ayinrin Community H/S, Ayinrin-Adedeji	JS/SS			East	6
101	Community G/S, Faforiji	JS/SS			East	2
102	Community G/S, Igangan	JS/SS			East	8
103	Community G/S, Odogbo	JS/SS			East	5
104	Ifedore H/S, S.B. Ojo	JS/SS			East	6
105	Odo Ijesa H/S, Odo-Ijesha	JS/SS			East	6
106	Community G/S, Iwara	JS/SS			East	8
107	Community G/S, Temidire	JS/SS			East	3
108	Ilupeju Community Sch, Ajebamidele	JS/SS			East	3
109	Olowu Community Sch, Aba-Olowu	JS/SS			East	2
110	Community G/S, Kajola-Alago, Oko-Aago	JS/SS			East	4
111	Irepodun Community G/S, Ise-Ijesa	JS/SS			East	10
112	Atakunmosa H/S, Osu	SSS	Atk. West		East	16
113	Akinyemi Memorial G/S, Ifewara	JS/SS			East	12
114	Community H/S, Iwaro	JS/SS			East	7
115	Ibodi Community G/S, Ibodi	JS/SS			East	19
116	Ayetoro Community H/S, Ayorunbo	JS/SS			East	6
117	Apapa Memorial H/S, Kajola	JS/SS			East	21
118	Kosile Memorial H/S, Itagunmodi	JS/SS			East	8
119	Osu Community G/S, Osu	JS/SS			East	15
120	Ilaa-Ijesa Community H/S, Ilaa-Ijesha	JS/SS			East	8
121	Oke-Bode G/S, Oke Osin	JS/SS			East	5
122	Community G/S, Oke Osin	JS/SS			East	3
123	Ifewara H/S, Ifewara	JS/SS			East	8
124	Isolo Community Sec Sch, Isolo-Ijesa	SSS	Oriade		East	3
125	Aro-Odo H/S, Ipetu-Ijesa	SSS			East	7
126	Ipetu-Ijesha G/S, Ipetu-Ijesa	SSS			East	6
127	Ijebu-Ijesha G/S, Ijebu-Ijesha	SSS			East	14
128	Owena G/S, Owena-Jesa	SSS			East	9
129	Elefosan G/S, Ipetu-Jesa	SSS			East	5
130	Erinmo Comm Grammar Sch, Erinmo-Jesa	JS/SS			East	9
131	Ikeji Arakeji G/S, Ikeji Arakeji	JS/SS			East	7
132	Osowusi Muslim H/S, Iloko-Ijesa	JS/SS			East	11
133	Iwoye-Ijesa Comm G/S, Iwoye-Ijesa	JS/SS			East	12
134	Urban Day G/S, Ijebu-Jesa	JS/SS			East	14
135	Ansar-Ul-Deen H/S, Ipetu-Ijesa	JS/SS			East	12
136	C.A.C Commercial G/S, Iwaraja	JS/SS			East	8
137	Ebenezer G/S, Ijeda	JS/SS			East	11
138	Erin Comm G/S, Erin-Ijesa	JS/SS			East	5
139	Orinsunbare G/S, Alaka	JS/SS			East	5
140	Comm G/S, Ere-Ijesa	JS/SS			East	7
141	Dagbaja Comm G/S, Dagbaja	JS/SS			East	4
142	Apoti G/S, Apoti	JS/SS			East	9
143	Irepodun H/S, Erin-Oke	JS/SS			East	7
144	Ikeji Ile H/S, Ikeji-Ile	JS/SS			East	5
145	Ansar-Deen Society G/S Oke-Laaro, Ilobu	SSS	Irepodun	Osogbo	**Central**	11

146	Ilobu Muslim Association High School	SSS			Central	13
147	St. Paul Grammar School, Ilobu	SSS			Central	17
148	Ilobu Secondary Commercial G/S Ilobu	SSS			Central	11
149	Ansar-deen-Society G/S, Erin-Osun	SSS			Central	15
150	Erin Comm Grammar School, Erin Osun	SSS			Central	15
151	Ansar-ul-Islam G/S, Erin Osun	JS/SS			Central	13
152	Anglican Commercial G/S Osogbo	JS/SS	Olorunda		Central	36
153	A.D.S. Grammar School, Osogbo	JS/SS			Central	20
154	C.A.C Grammar School, Osogbo	JS/SS			Central	21
155	Islahudeen Grammar School, Osogbo	JS/SS			Central	25
156	St. Marks Grammar School, Osogbo	JS/SS			Central	25
157	St. James Grammar School,	JS/SS			Central	26
158	Aderounmu Grammar school, Oba ile	JS/SS			Central	17
159	A.U.D. Grammar School, Ilie	JS/SS			Central	10
160	Oroki High School Osogbo	JS/SS			Central	18
161	Lagunle High School, Oba Oke	JS/SS			Central	9
162	Community High School, Osogbo	JS/SS			Central	24
163	Baptist Girls High School, Osogbo	SSS	Osogbo		Central	18
164	Christ African Church G/S, Osogbo	SSS			Central	21
165	Laro Grammar School, Osogbo	SSS			Central	25
166	Fakunle Comprehensive H/S, Osogbo	SSS			Central	36
167	Ife Oluwa Grammar School, Osogbo	SSS			Central	28
168	Muslim Grammar School, Osogbo	SSS			Central	12
169	Ogidan Grammar School, Osogbo	SSS			Central	11
170	Osogbo Grammar School, Osogbo	SSS			Central	30
171	St Charles Grammar School, Osogbo	SSS			Central	17
172	Timehin Grammar School, Osogbo	SSS			Central	10
173	NN.U.D. Gammar School, Osogbo	SSS			Central	7
174	Orolu Community High School, Ifo	JS/SS	Orolu		Central	11
175	Ifon-Erin Community High School, Ifon	JS/SS			Central	12
176	A.D.S. Grammar School, Ifon	JS/SS			Central	10
177	Olufon Comprehensive High School, Ifon	JS/SS			Central	10
178	Ansar-Ul-Islam Grammar School, Ifon	JS/SS			Central	9
179	Oba Moronfolu Grammar School, Ifon	JS/SS			Central	8
180	African Church G/S, Ikirun	SSS	Ifelodun	Ikirun	Central	15
181	Akinorun G/S, Ikirun	SSS			Central	14
182	Coker Memorial H/S, Ikirun	SSS			Central	15
183	Onaola Memorial H/S, Ikirun	SSS			Central	16
184	Orimolade Memorial H/S, Ikirun	SSS			Central	12
185	Holy Michael H/S, Ikirun	SSS			Central	23
186	Community H/S, Iba	JS/SS			Central	10
187	Community Secondary G/S, Obaagun	JS/SS			Central	21
188	Eko-Ende H/S, Eko-Ende	JS/SS			Central	12
189	Inisa G/S, Inisa	SSS	Odo Otin		Central	16
190	Odo-Otin G/S, Okuku	SSS			Central	11
191	Oyinlola Comprehensive H/S, Okuku	SSS			Central	13
192	Community Grammar School Ekusa	JS/SS			Central	10
192	St. Peter's African Church G/S, Oyan	SSS			Central	10
193	Ansar-Ul-deen Comm H/S, Ekosin	SSS			Central	6
194	Ekosin Commercial G/S, Inisa	JS/SS			Central	5
195	Community H/S, Asi-Asaba	JS/SS			Central	7
196	Community H/S, Igbaye	JS/SS			Central	8
197	Community H/S, Ila-Odo	JS/SS			Central	11
198	Community High School, Iyeku	JS/SS			Central	4

199	Okoyekola H/S, Ijabe	JS/SS			Central	12
200	St. Augustine G/S, Inisa	JS/SS			Central	12
201	Community H/S, Ore	JS/SS			Central	11
202	Community H/S, Okua	JS/SS			Central	10
203	Community H/S, Agbeye	JS/SS			Central	10
204	Community H/S, Faji	JS/SS			Central	6
205	Oyan G/S, Oyan	JS/SS			Central	9
206	Community H/S, Oyan	JS/SS			Central	7
207	Oke Iragbiji G/S, Iragbiji	SSS	Boripe		Central	10
208	Baptist Sec G/S, Iragbiji	SSS			Central	9
209	Methodist H/S, Aagba	SSS			Central	10
210	Baptist H/S, Iree	SSS			Central	7
211	Amota Comm H/S, Ororuwo	JS/SS			Central	15
212	Secondary Commercial G/S, Ada	JS/SS			Central	18
213	Ajayi Memorial H/S, Ada	JS/SS			Central	10
214	African Church, G/S, Iree	JS/SS			Central	11
215	Anglican G/S, Otan Ayegbaju	JS/SS	Boluwarudo		Central	7
216	Kiriji Memorial College, Igbajo	JS/SS			Central	9
217	St. Thomas G/S, Otan Ayegbaju	JS/SS			Central	15
218	Community H/S, Igbajo	JS/SS			Central	6
219	Community G/S, Eripa	JS/SS			Central	17
220	Community G/S, Oke Irun	JS/SS			Central	2
221	Baptist G/S, Iresi	JS/SS			Central	6
222	Oluresi Secondary Commercial G/S, Iresi	JS/SS			Central	4
223	Ebekun School of Science, Iresi	JS/SS			Central	8
234	Igbonnibi G/S, Ila	SSS	Ila		Central	9
225	Ila G/S, Ila	SSS			Central	12
226	Ajagunla G/S, Ila	JS/SS			Central	14
227	College H/S, Ila	JS/SS			Central	18
228	Isedo H/S, Ila	JS/SS			Central	9
229	Kajola H/S, Ila	JS/SS			Central	12
230	Agbolijaje G/S, Ila	JS/SS			Central	11
231	Ora Secondary Community G/S, Ora	SSS	Ifedayo		Central	3
232	Oke-Ila G/S, Ila	JS/SS			Central	12
233	Aruru Memorial H/S, Oyi-Araromi	JS/SS			Central	6
234	Community G/S, Oyi-Ayegunle	JS/SS			Central	5
235	Anwar-Ul-Islam Grammar School, Iwo	SSS	Iwo	Iwo	**West**	11
236	Baptist High School, Iwo	SSS			West	17
237	Islahudeen Community High School, Iwo	SSS			West	17
238	Local Authority Commercial G/S, Iwo	SSS			West	17
239	United Methodist High School, Iwo	SSS			West	12
240	St. Anthony's Grammar School, Iwo	SSS			West	15
241	St. Mary's Grammar School, Iwo	SSS			West	14
242	Iwo Grammar School, Iwo	SSS			West	20
243	Baptist Grammar School, Iwo	JS/SS			West	21
244	Community G/S, Elemon Adana	JS/SS			West	14
245	Community Grammar School, Papa Iwo	JS/SS			West	20
246	Community Grammar School, Olupo	JS/SS			West	12
247	Baptist Grammar School, Ode Omu	SSS	Aye Dade		West	11
248	St. David's Grammar School, Ode	SSS			West	10
249	St. Patrick's Grammar School, Ode Omu	SSS			West	7
250	Araromi Grammar School, Araromi Owu	SSS			West	12
251	Community School, Akiriboto	JS/SS			West	3
252	Gbogan High School, Gbogan	JS/SS			West	19

253	Community High School, Owoode	JS/SS			West	14
254	Olufi High School, Gbogan	JS/SS			West	16
255	The Apostolic Grammar School, Orile Owu	JS/SS			West	5
256	Community High School, Wakajaye	JS/SS			West	9
257	Community G/S, Tonkere Ayeroro	JS/SS			West	13
258	Ode Omu High School, Ode Omu	JS/SS			West	11
259	Orile Owu Grammar School, Orile Owu	JS/SS			West	7
260	St. Michael Grammar School, Ode Omu	JS/SS			West	18
261	St. Paul's Grammar School, Ghongan	JS/SS			West	13
262	Oogi Community Grammar School, Oogi	JS/SS			West	9
263	Oluponna Comm High School, Oluponna	SSS	Ayedire		West	13
264	Lurther Kings College, Ileogbo	SSS			West	13
265	Community High School, Ileogbo	SSS			West	12
266	African Church G/S, Kuta Ile-Ogbo	JS/SS			West	12
267	Community High School, Kuta	JS/SS			West	21
268	Community high School, Igbotente	JS/SS			West	6
269	St. Augustine Commercial G/S, Ikire	SSS	Irewole		West	16
270	Community High School, Oke-Ada, Ikire	SSS			West	16
271	Ayedaade Grammar School, Ikire	JS/SS			West	18
272	Baptist Grammar School, Ikire	JS/SS			West	15
273	Fatima College, Ikire	JS/SS			West	10
274	Akinrere High School, Ikire	JS/SS			West	19
275	St. John's Anglican Grammar School, Ikire	JS/SS			West	16
276	Community High School, Odeyinka	JS/SS			West	17
277	Anwar-Ul-Islam Grammar School, Ikire	JS/SS			West	8
278	Islamic High School, Ikire	JS/SS			West	12
279	Islamic High School, Ikire	JS/SS			West	10
280	A.D.C Grammar School, Apomu	SSS	Isokan		West	15
281	St. Anthony's College, Ikoyi	SSS			West	13
282	African Church Grammar School, Apomu	SSS			West	9
283	Apomu Grammar School, Apomu	SSS			West	12
284	Community High School, Ikoyi	JS/SS			West	11
285	Muslim High School, Ikoyi	JS/SS			West	9
286	Community High School, Ayepe, Apomu	JS/SS			West	8
287	Community High School, Egbeda, Apomu	JS/SS			West	6
288	Ogbaagba Comm G/S, Ogbaagba	SSS	Olaoluwa		West	9
289	Telemu Comprehensive College, Telemu	JS/SS			West	12
290	Community Grammar School, Ajagunlase	JS/SS			West	6
291	Community Grammar School, Bode-Osi	JS/SS			West	15
292	Community Grammar School, Iwo-Oke	JS/SS			West	5
293	Community Grammar School, Ikonifin	JS/SS			West	10
294	Adatan High School, Asa	JS/SS			West	5
295	Irepodun Comm. Grammar School, Asa	JS/SS			West	5
296	Community Grammar School, Ikire-Ile	JS/SS			West	13
297	Ilupeju Comm. Grammar Sch. Ilemowu	JS/SS			West	15
298	Christ Apostolic Church G/S, Ede	SSS	Ede North	Ede	West	9
299	Ede Muslim G/S, Ede	SSS			West	23
300	Mapo Arogun Comprehensive H/S, Ede	SSS			West	14
301	Timi Agbale G/S, Ede	SSS			West	13
302	Owode Adejuwon G/S, Ede	JS/SS			West	11
303	Ansar-Ul-Islam Commercial G/S, Ede	SSS	Ede South		West	22
304	Baptist High School, Ede	SSS			West	14
305	Adventist G/S, Ede	SSS			West	21

306	Oba-Laoyi G/S, Ede	SSS			West	15
307	Sekona G/S, Ede	SSS			West	12
308	Community H/S, Alajue	SSS			West	7
309	Ansar-Ul-deen Society G/S, Oko Rd, Ejigbo	SSS	Ejigbo		West	10
310	Local Authority Secondary G/S, Ejigbo	SSS			West	8
311	Ejigbo Baptist H/H, Ejigbo	SSS			West	18
312	Anglican Sec. Grammar School, Ifeodan	SSS			West	9
313	Ansar-Ul-deen Society H/S, Ola Rd, Ejigbo	SSS			West	10
314	Ajoda Comprehensive H/S, Ejigbo	JS/SS			West	8
315	Community G.S, Isundunrin	JS/SS			West	8
316	Community G/S, Masifa	JS/SS			West	7
317	Baptist Secondary G/S, Ola	JS/SS			West	13
318	Muslim Community H/S, Ola	JS/SS			West	5
319	Agurodo H/S, Agurodo	JS/SS			West	12
320	Community G/S, Oguro	JS/SS			West	4
321	Community G/S, Isoko	JS/SS			West	8
322	Community G/S, Ilawo	JS/SS			West	6
323	Community Sec. G/S, Idi-gba, Songbe	JS/SS			West	6
324	Alawo G/S, Awo	JS/SS	Egbedore		West	12
325	Ido-Osun H/S, Ido-Osun	SSS			West	20
326	Baptist G/S, Ara	JS/SS			West	11
327	Community H/S, Iwoye, Ede	JS/SS			West	17
328	Iragberi G/S, Iragberi	JS/SS			West	10
329	Community H/S, Okinni	JS/SS			West	21
	Total					**3490**

Source: *Information Unit, Osun State Ministry of Education, 2011.*

- **Key**: **S.D.**= Senatorial District, **G/S** = Grammar School, **JSS**= Junior Secondary School, **SSS** = Senior Secondary School, **LGA**= Local government Area, **HS=** High School, **C & S =** Cherubim and Seraphim, **Comm =** Community, **ATK**=Atakunmosa East (Iperindo), Atakunmosa West (Osun)

Appendix F

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
"S" is sample size.

Krejcie, Robert V., Morgan, Daryle W., "Determining Sample Size for Research Activities", Educational and Psychological Measurement, 1970.