PERCEPTIONS OF STAKEHOLDERS ON PROVISION AND MANAGEMENT OF RESOURCES IN SENIOR SECONDARY SCHOOLS IN NORTH - WEST ZONE OF NIGERIA.

BY
SANUSI Muslimat
OLD NUMBER: PH.D/EDUC/5222/10-11
NEW NUMBER: P15EDFC9053

A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES AHMADU BELLO UNIVERITRY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA.

SUPERVISORS
PROF. B. A. MAINA
DR. A. A. IGUNNU
DR. E. I. MAKOJU

OCTOBER, 2018.

DECLARATION

I, Muslimat Sanusi, hereby declare that this thesis entitled "Perceptions of stakeholders on Provision and Management of Resources in Senior Secondary Schools in North – West Zone of Nigeria" was written by me, I also declare that this piece of work has never been presented before for the award of any higher degree. All sources of information used in this research work have been duly acknowledged in the reference section.

MUSLIMAT SANUSI **DATE**
OLD NUMNER: PH.D/EDUC/5222/10-11
NEW NUMBER: P15EDPC9053

CERTIFICATION

This thesis entitled "Perceptions of Stakeholders on Provision and Management of Resources in Senior Secondary School in North – West Zone of Nigeria" by Muslimat Sanusi has been read and approved as meeting the requirement of Doctor of Philosophy Degree in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria.

Prof. B. A. Maina

Chairman, Supervisory Committee	**Signature**	**Date**

Dr. A. A. Igunnu

Member, Supervisory Committee	**Signature**	**Date**

Dr. E. I. Makoju

Member, Supervisory Committee	**Signature**	**Date**

Dr. M. I. Harbau

Head of Department	**Signature**	**Date**

Prof. S. Z. Abubakar

Dean, School of Postgraduate Studies	**Signature**	**Date**

DEDICATION

This research work is dedicated to the memory of my mother, Hajiya Zinatu Sanusi and my two children, Zainab and Abbas Salahudeen Zailani whose understanding, foresight, encouragement and support have actually motivated me to undertake such a study and complete this research work.

ACKNOWLEDGEMENTS

I wish to express my profound gratitude to Almighty Allah for sparing my life and for giving me the opportunity to undertake an educational programme of this magnitude and for giving me the ability to complete this research work.

Although I am solely responsible for this piece of work, it would not have been possible without the contribution of many individuals. Specifically I am deeply indebted to Professor B. A. Maina, Dr. A. A. Igunnu and Dr. E. I. Makoju, the supervisors of this research work, who inspite of their academic commitments are always willing to offer scholarly guidance, suggestions, corrections and for showing their interest in this write up, which indeed contributed immensely to the successful completion of this study.

I sincerely appreciate the assistance given to me by classmates, Dr. Abubakar Jumare, Mal. Hamisu, Mr. Adeyemo, and Victor Udo. I also acknowledge the understanding, kindness and assistance rendered to me by Dr. Adamu Ibrahim, Dr. (Mrs) Rahmatu Umar, and Dr. (Mrs) Fatima Kera, my brothers Abdulkadir Sanusi, Aminu Yusuf for their useful contributions. I am wholeheartedly grateful to my friends and research assistance in the person of Mrs. Lami Zubairu, Mairo Mamman, Musliha Yahuza, Ladi Yerima, Mrs. Usman, Daddy Abdullahi Ayuba, Zainab Abdullahi, Mal. Munkaila Baban Papa, Atara Mathew, Abdul Bello, Amina B. Pate, all ANCOPSS chairmen and secretaries of states in North-West Zone of Nigeria.

My special gratitude goes to my children, Zainab S. Zailani and Abbas S. Zailani for their patience and encouragement which have contributed enormously to the success of the this work. Finally, I want to express my thanks to Mahmud Suleiman for typing my manuscripts and Cletus Ekoja the computer analyst I say thank you.

ABSTRACT

This study investigated the perceptions of stakeholders on provision and management of resources in Senior Secondary Schools in North-West Zone of Nigeria. The study was set to achieve objectives such as examine the provision and management of human resources, determine the provision and management of material resources and find out the provision and management of financial resources in senior secondary schools in North – West Zone of Nigeria to mention but a few. Seven research questions were asked in line with the objectives. Also, seven null hypotheses were postulated some of which are; there is no significant difference in the opinions of stakeholders on provision and management of curriculum resources in senior secondary schools in North – West Zone of Nigeria, there is no significant difference in the opinions of stakeholders on time resource management and there is no significant difference in the opinions of stakeholders on provision and management of resources in rural and urban senior secondary schools in North – West Zone of Nigeria. Descriptive survey was used for data collection. The target population of the study was 24,978. A sample of 455 respondents, comprising 70 principals, 350 teachers, 35 ministries of education officials were selected using purposive sampling technique. A structured questionnaire adopted from Maina (2016), which was made up of 53 item statements was the main instrument used for data collection. The data collected were first compiled and presented using frequency counts and simple percentages and later subjected to One Way Analysis of Variance (ANOVA) and Scheffe multiple comparison test. Seven hypotheses were formulated in line with objectives of the study and the research questions. The findings revealed that enough social science, arts, vocational and technical subjects teaching staff were not provided in most of the senior secondary schools. It was discovered that enough teaching, learning and recreational facilities were not provided in some of the senior secondary schools. However, the material resources provided were well managed. Adequate financial resources were not provided in most of the senior secondary schools and the few provided were not properly managed in some of the secondary schools. Most of the respondents disagreed that enough time resources were provided in most of the secondary schools. Curricula of most subjects were not reviewed regularly in secondary schools. However, the curricula of most subjects provided were well managed. Enough human resources were not provided in boarding schools, particularly in arts and commercial subjects and enough non-teaching staff such as cooks, security men were not provided. However, most of the resources provided were well managed in most of schools. From the findings, it was recommended that the state governments should recruit more teaching and non-teaching staff for secondary schools. Also, there should be more provision of material resources such as classrooms, offices, laboratory equipment, recreational halls and text books in areas of teaching and learning facilities. All agencies responsible for the review of curriculum should be mandated to do their work to meet the current needs of the study.

OPERATION DEFINITION OF TERMS

Resources: In this study, the term is used to mean the tools or materials to work with to carry out a plan made, they are grouped into five (5); (1) human resources, (2)materials resources (3) finance resources (4) time resources and (5) curriculum resources.

Human Resources: They are those staff and learners responsible for undertaking the activities define to archive educational goals**.**

Material Resources: Are grouped into 2 in this study. They are (1) physical facilities and (2) learning resources.

Financial Resources: It's all revenue accruable to the school from identified sources such as tuition fees by students, government grant, PTA donations, philanthropic individuals and organization.

Time Resources: What is measured in minutes/hours/year

Curriculum Resources: A plan that consist of learning opportunities from a specific time frame and place, a tool that aims to bring about behavioral changes in students as a result of planned activities.

Principals Head Teacher: Principal as Head teachers are used in this project to mean the same thing.

Physical Facilities: Is used in this study to means school building. They are grouped into: (1) instructional, (2) administrative, (3) circulation, (4) conveniences (5) instructional.

Learning Resources: Represent events, people, ideas related to objectives of learning and 'things' that is books, journal, magazines, newspaper, films/videotapes, computers i.e. ICT facilities, maps, laboratory equipment and chemicals

TABLE OF CONTENTS

CONTENTS		PAGE
TITLE PAGE		i
DECLARATION		ii
CERTIFICATION		iii
DEDICATION		iv
ACKNOWLEDGEMENTS		v
ABSTRACT		vi
DEFINITIONS OF TERMS		vii
TABLE OF CONTENTS		viii
LIST OF FIGURES		xi
LIST OF TABLES		xii
ABBREVIATIONS		xiii
CHAPTER ONE: INTRODUCTION		
1.1	Background to the Study	1
1.2	Statement of the Problem	6
1.3	Objectives of the Study	7
1.4	Research Questions	8
1.5	Research Hypotheses	9
1.6	Basic Assumptions	10
1.7	Significance of the Study	11
1.8	Scope of the Study	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE		
2.1	Introduction	13
2.2	Conceptual Framework	14
2.2.1	Resources	14
2.2.2	Human Resources	15
2.2.3	Material Resources	15
2.2.4	Finance Resources	16

2.2.5 Time Resources 16
2.2.6 Curriculum Resources 17
2.3 Theoretical Framework 19
2.4 Management of Secondary Schools 23
2.5 Provision and Management of Human Resources 26
2.6 Provision and Management of Material resources 32
2.6.1 Provision and Management of Resources Utilization 39
2.7 Provision and Management of Financial Resources 44
2.8 Provision and Management of Time 53
2.9 Provision and Management of Curriculum 60
2.10 Review of Empirical Studies 67
2.11 Summary 74

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 75
3.2 Research Design 75
3.3 Population of the Study 76
3.4 Sample and Sampling Techniques 76
3.5 Instrumentation 77
3.5.1 Validity of the Instrument 78
3.5.2 Pilot Test 79
3.5.3 Reliability of the Study Instrument 80
3.6 Procedure for Data Collection 80
3.7 Procedure for Data Analysis 81

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction 83
4.2 Demographic Data of Respondents 84
4.3 Opinion of Respondents on Provision and Management of Resources in Secondary School in North – West Zone of Nigeria 86
4.4 Hypotheses Testing 105

4.5 Summary of Hypotheses Testing 113
4.6 Summary of Major Findings 116
4.7 Discussion of the Findings 117

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction 123
5.2 Summary 123
5.3 Conclusion 125
5.4 Recommendations 126
5.5 Suggestions for Further Studies 127
References 128
Questionnaire 140

LIST OF FIGURES

Figure 1 An integrated model school effectives

Figure 2 The output system

LIST OF TABLES

1. Samples Selected from a Given Population.
2. Rates of Returns for the Questionnaire Administered.
3. Demographic Data of Respondents.
4. Opinions of Respondents on Provision of Human Resources.
5. Opinions of Respondents on Provision and Management of Material Resources.
6. Opinions of Respondents on Provision and Management of Financial Resources.
7. Opinions of Respondents on Provision and Management of Time Resources.
8. Opinions of Respondents on Provision of Curriculum Resources.
9. Summary of One Way Analysis of Variance on Provision and Management of Human Resources.
10. Summary of One Way Analysis of Variance on Provision and Management of Material Resources.
11. Summary of Scheffe's Multiple Comparison Test on Provision and Management of Material Resources.
12. Summary of One Way Analysis of Variance on Provision and Management Of Financial Resources.
13. Summary of Scheffe's Multiples Comparison Test on Provision and Management of Financial Resources.
14. Summary of One Way Analysis of Variance on Provision and Management of Time Resources.
15. Summary of Scheffe's Multiples Comparison Test on Provision and Management of Time Resources.
16. Summary of One Way Analysis of Variance on Provision and Management of Curriculum Resources.
17. Summary of Scheffe's Multiples Comparison Test on Provision and Management of Curriculum Resources.
18. Summary of One Way Analysis of Variance on Provision of Resources in Rural and Urban Secondary Schools.
19. Summary of One Way Analysis of Variance on Provision and Management of Resources in Day and Boarding Secondary Schools.
20. Summary of Hypotheses Testing

ABBREVIATIONS

ANOVA	Analysis of Variance
H/TRS	Head Teachers or Principals
FME	Federal Ministry of Education
FRN	Federal Republic of Nigeria
MCPT	Mandatory Continued Professional Trading
NERDC	Nigerian Educational Development Council
OMOE	Officials of Ministries of Education
PTA	Parents Teacher Association
SBMC	School Based Management Committee
TRS	Teachers
UNESCO	United Nations Education Scientific and Cultural Organization
MOEO	Ministries of Education Officials
FMEYD	Federal Ministry of Education and Youth Development

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Secondary education is the education given to students after primary school. It serves as a ladder through which learners climb to tertiary school education. It is at the secondary level that the future academic careers of the students are largely determined.

Education is expected to be a carefully guided process of initiating young men and women into meaningful thinking and behaviour in a society. All these positive roles could be achieved through good resources utilization. The resource available for the management of establishments and institutions in the country have been adversely affected. This sad situation has increased the concern of the government, private sectors and Administrators of schools, over how best to utilize the minimal resources with the education sector having to compete with other public sectors for limited available resources. Administrators of secondary schools are forced to demonstrate competence in the management of resources. The topic of this research "Perceptions of Stakeholders on Provisions and Management of Resources in Secondary Schools in North – West Zone of Nigeria" is timely, presently and logically important in view of the present realities in our society. By fostering the creation of growth of organization members and environment that are supportive of creativity, team building and participation in solving problems. Schools administrators can then tap into the powerful energy of inner motivational forces that traditional organizational environment routinely represses and discourages.

Every organization exists to achieve certain goals and for them to be achieved, effort has to be made towards the resource utilization. Productivity is therefore, a function of

performance and can only be increased through better, more effective and more efficient performance of individuals and groups in an organization. This can be achieved through effective leadership. Resources in organizations are limited, which often turns potential conflicts into real conflicts. If resources were abundant, then all various constitutions within the organization could satisfy their goals. But because they are limited, not everyones interest can be provided for. Furthermore, whether true or not, gains by individuals or groups are often perceived as being at the expense of others within the organization, competing for the organizations limited resources. The state of affairs places a lot of challenges to the educational administrators and planners whose responsibility is to manage resources effectively, to ensure the realization of goals and objectives of secondary education.

The achievement of goals and objectives of educational institutions in Nigeria in general and secondary schools in particular, is premised on a number of in school and out of school factors. Of particular importance in this regard is the availability, functionality and adequacy of resources based on their quality planning, maintenance and effective management. Financial resources has equally been recognized as a major resource in the development of any educational system. The National Policy on Education (NPE) (2013) recognizes this fact, when it states that education is an expensive social service that requires adequate financial provision from all tiers of government for successful implementation of educational programmes in the country.

Another vital resource according to Olatoun (2013), is the human resources. They are seen as the greatest and most precious asset or factor in production process. Ndiomu in Olatoun stressed that the indices for measuring national growth and development hinged in the conditions of human resources that such nation possesses. However, Amao in Olatoun

(2011) stressed that poor staffing has been a recurring features in the country's educational system. Kassah (2008) defined human resources management as the process of accomplishing organization objectives, acquiring, retaining terminating developing and properly using human resources in organization.

The importance of school facilities (material resources) in enhancing effective teaching and learning cannot be over emphasized. Since teaching and learning takes place through the interaction of the learners with the teaching environment. The quality and quantity of school facilities such as classrooms, offices, library, laboratories furniture and so on, enhance the quality of teaching and learning as well as effective school management. Attesting to this, Olutola (1981) Korede (1999) and Abdulkareem (2003) said despite the importance of these resources in achieving education goals, adequate attention has to be paid to their provision and management in Nigerian schools.

UNESCO (2008) states that the following facilities are very important in any learning environment.

1. Enough teaching materials;
2. Enough classroom furniture;
3. Availability of various teaching aids.
4. Availability of effective health facilities and indoor air quality.
5. Full spectrum and national lighting; and
6. The presence of qualified teachers.

Mohammed (2009) states that studies reveal significant relationship between learning facilities and academic achievement.

Instructional resources (material resources) are also aids that help in effective teaching and learning in secondary schools. Without instructional resources, learning will not effectively take place. Umeh (2006), stressed that a teacher can only achieve his objectives in teaching if enough resources are available and utilized appropriately. He also notes that previous researchers revealed that availability and effective use of instructional resources make the subject matter of curriculum more realistic and relevant. Nwosu (2002) further affirmed that when teachers are encouraged to acquire and develop basic skills and knowledge in planning, designing and producing teaching and learning materials, and are motivated to produce the materials as a regular part of their teaching, they will readily appreciate the need to use materials as necessary and integral part of their instructional task. They will also gradually develop a positive attitude towards teaching and learning activities.

It is a known fact that without skilled management and dedicated managers, no amount given will make any impact or transform the school into an effective, efficient and result oriented organization. Fagbamiye and Durosaro (2000), further affirmed that there have been increases in the investment in education which has risen up to 40% of the annual budget at State level and about 24% at the Federal level. The increase in the expenditure on education has resulted in greater awareness and interest in the quality of education. Thus, the need for prudent and competent principles and accounting staff to handle allocated funds in order to minimize financial crisis and wastage in the secondary education sector.

Resources allotted for secondary education services delivery hinges on finance. There is seemingly low productivity of educational product in spite of the high amount of money vested on education. Olatoun (2001) emphasized that Nigerians expect secondary school system to be efficient in a way that quantity of output is obtained with minimum input, but

anecdotal observations of secondary school operation in Nigeria reveals that there are elements of inefficiency in the system. Majority of the students failed examination because only 31% of them obtained the university requirements of five credits including English and Mathematics in 2010.

Drucker in Al-Jeraisy (2001) maintains that "time is the most scarce resources. If it is not managed, nothing else will be managed". Ketchum (2015) maintains that lack of punctuality not only affects the "machine: -of work place…it affects the people in it, which may lead to resentment, as co-workers who are on time compare themselves to late-comers. Being late throws you out of loop, as you may miss important information. This may also cause a harmful division among employees. Leaders affect the entire workplace but when they are late, it sends an irresponsible message to employees, which may lower morale. When leaders are punctual, it exhibits a work ethic to aspire to.

Curriculum is the total efforts of the schools to bring about desired outcomes in the school and out of school situations. Kerr (1968) conceives curriculum as all the learning which is planned and guided by the school whether it is carried out in groups or individually, inside or outside the school. It could be seen as an essential means of education. It is everything that the students and their teachers do. Thus, it is two fold in nature, being made-up of the activities of the things and of the materials with which they are been done. Muhammad (2008) observed that curriculum has been overtaken by developments, in science and technology. There should be review to update and incorporate new information and communication technology for accounting education. He further, said curriculum revision should be an ongoing process, if it is to serve the need of the society that sustain it.

The expectations of all concerned is that school administrators should make judicious use of the scarce educational resources in ensuring that students stay for the minimum number of years expected in the school system thus promoting high efficiency in the system.

1.2 Statement of the Problem

In all most every sector of Nigeria's educational system, there is a general absence of support services such as unit personel and services provided by resource agencies to aid the teaching and learning process.

Provision of adequate facilities such as classrooms, furniture, toilets, water, recreational facilities, electricity and health services are inadequate in most senior secondary schools. Instructional materials and equipment remains a major impediment to effective teaching and learning in most senior secondary schools. Most schools in North – West Zone of Nigeria schools kept empty libraries and where a library exists, it is full of old, and obsolete books, sporting equipment and classes were not well furnished for any meaningful teaching and learning to take place.

Inadequate funding and poor management were the main factors responsible for the near collapse of the educational systems, in most of the senior secondary schools in North – West Zone of Nigeria. It is evident that majority of human resources such as teachers, non-teaching staff and students in schools were not punctual to work. The repercussion of not being punctual are many, such as building up tension resulting into stress and fatigue. Engagements of students by some parents in domestic activities during school hours, which prevents students from doing their home studies and take home assignment. Due to poor moral training, precious time is often wasted in watching films, football matches, play

computer games by students instead of reading their books. Most of the senior secondary schools do not have the reviewed curriculum that will aid them in teaching the prescribed subjects.

The state of affairs places a lot of challenges to the educational administrators and planners whose responsibilities is to manage school resources effectively to ensure the realization of the goals and objectives of senior secondary school education. The paper tries to evolve the perceptions of stakeholders on provision and management of resources in senior secondary school in North – West Zone of Nigeria.

1.3 Objectives of the Study

The study was set to:

(1) examine the stakeholders' perceptions on provision and management of human resources in Senior Secondary Schools in North-West Zone of Nigeria;

(2) determine the stakeholders' perceptions on provision and management of material resources in Senior Secondary Schools in North-West Zone of Nigeria;

(3) find out the stakeholders' perceptions on provision and management of finance resources in Senior Secondary Schools in North-West Zone of Nigeria;

(4) ascertain stakeholders' perceptions on provision and management of time resources in Senior Secondary Schools in North-West Zone of Nigeria;

(5) assess stakeholders' perceptions on provision and management of curriculum in Senior Secondary Schools in the North-West Zone of Nigeria;

(6) find out the stakeholders perceptions on provision and management of resources in day and boarding Senior Secondary Schools in North-West Zone of Nigeria; and

(7) ascertain on the differences between the perceptions of stakeholders on provision and management of resources in rural and urban Senior Secondary Schools in North-West Zone of Nigeria.

1.4 Research Questions

The research sought to answer the following questions:

1) How do the stakeholders perceive the provision and management of human resources in Senior Secondary Schools in North – West Zone of Nigeria?
2) How do the stakeholders perceive the provision and management of material resources on Senior Secondary Schools in North – West Zone of Nigeria?
3) How do the stakeholders perceived the provision and management of finance in Secondary Schools in the North-West Zone of Nigeria?
4) How do the stakeholders perceive the provision and management of time resources in Senior Secondary Schools in North - West Zone of Nigeria?
5) How do the stakeholders perceive the provision and management of curriculum resources in Senior Secondary School in North-West Zone of Nigeria?
6) How do the stakeholders perceive the provision and management of resources of boarding and day Senior Secondary Schools in North – West Zone of Nigeria, and
7) How do the stakeholders perceived the rural and urban school location influence on provision and management of resources in Senior Secondary Schools in North – West Zone of Nigeria?

1.5 Research Hypotheses

The following null hypotheses were postulated:

HO_1: There is no significant difference in the opinions of Principals, Teachers and MOEO (stakeholders) on provision and management of human resources in Senior secondary schools in North – West Zone of Nigeria;

HO_2: There is no significant difference in the opinions of stakeholders on provision and management of material resources in Senior Secondary Schools in North-West Zone of Nigeria;

HO_3: There is no significant difference in the opinions of stakeholders on provision and management of financial resources in Senior Secondary Schools in North-West Zone of Nigeria;

HO_4: There is no significant difference in the opinions of stakeholders on provision and management of time resources in Senior Secondary Schools in North-West Zone of Nigeria;

HO_5: There is no significant difference in the opinions of stakeholders on provision and management of curriculum resources in Secondary Schools in North-West Zone of Nigeria;

HO_6: There is no significant difference in the opinions of stakeholders on provision and management of resources in day and boarding Senior secondary schools in North- West Zone of Nigeria; and

HO_7: There is no significant difference in the opinions of stakeholders on provision and management of resources in rural and urban Senior secondary schools in North- West Zone of Nigeria;

1.6 Basic Assumptions

The study was on the assumptions that:

1) Human resources constitute a very important factor in the functioning of Senior secondary school in North – West Zone of Nigeria;
2) Material resources such as teaching, learning, water, recreational facilities cannot be ignored if effective teaching and learning has to take place in Senior secondary schools;
3) It is assumed that financial management in schools is an area where many principals have neither pre-service nor in-service training prior to their appointment and this contributes immensely to their failures as principals;
4) Time is considered a common factor for the personnel at the professional level;
5) An effective curriculum must take into consideration the needs of learners and the society;
6) Teachers of day/boarding secondary schools are true models to their learners. The commitment to duty, the discipline, the respect from the society, the sincerity of purpose and the desire in building future generations were unquestionable; and
7) It is assumed that there are challenges associated with rural and urban secondary schools education which require special attention as it has direct bearing on the outcome of the students performance and predicts the ultimate future of such candidates.

1.7 Significance of the Study

The study is significant to all stakeholders in education and especially to the federal government, state and local governments who provide resources for Senior secondary school education. The state ministry of education will benefit immensely because they are to a large extent responsible for Senior secondary education in the state. It will also assist by showing where challenges are, and strategies for allocation of resources.

The finding of the study will provide information to policy makers and educational planners when making their plans. It is the hope of the researcher that all principals, teachers and MOEO will appreciate and benefit from the findings and recommendations made for better effective and efficient management of Senior Secondary Schools in Nigeria. To teachers, the study will encourage them to put more efforts and maximize their performance capabilities; this will help them improve the performance of students in cognitive, affective and psychomotor domains.

It is also significant to researchers carrying out similar studies as they will be enriched with new knowledge, methodologies on the ways of improving quality and maintaining standard of the scarce resources available for Senior secondary school principals.

1.8 Scope of the Study

The research focused on identifying the perceptions of stakeholders on provision and management of resources such as human, material, curriculum, finance and time in Senior Secondary Schools in North – West Zone of Nigeria.

The research was limited to the following resources – curriculum, material resources (such as facilities, learning resources), human and time resources, funds, it is also limited to

public Senior Secondary Schools in North-West Zone, Nigeria of Learning resources in this research is limited to equipment, books and teaching aids while human resources is limited to teachers, personnel and students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter highlights related previous research reports on issues related to provision and management of resources in Senior Secondary Schools in North – West Zone of Nigeria. Thus, this chapter is organized under the following sub headings:-

Conceptual Framework;

Meaning of Resources;

Human Resources;

Material Resources;

Finance Resources;

Time Resources;

Curriculum Resources;

Theoretical Framework;

Management of Secondary Schools;

Provision and Management of Humans Resources in Schools;

Provision and Management of Material Resources in Schools;

Management of Learning Resources and Utilization;

Provision and Management of Finance Resources in Schools;

Provision and Management of Time Resources in Schools;

Provision and Management of Curriculum Resources in schools;

Empirical Studies;

Summary.

2.2 Conceptual Framework

2.2.1 Resources

Resources are means to reach set goals. They are the tool or materials to work with, to carry out a plan made. They are means to an end. There are different types of resources which the school principal can use to achieve the goals of secondary school education. It is not possible to find one school having all the different types of resources made available to him/her. The resources therefore, have to be understood and carefully allocated to achieve the goals.

Resources are mainly grouped into five; human resources, material, curriculum, finance and time resources for the purpose of the study. Resources constitute a very important factor in the functioning of the educational system as the success of the system or otherwise depends on the manpower and material made available.

Miller and Spoolman (2011) defined resources as a source or supply from which benefit is produced. Typically resources are material, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable.

In another related review Tobi (2000) reported that education resources are teachers, curriculum, facilities, support services and co-operative training opportunities. It can also include human and material resources that bring about the desired changes that ensure the learner has imbibed the science culture. Therefore, there are different types of resources which the school principal can use to achieve the goals of the secondary school education. It is not possible to find one school having all the different types of resources available. The resources have to be understood and carefully allocated to achieve the goals of the setting of the school. Oyeniyi (2008) reported NERDC, that most classrooms are not conducive and

facilities are in gross short supply, and that in no condition can student acquire practical skills without relevant textbooks

2.2.2 Human Resources

Human resources are seen as the greatest and most precious assets or factor in production process. Ndiomu (1992) stressed that the indices for measuring national growth and development hinged on the condition of human resources that such a nation processes. However, poor staffing has been a recurring feature in the country's education system (Amao, 1982), Ogunsaju (2000) asserted that adequately qualified staff must be employed and proper monitoring system must be put in place to ensure school effectiveness.

Samuelson and Mordhaus (2004) define human resources as human beings, through the labour they provide. The organization of staff are also considered to be resources. The human resources can also be the skill, energy, talent, abilities and knowledge that are used for the production of goods or rendering of services. In educational context, human resources are those employees and learners responsible for undertaking the activities defined to achieve educational goals.

2.2.3 Material Resources

Material resources are non-human resources (that is physical facilities, learning resources). Olutola, (1981) and Korede (1999) defined school facilities as the physical resources inputs that make the implementation of school curriculum easy or simple. They further said these facilities have been found to enhance the achievement of the school goals in the long run. Adeboye (1999) also grouped school plant as school physical facilities. These facilities include the school site, classrooms, libraries, toilets, cafeteria, stores, gardens, sport field, tool, instructional facilities, staff's and learners furniture, teachers and learners

textbooks, and utilities. Abdulkareem (2003) grouped the facilities under seven components of school plant as follows:-

1) *Building:* Instructional, administrative, curriculum and conveniences.
2) *Machinery:* workshop machines and tools, duplicating machines, mowers etc.
3) *Transports:* Vehicles.
4) *Equipment:* Laboratory and equipment, sporting equipment, instructional facilities (teaching aids), computer sets, photocopier, typewriters etc.
5) *Furniture:* Staff furniture and learners furniture etc.
6) *Books:* Library books etc
7) *Utilities:* Electrical, water supply and communication

2.2.4 Financial Resources

Finance resources in education is all revenue accruable to the school from identified sources such as tuition fees by students, government grant, PTA donations, philanthropic individuals and organizations, school farm etc.

Lawal (2002) states that financing education is through the payment of tuition fees by students, government subversion (grants), donation, endowment funds, loans and revenue from projects.

2.2.5 Time Resources

Time represents an extremely important resources in this life. If it is not effectively utilized, so much will be lost. Time lost will be difficult to make up for, once it passes, it never comes back. Time according to Oxford Advanced Learner's Dictionary is what is measured in minutes/hours./year. The changing season marks the passing of time.

Optimum utilization of time usually determines the difference between success and failure. Out of the daily twenty four hours, only a limited number is utilized for work purposes. Therefore, the problem becomes one of what to do within that limited amount of time. Making use of every minute is important for the achievement of work economically and at the right time. Since time always passes at a fixed and constant speed, one has to care for the time allocated to him. The amount of time is not as important as how to manage the time available to use. Effective time management can result in better utilization of time and in more achievements.

Those who care for their time are the ones who make great achievement in their personal and professional lives, and they do realize that time is not enough for doing all what they want to do. In contrast, those who do not care much for making achievement are those who consider time to be of little value.

2.2.6 Curriculum Resources

Curriculum has various definitions among scholars, however, the term is used here to refer to the knowledge that the society select from the total available reservoiur of knowledge and deems as valued and essential for student to learn in schools. In this context, curriculum can be defined as all the learning activities which are planned and guided by the school whether it is carried on in groups or individually, inside or outside the school. It comprises the totality of the experience of children for which schools are responsible. Grundy (2000) defines curriculum as a programme of activities (by teachers and pupils) designed so that pupils will attain certain educational and other schooling ends or objectives. The definition sees curriculum from the angle of what is done in schools under the guardians of teachers. The common wealth of learning (2000) viewed curriculum as a composition whole, including

the learner, the teacher, teaching and learning methodologies, anticipated and unanticipated experiences, outputs and outcome possible within a learning institution. This definition considered curriculum, from the angle of what is happening during teaching and learning exercise.

In another related definition, Ubulum (2000) viewed curriculum as an intention about opportunities for engagement of persons to be educated with other persons and things (all bearers of information, princesses, techniques and values). Buttressing this definition, Hassan (2001) maintained that curriculum is all experiences that individual learners have in a programme of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory goals and research in past and present professional practice. The definition considered curriculum as the aspect of deliberate actions or intention made during teaching and learning. Hass emphasized on educational experiences of the learners during their schooling period. In another related definition, Emmanuel (2008) define curriculum as a plan that consists of learning opportunities from a specific time frame and place, a tool that aims to bring about behavioural changes in student as a result of planned activities. These include all learning experiences received by students with the guidance of the school. The definition unlike others stressed on time frame, place and materials used in bringing desired change on the learners.

Curriculum is a connective link between teacher and students, organized in such a way to achieve goals previously set by the teacher, the learning organization or by the curriculum specialist. (Vuca, 2006). The author centered on relationship that exists between teachers and student geared towards achieving educational goals. Tricia (2010) define curriculum as the

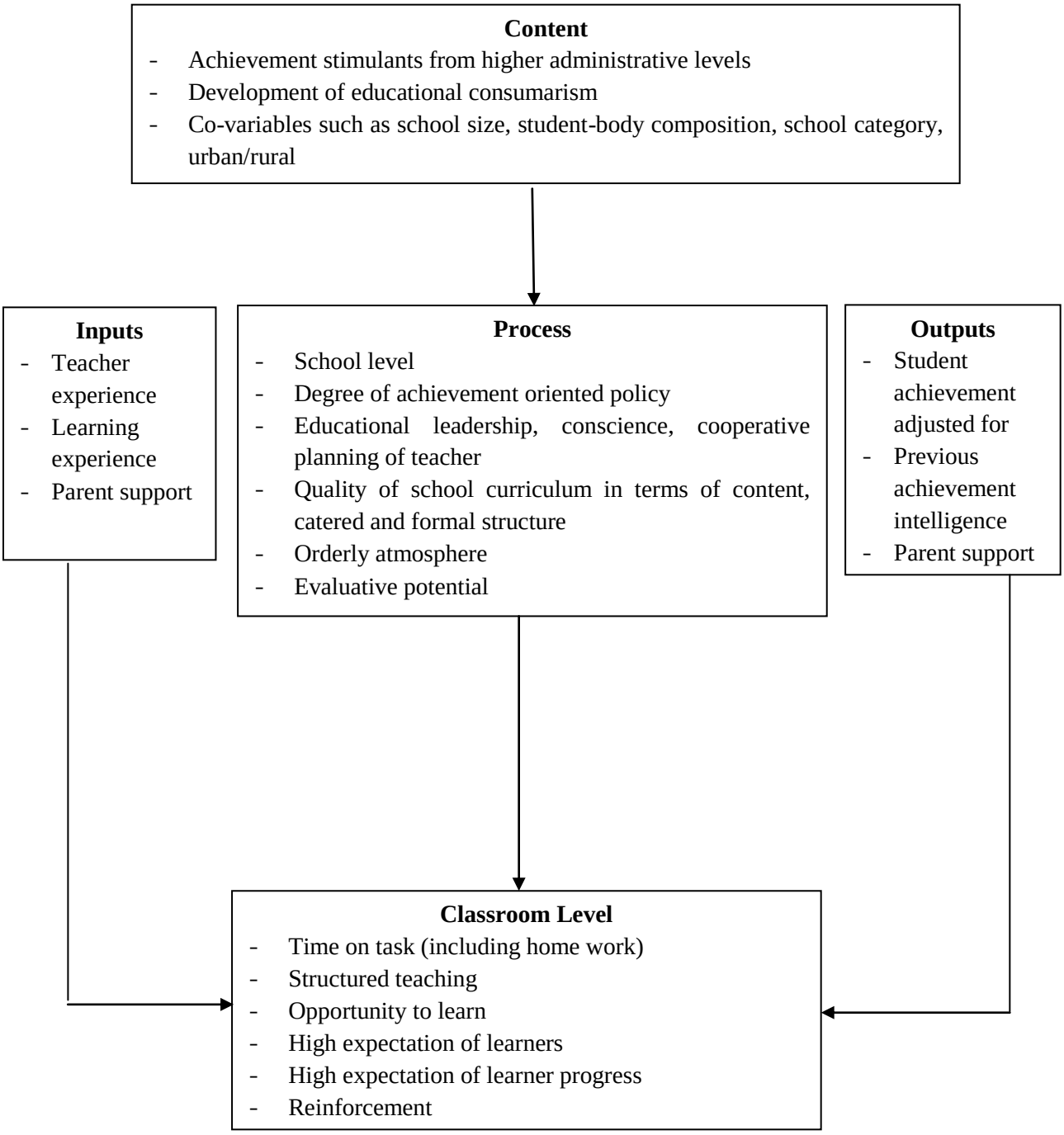
contents of a subject, concepts and task to be acquired, planned activities, the desired learning outcome and experience, product of culture and agenda to reform society.

Kalgo (2012) conceives curriculum as the planned course of instructions which involves not only classroom experiences but other experiences within the school. This definition considered curriculum as programmes of activities purposely designed by the school to enable learners attain certain educational objectives. From the definitions reviewed so far, curriculum can be defined as the sum of all the activities. Experience and learning opportunities for which an institution or a teacher takes responsibility either deliberately or by default. This includes in such a broad concept of curriculum, the formal and the informal. The overt and covert, the recognized and the overlooked, the unintentional actions.

2.3 Theoretical Framework

The basis for this research work can be traced back to the system theory. A system is a sum total of parts of working independently and working together to achieve required result or outcomes on needs, (Ovwigbo, 1991). Meaning it's a collection of people, resources, concepts and procedures intended to perform some identifiable functions or to serve a goal. A system is made up of input, process or "through put" and "output", and these are surrounded by an environment. The environment of the system is made up of several elements that lie outside the system in the sense that they are not inputs, output or process although they have impact on the goals and thus the operation of the system.

Figure 1: An Integrated Model School Effectiveness



Source: Sheerans, (1990)

The table above is an analytic systems model recognizing context input process and output variables. Sheeran (1990) said it is evident that some variables are meaningful at both the school and teacher/classroom level;

Structural training at classroom level can be stimulated by means of explicit curriculum, policy at school level (e.g. by using school development plan);

High expectation of students performance is essentially a variable define at the teacher level, through its aggregate, an achievement oriented school policy, may be taken as a whole that is more than the sum of its parts;

Frequent monitoring of learners progress will usually take place at classroom level, through this evaluation may be a results of a school evaluation policy and will benefit from instruments at this level, such as computerized school evaluation ort management information system;

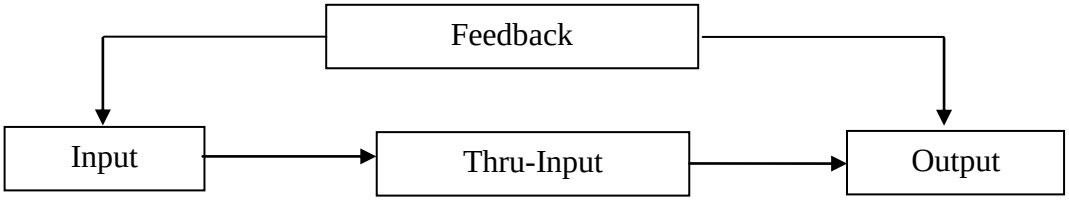
Opportunity to learn can be define at the classroom level, but can also be seen as being enhanced by a school curriculum that is closely linked to the educational objective that determined the contents of achievement tests.

Systems are often analyzed in terms of their effectiveness or efficiency. System effectiveness refers to the extent to which goals are achieved. Therefore, effectiveness is considered to measure the degree of goal attainment. While efficiency refers to how the activities could be conducted to minimize waste to resources for the purpose of attaining the objectives of the institution. Efficiency therefore, aims at minimizing cost and its measures how well resources are being utilized, this therefore, aims at minimizing cost and it measures how well resources are being utilized, this is the ratio of the output to input. Generally, efficiency in education has two dimensions according to Arinze (1996):

- The flow of students through the system with a minimum wastage.
- The quality of learning achieved in the system at given level or periods

The system theory considers an organization as a social system which survival depends on the system ability to maintain the relative consistency of its processes and the relationship within and outside the system's ability to maintain the relative consistency of it processes and the relationship within and outside the system. It involves a model of energetic input system in which energetic returns, that is the output reactive to the system. This is illustrated in figure 2 below.

Figure 2: The Output System



Soruce, Ovwigbo (1991)

It shows that the inputs within the system and the outputs are obtained. Some of the outputs are consumed in the environment while others find their way back to constitute further inputs. The frame work notes that, resources occupy an important position in organization especially in secondary schools. This is because, it makes for school planning, directing, organizing, staffing and controlling within the institutions. The ultimate aim of education is maintain, ensure quality of learning and teaching, to acquire basic skills for successful interactions within the environment and to facilitate the pursuit of education to tertiary institutions and for realization of set goals.

The open system theory stresses the interdependence between an organization and its environment. This dependence is mutual and necessary for the continuity of the organization and for renewing and improving the society (Katz and Kahn, 1966).

2.4 Management of Secondary Schools

The successful up-lifment of secondary schools depends to a large extent on the management of the school. To run a school effectively, its management needs to be a collective responsibility involving the formally constituted authority and members of the communities where the school is established.

Considering the above fact, the provision and management of adequate human and material resources for effective and efficient operation of schools should be considered as the responsibility of both educational ministries and the community. This is in line with the provision of national policy on education, which says school systems, and consequently their management and day to day administration, should grow out of the life and social ethics of the community which they serve.

The school as a learning environment comprises men (staff and students) money (at hand and in the bank), material (stationeries, equipment and other facilities) and machine (electrical and mechanical) which require careful and proper planning, organizing, directing, coordinating and controlling in order to achieve the desired objectives. Aronmolaran (2000) conceptualized management as the ability of manager to plan, manage finance, personnel and facilities in order to achieve organizational goals.

The management and administration of schools according to (Azare, 2002) include the management and administration of classroom and the management of the school relationship. Looking at the school as a system, the management of the school should be a decision making on the amount of resources (human and material) to make available to each unit and the control exercise necessary to ensure the judicious utilization of such resources.

Resources management in secondary schools should be well acquainted with various skills needed to be developed in students through secondary education. They should develop strategies for acquiring them and try to make available necessary tools needed for imparting these skills. An important strategies in this regards involved high level planning, coordinating, controlling, budgeting, record keeping and evaluation of physical and material resources. Efficient management and utilization of resources involve strategy innovation, initiating or bringing about change, creative problem solving and decision making.

The principal according to Pwol (2002) as chief executive of the school have to perform several tasks to improve the teaching and learning conditions within the classrooms, link school with community to raise resources for the school. The effectiveness of their individual institution and the system as a whole. In summary therefore, the tasks of the principal may be summarized as human resource management, support services, organizational and operational services as well as legal services.

It may therefore be noted that the practice of principal-ship in Nigeria, appears to centre more on the intangibles rather than focusing on the primary objectives of the school. Although the task of the instructional leadership is often delegated to the vice principal (academic), there are scarcely any mechanism to monitor or assess the role performance of the vice-principals. Even the peripheral attempts are only tenable in few schools. In other words, such tasks are not performed at all in others, especially in the numerous day secondary schools. It is therefore to be expected that standard of performance would be low, since the principal thinks more about the custodial service to the school rather ensuring the enhancement of teaching and learning that is the main thrust of instructional supervision. Better yet, a re-orientation to have a happy blend of the two board responsibility. According

to Akpa (2002) if the Nigeria principal must withstand the 21st century challenges as effective,, then he must demonstrate such qualities as:-

1) Having very clear and informed visions of the focuses primarily on students and their needs.
2) Translating these visions into goals for their schools and expectations for the teachers, student and administrations.
3) Establishing a school climate that supports and encourage progress towards achieving these goals and expectations.
4) Continuously monitoring progress and
5) Intervening in a supportive or corrective manner, when and where necessary, such that optimal teaching and learning perceptually remain the goal.

The quality of leadership and management of school, particularly by the principal, senior team and those with responsibility should also be considered. Do they focus effectively on children's learning and achievement; how effectively the school utilizes human and material resources to improve learners outcomes; how effectively performance is monitored and improved through quality assurance and self-evaluation; how effective leaders and managers at all levels clearly direct improvement and set clear priorities and targets in a School Development Plan (SDP), the extent to which leaders and managers promote the well-being of learners, through high quality care, education and training; how well opportunity is promoted and discrimination is tackled so that all learners achieve as well as they can, and their support and challenges provided by the School Based Management Board Committee (SBMBC).

Writing on management and administration, Ukeja, Akabogu and Ndu in Raymond and Maigida (2006) stated that good management or administration has a common task namely, establishment of conducive environment of effective group efforts so that individual within the organization will contribute to group objectives with the least cost. This inputs that all administrators are managers. It is noted from the foregoing, that management is a process by which goals are achieved through collective and cooperative efforts. It therefore means that managers of secondary schools have a responsibility of coordinating various activities in order to achieve the identified goals of secondary schools.

The role of the school manager according to Ngwu (2008), which exist to provide the students with useful knowledge, skills and attitudes for responsible and successful living require that you Acquire managerial Attitudes=A, Skills=S and Knowledge=K for running your school. Thus, the school principals who are seeking to find a cure for school mismanagement fever must recognize the need to ask, that is, to involve others in developing solutions. But must also recognize the three key components; attitude, skills and knowledge, which they need to acquire. The successful school principal is someone who is able to handle a range of problems or issues at one time.

2.5 Provision and Management of Human Resources

The human beings who make up the essential population of the school is divided into two according to Afigbo (2001): the teachers and the taught also known simply as students are the active factor. The facilitator that is speaking from the standpoint of the directional flow of knowledge. The student or the pupil is in contrast the passive factor, the receiver of knowledge which the teacher gives.

The principal and management of human resources must have competencies in improving staff personnel services and competencies in improving student personnel services. The principal according to Ngwu (2008/2009) must have

> A carefully designed programme to enhance the role performance of each staff member. Five basic-components or stages of a viable staff improvement prograrmme are presented and discussed. Staff identification, the orientation of new teachers, staff assignment, the improvement of staff, evaluation of staff, several specific competencies are required of the principal to staff. These competencies, which relate to each of the staff personnel functions, are set forth below

***Stage I*: Identification of New Staff**

1. The principal defines the specific role requirements for each position vacancies.
2. The principal interviews and selects from identified candidates the staff members and recommends appointment.

Stage II: Orientation of Staff

3. The principal coordinates the orientation of new staff members to the school system. The staff, the student body and the community.

Stage III: Assignment of Staff

4. The principal assesses the degree of congruence between expectation of the role and the need disposition of individuals.
5. The principal assigns new staff members to optimize the achievements of both organizational goals and the goals of individual staff members.
6. The principal reassigns experienced staff members to position and roles to permit the attainment of organizational and individual goals.
7. The principal articulates and coordinates individual and sub-unit goals and programs with school and school system goals and program.

Stage IV: Staff Improvement

8. The principal engages in development activities designed to update his professional knowledge and skills related to educational, administrative and supervising processes.

9. The principal conducts a systematic program to staff improvement through classroom observation and conference with staff.
10. The principal organizes such staff improvement activities as school visitation, professional activities, the professional library, student teaching programs and in-service activities.
11. The principal guides each staff member towards selective involvement in staff improvement activities.
12. The principal assesses group and individual in-service educational activities and recommend ways of improving them.

> Ngwu further said that all the principals and other staff members must make serious efforts to appreciate, understand and accept today's students. The principal must develop new mechanism that will allow students to increase their involvement in making educational decision.

Area I: Student Values

1. The principal analyzes, assesses, and describes the value of the students within the school.
2. The principal reviews and explicates the vision, mission, values, objectives of the school as an institution.
3. The principal analyzes and understands his own and the value orientations of the school staff.

Area II: Student Involvement

4. The principal makes provision for involving students meaningfully in the decision concerning the programs of the school.
5. The principal coordinates the planning, staffing, financing and evaluation of a viable co-curricular program in the school.
6. The principal supports the development of operation policies and provides the resources for an effective students government within the school.

Area III: Students Guidance Services

7. The principal stimulates the development of activities directed towards providing information about the school to students.

8. The principal places priority on counseling with individual and groups of students, teachers and parents.
9. The principal participates in setting policies and expediting procedures for in-school orientation and subsequent placement of students.
10. The principal initiates research studies and utilizes research information from present and previous students as a basis for improving the guidance and total educational programs of the schools.
11. The principal structures activities that foster understanding and interaction among students, teachers, counselors, and other student personnel specialist.
12. The principal studies and understands recent legislation and policy decision having implication for the administration of the school.
13. The principal utilizes legislative and current data as a basis for effecting change in the goals, objectives and procedures of the school and the value, roles and behaviour of organizational participants.

The principal should make teachers realize that, cordial student-teacher relationship is imperative if students are to enjoy and respond positively to their class activities. The relationship is fundamental if teachers are to make active the participation of students. “Most” teachers regard teaching as a last resort when all other alternatives have failed.

Teachers are expected to strive and look at all aspects of the situation and remain highly fair and objective under the most difficult circumstances, to make best use of sense of humour, to know how to take the tension out of tight situations use humour spontaneously, in a tasteful manner and as much as possible, they should create togetherness in the classroom, through the use of humour.

Staff are also expected to be motivated by a variety of means so that they will be prepared to put in their best despite the effect of the depressed economy. The means of

motivation may not necessarily be monetary all the time. This can come by way of public recognition, oral or written commendation and praise for extra effort put in by staff.

For the principal to succeed in the task of administering the school, he or she needs to carry along every significant person in the administration of the school i.e. both staff and students. Everyone in the school system has a very important role to play and must not be underrated by the principal. From students to teachers and administrators helping the principal, like the vice principal, head of department, all are important and must be carried along. The principal will do this by exposing the objectives of the school to them and involve them in the planning of the strategies towards goal achievements.

Hammands (2008) in Awunah, (2011) identified suitable school goals to include:

1. Making sure everyone in the school community, the staff, the parents, the students are aware of the school vision.
2. To develop the staff as the school's most important asset.
3. To make sure the students achieve quality learning.
4. To create the school as a self-renewing community. Avoiding decay and boredom and ensuring learning is updated from time to time.

These goals must guide the principal's administrative strategies to prevent poor attitude of learners (who are the students) to their studies. Students today are surrounded by very distractive events like film shows, the internet etc. they hardly have the will power to read. This poor reading habit poses a challenge to the principal, because it results in the performance of students in examination and encourages desperate ones to cheat. Besides, it gives poor signal as to the school effectiveness

All school employees involved in the area of discipline must establish school standards in both morals and manners according to the conventional folkways or ideologies prevailing in the society. To be sure every student, teachers and administrators have a share in this process, no one person or group can do it alone nor is it the total responsibilities of only one individual or group. It cannot be done independent of the world outside the school. The problems may not be any more difficult, pressing or numerous than those of other schools, they are merely different. This means that those who enforce standards probably cannot rely on techniques, ideologies, pressure, or solutions that have developed at other times and places. Both the principal and the counselors are concerned with what is best for the teachers and students, but they do not perform the same functions. The disciplinarian, or principal must act to enforce the rules of the school and curb the activities of those who have not been able to discipline themselves. Thus, the principal is forced into a judgmental role and required to take punitive action of some kind (Awunah, 2011).

Summary of practices that will help the school staff achieve better school discipline include:-

Clarifying for teacher's classroom activities that will help students who misbehave.

Helping teachers to identify as early as possible students who may need help.

Establishing referrals, which encourage teachers and administrators to notify counselors of potential or actual disciplinary cases, and helping students, teachers, parents and administrators to establish codes of conduct that are workable and acceptable to all.

Teachers are the most important resources for influencing the quality of education the child received. To strive towards equalization of educational opportunities for children we

need to ensure equitable distribution of teachers in terms of quality and utilization. The task in carrying out the diagnosis of staffing condition according to Owolabi (2006) will involve assessing the quality and utilization of the teaching staff. Toward this end, we need to know how to analyze the biographic data on qualification, the teaching experience, age and sex of teachers and we also need information on the use made of teachers by learning how to compute pupil teaching ratio, the class size, the teaching load and the average audience.

2.6 Provision and Management of Material Resources

School buildings and education are very closely interwoven and related. Apart from protecting learners from sun, rain, heat, cold, the school building represents a learning environment which has tremendous impact on the comfort, safety and performance of the students. Within the building are the classroom and others e.g. hall, library, toilets, dining hall, laboratory to mention a few. Every building must clearly specify or state what type of educational activity it will house. For instance a school hall is not just an assembly hall, it must be a multipurpose hall which could be used for drama presentation, as a physical education room on a rainy day, for team teaching or for an open classroom teaching, for examination hall. Akinsolu (2003) stressed the importance of physical facilities (school building) in the management of educational system. She opines that all stakeholders need to ensure adequate provision of physical facilities in all educational system; be it primary, secondary and tertiary levels to enhance learning and for improved productivity. Abdulkareem (2003), has grouped school building under five components they are:

1) *Instructional:* Which comprises of classrooms, libraries, laboratories, workshops, art room, auditorium, multipurpose room/hall etc.

2) *Administrative:* Head teachers/principal office, vice principal office, guidance and counselor's office etc.

3) Circulation: Corridors, lobby, stair cases, any other spaces for student's recreation.

4) *Conveniences:* Toilets, dormitories, cafeteria, stores, custodian (school plant personnel) rooms, staff residential quarters etc.

5) *Instructional:* Parks, garden/school farm, field, courts, lawns etc.

Psychologists have long agreed that the learning environment of the child must aim to improve not just teaching but also the ability of learners to achieve their school goals optimally. This involves their ability to put into practical use, knowledge gained in solving problems in life and in effective judgement in their environment. In view of this according to Okon (2003) therefore, the environment should promote a positive attitude in the learners towards acquiring the right value orientation that will foster this desired improvement of the ability of learner to achieve their school goals.

When planning to construct a new school building, expanding or renovating old school building. Nworgu (1978) opined that the following factors should be put into consideration:

1) The educational use to which the building will be put
2) Proper ventilation of rooms
3) Adequate lighting, whether by artificial illumination or national lighting or both.
4) The qualities of the rooms must be standard, so that sound effect can be effectively controlled.
5) The size and location of other school buildings must be borne in mind, siting of other facilities, such as play areas, staff room and housing should be carefully planned. The toilets must be conveniently located in relation to other buildings.

6) They must be economical to operate
7) The comfort and safety of the user must be considered. The fire and safety law of the community must be observed, as well as the minimum sanitation requirement and recommendation of square metre per learner must be observed.
8) The number of learners and teachers who will use the building must be considered, bearing in mind the rate of expansion of school e.g. U.P.E. of 1976, the free education policy of the U.P.N. states in 1979 brings about great expansion in schools, in totality, the building should be pleasing and appealing to teachers and community

Similarly, Nwadun (2005) opined that, the achievement of the goals and objective of educational institutions in Nigeria. In general, and Ebonyi state secondary schools in particular, is presented on a number of in – school and out of- school factors of particular importance. In this regards is the availability, functionality, and adequacy of school plant (facilities) based on their quality, planning, maintenance and effective management inspite of his obvious fact of the current astronomical increase in school enrolment at the primary and secondary schools in most of the existing school facilities, leaving them in poor state as a result of overuse and poor maintenance. Buildings in most schools are dilapidated, instructional facilities where they are provided, are inadequate. Equipment has become dysfunctional owing to poor maintenance.

School facilities consist of all movable and immovable items in the school. Adeboyeje (1994) describe school facilities as embracing school plant, school site, building classrooms, corridor, playgrounds, and other land lighting, sanitary and other facilities, furniture and equipment as well as consumable items. Such include paper, pencil, chalk, dusters, gums, stapler and pins. Castadi (1997) and Ogbodo (1995) described school facilities as the things of

education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided modern educational managers perceived school facilities to include both permanent and semi- permanent structures in the school in addition to infrastructural and instructional facilities.

From the above definitions, it could be understood that building facilities are essential materials that have to be prepared and properly managed for successful execution of the curriculum as well as extra curricula programmes of the school. They are the essential component of the school system that have to be maintained and well utilized for the achievement of educational goals. Instructional facilities, recreational facilities, equipment, machines, farm tools, grounds, buildings, stationeries and so on. Thus school facilities cover a variety of infrastructural facilities necessary for the survival and continuity of the school system, which in effect results in a successful teaching and learning outcome.

The importance of planning school facilities to enhance effective teaching and learning cannot be over emphasized. This is because, teaching and learning takes place through the interaction of the learner with the teaching environment. The quality and quantity of school facilities such as classrooms, offices, library, laboratories, furniture and so on, enhances the quality of teaching and learning as well as effective school management. Attesting to this, Durosaro (1981) Adeboyeje (1984) and Olutola (1989) reported positive relationships between school facilities, their availability, maintenance and planning and school effectiveness.

It therefore needs to be stressed that teacher productivity on the job goes beyond payment of salaries and other involvements. Their effectiveness in performance is determined by the stimulation provided by the work environment as well. Towards this end, NPEC (1999)

reported that all head teachers of school complained of poor work environment and decaying facilities. According to them, school compound are not fenced leaving the school to the mercies of trespassers or pilferers. The study also found out that in some schools, head teachers have no offices, most of them have to manage cubicle which also doubled as store rooms, for books. At the extreme are schools where the head teachers office was under a tree. The effect of poor facilities or lack of it in the school is that teachers morale are dampened and their commitment and motivation to perform better affected negatively. This state of affairs prompted Achimugu (2002) and Nwadum (2002) to observe that poor or inadequate facilities in schools affect teachers morale and thus decrease their commitment to the job and this results in decline in their productivity.

Any worthwhile educational activity requires availability of relevant school physical facilities. Olutola (1989) and Durosaro (1981) have variously in their several academic works and studies, pointed out that the availability of adequate school buildings, classrooms, chairs, desks, laboratories and other physical facilities is necessary for the accomplishment of any educational goals and objectives. In his study of the management of school facilities in Ondo State, Adeboyeje (1984) revealed that school plant planning with well-coordinated practice recorded better student performance. According to him, effective management of school physical facilities bring about the following: facilitation of the development of educational programmes, boosting of the morale of teachers and students usefulness in the determination of the worth of the school influence the relationship between the school and the community and usefulness as cultural, civic, recreational and youth centre. Towards this end, Oyedele (2003) noted that the school is expected to maintain a very close relationship with the community in which it is located for effective learning to take place. He further mentioned

that school environment should be such that it is attractive to community members to visit. The facilities of the school should be in good conditions for community members to patronize. By so doing, the school will be laying a solid foundation between it and the community which will in turn contribute positively to learner morale and improved academic performance. Educational institutions from nursery to tertiary require building for their operations, classroom, offices, assembly hall, laboratories and staff quarters. Mgbodile in Nwadun (2005) described the importance of physical and other instructional facilities in schools as aid to quality educational programme at primary, secondary and tertiary levels. FRN (1998) for example acknowledged that physical facilities should be provided in schools as a means towards realizing effective teaching and learning process. In support of this, Durosaro (1988) maintained that the teachers and pupils are certainly better influenced by the physical environment than they often realized. In the same manner, Adesina (1981), argued that one of the indices for evaluating educational standards and quality is an examination of the physical facilities available for learning experience. This argument is true given that Nwadum (2005) observed that there is a close relationship between the school curriculum and the physical facilities. Therefore, the design of a good school plant should adequately cater for the health safety, comfort, conveniences and aesthetically pleasing learning environment which are good for educational development.

Gall cited in Kalgo (2012) defines learning resources (material) as physical entities, representational in nature, used to facilitate learning process. By this definition, he means that such material represent events, people, things, and ideas related to the objectives. Event in the definition referring to the issues unfolding scenarios, important dates, environment, world hunger, earthquakes war etc. that may have bearing on the learners learning. The use of

pictures, object and charts to illustrate events become important. A question one may ask is, do teachers in secondary schools use this important learning resource in their teaching? Let us be fair. These things are within the reach of a dynamic teacher.

The teacher is the most important learning resource/materials, he should be qualified, dedicated, responsible and ready for educational challenges. Learners are also part of this category. They are expected to be ready for learning. They are the recipients of whatever teachers feed them with. Community resource persons are not left out, they are part of the train.

These resource persons have wealth of experience and information that can be utilized by our schools. Every community has numerous individuals who have special talents, interest and experience that can be shared with learners. The interaction with them holds much promise for enhancing learning. Hardly you see our schools visited by community leaders and parents unlike 15-20 years ago. The government has little role to play in this direction. So the principals are expected to create the enabling environment for such interaction. These individuals, business, industries, cultural institution and other agencies are usually willing to provide material and sometimes even financial support for some project. The plain fact is that government itself cannot be expected to provide all the learning resource materials necessary for the best possible learning.

The “things” is also another type of learning materials which encompasses many physical entities. This “things” consisted of books, journals, magazines, newspapers, films/videotapes, computers, i.e. (ICT facilities) maps, laboratory equipment and chemicals, classrooms, classroom furniture sporting facilities, clinic, water, toilets, electricity, library, language laboratory, supplies and finances. The list is inexhaustible. The consideration is my

topic bearing in mind what we said in the preceding pages about thinking of our government on provision of "things" is the provision of learning materials (Kalgo, 2012).

The last considered as learning material according to him is ideas. It was earlier mentioned that persons in the community and significant others serve as learning materials because they have the ideas that can foster and improve learning activities in our secondary schools. Ideas on discipline matters, staff and learners' welfare, teaching and learning processes, school administration and relation with wider communities can be of great help. This wealth of information and ideas may supplement those of the teachers and the principal. Adesina (1984) in support of the above emphasized that student should be made to feel, see, hear and do something during the lesson.

The principal coordinates the input of teachers, students and citizens in a long –range plan for educational facilities.

The principal lead the staff in the determination of the qualitative and quantitative of requirement of new instructional spaces.

The principal assesses the progress of planning and construction interms of any subsequent changes needed to provides for instructional utility and flexibility.

The principal interviews, assigns and supervise custodial and maintenance personnel to provide a physical environment that will enhance instruction.

2.6.1 Provision and Management of Learning Resource and Utilization

Learning resources is a cornerstone of many curriculum implementation and gateway to effective teaching and learning in order to implement curriculum plans effectively. Teachers and learners need to have a variety of resources available to them. A more pragmatic

view of learning resources includes any material, places or people that learners might use to pursue instructional objectives.

The school principals as heads of their respective institutions in management of learning resources are expected to provide and organize the activities of all the members of the school system and learning resources of the school. They are expected to enforce the rules of their organizations in order to regulate the work habit of their members towards the achievement of the goals of education.

Psychologists are of the view that learning is a more or less permanent change in behaviour and experience which results from activity, training or observation. It is a relatively permanent change in behaviour as a result of continuous reinforced practice. Peretomode (1991) explains the characteristics of learning thus:-

(a) The change behaviour may be for better or worse, intentional or unintentional.

(b) The change must be due to experience, study, training or practice and act as a result of maturation.

(c) The change must be relatively permanent.

(d) Can be acquired both, consciously and unconsciously.

(e) It involves the learner and the environment.

From these, we can see that teaching and learning are inextricably interrelated and interwoven. All activities in the teaching - learning process are geared towards effecting relatively permanent behavioural change in the learners. Therefore, his need, interest, aspirations and problems are to be taken into cognizance when planning a programme of learning (or lesson) for him, so that he can learn effectively.

There is no doubt that provision of learning material is a cornerstone of many curriculum implementation and gateway to effective teaching and learning in order to

implement curriculum plans effectively. Teachers and learners need to have a variety of resources available to them. The idea that learning resources/materials are often limited to textbooks and other aids is no longer tenable. A more pragmatic view of learning resources includes any materials, places or people that learners might use to pursue instructional objectives. This broadcast view allows teachers and learners to consider a variety of possibilities for resources to support the teaching and learning process.

For effective teaching to take place, the school principal should provide tools essential to learning such as chairs, lesson notes, textbooks, syllabus/scheme of work, libraries, etc. The time table to be well prepared without overloading.

Recently, many writers in this country such as Peretomede (1985) and Ogunnu (2000) have expressed concern about the quality of instruction given in our schools today. They alleged that a lot of differences exist between the quality of education in the past and that of present. This according to them is because of the nation's population explosion and the increase in demand for education that normally accompanies such explosion.

Furthermore, modern instructional materials are being introduced and used as teaching aids in the school instructional process. In order to abide with this demands of management of learning resources, Principals have an important role to play in deciding the nature and content of curriculum in selecting the school organizational pattern and learning materials that will enhance the educational growth and development of both the student and the teaching staff.

Organizing according to Federal Ministry of Education and Youth Development (FMEYD) (1993) involved putting in order of priority and preference the resources which are available. An action plan for the school is needed in which actions and activities are

scheduled. In order to give the plan "teeth" targets are set. These targets should be quite easily attainable within a short period of time.

The principal in management of learning resources is expected to prepare and provide up-to-date job description for all employed staff, and assigning roles, responsibilities and duties to staff and students. Arranging for appointment of all staff and students, holding responsibilities, posts. Involve stakeholders in the strategic management and transformation process in school through consultative meetings and interview, identifying, training and professorial development of staff, put in place innovative simple in-school based training formats for teacher to Federal Ministry of Education and Youth Development (FMEYD) (1993), constitute staff utilization committee to seek out and recognize effective and talented teachers to recognize in school speech and price giving day celebration.

The principal is expected to motivate the teachers when training learner to lay more emphasis on:-

i) Practical experience
ii) Learning should appeal to the senses
iii) Learning should be by play method
iv) Teaching should be logically presented
v) Both physically able and disabled should have equal opportunity to learn.
vi) Good and conducive learning environment

The following are recommended strategies for teaching in the secondary school to ensure the achievement of educational goals and the millennium development goals:

Guided discovery

Chalk and chalk method

Games

Field-trips

Discussion

Resource persons

Debate

Practical demonstrations

Teachers should be encouraged to undertake the following:-

Team teaching

Excursion/field trips

Improvisation of instructional material

Some consideration for using instructional materials are as follows:-

To gain and hold the attention of the learners

To provide visual aspect to a process or techniques

To focus attention in highlight of key points

To create impact

To facilitate the understanding of abstract concepts

To some times limit the use of wordy explanation

To provide a common frame work for explaining to a large number of learners.

To stimulate reality

The principal should ensure in his teachers the following necessary attributes the classroom teacher should possess in order to function effectively to achieve stated goals and objectives:-

a) Knowledge of content

b) Teacher methodologies

c) Teacher-student interaction

d) Provision and utilization of educating equipment and facilities

e) Provision, improvisation and utilization of instructional materials

f) Monitoring and evaluation of teaching and learning activities

g) Ability to maintain discipline in classroom

As should be expected, effective management of school poses a daunting task in many states, with the challenge of capacity building going beyond the basic aspects of manpower development and improvement to encompass such other considerations and provision of adequate infrastructural facilities, functional and qualitative equipment and other essential back up facilities.

2.7 Provision and Management of Financial Resources

Financial management in school connotes the way and means usually employed to provide the financial resources involved in running educational institutions. Oguntoye (1983) opined that finance is positively related to the quality of education. The expectation of all concerned is that school managers should make judicious use of the scarce educational resources in ensuring that students stay for the minimum numbers of years expected in the school system, thus promoting high efficiency in the system.

The high cost of education at this level is presently posing a great threat to secondary education in Nigeria. It is apparent that public secondary schools have ceased to be what they used to be in terms of the provision of subsidized education to the citizens. Ibukun (1999) further stressed that one of the factors in school situation that affect secondary education is

inadequate provision of resources and capital to perform. It was observed that the level of effectiveness of secondary education could not be meaningfully determined until the factor of resources situation available in each secondary school had to be considered as tangency factor. The failure to provide adequate running grants, laboratory equipment, sporting facilities etc in Nigeria's secondary school unwillingly under cuts the level of achievement of any secondary school. This view contended further by Ibukun when he noted that:

> *"Principals could differ interms of their resourcefulness and reaction to redress poor work situations. The fact remains that if adequate resource base is available in schools, many principals might perform better. Indeed, the level of anxiety and tension occasioned by lack of resources in school could endanger the health of the principal due to the attendant stress".*

It could be deduced from above that poor resources situation in secondary school is posing a series of threat to the effectiveness of the entire secondary education system. Apparently today, principals do not control any financial vote to run adequately these schools to cover the administrative, academic and learners affairs expenditures. That is why the implications of this problem on secondary education are surely reflecting on the quality of the output to the system in term of individual development and contribution to the societal well-being. However, inspite of the multiple problems of secondary education in Nigeria, education financing has undergone lots of changes presently. The student enrolment has tremendously increased and with the government takeover of most secondary schools, the cost of running them has become too heavy a burden for the government. As a response to this challenge. Nwankwo, Fagbemi, and Ede in Lomak (2002) suggested that school principals must look for ways to raise money for their school. Thus the alternative ways, to generate funds for the school according to them include poultry, rearing of rabbits, piggery, practical farming levies, examination fees, uniforms e.t.c. thus, Fagbami (1986) made it clear that these

efforts have made some school system to build school hall, laboratories, libraries etc for themselves. Since shortfall in school finance has become a permanent phenomenon, these self-help schemes have become more imperative. That is why agricultural practice such as large-scale farming, animal husbandry, poultry, piggery, cattle rearing, fish farming, cropping, food processing and other revenue generation as welding, paintings tailoring, plumbing, photography e.t.c. remain plausible options.

The principal must play a leading role in the judicious utilization of available resources. As a response to these challenges, Thompson in Lokmak (2002) pointed out experience in many countries such as Britain, United States of America, Soviette Union, Denmark, Japan etc with impressive and encouraging result. According to UNESCO in Lokman (2002), the financing of secondary education should be both for the public and private sectors. In Tanzania, this has worked out well. In India, there exist various financial services to run the secondary education. These include union territories, private agencies donations, fees, levies and endowments. Similarly, in Columbia, the sources comprised of the government, the World Bank and private sector. But the private sector funds constituted about half of the cost of secondary education.

Mann in Lokmak (2001) further revealed that in England and whales, secondary education receives the greatest contribution from various sector of the economy. While the government provides grant to all, the local authority provides free meals, transportation and grants for new and expansion of school buildings. Other financial sources accrue to school found in local authorities (loans and contribution from about 650 associations, companies, manufacturers, teachers, private and public business). In Ireland, after their independence in 1922, secondary education was funded by the government both to Protestant and Catholic

with grants from the National Education Board. But in 1967, secondary education became free. Consequently grants were for each learners tuition fees, free books and their accessories.

The school management according to Kuye (2010) should reach out to old students, parents, community leaders, religious bodies and corporate bodies etc. by arranging periodical meetings with stakeholders. We have seen some old students who have contributed a lot to their alma mater. No community leaders will like to hear that schools in their environment will go underdeveloped. They are likely to assist in cash or kind.

However, where school managers are able to source funds from stakeholders, separate proper books of accounts should be maintained. Separate payment vouchers, receipts, tellers, cheques stubs and bank statement must be properly kept for auditing budgets are needed to be placed before stakeholders.

Owolabi (2006) is with the opinion that preparation of budget estimate for an educational institution should not be left in the hand of the accountant or the college bursar alone because, money matters and the school's mission are in-separable and it is the institutional head or unit head who in consultation with his staff, determine the work programmes of the institution.

Ogbonnaya (2000) states that resources are scarce and that all efforts should be made by educational administrators and planners to ensure maximum utilization of available fund. Odden (2001) in support of the above sees financial management as an activity which focuses on planning and controlling of the organizations financial resources. Financial management therefore, is concerned with decision on how to procure, expand and give accounts of the fund provided for the execution of programmes of the organization. With the present cry for more resources, the most important principles in financial management of secondary school is

not just how much is allocated to the school but how well the fund are judiciously expended in order to achieve the schools objectives. But Ngwu (2008) is with the opinion that financial management is an area where many principals have neither pre-training nor in-service training prior to their management and this has contributed immensely to their failure as principals.

Olashere cited in Abdulkadir (2001) observed that the efficient and effective management of the nation educational system finances, or any other resources for that matter, requires not only clear goals, programmes and strategies, but also the establishment of proper information system to assist decision-making, the enforcement of procedures for mobilizing and developing resources, and the monitoring of performance against targets through control and evaluation techniques.

Jiboyewa (2005) also pointed out that decentralization of budget implementation is a crucial factor for effective school-based management. Since, the principal is strategically positioned to know the curriculum needs of his school, he should be empowered to take major decision in budgeting and implementation.

School based funding like the state-based is divided into two-recurrent and capital expenditures. The major items of expenditures under the recurrent are as follows:-

i. ***Administrative:*** Cost of managing the school systems
ii. ***Instruction:*** Activities related to teaching of students and improving the quality of instruction.
iii. ***Attendance Services:*** Those activities which promote and improve teachers school attendance.
iv. ***Health Services:*** activities related to treatment of physical and mental problems of learners and staff.

v. ***Learners Transportation:*** Services related to conveying learners to and from school.

vi. ***Counseling:*** Services providing academic and career guidance to students.

vii. ***Maintenance:*** Activities concerned with keeping the grounds, buildings, equipment and facilities in functioning condition.

viii. ***Consumables:*** Expenditures and daily operational material like stationeries etc.

ix. ***Food Services:*** Activities for purpose of preparing and serving food to learners.

x. ***Student Organization:*** Activities related to the interest of learner.

Capital project: money spent for new sites and new programmes, building.

Financial management, generally is performed by the process of planning and controlling the utilization of financial resources in an organization such as the school. Planning on the other hand involves forecasting a particular action or set of actions intended to assist the achievement of predominant objective. While controlling is the power to make decision about the implementation of the plan to achieve the designed results. Ngwu (2008) further said control can be internal or external, and is usually enforced through legislative and or administrative means.

One of the strategies of involving staff in decision making according to Dare (2006) is through effective communication network. Involving staff in decision making through committee system, good leadership, promotion of deserving staff as at when due and delegation of authority.

Lawal (2002): states that financing education is through the payment of tuition fee by students, government subvensions (grants) donation, endowment funds, loans and revenue from projects. However, this is insufficient. Parents should be made to understand that educating their children is their primary responsibility. Therefore, while government and other

wealthy members of the community (proprietors) are making effort in establishing schools, parents should be concerned with the provision of adequate facilities that will make learning comfortable and effective. Aliyu (2002) observed that during the period of economic recession, the education manager needs to be more prudent in their spending and may in addition take the following measures; build confidence in themselves, their staff and students; de-concentrate and decentralize authority and various means of generating revenue should be enhanced and such should be judiciously utilized.

Some specific competencies required to improve the principal leadership in providing adequate financial resources for the school according to Nwu (2008/2009) are as follows:

The principal ascertains the needs, goals and objective of the school and translate them into instructional and support outcome that are measurable in performance term.

The principal should lead the staff in the development of programme structure and format consistent with the measurable objectives.

The principal identifies, analyzes, cost alternative for achieving each objectives.

The principal conduct or maintains an adequate inventory of equipment, supplies and materials for achieving objectives.

The principal prepares a budget that establishes a priority of needs for each program within the school.

The principal recommends the selection and adaptation of optimal instructional alternatives.

The principal evaluates and approves requisition for equipment, supplies and material to be purchased for the school.

The principal forecast multi-years resource needs of the school and prepares an operational plan.

Durosaro (2000) believed that management is a very vital aspect of the function of the school fund and facilities

Bello (2010): is of the opinion that budgeting in a secondary school setting involves plan or projection of expenditure to be incurred on capital and recurrent basis for a period of one year, based on the revenue accruable to the school from identified sources such as government grant, PTA donations, philanthropic individuals and organization, school farm etc. we make estimates on daily, weekly, monthly, terminal and annual expenditure. For principals to be successful in the administration of their schools. it is imperative to involve all stake holders such as teachers, parents, community members etc, to first of all identify the school needs.

He further said, the school needs once generated by the stake holders would then be categorized according to the following development categories:-

a) Pupils: The most important development category in the school budget is the student. Thus school needs must be relevant to student's cognitive, psychomotor and affective development.

b) Employees: The teachers and non-teaching staff of the school constitute the employees of the school, and development needs in the budget must address basic human needs of the teachers.

c) The Community: Development in school should be relevant in boosting school community relationship.

d) Safety of the School Environment and Security: School environment should be protected from encroachment and new equipment. Capital expenditures are largely at the state level. However, the principal should play a major role in its implementation at the school level.

e) Provision of physical facilities, amenities and other resources are very relevant for effective learning in school and therefore, constitute important development category in budgeting.

Having identified our needs within the development categories listed above, then we place them on scales so that we identify the most widest needs. This is because human needs are numerous so also school needs. But to reduce stress due to monitoring needs against scarce resources, we need a scale to identify the most widest needs:-

a) Is the project or programmer doable? That means can we be able to accomplish the task before the year runs out?

b) Is it realistic? Is it within our power and resources to bring the needed change?

c) Is it equitable? Whether the project would satisfy the majority of the stakeholders of the school?

d) Is it basic? Is the project so essential that if not met, nothing else can be?

e) Is it affordable? Can we find the financial resources to carry out the project?

As soon as we finish identifying our most urgent needs, we then attach cost to each item on the basis of projected figure and prices in tune with work forces.

After identifying our projected revenue for the years and our projected expenditure for the year, then we would be able to ascertain whether we have a surplus, balanced or deficit budget. For a school system, a balanced budget is recommended.

For proper implementation of the school budget, the principal should act as the chief financial controller in his school to perform the following duties:-

a) Check and balance

b) Strict compliance to expenditure items

c) Strict application of accounting standards

d) Prudence

e) Financial discipline and

f) Signatory

2.8 Provision and Management of Time

To analyze how we work can be a very important time-saver in itself, helping to make our day more productive and less stressful. Convey (1990) and MacQueen (1998) are of the view that perception of time and its usage do vary world-wide. Similarly, people's attitudes towards time are very complex and varied. Time move on in a certain order that cannot be changed, it cannot be physically stopped, compressed, expanded or recorded. Perhaps it is in this sense that some people strongly believe that time cannot really be managed, but that we can manage the events in our lives in relation to time.

Smith and Pergola (1998), are of the idea that time management is the act of processing or exercising conscious control over the amount of time spent on specific activities, especially to increase efficiency or productivity.

Lekan, Mackenzie, Rubinstein, Meyer and Morgenstern as well as Dodd and Sundhen cited in Sadiq (2001). Time is simply a measure of yardstick of second, minutes, hours, days, weeks, months, years and so on. When such people think of time, they see either a clock or a calendar.

Sadiq (2011) observed that if we note that we want to use our time efficiently to accomplish all that we need to do at work and at home, we need to be aware of the current habits and attitude that shape our use of time such as; principals, teachers and students are to be well organized in whatever they do. They should compile a simple time log by dividing the day into 30 minutes chuks and recording how they sport their time. They should prioritize their activities. They should be able to draw a distinction between what is important and what is urgent.

They can use a planning tool to organize their activities on daily, weekly, monthly or even yearly basis (lesson plan/work, curriculum). But they should be flexible in the planning of their activities. The principal should delegate some of his duties and responsibilities to or get help from others. Delegation begins by identifying task that others can do and then selecting the appropriate persons to do them.

Whatever our views about time may be, we will conclude that whoever is important to him. Time and attitude toward life are closely related. Thus, if we want to use our time efficiently to accomplish all that we need to do at work and at home, we need to be aware of the current habits and attitude that shape our use of time.

Sadiq further stresses that there is a general consensus among experts that much like money, time is both valuable and limited. It must be protected, used wisely and budgeted. The experts also believe that people who practice good time management techniques often find they are more productive, have more energy for things they want to accomplish, feel less stressed, are able to do the things they want, get more things done efficiently, relate more positively to others and feel better about themselves.

The importance of time management is steadily increasing at the personal and institutional levels, including principal at the top as well as students at the bottom. In the field of administration, with which we are concerned, time is considered a difficult term to define. When discussing the scarcity of resources, due attention must be given the scarcest of resources i.e. the time of competent principal.

As Drucker in Al-Jeraisy (2000) maintains “Time is the most scarce resource. If it is not managed, nothing else will be managed”. Good management of time is useful both for economizing on costs and for proper utilization of other resources. Lekan. Makenzie, Rubinstein, Meyer and Evans, Morgenstern as well as Dodd and Sundhen cited in Sadiq, (2001).

Among all the resources available in school, time emerges as the sole resource that is equally distributed to human. However the question remains: who is responsible for the utilization of time and how efficient and effective is it utilized? The human resources within an organization are responsible for the efficient and effective utilization of available resources. Therefore efficiency of human resources positively reflect on the overall performance of their organization. This serves the organization’s goals, in which all available resources, including time, are invested.

In spite of this great importune, time is the most wasted and the least invested element at both the organizational and the ordinary individual levels. This can be attributed to a variety of reasons significant reason is insufficient awareness of the immediate cost resulting from time’s improper investment.

Malaekah in Aljeraisy (2001) defines time management as “The planning of using time and how to utilize it effectively for the purpose of making life productive and useful in his world and the hereafter for us and for those around us, particularly the ones in our care”.

Thus the concept of time management is an integrated one, inclusive of all times, places and people. Its application is not limited to certain administrators, places or time. However, the concept of time has been widely associated with administrative work, for it involves a continuous process of planning, analyzing and evaluation of all the administrators’ activities within his daily working hours so as to achieve great effectiveness in investing available time for the sake of reaching the desired goals

Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency and productivity. It is a meta-activity with the goal to maximize the overall, benefit of set of other activities within the boundary condition of a limited amount of time, David (2001).

Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals complying with a due date. Initially, time management referred to just business or work activities, but eventually the term broadened to include personal activities as well. Time management is usually a necessity in school development as it determines the completion of curriculum in time and scope.

The major themes arising from the literature on time management include the following:

Creating an environment conducive to effectiveness.

Setting priorities

Carrying out activities around through priorities

The related process of reduction of time spent on non-priorities.

Incentives to modify behaviours to ensure compliance with time related deadliness.

Time Management: Time management can be considered to be a project management subset and is more commonly known as project planning and project scheduling. Time management has also been identified as one of the core function identified in project management.

Attention Management: **A**ttention management relates to the management of cognitive resources and in particular the time that humans allocate their mind (and organize the minds of their employees) to conduct some activities.

The second concept of time management is applicable to secondary school time utilization rate. The school management share the ratio between the number of hours (or periods) during which a classroom is put into use per week and the theoretical number of hours period available per week by conversion to number of human resources available in the school.

The school principal should ensure creating an effective environment for time management by providing strategies which include"

"Get organized" – the triangle of paper work and of tasks.

"Protecting one's time" by insulation, isolation and delegation.

"Achievement through goal-management and through "goal-focus"-motivational emphasis.

"Recovering from bad time habits" – recovering from underlying psychological problems e.g. procrastination.

Punctuality helps in better time management, time discipline and it projects and present ones personality positively to others.

Punctuality is a habit where an individual does things on time. It is one of the secret for success and of the hallmark of learners. Punctuality means being, systematic, maintaining everything in orderly manner and completing the tasks as being available on time. If the school principal knows how to manage his time properly, then he will learn to be punctual. When people maintain punctuality, work can be executed smoothly and successfully. If people don't stick to deadlines, they tend to procrastinate culminating into delays and stress. If one is punctual, one can avoid stress and anxiety and gain respect among others. Excessive work may result into postponement thereby, delaying other activities. Improper planning of work may lead to accumulation of the tasks resulting into further delays.

When people are not smart at time management skills, it may lead to unpunctuality. The principal should motivate the human resources in his school to:

Develop a positive mindset to be punctual.

They should set their metal clock as it guides them properly on time.

They should learn to respect their time as well as others time.

Plan and organize their life properly and stay focused.

The school principal should praise people who are punctual as it encourages others to be punctual.

Keep slogans everywhere such as "thanks for being punctual" as it generate awareness and corrects those who don't fall in line.

The principal should encourage learner's to be punctual and teachers should also be encourage to become role model and worthy personality to be taken serious by others. It pays to be punctual in this competitive world. Punctuality is the key to success.

Bashir (2009) in support of above, opined that time as strategy for moral and academic improvement, there is need for teachers and school administrators to team up against the misuse of time. Teachers should try and make use of any time at their disposal otherwise, it will be against them. Time is very precious and its wastage should be seen as a wicked crime. The judicious distribution and utilization of our time is what makes difference between success and failure in life. Teachers should note that for a fault not theirs, time is always too short at their disposal, syllabus could not be covered. One should appreciate that out of 365 days we have in a year, 120 days are for holidays, of the 245 days left, 70 days are Saturdays and Sundays reducing the days to 175. It is not a news to all of you that first and last weeks of every terms i.e. 10 days are hardly used meaningfully. Out of 165 days left 10 or 15 days are for exams. May God bless the 155 days if it is not 1st or 3rd year of a student where registration and final exams will take almost a term. This simple arithmetic did not include occasional industrial assignment where the quest for cheap labour made teachers to be recognized. So if 155 days is to be recognized, we shall have 5½ hours every day in schools where only morning session exists. This will up to 852 hours of learning time in a year which is equivalent to 36 full days.

It was noted in a research conducted by Guga (2011) that 24(50%) of teachers adequately rounded up their lessons, as planned, while 24(50%) ran out of time. He further said many (79.2%) senior secondary school teachers observed are poor at lesson planning. They omit essential elements of lesson plans such as date, time duration of lesson.

2.9 Provision and Management of Curriculum

The principal should ensure that the school provides a broad range of worth-while curriculum opportunities that cater for the interest, aptitudes and particular needs of the learners including those with special needs. The school should provide an excellent range of curricular opportunities that are very relevant to learners and society. Facilities and resources are very adequate, of good quality and are used effectively to improve learners achievements.

An effective curriculum according to Kalgo (2012) must take into consideration the needs of the pupils/students and those of the society. There should be room for constant evaluation. There should be provision and use of different instructional methods and learning materials. There should be competent teachers who are constantly retrained and updated. This shows that teacher and learning materials are necessary component of a curriculum. It is equally important to note that for any systematic curriculum development, certain consideration must be made. This include considering what to study (i. e. subject – matter), who is taught (beneficiaries – pupils/students) how to teach (teacher and delivery methods; and learning materials) and interrelationship between the subject matter. The principal must create an avenue for constant supervision of the school curriculum.

Okeke (1996) states that certain curriculum may deemed to be satisfactory but in relation to a specific goal. One reason, according to her, why curriculum must be revised from time to time is to take account of changes in aspiration of the society which in turn brings about objects and subsequently changes in method and content. Knowledge is not static; it is growing and even changing. In a nutshell, a total evaluation of any curriculum from time to time will reveal why and where revision is due in the existing curriculum. Curriculum revision should be ongoing process, if it is to serve the need of the society that sustain it.

To supervise a school according to Jabir (2008) involves the overseeing of an ongoing activity, observing and checking someone executing an assigned task and making corrections when and where necessary. Ogunsaju (1983) is of the opinion that supervision is a service helps to teacher or a process of giving and receiving help in an effort to improve instruction. This effort is concerned with what to teach, when it should be taught, to whom, by whom and how. In carrying out this assignment, the supervisor becomes an overseer and a person responsible for the wellbeing of his men.

To supervise a school by either the school principal and the management members, or an external supervisor entails a careful and continuous process of overseeing or monitoring the operations of the school system. It is concerned with directing, guiding and controlling other resources (Human and Material) in the school. The personnel who carry out these functions are referred to as school supervisors or evaluators.

Mullins in Jabir (2008) states that supervisions are very much in the front line of management and have a prime responsibility for seeing that work get done by others. They are required to have the necessary training and skills to be able to handle first hand problem instantly without having to consult a third party.

Curriculum supervision according to Ogwu (1996) state that, there is no consensus as to what could be accepted as a definition of curriculum. He defines it as the entire consciously planned programmes of and for the school, for the education of a child. The curriculum which is developed and intended to mould and change the attitude of the learner from that of consumer to that of a producer should be checked and reviewed at regular intervals so that it can satisfy the needs of the society.

Granting the observations, strengths and weakness of each teachers in putting in the instructional performances (self-confidence, good tone of voice, good use of questions, etc). The principal as a supervisor is expected to consider the following questions according to Serviovanni and Starrat (1993):

1) ***Consistency of Instructional Methods:*** Does the teacher always or usually use this method? If the teacher uses other methods, what are they? Are they related to specific curricular objectives, or are they used primarily to relieve boredom (which could also be a curriculum objective)?

2) ***Instructional Activity and Curriculum Instructional Activity:*** What is the teacher trying to do? Is the teacher trying to teach one thing or several things simultaneously? What precisely is it that she/he wants to teach? Was that clear to you? Was it clear to the students? Why did the teacher choose this precise activity as the best or, at least, as a good means to bring the students into learning encounter with the curricular material?

3) ***Effectiveness:*** In your judgment, was the instruction effective? How effective was it? Was it effective for all the students or only some?

4) ***Continuity:*** How does what the teacher is doing today flow out of what the students have been doing in previous classes? Is there a sequential order to the course, and if so, how does this part fit into the sequence? How much time does the teacher plan to spend on his matter of theories of light? To what level of mastery does the teacher wish to bring the students? Is the time being spent adequate for this purpose? Is the degree of mastery required to grasp the material coming later? Is there a balance between the time spent on this topic

and the time spent on earlier and later topics? Who decides that? Who ought to decide that?

5) ***Hidden Curriculum:*** Is the teacher aware of the hidden, or informal curricula involved in this approach?

6) ***Curriculum – Instructional Units and Departmental or School Objectives:*** How does this class and this course fit in with the departmental or school objectives? Is there a particular focus or emphasis to the objectives, if so, was it supposed to reinforce Enforcement in his class? Are there specific objectives that are served by these different approaches? Are there approaches the only methods encouraged in the department or school or there's others?

7) ***Curriculum-As-Ought and Teacher Platforms:*** How does this approach fit with the teacher's platform? Are there obvious discrepancies between the observable behaviour and the platform? If there are, are there legitimate reasons for the discrepancies? If you knew nothing about the teacher platform prior to the observation, could you infer what it was from the instructional activity you observed? How does teaching method fit with your awareness of your level of comfort or discomfort, pleasure or displeasure over the fit or lack of fit? Did these feelings, perhaps acknowledged during the classroom observations, lead either the perceptions of only weak points of the class or perception of only strong points? Do you need to review your observation to weed out at least some of the bias that comes from your own platform?

8) ***Student Readiness:*** If you know nothing of what preceded this class, what could you infer that student already knew about the topic? What could you infer about

their possession of skills and understandings necessary for learning the topic of the class?

9) ***Performance Indicator of Student Learning:*** What are students expected to do with the material presented? What observable activity indicates that they get the point of the lesson?

10) ***Point of View:*** What perspective on the subject matter does the teacher imply (e.g., what is the view of science presented, the view of scientific activity, the view of scientific knowledge)?

11) ***Connection to Real Life:*** What is the connection of the material presented to real life as the student might experience it? Were those connections elicited? Were analogies between the material and other realities made?

By comparing the above questions with those developed by others, you may begin to see some pattern or points of emphases developing. They are the kinds of questions supervisors might ask of teachers. The ensuring conversation about these questions constitutes a desirable, reflective type of work observation conference that is appropriate in a learning community. The teacher's responses to these questions will reveal the kind of classroom knowledge which constitute the understanding and enactment of the curriculum. The teacher's responses will also reveal the quality of teachers reflective practice. By adopting a reflective positive with teachers, supervisors facilitate a conversation in which both can explore the multidimensional realities curriculum as planned, as taught and as learned.

The National Policy on Education (NPE) (2013), categorically stipulates that the objectives of supervision is to "ensure quality control through regular and continuous supervision of instructional and other educational services". This has conspicuously shows the

necessity of supervision and the tremendous importance given to it by the national policy. To perform this enormous task and for it to be beneficial to the education industry, this policy further emphasizes the supervision of all categories of institutions at all levels of education in Nigeria. The pronouncement given to supervisions perhaps might not be unconnected with the saying that, apart from provision of adequate resources hinges on adequate supervision on the utilization of these resources.

Federal government made deliberate policy, plan and efforts to ensure that self-evaluation (internal evaluation) and external evaluation must use same criteria for the basis of their process. The evaluation schedule for rational quality assurance provide these criteria and pitched judgment to help make grading more consistent and therefore comparable across Nigeria. Every worker in a school should be familiar with the evaluation schedule so that all can share in the same convention about what quality in school means. Self-evaluation should be an ongoing process to support schools in this important work. A self-evaluation form, to be used nationally, is provided to schools. Each school ensures itself evaluations up to date at least once every academic year.

The policy further stresses that evidence gathered from self-evaluation should be analyzed and used fully to diagnose precisely where strength and weakness lie and the implications for the necessary change;

Identify the key priorities and

Plan the action needed to bring about improvement

Adeyanju (2006) emphasizes that teachers are generally inadequate in number and are often lacking in sufficient mastery of their subjects. They are poorly trained, poorly paid and some teachers lacked sufficient mastery of subject. They are not sufficiently trained, due to

shortage of teachers. Added to this, is the problem of poor condition of service experienced by both teaching and non-teaching staff.

Another problem that is related to teachers is the inadequacy of instructional supervisors of their work. For instance, the supervision of the weekly record of work and the termly scheme of work are not properly conducted in some schools. As a result, teachers are often left to use their various subject syllabus at their own discretion. In this regard, Adeyanju (2006) further explained that, most teachers tend to work independently or in isolation and when faced with problems, either skips unit of lesson they find difficult or teach them ineffectively. They lack accessible quality monitoring and support. Teachers lack guidance, supervision and the necessary working materials and innovation to bring out their best.

Federal government (2010) in its support of supervision set a standard that brings about improvement in teaching and learning. Thus, the process is open as the same quality standard and indicators are made known to all stake holders. The findings are valid, reliable and consistent and uniform with national and state planning, training and policy development. The handbook contains information on the principles that guide both internal and external evaluation of school effectiveness and also evaluation schedule. A section is included on arrangements of external maintenance quality, including a code of conduct for evaluators and the accreditation process. The quality assurance instructions for basic and secondary education in Nigeria provide support for the process of conducting self-evaluation of schools.

This is why Tuoyo (2000) viewed that it is very essential that inspectors should be monitored by higher authorities. He said that, there is need to ascertain the authenticity of their reports. It is important that reports are not made and of bias or prejudice. Justice must be exercised in writing an established standard as such there must be compliance with.

In summary, modern supervisions, is positively oriented, democratic, objective in nature, creative and systematic in approach. It also promotes the spirit of finding out facts through experimentation and continuous evaluation. The emerging change in the school system as evident in the spirit increases in student enrollment, pre-service training progrmmes for teachers, indiscipline and other vices plaguing the school as well as the scarce resources and the decaying infrastructures of school, compel the school head (principal) to mount an effective supervisory programme that is anchored on the principles of modern supervision. It is only through this that the principal can face the challenge of the 21st Century.

2.10 Empirical Studies

Studies on provision and management of educational resources in secondary schools have received a major focus in terms of researchers; Researchers that contributed to the variables among others include:

Nwafor (2012) investigated on human resource Management for effective teaching and learning in secondary educational institution by male and female principal in River State, Nigeria. A sample of one hundred and twenty (120) 74 male and 46 female principals randomly drawn from a population of two hundred and forty five (245) public secondary schools in River State participated in the study. A 52 item human resources management for effective teaching and learning questionnaire for school principal was used in data collection. The questionnaire was validated and reliability index was 0.78 The results indicated that 57.17% of the human resources are available with exception\of the science teachers, 79.10% of the available human resources were adequately utilized, 32.69% of mathematics and science teachers were over utilized. It was therefore, recommended that government should

employ qualified teacher particularly for mathematics, chemistry, physics and other science subjects. However, it was observed that the researcher did not identified relationship between other resources found in schools. The current study will cover the gap

Abdulkareem (2003) Analysis of the provision and management of facilities in Kwara State primary schools. It covers all the 1078 public primary schools in the 16 local government areas of the state. It aimed at investigating on the provision and management of school facilities at the primary school Kwara State, Nigeria. The study is a descriptive survey carried out expor – facto Questionnaire and interview techniques were used to collect relevant data. Descriptive statistical techniques was used to analyze the data collected to answer the six research questions raised to guide the study. The result showed that school facilities were inadequately provided and where some of these were provided, they were inadequately managed. Maintenance was the most prevalent practice in the schools. Based on these results, it was recommended that parents and non-government agencies should complement government efforts at providing school facilities, while pupils, teachers and schools head should be involved in the management of these facilities. Although the study served as a guide to current research work on areas of literature review, and procedure for data collection, however the study lacked null hypothesis and standard tool for answering research questions which will be addressed by the current study.

Adeogun and Osifila (2008) investigated the relationship between educational resources and students' academic performance in Lagos State Public secondary schools. A descriptive research design was adopted. A research instrument was developed to collect factual and perceptual information from the principals and teachers of the schools selected. The data collected were analyzed. The study found that there were not enough educational

resources in the selected schools, physical resources were found to be significantly related to the student's academic performance. Some suggestions and recommendations were made on how to improve academic performance through adequate provision of educational resources.

This research work helped in directing the current researcher on formulation of questionnaire items; however, the research lacks basis to generalization because it was in Lagos State while the current research was conducted in North- West Zone of Nigeria.

Olatoun, (2011) investigated the relationship between resources gutilization and internal efficiency indicators in Nigerian public secondary schools with a view to appraise whether the public secondary schools in the country make the best use of resources allotted in turning out graduates with minimal wastage. A correlation study; Stratified Random Sampling Technique (SRST), based on the six zones was used to select 250 local government areas (LGAs) out of the existing 774 LGA's representing 32%. The sample proportion to size method (SPS) was used to select 136 public secondary schools from all the 250 sampled LGAs. Instrument tagged: Resources Utilization Questionnaire (RUQ) and Internal Efficiency Questionnaire (IEQ) were used to collect relevant data from 136 public secondary schools in the 250 sampled LGAS. The study is a correlation and descriptive design. The independent and dependent variables respectively and pre-tested using test-re-test method. Four null hypotheses were generated to guide the study. Out of the four hypotheses generated, one was rejected while three were accepted. The correlation matrix table showed that all variables of resources utilization had positive relationship with internal efficiency. This attested to the fact that resources are vital for educational system production function. The implication of findings towards socio- problems of education were stated and among the recommendation made, is education planners and manager need to strengthen school monitoring and evaluation

mechanism and retention hence, students can stay and learn in schools. This research work assisted the researcher in organization of her work. However, the researcher did not proffer recommendation that will solve the problem which will be made in the current study.

Ali, Aliyu and Sunday (2013), conducted a research on Provision and Management of school plant as a Correlation of Science Students Academic Performance in Gwagwalada Area Council of Abuja, Nigeria. The study sought to establish relationship between provision and management of school plant and science students academic performance. The research employed survey/descriptive method and questionnaire to gather information from ten secondary schools. T-Test and percentages were used to analyze the data and the result shows that performance of students in private schools are better than those from public schools. A major complication is that provision and management of school plants should be upgraded to cater for modern advancement in science and technology as public schools bear the burden of population explosion which makes enrolment into the schools to be on the rise. It is therefore recommended that, government should seriously rethink of development of manpower resources through the available human resources training centres. However, the research intends to bridge the gap in the area of test of null hypothesis that the previous research did not treat.

John and Ademola (2014), conducted a research on a comparative study of public and private senior secondary school students science achievement in Katsina State, Nigeria.The study compared senior secondary school students science achievement in public and private schools in Katsina State. The study sought to answer if there is any significant difference between public and private school students' achievement in science: biology, chemistry and physics? Two hundred and four (204) senior secondary school students were randomly

selected for the study. The descriptive survey research was employed to carry out the study. One instrument, Science Achievement Test (SAT) was used to collect data for the study.

Data were analyzed using t-test statistics. The result showed that there is a significant difference between public and private secondary school students science achievement (+ = 3.537, P< 0.05). there is no significant difference between public and private senior secondary school students achievement in biology and chemistry (+ = -2.789 and -1.149, P> 0.05 respectively); there is a significant difference in physics achievement between public and private school students (+ = -3.159, P< 0.05) and there is no significant difference between male and female students in science achievement in public and private schools (+ = 0.124 and -0.158 P< 0.05 respectively). It was recommended among others that more supervisory roles be played on teachers to make them work better on their science achievement. The study contributed immensely in the area of formulation of research objective question and hypothesis. However, it was observed that the researchers did not identify relationship between other resources found in schools. The current study will cover the gap.

Sadiq (2011) investigated on time management in language teaching. His paper aims primarily at helping the average Nigerian language teacher to discharge his duties and responsibilities not necessarily more quickly, but more efficiently with little stress. Data for the study were gathered largely through library sources. It was discovered that a lot of these multiple roles overstretch, wear down and compel language teachers to compromise standards. The paper thus recommends that the language teacher should know himself very well (his abilities, limitation, habits, aspiration and attitudes before weighing and prioritizing the roles expected of him (in terms of their enormity, importance, frequency or urgency among others). Most of all, he should be knowledgeable of and guided by strict principles and

strategies of effective time management that will enable him to accomplish so much successfully and yet live a happy, healthy and fulfilled life. The research work contributed immensely to the present work as it guided the researcher on literature reviewed. However, the researcher intends to bridge the gap in areas of test of null hypothesis that the previous researcher did not treat.

Uchendu, Ekanem, and Jonah (2013), in their research titled Resource maintenance for the provision of education services in public and private schools in Rivers State, Nigeria. The study examines the influence of resources maintenance on the provision of educational services in public and private secondary schools in River State, Nigeria stratified random sampling technique was used to sample seven hundred and thirty eight (738) principals and vice principals from the population of 1,515 principals and vice principal of private and public secondary school in River state. The study utilized a descriptive survey design. Data was collected using Researchers Constructed Questionnaire titled "Resource Maintainers for Provision of Educational Services Questionnaire (RMPESQ). Result obtained shows that maintenance culture in both public and private secondary school is poor, that funds is the major problems militating against the maintenance of school resources against the maintenance of school resources. However, it was observed that the researcher did not identified relationship between other resources found in schools. The current study will cover the gab.

Agbonghale and Adavbiele (2018): conducted a study titled Relationship between resource available and academic performance of students in wood work in technical colleges in Delta State, Nigeria. The paper examined the relationship between resource availability and students' academic performance in word work in technical colleges in Delta State, Nigeria.

Achievement Test on wood work was administered to a sample of 20 students in technical colleges at two different occasions with interval of two weeks. The researchers employed correlational survey research design. The scores received from the test were subjected to Pearson's Product Moment Correlation Coefficient. The results of the study showed that there were inadequate qualified teachers in various technical colleges, the workshop assistant staff were inadequate and the equipment/tools in workshops were grossly inadequate in technical colleges in Delta State, Nigeria. The relationship between resources availability and students' academic performance in word work in technical colleges was not encouraging and recommendation were proffered respectively. Although the study served as a guide to current research work on areas of literature review. However, the study lacked null hypotheses and standard tools for answering research questions which will be addressed by the current study.

Akinyemi, I. A., Shittu, T. O., Faduyile, G. O. and Orunbon, N. O. (2017) in their study titled Teacher Professional Traits and Students' Academic Performance in Lagos State Senior Secondary School. The purpose of the study was to investigate the problem bedeviling professional traits of teacher and proffer solution to the students' academic performance in order to achieve educational goals and objectives. Stratified sampling technique was used to draw sample from the population. The study adopted two research designs; correlation design and descriptive design. The data collected were analyzed through Pearson's Product Moment Correlation Coefficient formula to determine the relationship between teachers' professional traits and students' academic performance. Overall findings indicated that there were significant relationship between teachers' professional traits and students' academic performance. Although the study served as a guide to current research work on areas of

literature review. However, the study lacked null hypotheses and standard tools for answering research question which will be addressed by the current study.

2.11 Summary

Provision and management of resources in secondary schools are essential for any meaningful and effective teaching and learning in our secondary schools. Resources must be provided in our schools for any educational development. Having gone through the literature review and previous research work in the area, this is little of evidence – based research that isolates each variable and judges the influence of each on administration of secondary schools. The current study covered areas of provision and management of curriculum resources, human resources, material resources, finance resources and time resources in secondary schools which were not conferred in the previous researchers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents method that was adopted in conducting the study. The chapter was discussed under the following subheadings:-

3.2 Research Design;

3.3 Population for the Study;

3.4 Sample Size and Sampling Procedure;

3.5 Instrument for Data Collection;

3.5.1 Validity of the Instrument;

3.5.2. Pilot Study;

3.5.3 Reliability of the Instrument;

3.6 Procedure for data Collection; and

3.7 Procedure for data Analysis.

3.2 Research Design

Descriptive survey design was used for conducting the study. The design involved collecting and analyzing data gathered. The choice of the design was based on the opinion of Douglas (2006) who highlighted that, descriptive survey research design is the most dominant technique for educational research. Kerlinger (2005) emphasized that this design should be employed when a research work involved the use of questionnaire to seek the opinions of respondents. In a more recent view by Sambo (2008:113) a sample survey was defined “as a study in which a random sample is taken from a well defined population, data collected from the sample, a statistics is calculated from the data and the statistics is used to estimate the true

value (parameter) in the population". The design was considered suitable because, it enabled the researcher to understand the social phenomenon from the participants opinions. It constitutes the most convenient way to obtain facts and figures needed, in which the result of the analysis will be used for decision taking and generalization.

3.3 Population and Sample of the Study

The target population covers all principals, staff of public senior sedentary schools and Officials of Ministry of Education in North – West Zone of Nigeria.

According to the educational statistics provided by Ministry of Education in each state (2010 and 2016), the population of principals of senior secondary schools in North – West Zone of Nigeria were 1,504 and that of teachers were 22,024 and ministry officials were 1,450. From this statistics therefore, the total target population for the study is 24, 978.

3.4 Sample and Sampling Techniques

One of the decisions which a researcher has to make while planning the research design is whether to include all or some members of the population of the study. In educational research, it is not always possible to make use of the whole population, especially if it is large in which case the researcher has to make use of a sample.

States were grouped into three zones and each of these zones consists of a number of schools. For the purpose of this study, the simple random sampling technique was used to select 10 schools, from each state, i.e. one boarding school, and 9 day schools. This gives a total of 70 schools.

In the next stage of the sampling procedure, the researcher adopted the purposive sampling technique which according to Bello and Ajayi (2000:39) "is a sampling procedure in which a researcher purposely select certain groups as sample because of their relevance to the investigation under consideration". In line with this, the following categories of respondents were selected, 70 school principals, 350 teachers and 35 officials of ministries of education. The researcher decided to use these categories of respondents, because they are stake holders in the management of resources in senior secondary school education. This also implies that the total number of respondents for this study was 10 x 7 + 5 x 70 + 5 x 7 = 455 respondents. According to research Advisors (2006). 370 out of the total respondents should be used for the research, the researcher adopted it with little adjustment.

The advantage of this sampling technique is that it assured a fair representation of the target population and also enabled the researcher to gather data from respondents in all the senior secondary schools under the study. Table 1 gives the details of the sample selected.

Table 1: Sample Selected from a given Population

	Schools		**Principals**		**Teachers**		**OME**	
States	**Pop**	**Selected**	**Pop**	**Selected**	**Pop**	**Selected**	**Pop**	**Selected**
Kaduna	323	10	323	10	5658	50	290	5
Kebbi	200	10	200	10	3396	50	170	5
Katsina	235	10	235	10	5336	50	200	5
Kano	352	10	352	10	5380	50	280	5
Jigawa	177	10	177	10	2145	50	180	5
Sokoto	169	10	169	10	1843	50	160	5
Zamfara	118	10	118	10	411	50	170	5
TOTAL	**1574**	70	**1574**	70	**22024**	350	**1450**	35

3.5 Instrumentation

In this study, questionnaire was the main instrument for collection of data because it is the most appropriate for distribution for a large population at the same time. Also, the respondents are usually given time to fill in the questionnaire and were always assured of anonymity.

The design of the questionnaire was the close-ended or structured type in which specific statements were prepared on one side and/or response format, on the other side, the response format consisted of five alternative options from which the respondents were expected to choose one option for each statement. The five alterative options known as the Likert-Type scale consisted of the following codes, strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1). Although, this type of questionnaire restricts the respondents from expressing their options fully, it assisted the researcher to make qualitative analysis of the items such as tabulation, classification, interpretation and summary, especially when the study involves a large population. But the last items under each section provided blank spaces for respondents to express their options for further clarification.

The questionnaire was designed for 3 categories of respondents namely; (1) head teachers (2) teachers and (3) officials of ministry of education. The questionnaire was categorized into sections. Section A for example requested for demographic data of respondents such as status, gender, educational qualification, years of working experience, nature of school and location of school. The information requested in section A was easier to supply and use to ease the respondent into other items designed for the actual purpose of the study. The information in this section enabled the researcher to correlate respondents among the different groups of respondents. Section B – F of the questionnaire consisted of statements related to the research hypotheses formulated for the study. Items were designed to represent each of the 7 hypotheses.

3.5.1 Validity of the Instrument

To carry out the validation exercise of the instrument, copies of the questionnaire along with the objectives of the study were scrutinized by experts from the ranks of senior

lecturers and above in Educational Administration, curriculum, research and statistics from the Faculty of Education, Ahmadu Bello University, Zaria. The experts were asked to scrutinize the test items for:

a) Content validity
b) Appropriateness of items
c) Clarity of statement in the instrument
d) Whether or not the test items are related to reasoning ability of the respondent.
e) Suggestions and criticisms that will be helpful in improving the test quality of test items.

Summary of the experts corrections was applied to the items in the instrument for clarity, appropriateness and relatedness to the reasoning ability of the respondents. Uzosika (2008) cited in Ibrahim (2014) maintained that validity of a survey instrument should be considered adequate for its validity if designed instrument is subject to face validity.

3.5.2 Pilot Test

To test the reliability of the instrument, the researcher distributed twenty (20) copies of the questionnaire to principals and sixty (60) copies of the questionnaire to teachers in 20 private senior secondary schools of Kaduna State that is outside the population of the study. This was done in order to determine:

i) The feasibility of the study before administration;
ii) How the respondents would react to the items of the questionnaire;
iii) Whether the items are clear enough and can easily be understood;
iv) Whether there is the need to include more items in certain areas;
v) Whether there are some personal items which they did not like to respond to;

vi) The workability of the proposed methods of data analysis; and

vii) The approximate item duration which the subject would need to fill the items.

The reliability of the instrument was tested using Guttmann spilt-half method. According to Akuezuilo and Agu (2004) this methods involved the summing up the score on odd and even items on the questionnaire separately to a group of respondent. The split - half reliability coefficient was determined by the scores on odd items of instrument against the even items by using SPPS of 0.79 was gotten from the reliability of the instrument

3.5.3 Reliability of the Study Instrument

Reliability deals with the degree of consistency with which the instrument measures what its suppose to measure. The instrument sought factual information, the stability of opinions were sought by the use of Guttmann split-half method. The data obtained from the pilot study were subjected to statistical analysis using SPSS. The result gave reliability coefficient of 0.79. With this high reliability index of the instrument, it was considered capable data for the study. According to Tracy (2006) who said, for a scale to be considered reliable, it should have an alpha value of 0.50 to 1. The value of reliability coefficient indicated that the instrument is acceptable for research purposes

3.6 Procedure for Data Collection

Letters of introduction was obtained from the office of Head of Department of Educational, Foundations and Curriculum Studies, Ahmadu Bello University, Zaria for permission to administer the questionnaire in their respective schools. Six people were co-opted into the study as research assistants. At each school, discussion took place with both principals and teachers that participated in the study. Those who sought for more explanation on some statements were given necessary attention. Face to face delivery method was

employed in the administration and collection of the instruments. This method is preferred, because it afforded the researcher and her assistants, higher percentage return of properly completed questionnaires.

3.7 Procedure for Data Analysis

The data collected were analyzed using frequency tables and percentages to analyze the bio-data of the respondents, while weighted mean was employed to answer the research questions. In the process of analyzing the data that was used to answer the research questions, Strongly Agree and "Agree" was also classified as "Agreed" while undecided was left alone and Disagree and Strongly Disagree was classified as "Disagree". A score of 25 and above was considered as an index for Agree while a score of less than 25 was considered as "Disagree".

In testing of the null hypothesis, the data generated from the respondents were coded, entered and analyzed using the Statistical Package from Social Sciences (SPSS). ANOVA was used in the test of the hypotheses involved in the study with the degree of freedom at 0.5 level of significance. These statistical measures of procedures were chosen because of the nature of the study. According to Best (1981), one of the statistical methods of testing the divergence of observed results from expected results on the hypothesis or equal probability (null hypothesis) is to use ANOVA. Denga (1980) Awotunde and Ugudulunwa (2004) said the same. that ANOVA is an appropriate statistical measure that can be used to find out the association between more than two variables.

Thus, the hypotheses were further tested using post hoc test using Scheffe's procedure. These statistical test were used to determine whether or not the opinion of the respondents

were related and also to determine whether or not categories of respondents differed significantly in their opinions.

The level of significance for testing the null hypotheses was set at 0.05 to justify the acceptance or rejection of the hypotheses. This is often used in social science researches, where five percent error is allowed.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

This study investigated the perceptions of stakeholders on provision of management of resources in Senior secondary schools in North-West Zone of Nigeria. In this chapter, the data collected for the study were analyzed, presented and discussed under two main sections. The first section discussed issues in chapter one using frequency tables and percentages, while the second section analyzed the hypotheses tested using One Way Analysis of Variance (ANOVA), and Scheffe's Multiple Comparison Test. Also, considering the relevance of some demographic information of the respondents to this study, the researcher analyzed and presented them in frequencies and percentages in a tabular form. As previously stated, the data collected for the study were obtained by means of single questionnaire for the three categories of respondents namely: principals, teachers of secondary schools and ministry officials in North - West Zone of Nigeria. Table 2 presents the rates of return for the copies of questionnaires administered for this study.

Table 2: Rates of Return for the Questionnaire Administered

S/N	States	No. of Copies Administered	No of Copies of Questionnaire Completed	No. of Copies of Questionnaire not Complete
1.	Kaduna	65	65	
2.	Kebbi	65	65	
3.	Katsina	65	65	
4.	Kano	65	65	
5.	Jigawa	65	65	
6.	Sokoto	65	65	
7.	Zamfara	65	65	
	TOTAL	**455**	**455**	

Table 2 indicated that all 455 copies of the questionnaire administered to all the 70 schools selected for the study were completed and returned

4.2 Demographic Data of Respondents

By virtue of their duties and responsibilities, principals and some of the teachers (that is the 2 Vice Principal, The 2 Senior Masters, HODs, Guidance and Senior Master Welfare and School Accountant) are commonly categorized into management staff Officials of the ministry of education are the providers of most of the resources and they supervised the management of the resources. The data collected were from those three categories of respondents in table 3. These characteristics and a few personal information of the respondents were analyzed and presented in relation to frequencies and percentages, in the table. Thus, table 3 gives the details.

Table 3: Demographic Data of Respondents

S/N	Demographic Data	Categories of Respondent	Frequency	Percentage
1.	Status	Principal	70	15.4
		Teachers	350	76.9
		OMOE	35	7.7
		Total	**455**	**100.0**
2.	Gender	Male	332	73.0
		Female	123	27.0
		Total	**455**	**100.0**
3.	Education qualification	NCE	86	18.9
		HND	43	9.5
		First Degree	277	60.9
		Other Specify	49	10.8
		Total	**455**	**100.0**
4.	Years of working experience	0 – 5 years	60	13.2
		6 – 10 years	112	24.6
		11 – 15 years	89	19.6
		16 – 20 years	54	11.9
		21years above	140	30.8
		Total	**455**	**100**

5.	Nature of school	Day	64	90.0
		Day/boarding	-	-
		Boarding	7	10.0
		Total	**70**	**100.0**
6.	Location of school	Urban	49	70.0
		Rural	21	30.0
		Total	**70**	**100.0**

As indicated in table 3, 15.4% of the respondents were principals of senior secondary schools, while 76.9% were teachers of senior secondary schools and 7.7% were officials of the state's ministries of education in North – West Zone of Nigeria.

It can also be seen from the table that more than half of the respondents for this study being 73% were males, whereas a small proportion of the respondents being 27% are females. With regards to qualification, the table indicated that an insignificant proportion of the respondents being 9.5%, 10.8% and 18.9 respectively claimed to have NCE, HND and others respectively.

One of the personal information of respondents requested for in this study was their years of working/teaching experience. As indicated in table 3, 30.8% of the total number of respondents had 21 years and above working experience, 24.6% had 6 – 10 years of working experience, 19.6%, 13.2% and 11.9% had 11 -15 years, 0 – 5 years and 16 – 20 years of working experience respectively.

A further examination of the table revealed that majority of the respondents represented 70% were from day schools. However, a small percentage of the respondents being 30% claimed to be from rural areas. A close look at the location of schools of respondents, the table indicated about half of the total number of respondents being represented by 70% were from urban schools. The remaining percentage of respondents being 30% were from rural schools.

4.3 Opinions of Respondents on Provision and Management of Resources in Senior Secondary Schools in North – West Zone of Nigeria

In this section, the data collected for the study were analyzed, presented and discussed using frequency distribution and simple percentages in order to give a general description of data. The discussion of data was based on the issues raised in chapter one. The issues are:

- Provision and management of human resources in senior secondary schools,
- Provision and management of material resources in senior secondary schools,
- Provision and management of financial resources in senior secondary schools,
- Provision and management of time resources in senior secondary schools, and
- Provision and management of curriculum resources in senior secondary schools.

In subsequent tables, each of these issues or research questions were analyzed and presented in relation to the groups of items specifically designed for in the questionnaire for the purpose of this analysis. The responses for Strongly Agree (SA) and Agree (A) were merged and treated as Agreed (A), the response for strongly Disagree (DS) and Disagree (D) were also merged together and used as Disagree (D) while the responses for undecided (U) were left alone.

4.3.1 Provision and Management of Human Resources in Senior Secondary Schools in North – West Zone of Nigeria.

This section focuses on provision and management of human resources in senior secondary schools. Items 1 – 9 in the questionnaire were used to analyze the respondents' responses. They are presented in a table. Table 4 gives the details

Table 4: Opinions of Respondent on Provision and Management of Human Resources in Senior Secondary Schools in North-West Zone of Nigeria.

S/N	Items Statement	Category of Respondents	Responses									
			SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
1.	Enough English language teachers	Trs	23	6.6	138	39.4	8	2.3	107	30.6	74	21.1
	are provided in the school.	H/Trs	8	11.4	23	37.9	2	2.9	13	18.6	24	34.3
		OMOE	-	-	27	77.1	-	-	8	22.9	-	-
2.	Enough mathematics teachers are	Trs	38	10.9	163	46.6	16	4.6	75	21.4	58	16.6
	provided in the school.	H/Trs	16	37.1	26	37.1	3	4.3	12	17.1	13	18.6
		OMOE	-	-	27	77.1	7	20.0	1	2.9	-	-
3.	Enough science teachers are	Trs	38	10.9	167	47.7	15	4.3	71	20.3	59	16.9
	provided in the school.	H/Trs	17	24.3	26	37.1	2	2.9	12	17.1	13	18.6
		OMOE	-	-	27	77.1	7	20.1	1	2.9	-	-
4.	Enough Arts subject teachers are	Trs	19	5.9	125	35.7	20	5.7	140	40.0	46	13.1
	provided in the school	H/Trs	4	5.7	21	30.1	5	7.1	32	45.7	8	11.4
		OMOE	-	-	28	80.0	-	-	7	20.0	-	-
5.	Enough social science teachers are	Trs	9	2.6	88	25.1	34	9.7	191	54.6	28	8.0
	provided in the school.	H/Trs	3	4.3	15	21.4	8	11.4	29	41.4	15	21.4
		OMOE	-	-	2	5.7	-	-	33	94.3	-	-
6.	Enough nonacademic staffs are	Trs	3	0.9	125	35.7	18	5.1	182	52.0	22	6.3
	provided in the school.	H/Trs	2	2.9	15	21.4	6	8.6	44	62.9	3	4.3
		OMOE	-	-	-	-	1	2.9	34	97.1	-	-
7.	Enough vocational and technical	Trs	93	26.6	120	34.3	22	6.3	107	30.6	8	2.3
	teachers are provided in the school.	H/Trs	16	23.9	14	20.0	8	11.4	32	45.7	-	-
		OMOE	-	-	11	31.4	1	2.9	6	17.1	17	48.6
8.	Enough laboratory technicians are	Trs	57	16.0	169	48.3	31	8.9	87	24.9	7	2.0
	provided in the school.	H/Trs	10	14.3	36	51.4	4	5.7	16	22.9	4	5.7
		OMOE	-	-	5	14.3	-	-	19	54.3	11	31.4
9.	All human resources stated above	Trs	92	26.3	68	19.4	17	4.9	157	44.9	16	4.6
	are well managed in the school.	H/Trs	13	18.6	10	14.3	2	2.9	39	55.7	6	8.6
		OMOE	-	-	5	14.3	1	2.9	18	51.4	11	31.4

Key: TRS – Teachers, H/TRS – Head Teachers, OMOE – Officials of Ministry of Education

It is evident from table 4 that 181 (51.9%) teachers, 37(52.86%) head teachers and 8 (22.9%) officials of ministries of education disagreed with item 1, which says that enough English teachers were provided in the schools. However, a significant proportion of the respondents being 161 teachers, 33 principals and significant ministries officials being 27, who were represented by 46%, 44.3% and 77.1% respectively, agreed with the statement; and insignificant proportions of the respondents being 8 teachers and 2 Head teachers who were represented by 2.3% and 2.9% respectively, were undecided with the opinion. This result was therefore, interpreted to mean that enough English teachers were not provided in most senior secondary schools.

This result was therefore, interpreted to mean enough English teachers were provided in some schools while enough English teachers were not provided in many secondary schools in North – West Zone of Nigeria. English Language is one of the core subjects and language of communication. This implies that majority of the students in senior secondary schools will not be able to communicate in English Language since they were not taught English language.

For item 2 in the questionnaire, in the North – West Zone, 201 teachers (57.4%), 31 head teachers (60%) and 27 ministry officials (77.1%) of the respondents were in support of the statement that enough mathematics teachers were provided in schools. However, the fact that some proportion of teachers, head teachers and ministry officials being 103 (38%), 25(35%) and 1(2.9%) respectively, disagreed with the statement, while insignificant representative of teachers, head teachers and ministry officials being 16 (4.3%), 3(4.3%) and 7(20%) respectively were undecided with the opinion, this implies that fairly enough mathematics teachers were provided in most senior secondary schools.

In response to item 3, 205(58.6%) teachers, 47 (61.4%) head teachers with the statement that enough science teachers were provided in most of the senior secondary schools, on the contrary, an overwhelming proportion of officials of ministries of education being 27 (77.1%) also agreed with the statement. However, 130 (35.7%) teachers, 25 head teachers, 1 ministry Officials disagreed with the statement and 16 (4.6%) teachers, 3 (4.3%) head teachers and 7 (20%) ministry Officials were undecided with the statement. This implies that science teachers were fairly provided in the schools, but for the opinions of officials of ministry of education, maybe they were not aware of the current statistics of science teachers in the senior secondary schools.

More than half of teachers and head teachers used in this study being 186 and 40 represented 53.1% and 57.1% of the respondents disagreed with the statement in item 4 that enough arts subject teachers were provided in the schools. On the contrary, few ministry officials being 7 who were 20% of the respondents disagreed with this statement and 20 teachers and 5 head teachers, 5.7% and 7.1% respectively were undecided with the statement. While 144 teachers 25 head teachers who were represented by 41.1% and 25% respectively, fairly agreed with the statement and 28 ministry officials and represented by 80% also agreed with the statement. With regards to the inconsistencies in the responses of the respondents this might be due to the fact that fine art subject was not offered by many schools at the senior secondary schools since it was an optional subject so the respondents might not have idea of whether the teachers were enough or not.

It is evident from table 4, that 219(62.6%) principals 204 (58.6%) teachers and 44 (62.9%) MOEO and 47 (67.1%) head teachers and 33 (94.3%) and 34 (97.1%) respectively, disagreed with both items, that enough social science teachers and non teaching staff were

provided in the senior schools in North – West Zone, Nigeria. This result implies that enough social science teachers and non-teaching staff were not provided in senior secondary schools. This was further affirmed by the researcher who noticed that majority of the schools had no single non-teaching staff that was employed by state government, this made the principals to employ few part time staff and they were paid by the principals of the schools out of the little running cost that was provided to the schools.

The responses to item 7 indicated that more than half of the teachers being 213 (60.9%) were in support of the statement that enough vocational and technical subject teachers were provided in most schools, while 30 (42.9%) and 11 (31.9%) head teachers and officials of ministries of education also agreed with the statement. On the other hand, the 3 categories of the respondents being 115 (32.8%), 32 (47.7%) and 23 (65.7%) respectively, disagreed with the statements and 22 (6.3%), 8 (11.4%) and 1 (2.9%) respectively, were undecided with the item statement. Meaning, more than half of teachers who were not part of the management of human resources agreed with the item statement, therefore vocational and technical teachers were not provided in most schools in North – West Zone, Nigeria. This will make teaching of vocational and technical subjects difficult in most schools.

In response to item 9, there were inconsistencies in the responses of the respondents as less than half of the respondents being 160 (45.7%), 23 (32.9%) and 5 (14.3%) respectively agreed with the item statement. While on the other hand, teachers, head teachers and ministries officials being 173 (49.4%), 45 (64.3%) and 5 (14.3%) disagreed with the statement and 17 (4.9%), 2 2.9%) and 1 (2.9%) respectively, were undecided with the statement, all human resources stated above are well managed in the schools. This might be as a result of

the fact that most of the head teachers were not given prior training before they were appointed the head teachers in most of the schools.

In items 1 – 9 of the questionnaire, the calculation revealed 48.7% agreement for teachers, 43.7% head teachers and 40.1% for ministry officials. The analysis for item 1 – 9 of the questionnaire revealed that enough social science art and vocational and technical teachers were not provided in most senior secondary schools in North – West Zone of Nigeria, and the human resources provided were not well managed.

4.3.2 Opinions of Respondents on Provision and Management of Material Resources in Senior Secondary Schools in North – West Zone of Nigeria.

This section is pertaining to provision and management of material resources in Senior Secondary Schools in North – West Zone of Nigeria. Item 1 – 9 in the questionnaire were used to analyze the respondents responses. They are presented in table 5 with details.

Table 5: Opinions of Respondents on Provision and Management of Material Resources in Senior Secondary Schools in North – West Zone of Nigeria.

S/N	Items Statement	Category of Respondents	Responses									
			SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
1.	Enough teaching facilities	Trs	44	12.6	81	23.1	49	14.0	118	33.7	58	16.6
	are provided in the school.	H/Trs	6	8.6	14	20.0	3	4.3	37	52.9	10	14.3
		OMOE	-	-	2	5.7	10	28.6	23	65.7	-	-
2.	Enough learning facilities	Trs	21	6.0	146	41.7	37	10.6	97	27.7	49	14.0
	are provided in the school	H/Trs	4	5.7	24	34.3	5	7.1	17	24.3	17	24.3
		OMOE	-	-	26	74.3	-	-	9	25.7	-	-
3.	Enough recreational facilities	Trs	19	5.4	144	41.1	31	8.9	131	37.4	25	7.1
	are provided in the school.	H/Trs	3	4.3	21	30.0	4	5.7	37	52.9	5	7.1
		OMOE	-	-	27	77.1	-	-	8	22.9	-	-
4.	Enough health facilities are	Trs	34	9.7	152	43.4	58	16.3	80	22.9	27	7.7
	provided in the school.	H/Trs	6	8.6	30	42.9	7	10.0	21	30.0	6	8.6
		OMOE	-	-	27	77.1	6	17.1	2	5.7	-	-
5.	Enough welfare facilities re	Trs	30	8.6	176	50.3	35	10.0	82	23.4	27	7.7
	provided in the school.	H/Trs	5	7.1	21	44.3	2	2.9	25	35.7	7	10.0
		OMOE	-	-	23	65.7	1	2.9	11	31.4	-	-
6.	Enough games facilities are	Trs	30	8.6	203	58.0	41	11.7	53	15.7	23	6.6
	provided in the school.	H/Trs	5	7.1	29	41.4	16	22.9	16	22.9	4	5.7
		OMOE	-	-	24	68.6	6	17.1	5	14.3	-	-
7.	Enough water facilities are	Trs	24	6.9	200	57.1	20	5.7	77	22.0	29	8.3
	provided in the school	H/Trs	5	7.1	26	37.1	3	4.3	31	44.3	5	7.1
		OMOE	-	-	24	68.6	-	-	11	11.0	31.4	-
8.	Enough light facilities are	Trs	13	3.7	154	44.0	19	5.4	133	38.0	31	8.9
	provided in the school.	H/Trs	3	4.3	22	31.4	3	4.3	37	52.9	5	7.1
		OMOE	-	-	32	91.4	-	-	3	8.6	-	-
9.	All the facilities are provided	Trs	21	6.0	157	44.9	40	11.4	102	29.1	30	8.6
	well managed in the school	H/Trs	-	-	26	37.1	6	8.6	34	48.6	4	5.7
		OMOE	-	-	26	74.3	1	2.9	8	22.9	-	-

Key: TRS – Teachers, H/TRS – Head Teachers, OMOE – Officials of Ministry of Education

In table 5, it was evident that there were some differences in the opinions of the three categories of respondents. 125 (35%) teachers, 20 (28.6%) heads teachers and 2 (5.7%) ministry officials were in support of the statement that enough facilities were provided in the schools, while 176 (50.3%), 47 (67.7%) and 23 (65.7%) respectively, disagreed with the statement and 49 (14%) 3 (4.3%) and 10 (28.6%) were undecided with the item statement. This result implies that enough teaching facilities were not provided in schools. For item 12, 26 (74.3%) ministries officials, 167 (41.7%) teachers and 36 (40%) head teachers agreed that enough learning facilities were provided in the schools. However, the fact that more than half of the head teachers disagreed with the statement implies that there were no enough learning facilities provided in the schools.

In response to item 3 in the questionnaire, 27 (77.1%) of ministries of education officials, 167 (46.7%) teachers and head teachers being 24 (34.3%) agreed with the item statement. About 31 (8.9%) teachers and 4 (5.7%) were undecided while 156 (44.6%) teachers, 42 (60%) head teacher 8 (22.9%) ministries of education officials disagreed with the statement which says that enough recreational facilities were provided in schools. The opinions of respondents with regards to this item implies that enough recreational facilities were not provided in the schools. This might be because most of the schools in the sample were day schools. The students only come in the morning and went home immediately after school.

Also for item 4 majority of the officials of ministries of education being 27 (77.1%), 186 (53.1%) teachers and some of the head teachers 30 (42.9%), were with the opinion that enough health facilities were provided in the schools. However, a significant minority of the respondents being 57 (16.3%), 7 (10%) and 6 (17.1%) respectively were undecided with the

item statement and 107 (30.6%) teachers, 27 (38.6%) head teachers and 2 or (5.7%) ministries of education officials disagreed with the item statement. The response to item 5 indicated that 206 (58.3%) teachers, 36 (51.4%) head teachers and 23 (65.7%) official of the ministries education agreed with the statement that enough welfare facilities were provided in schools. However 41 (11.7%) teachers, 2 (2.9%) head teachers and 1 (2.9%) officials of ministries of education were undecided while 76 (21.7%) teacher, 32 (45.7%) head teachers and 11 (31.4%) officials of ministries disagreed with the statement. The result could therefore be interpreted to mean that some head teachers were aware that enough health facilities were not provided in some schools.

As indicated by table 5, the highest responses to item 6 being 24 (68.6%) officials of ministries of education, followed by 233 (66.6%) teachers and 34 (48.5%) head teachers agreed with the statement that enough games facilities were provided in the schools. It is a surprise that teachers being 41 (11.7%) who were expected to feel the impact of the package and the head teachers who were expected to provide games facilities indicated undecided with the item statement. However, the fact that 224 (64%) teachers and 24 (68.6%) ministries of education officials agreed with the statement on item 7 that enough water facilities were provided in the school implies that water facilities were provided in most schools.

As for item 8, 32 (91.4%) officials of ministries of education, 167 (47.7%) teachers and 25 (35.7%) head teachers were with the opinion that enough light facilities were provided in the school but 164 (46.9%), 42 (60.0%) and 3 (8.6%) disagreed with the item statement. This can be interpreted to some extent that enough light facilities were not provided in some schools since more than half of the head teachers disagreed with the statement.

In response to Item 9, 38 (54.3%) principals followed by few teachers and ministry officials being 132 (37.7%) and 8 (22.9%) respectively disagreed that all the facilities provided were well managed in school. The analysis for item 1 – 9 of the questionnaire revealed that the responses for agreed were greater than response for disagreed and undecided by ministries of education officials being 67% followed by 52.3% teachers and 40.3% head teachers. The result could therefore be interpreted to mean that enough material resources to certain extent were provided and well managed in some secondary schools in North – West Zone of Nigeria

4.3.3 Opinions of the Respondents on the Provision and Management of Financial Resources in Senior Secondary Schools in the North – West Zone of Nigeria.

This section consists of 9 items in the questionnaire and they were used to analysis the respondents responses. They are presented in table 6. Table 6 gives the details

Table 6: Opinion of Respondents on Provision and Management of Financial Resources in Senior Secondary Schools in North- West Zone of Nigeria.

S/N	Items Statement	Category of Respondents	Responses									
			SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
1.	Adequate funds are provided to	Trs	30	8.6	94	26.9	37	10.6	171	48.9	18	5.1
	school by ministry of education.	H/Trs	3	4.3	19	27.1	7	10.0	38	54.3	3	4.3
		OMOE	-	-	25	71.4	1	2.9	9	25.7	-	-
2.	Adequate financial supports are	Trs	35	10.0	113	32.3	60	17.1	114	32.6	28	8.0
	given to schools by wealthy	H/Trs	3	4.3	19	27.1	13	18.6	18	25.7	17	24.3
	individuals.	OMOE	11	31.4	15	42.9	2	5.7	7	20.0	-	-
3.	Supports are given to school by	Trs	55	15.7	147	42.0	52	14.9	89	25.4	7	2.0
	group within and outside the	H/Trs	4	5.7	25	35.7	8	11.4	30	42.9	3	4.3
	environment	OMOE	-	-	22	62.9	12	34.3	1	2.9	-	-
4.	Adequate financial supports are	Trs	37	10.6	131	37.4	45	12.9	118	33.7	19	5.4
	given to schools by parent teacher	H/Trs	2	2.9	24	34.3	9	12.9	33	47.1	2	2.9
	association (PTA)	OMOE	11	31.4	11	31.4	1	2.9	12	34.3	-	-
5.	Adequate financial support are	Trs	20	5.7	102	29.1	61	17.4	143	40.9	24	6.9
	given by school based	H/Trs	4	5.7	24	34.3	13	18.6	25	37.7	4	5.2
	management committee	OMOE	-	-	1	2.9	5	14.3	29	82.9	-	-
6.	The school obtain loan from	Trs	38	10.9	125	35.7	99	28.3	78	22.3	10	2.9
	banks.	H/Trs	6	8.6	22	31.4	14	20.0	26	37.1	2	2.9
		OMOE	-	-	7	20.0	6	17.1	22	62.9	-	-
7.	The school is able to generate	Trs	98	28.0	110	31.4	66	18.9	71	20.3	5	1.4
	enough funds from school fees.	H/Trs	11	15.7	14	20.0	15	21.4	28	40.0	2	2.9
		OMOE	15	42.9	11	31.4	7	20.0	2	5.7	-	-
8.	The school is able to diversify	Trs	53	15.1	119	34.0	71	20.3	106	30.3	1	3
	means to generate more fund	H/Trs	11	15.7	28	40.0	11	15.7	19	27.1	1	1.4
	internally.	OMOE	-	-	32	91.4	1	2.9	2	5.7	-	-
9.	All financial resources provided	Trs	60	17.1	80	22.9	57	16.3	140	40.0	13	3.7
	are well managed.	H/Trs	9	12.9	11	15.7	9	12.9	39	55.7	2	2.9
		OMOE	-	-	22	62.9	1	2.9	12	43.3	-	-

Key: TRS – Teachers, H/TRS – Head Teachers, OMOE – Officials of Ministry of Education

For item 19 in the questionnaire, table 6 indicated that 188 (54%) teachers, 41 (58.6%) head teachers and 9 (25%) ministries of education officials disagreed that adequate funds are provided to schools by ministry of education. However, 124, (35.5%) teachers, 22 (31.4%) head teachers and 25 (71.4%) agreed with the item 1 statement, while 37 (10.6%) teachers, 7 (10.0%) head teachers and 1 (2.9%) ministries of education officials were undecided with the item statement. For item 2 in the questionnaires it can be seen from table 6 that 60 (17.1%) teachers, 13 (18.6%) and 2 (5.7%) claimed to be undecided that adequate financial support were given to schools by wealthy individuals. In response to item 3, 202 (57.7%) teachers, 29 (41.4%) ministries of education officials, respectively were of the opinion that adequate financial supports were given to schools by groups within and outside the environment. Also for item 4, 167 (48.1%) teachers, 26 (57%) and 12 (34.3%) ministries of education officials disagreed with the opinion that adequate financial support were given to schools by Parents Teachers Association (PTA). The result implies to extent that, some PTA members were not offering financial assistance to the schools. The analysis for item 5, in the questionnaire, 29 (41.4%) ministries of education officials disagreed with the item statement that adequate financial supports were given by School Based Management Committee (SBMC). The result to some extent might have been be because most senior secondary schools did not have the School Based Management Committee, in some of the states in North – West Zone, Nigeria. It was only practiced in the junior secondary schools in most states.

With regards to item 6 in the questionnaire, 163 (46.6%) teachers, 28 (40%) head teachers and 7 (20%) ministries of education officials were of the opinion that the schools obtain loan from bank. On the other hand, 88 (25.1%), 30 (40%) head teachers and 22 (62.9%) ministries of education officials disagreed with the item statement while few

proportion of respondents being 99 (28.3%), 14 (20%) and 6 (17.1%) respectively were undecided with the item statement. For item 7, majority of the respondents being 26 (74.3%) ministries of education officials, 208 (59.4%) teachers and 25 (35.7%) respectively were with the opinion that the school were able to generate enough fund from school fees, while 76 (21.7%) teachers, 30 (25.7%) disagreed with the item statement and 66 (18.9%) teachers, 15 (21.4%) head teachers and 11 (31.4%) ministries of education officials were undecided with the item statement.

For item 8 in the questionnaire 71 (20.3%) teachers, 11 (15.7%) head teachers, and 1 (2.9%) ministries of education officials were undecided with the statement, while some proportion being 172 (49.1%) teachers, 39 (45.7%) head teachers and 32 (91.4%) ministries of education officials agreed with the statement that the school is able to diversify means to generate more fund, with regards to item 9 in the questionnaire surprisingly, 41 (58.6%) head teachers 12 (34.3%) ministries of education officials, respectively declared that they disagreed with the item statement that all financial resources provided were well managed, while 140 (40.9%) teachers, 20 (28.6%) head teachers and 22 (62.9%) agreed with the item statement and 57 (16.3%) teachers, 9 (12.9%) and 1 (2.9%) disagreed with the item statement. The analysis for item 1 – 9 in the questionnaire revealed that more than half of the respondents disagreed with the statement. The result has a negative result since it's only ministry officials that claimed to agree to some extent to majority of the item statements in section c of the questionnaire. This is because, they are not aware of what is going in most of the senior secondary school, because of their shortage in number.

4.3.4 Opinions of Respondents on Provision and Management of Time Resources in Senior Secondary Schools in North – West Zone of Nigeria.

This section examines the opinions of respondents on time resources in senior secondary schools in North – West Zone of Nigeria. Items 1 – 10 in the questionnaire were used to analyze this issue and the results obtained are presented in table 4.7

Table 7: Opinions of Respondents on Provision and Management of Time Resources in Senior Secondary Schools in North - West Zone of Nigeria.

S/N	Items Statement	Category of Respondents	Responses									
			SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
1.	Enough time is allocated to	Trs	40	11.4	62	17.7	64	18.3	166	47.4	18	5.1
	teaching English language	H/Trs	17	24.3	12	17.1	11	15.7	26	37.1	4	5.7
		OMOE	4	11.4	10	28.6	14	40.0	7	20.0	-	-
2.	Enough time is allocated to	Trs	6	1.7	56	16.0	6	1.7	231	66.0	51	14.6
	teaching of mathematics	H/Trs	1	1.4	10	14.3	1	1.4	50	71.4	8	11.4
		OMOE	-	-	11	31.1	24	-	-	24	68.6	-
3.	Enough time is allocated to	Trs	6	1.7	60	17.1	10	2.9	215	61.4	59	16.6
	teaching of science subjects	H/Trs	1	1.4	11	15.7	2	2.9	36	51.4	20	28.6
		OMOE	-	-	11	31.4	-	-	24	68.6	-	-
4.	Enough time is allocated to	Trs	-	-	36	10.3	22	6.3	228	65.1	64	18.3
	teaching of arts subjects	H/Trs	-	-	8	11.4	3	4.3	38	54.3	21	30.0
		OMOE	-	-	10	28.6	1	2.9	24	68.6	-	-
5.	Enough time is allocated to	Trs	-	-	38	10.9	20	5.7	245	70.0	47	13.4
	teaching of social science	H/Trs	-	-	6	8.6	3	4.3	61	58.6	20	28.6
	subjects.	OMOE	-	-	10	2.9	1	2.9	33	94.3	-	-
6.	Enough time is allocated to	Trs	-	-	43	12.3	20	5.7	247	70.6	40	11.4
	teaching of vocational and	H/Trs	-	-	8	11.4	2	2.9	45	64.3	15	21.4
	technical subjects.	OMOE	-	-	1	2.9	-	-	34	97.1	-	-
7.	Enough time is allocated for	Trs	-	-	64	18.3	33	9.4	219	62.6	34	9.7
	practical's	H/Trs	-	-	8	11.4	3	4.3	41	58.6	18	25.7
		OMOE	-	-	12	34.3	-	-	23	65.7	-	-
8.	Enough time is allocated to	Trs	8	23	87	24.9	39	11.1	19x7	56.3	19	5.4
	games and recreational activities	H/Trs	-	-	17	24.3	5	7.1	33	47.1	15	21.4
		OMOE	-	-	6	17.1	-	-	29	82.9	-	-
9.	Enough time is allocated to	Trs	2	0.6	143	40.9	20	5.7	169	48.3	16	4.6
	teachers to cover their subjects.	H/Trs	-	-	21	30.0	7	10.0	26	37.1	16	22.9
		OMOE	12	34.3	5	14.3	1	2.9	17	48.6	-	-
10.	Adequate time is allocated to	Trs	-	-	111	31.7	21	6.0	196	56.0	22	6.3
	principals to attend to visitors	H/Trs	-	-	11	15.7	5	7.1	38	54.3	16	22.9
		OMOE	-	-	12	34.3	-	-	19	54.3	4	11.4

Key: TRS – Teachers, H/TRS – Head Teachers, OMOE – Officials of Ministry of Education

As indicated by table 7, 184 (52.6%) teachers, 30 (42.9%) head teachers and 7 (20%) ministries of education officials agreed that enough time was allocated to teaching of English language while 102 (29.1%) teachers, 29 (41.4%) head teachers and 39 (40%) ministries of education officials disagreed with the statement and 64 (18.3%), 11 (40%) ministries of education officials were undecided with the statement. 282 (80.6%) teachers, 58 (82.9%) head teachers and 24 (68.8%) ministries of education officials disagreed with the statement on whether enough time or not were being allotted to teaching of mathematics. This was further emphasized by responses to item 3 where 274 (78.3%), 56 (80%) head teachers and 24 (68.8%) ministries of education officials disagreed that enough time was allocated to teaching science subjects. For item 4 in the questionnaire, 291 (83.4%) teachers, 54 (84.3%) head teachers and 24 (68.6%) ministries of education officials respectively disagreed with the statement, while 36 (10.3%) teachers, 8 (11.4%) and 10 (28.6%) respectively affirmed that enough time was allocated to teaching of Fine Arts subjects.

For item 5 in the questionnaire 292 (83.4%) teachers, 61 (87.1%) head teachers and 33 (97.1%) ministries education officials disagreed with the statement that enough time was allocated to teaching of social science subjects. For item 6 in the questionnaire 287 (82%) teachers, 60 (85.7%) head teachers and 34 (97.1%) ministries of education officials disagreed with the statement. Table 7 further indicated that for item 7, 59 (84.3%), 253 (71.3%) teachers and 23 (65.7%) ministries of education officials disagreed that enough time was allocated for practicals. This result is not far from the fact that atimes double periods were always short for practical lesson and atimes double lesson were not allocated for subjects that were practicals oriented and if given its always at the wrong time in most of the schools in North – West Zone, Nigeria. As indicated by table 7, 29 (82.9%) ministries of education officials disagreed

with the statement on item 8 that enough time is allocated to games and recreational activities. However, 95 (27.2%) teachers, 17 (24.3%) head teachers and 6 (17.1%) ministries of education officials agreed with the statement.

However, 185 (52.9%) teachers, 42 (60%) head teachers and 17 (48.6%) ministries of education officials disagreed with the statement that enough time was allocated to teachers to cover their subjects in item 9 while 145 (41.5%) teachers, 28 (40%) head teachers and 17 (48.6%) ministries of education officials agreed with the statement. With regard to item 10, 218 (62.3%) teachers, 54 (77.1%) head teachers and 23 (65.7%) ministries of education officials disagreed with the statement, while 111 (34.3%) agreed with the statement that adequate time is allocated to principal to attend to visitor. From this analysis, it was observed that quite a large percentage of the respondents disagreed with the statement in items 1– 10. It was therefore, interpreted to mean that there were not adequate times giving for teaching all subjects and practicals in secondary school in the North – West Zones of Nigeria.

4.3.5 Opinions of Respondents on Provision and Management of Curriculum Resources in Senior Secondary Schools in North – West Zone of Nigeria.

The opinions of respondents on provision and management of curriculum resources in senior secondary schools were sought for in this study. Items 1– 9 in the questionnaire were used to analyze this issue and the results obtained are presented in table 8.

Table 8: Opinions of Respondents on Provision and Management of Curriculum Resources in Senior Secondary Schools in North - West Zone of Nigeria.

S/N	Items Statement	Category of Respondents	Responses									
			SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
1.	Curriculum of English	Trs	-	-	37	10.6	55	15.7	224	69.7	14	4.0
	language is reviewed	H/Trs	-	-	7	10.0	9	12.9	39	55.7	15	21.4
	regularly.	OMOE	-	-	12	34.3	6	17.1	17	48.6	-	-
2.	Curriculum of mathematics	Trs	16	4.6	70	20.0	58	16.6	186	53.1	20	5.7
	is reviewed regularly.	H/Trs	2	2.9	15	21.4	8	11.4	29	41.4	16	22.9
		OMOE	-	-	26	74.3	1	2.9	8	22.9	-	-
3.	Curriculum of science	Trs	-	-	65	18.6	56	16.0	219	62.6	10	2.9
	subjects are reviewed	H/Trs	-	-	15	21.4	8	11.4	43	61.4	4	5.7
	regularly.	OMOE	-	-	26	44.3	1	2.9	8	22.9	-	-
4.	Curriculum of arts subjects	Trs	-	-	69	19.7	54	15.4	202	57.7	25	7.1
	are reviewed regularly.	H/Trs	-	-	12	17.1	8	11.4	45	64.3	5	7.1
		OMOE	-	-	14	40.0	13	37.1	8	22.9	-	-
5.	Curriculum of social science	Trs	-	-	55	15.7	52	14.9	218	62.3	25	7.1
	subjects are reviewed	H/Trs	-	-	16	22.9	5	7.1	44	62.9	5	7.1
	regularly.	OMOE	-	-	14	40.0	13	37.1	8	22.9	-	-
6.	Curriculum of vocational	Trs	-	-	57	16.3	63	18.0	205	58.6	25	7.1
	and technical subjects are	H/Trs	-	-	14	20.0	18	25.7	33	47.1	5	7.1
	reviewed regularly.	OMOE	-	-	14	40.0	13	37.1	8	22.9	-	-
7.	The schemes of work of	Trs	-	-	47	13.4	57	16.3	221	63.1	25	7.1
	every subject are well	H/Trs	-	-	9	12.9	9	12.9	47	67.1	5	7.1
	designed.	OMOE	-	-	4	11.4	19	54.3	12	34.3	-	-
8.	The school teachers are	Trs	-	-	21	6.0	30	8.6	256	73.1	43	12.3
	provided with current	H/Trs	-	-	6	8.6	5	7.1	49	70.0	10	14.3
	scheme of work.	OMOE	-	-	-	-	-	-	23	65.7	12	34.3
9.	Curriculum resources	Trs	4	1.1	26	-	47	13.4	255	72.9	18	5.1
	provided are well managed	H/Trs	3	4.3	5	7.4	10	14.3	49	70.0	3	4.3
		OMOE	-	-	-	7.1	-	-	35	100	-	-

Key: TRS – Teachers, H/TRS – Head Teachers, OMOE – Officials of Ministry of Education

As indicated by table 8, it is evident that 258 (73.7%) teachers, 154 (77.1%) head teachers and 17 (48.6%) ministries of education officials disagreed that curriculum of English language was reviewed regularly in item 1. For item 2, 206 (58.9%) teachers, 45 (64.3%) head teachers and 8 (22.9%) ministries of education officials disagreed with the statement. However, 86 (24.3%) teachers, 17 (24.3%) head teachers and 27 (74.3%) ministries of education officials agreed with this statement. Implying that English language curriculum was not reviewed regularly. Table 8 also revealed a similar pattern of responses to item 3 and 4 of the questionnaire. This was because 47 (67.1%) and 50 (71.4%) teachers respectively disagreed that curriculum of mathematics and science subjects were reviewed regularly. However, 65 (16.0%) teachers, 17 (24.3) head teachers, and 15 (21.4) ministries of education officials agreed with the statement.

The responses for item 6 indicated that there was no significant difference in the opinions of respondents because 230 (65.7%) teachers, 38 (54.3%) head teachers and 8 (22.9%) ministries officials disagreed that curriculum of vocational and technical subject is reviewed regularly. As for item 7, a good proportion of teachers and head teachers disagreed with the statement while 57 teachers, 9 head teachers and 19 ministries of education officials represented by 16.3%, 12.9% and 54.3% ministry of education respectively disagreed with the statement. The responses for item 8 indicated that there was no significance difference in the opinions of respondents because 299 (85.4%) teachers, 59 (84.3%) head teachers and 35 (100%) officials of ministries of education disagreed that the school teachers were provided with the current scheme of work. However, 30 (85%) teachers and 8 (11.4%) head teachers agreed with the statement of item 9 while 273 (78%) teachers, 52 (74.3%) head teachers and 35 (100%) official of ministries of education disagreed with the statement. The analysis for items 1 – 9 of questionnaire revealed

that the responses for disagreement were far greater than responses for agreement. The result could therefore be interpreted to mean that curriculum for all the subjects were not reviewed regularly, in secondary schools in North – West Zone of Nigeria. However, the curriculum resources provided were well managed.

4.4 Hypotheses Testing

The hypotheses formulated for this study aimed at examining the opinions of stakeholders on provision and management of resources in senior secondary Schools in North – West Zone of Nigeria. For example hypotheses 1, 2, 3 and 5 a set of a 9 statement were designed but for hypotheses 4, a set of 10 statements were designed, treated in relation to the hypothesis they represented. However, there was no set of items statement for hypotheses 6 and7 because it's a comparison between the opinions of respondents in rural and urban schools and between day and boarding schools. Also, each of the seven hypotheses was set to determine whether there is a significant difference in the opinions of the three categories of respondents used in the study. Therefore, to arrive at reliable conclusion, each of the seven hypotheses was subjected to One Way Analysis of Variance; a statistical tool that find out whether the difference in opinions of two or more set of respondents were significant enough to retain or reject the hypotheses of a given study. For hypotheses that were rejected, the Scheffes' Multiple Comparison Test was used to further examine the extent to which the groups mean differ in their responses. The level of significance set for the study was 0.05.

4.4.1 Hypothesis 1: There is no significant difference in the Opinions of Respondents on Provision and Management of Human Resources in Senior Secondary Schools in North – West Zone of Nigeria.

For hypothesis 1, items 1 – 9 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to One Way Analysis of Variance and the result obtained is present in table 9.

Table 9: Summary of One Way Analysis of no Significant Difference in the Opinions of Respondents on Provision and Management of Human Resources in Senior Secondary School.

Source of Variance	DF	Sum of Square	Mean of Square	F – Calculated	F- Critical	P. value
Between groups	2	235.588	117794	2.112	3.15	1.22
Within groups	452	25208.917	55.772			
Total	**454**	**2444.505**				

From table 9, it is evident that P. value is 1.22 and this is higher than 0.05 level of significance. This implies that there is no significance difference in the opinions of respondents in provision and management of human resources in senior secondary schools in North – West Zone of Nigeria. Therefore, the null hypothesis is accepted.

4.4.2 Hypothesis 2: There is no significant difference in the opinions of Respondents concerning the Provision and Management of Material Resources in Senior Secondary Schools.

From hypothesis 2, items 1 – 9 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to One Way Analysis of Variance and the result obtained is presented in table 10.

Table 10: Summary of One Way Analysis of Variance on Provision and Management of Material Resources.

Source of Variance	DF	Sum of Square	Mean of Square	F – Calculated	F- Critical	P. Value
Between groups	2	640.731	320.366	5.465	3.15	0.005
Within groups	452	26495.269				
Total	**454**	**27136.000**				

From table 10, it is evident that the P. Value 0.005 is less than 0.05 level of significance. The probability level of significance p (0.05) is less than 0.05. This means that there is a significant difference in the opinions of respondents on provision and management of material resources in secondary schools. Therefore, the null hypothesis is rejected. In order to examine the extent to which means of the three categories of respondents different in relation to hypothesis 2, the Scheffe's Multiple Comparison Test was used and the result obtained is presented in table 11.

Table 11: Summary of Scheffe's Multiple Comparison Test on Provision and Management of Material Resources.

Group	Principal	Teachers	MOE Officials
Principals		0.000	
Teachers			0.568
MOE Officials	0.568		

From table 11, it is evident that the opinions of principals and teachers on provision and management of material resources in secondary schools are significant as shown because the P value is less than the level of significant (0.05) set for the study. However, the opinions of teachers and MOE officials were not significant because the p values obtained (0.568) is higher than the level of significance (0.05) set for the study. Similarly, the opinions of OMOE and that

of principals is not significant as shown in the P value (0.568) level is higher than the 0.05 level of significance set for the study.

4.4.3 Hypothesis 3: There is no significant difference in the opinion of Respondents regarding Provision and Management of Financial Resources in Senior Secondary School.

For hypothesis 3, item 1 – 9 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to One Way Analysis of Variance and the result obtained is presented in table 12.

Table 12: Summary of One Way Analysis of Variance on Provision and Management of Financial Resources.

Source of Variance	DF	Sum of Square	Mean of Square	F – Calculated	F- Critical	P. Value
Between groups	2	443.285	221.643	5.510	3.15	0.004
Within groups	452	18182.460	40.227			
Total	**454**	**18625.745**				

As indicated by table 12, it is evident that P. value is 0.004 and this is less than 0.05 level of significance. The probability level of significance p (.004) is less than 0.05. This implies that there was a significant difference in the opinions of respondents on provision and management of financial resources in secondary schools. Therefore, the null hypothesis is rejected. In order to examine the extent to which means of the three categories of respondents differs in relation to hypothesis 3, the Scheffe's Multiple Comparison Test was used and the result obtained is presented in table 13

Table 13: Summary of Scheffe's Multiple Comparison Test on Provision and Management of Financial Resources.

Group	Principal	Teachers	MOE Officials
Principals		0.000	
Teachers			0.000
MOE Officials	0.358		

From table 13, it was discovered that the opinions of principals and teachers and MOE officials on provision and management of financial resources are significantly different as shown in the P value of 0.000. This is significant because the P value is less than the level of significant (0.05) set for the study. Similarly, the opinions of principals and MOE officials are significantly different because the P values obtained 0.358 as shown in the P value is less than the 0.05 level of significance set for the study

4.4.4 Hypothesis 4: There is Significant Difference in the Opinions of Respondents with regards to Provision and Management of Time Resources in Senior Secondary Schools.

For hypothesis 4, items 1 – 9 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to One Way Analysis of Variance and the result is presented in table 14.

Table 14: Analysis of Variance on Provision and Management of Time Resources in Senior Secondary Schools.

Source of Variance	DF	Sum of Square	Mean of Square	F – Calculated	F- Critical	P. Value
Between groups	2	362.058				
				5.507	3.15	0.004
Within groups	452	14858.426				
Total	**454**					

From table 14, it is evident that P. Value is 0.004 and this is less than 0.05 level of significance. The probability level of significance p(0.004) is less than 0.05. This means that there is a significant difference in the opinions of respondents on provision and management of time resources in senior secondary schools. Therefore, the null hypothesis is rejected. In order to examine the extent to which means of the three categories of respondents differs in relation to hypothesis 4, the Scheffe's Multiple Comparison Test was used and the result obtained was presented in table 15.

Table 4.4.7: Summary of Scheffe's Multiple Comparison Test on Provision and Management of Financial Resources.

Group	Principal	Teachers	OMOE Officials
Principals		0.000	
Teachers			0.000
MOE Officials	0.000		

As indicated by table 15, it was discovered that the opinions of principals, teachers and MOE on provision and management of time resources in senior secondary schools were significantly different as shown in P value of 0.000, this is because the P value was less than the level of significant (0.05) set for the study

4.4.5 Hypothesis 5: There is no Significant Difference in the Opinions of the respondents on Provision and Management of Curriculum Resources in Senior Secondary Schools.

For hypothesis 5, item 1 – 9 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to One Way Analysis of Variance and the result obtained is presented in table 16.

Table 16: Summary of One Way Analysis of Variance on Provision and Management of Curriculum Resources

Source of Variance	DF	Sum of Square	Mean of Square	F –Calculated	F- Critical	P. Value
Between groups	2	625.811	312.905	11.990	3.15	0.000
Within groups	452	11796.211	26.098			
Total	**454**	**12422.022**				

As indicated by table 16, it is evident that P. value is 0.000 and less than 0.05 level of significance. The probability level of significance p (.000) is less than (0.05). This means that there was a significant difference in the opinions of respondents on provisions and management of curriculum resources in senior secondary schools. Therefore, the null hypothesis was rejected. To examine the degree to which means of groups differ in relation to hypothesis 5, the Scheffe's Multiple Comparison Test was used and the result obtained is presented in table 17.

Table 4.4.9: Summary of Scheffe's Multiple Comparison Test on Provision and Management of Curriculum Resources

Group	Principal	Teachers	OMOE Officials
Principals		0.986	
Teachers			0.000
MOE Officials	0.000		

From table 17 it is evident that the opinions of principals and MOE officials on provision and management of curriculum in senior secondary schools are significantly different as shown in the P value of 0.000. This is significant because the P value is less than the value of significant (0.05) set for the study. Similarly the opinions of teachers and that of OMOE officials are significance as shown in the P value (0.000) is less than the value of significant (0.05) set for the study. However, the opinion of principal and that of teachers are not significant because the P value obtained (0.986) is higher than the level of significance (0.05) set for the study.

4.4.5 Hypothesis 6: There is no significant difference in the Opinions of Respondents on Provision and Management of Resource in Rural and Urban Senior Secondary Schools

For hypothesis 6, items 1 – 47 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents in rural and urban Senior Secondary Schools were subjected to One Way Analysis of Variance and the result is presented in table 18.

Table 18: Summary of One Way Analysis of Variance on Provision and Management Resources in Rural and Urban Senior Secondary Schools.

Sources of Variance	DF	Sum of square	Mean square	F calculated	F critical	P. Value
Between groups	2	292.914	146.457			
			632.024	0.232	3.15	0.232
within groups	452	284,770.779				
Total	**454**	**285067.692**				

The table 18 shows that P. value is 0.632 and this is higher than 0.05 level of significance. This means that there was no significant difference in the opinions of respondents on provision and management of resources in rural and urban schools. Therefore, the null hypothesis was accepted

4.4.7 Hypothesis 7: There is no significant difference in the Opinion of Respondents on Provision and Management of Resources in Day and Boarding Senior Secondary Schools.

For hypothesis 7, items 1 – 47 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to One Way Analysis of Variance and the results obtained is presented in table 19.

Table 19: Summary of One Way Analysis of Variance on Provision of Resources in Day and Boarding Schools

Sources of Variance	DF	Sum of square	Mean square	F calculated	F critical	P. Value
Between groups	2	364.516	182.258			
			629.865	0.289	3.15	
within groups	452	284699.176				0.749
Total	454	285063.692				

Table 19, indicated that P. value is 0.749 and this is higher than 0.05 level of significance. This means that there was no significant difference in the opinions of respondents on provision and management of resources in day and boarding schools in North – West Zone Nigeria.

4.5 Summary of Hypotheses Testing

All the seven hypotheses formulated were tested at 0.05 level of significance using Analysis of Variance 4 hypotheses were rejected and 3 hypotheses were accepted. Scheffe's test were employed for the 4 hypotheses that were rejected. Table 20 gives the details.

Table 20: Summary of Hypotheses Testing

S/N	Hypothesis Statement	Statistical Method Used	Level of Significance	Result	Conclusion
1.	There is no significant difference in the opinions of stakeholders on provision and management of human resources	ANOVA	0.05	F–Calculated Value = 2.112 F–Critical Value = 3.15 P – Value = 1.22	The Null hypothesis was accepted
2.	There is no significant difference in the opinions of stakeholders on provision and management of material resources	ANOVA and Scheffe's Test	0.05	F–Calculated Value = 5.465 F–Critical Value = 3.15 P – Value = 0.005	The Null hypothesis was rejected
3.	There is no significant difference in the opinions of stakeholders on provision and management of financial resources	ANOVA and Scheffe's Test	0.05	F–Calculated Value = 5.510 F–Critical Value = 3.15 P – Value = 0.004	The Null hypothesis was rejected
4.	5There is no significant difference in the opinions of stakeholders on provision and management of time resources	ANOVA and Scheffe's Test	0.05	F–Calculated Value = 5.507 F–Critical Value =3.15 P – Value = 0.004	The Null hypothesis was rejected
5.	There is no significant difference in the opinions of stakeholders on provision and management of curriculum resources	ANOVA and Scheffe's Test	0.05	F–Calculated Value =0.232 F – Critical Value =3.15 P – Value = 0.232	The Null hypothesis was rejected
6.	There is no significant difference in the opinions of stakeholders on provision and management of resources in rural and urban school.	ANOVA	0.05	F–Calculated Value = 0.232 F – Critical Value =3.15 P – Value = 0.232	The Null hypothesis was accepted
7.	There is no significant difference in the opinions of stakeholders on provision and management of resources in boarding and day school.	ANOVA	0.05	F–Calculated Value 0.289 F – Critical Value = 3.15 P – Value = 0.749	The Null hypothesis was accepted

From table 20 it is evident that 3 hypotheses were retained and 4 were rejected, this were restated as follows:

1. There is no significant difference in the opinions off stakeholders on provision and management of human resources in secondary school in North – West Zone of Nigeria.
2. There is significant difference in the opinion of the stakeholders on provision and management of material resources in secondary schools in North – West Zone of Nigeria.
3. There is significant difference in the opinion of the stakeholders on provision and management of financial resources in secondary schools in North – West Zone of Nigeria.
4. There is significant difference in the opinions of stakeholders on provision and management of curriculum resources in secondary schools in North – West Zone of Nigeria.
5. There is significant difference in the opinion of stakeholder on provision and management of time resources in secondary schools in North – West Zone of Nigeria.
6. There is no significance difference in the opinion of the stakeholders on provision and management of resources in rural and urban day schools in North – West Zone of Nigeria.
7. There is no significance difference in the opinion of stakeholders on provision and management of rural and urban schools in North – West Zone of Nigeria.

4.6 Summary of Major Findings

The study revealed that:

1) There was inadequate teachers for social science, arts, vocational and technical and non-teaching staff such as security men in most senior secondary schools in North – West Zone of Nigeria;
2) Inadequate teaching, learning and recreational facilities such as classrooms, laboratories equipment, recreational centres and textual materials prevailed in most senior secondary schools. However, the material resources provided in the senior secondary schools in North – West Zone of Nigeria were well managed;
3) Adequate financial resources such as funds were not provided in most senior secondary schools in North – West Zone of Nigeria and the financial resources provided were not well managed in some of the school;
4) Most of the stakeholders believed that enough time resources such as time allocation for lessons and extracurricular activities were not provided in most of the senior secondary schools in North – West Zone of Nigeria;
5) The curricula for most subjects were not reviewed regularly in most of the senior secondary schools in North – West Zone of Nigeria. However, all the curricula and schemes of work available in the schools were well managed;
6) Enough human resources such as security men, cooks and matrons were not provided in most boarding senior secondary schools in North – West Zone of Nigeria; and
7) Enough non-teaching staff such as security men, confidential secretaries were not provided in most rural senior secondary schools. However, enough learning

facilities were provided in most of the senior secondary schools in North – West Zone of Nigeria and most of the resources provided were well managed in most of the schools

4.7 Discussions of the Findings

The main discussion in this study centered on the provision and management of human resources in secondary schools. Human resources are critical for effective functions and if well managed, human resources can be a source of competitive strength in education. Every educational system depends heavily on human resources for execution of its programme. In this regard, finding revealed that there were inadequate teachers for social sciences, arts, vocational and technical education. Also, non-teaching staff such as security men in most of the senior secondary schools in North – West Zone of Nigeria were in short supply. However, the human resources provided were not well managed

The first aspect of the finding is in line with the opinions of researchers like Amao in Olataun (2012) who stressed that, poor staffing has been a reoccurring features in the country's educational system. Similarly, Omojuwan (2007), Nwaka and Ofejebe (2010) and Odunna (2012), specifically explained that the shortage or poor management of teachers, reduces the extents to which the curriculum can be delivered effectively. It should be noted that the major premises of human resources management in educative process will be determined by the effectiveness of the teachers who facilitate for self-actualization and national development. Similarly, the first aspect of the finding correspond with two out of the nine observation in communiqué issued at the end of 2016 North – West Mandatory Continuing Professional Training (MCTP) of ANCOPSS. It was observed that teachers – student's ratio is above the

stipulated 1:40 as recommended by the National Policy on Education (NPE, 2013), and non-implementation of the curriculum fully due to non-availability of specialists in sciences, ICT and entrepreneurship studies.

The null hypothesis formulated in relation to provision and management of human resources in senior secondary schools was retained because as indicated by table 9, the F- ratio value (2.12) at the level of 0.001. The F – critical value 3.15 is greater that F- calculated value 2.112. This implies that there is no significant difference in the opinions of the three categories of respondents.

The next issue discussed in this study was on provision and management of material resources. On the first aspect of this finding of the earlier researchers, such as Enaohwo (2006), Amanchukwu, (2010), also the National Scholar, (2013) succinctly lamented that one of the major problems facing Nigerian universities and indeed all educational system is the acute shortage in the provision of essential physical resources for teaching, learning and research. Also in the same vein, Communiqué of ANCOPSS (2016) is also in line with the statement where it was observed that there is increase in students enrolment without corresponding number of schools facilities caring capacity. The above statements can also be evident in the responses of principals, being 40% agreed against that of the MOE officials 67%. The null hypothesis formulated in relation to provision and management of material resources was tested and rejected because as indicated by table 4.4.2, the F- calculated value being 5.465% was found to be greater than the F – critical value of 3.15 at 0.05 level of significance. This implies a significant difference in the opinions of the three categories of respondents used for the study. To further examine the extent to which means of three categories of respondents differed in their opinions, the Scheffe's Multiples Comparison Test was used and its presented in table 11. The result

revealed that the opinions of principals and teachers are significant because the P value (0.000) is less than the level of significant 0.05 set for the study However, the opinions of teachers and OMOE and principals are not significant because the P value (0.568) obtained by the two categories respectively is higher than the significance (0.05) set for the study.

Another issue discussed in this study bordered on provision and management of financial resources. The finding in this aspect implies that, adequate financial resources were not provided in secondary schools, in North – West Zone of Nigeria. Also, the financial resources provided were not properly managed in some of the schools.

This finding is not far away from the statement of Uchendu, Ekanem and Jonah (2013), that one of the most serious problems threatening the survival of the educational system in most less developed countries is that of dwindling level of public funding in the face of raising demand and hence rising cost of education. Inadequate funding had adversely affected the adequate provisions of resources

This is in consensus with the observation raised by ANCOPSS in the communiqué at Kaduna (2016) MCPT that, there was inadequate funding of secondary school education as against the recommended UNESCO minimum standard of 26% budgetary provision.

The null hypothesis formulated in this regard was tested and rejected. It was rejected because the F – critical being (5.510) at 2 DF and 452 and at level of 0.05. The F – calculated value 3.15 is less than F- calculated value 5.510. To find the source of significant difference in the opinion of the three categories of respondent, the Scheffe's Multiple Comparison Test was used. As indicated in table 13 the result revealed a significant difference 0.000. This is significant because the P value is less than the level of significant 0.5 set for the study. Similarly,

the opinions of principals and OMOE are significantly different because the P. value obtained 0.358 as shown in the table P. The value is less than the 0.05 level of significant set for the study.

Optimum utilization of time usually determines the difference between success and failure. Those who care for their time are ones who make greater achievement in their personal and professional lives, and they do realize that time is not enough, for doing all what they want to do in contrast, those who do not care much for making achievement all those who consider time to be of little value**.** It is based on this understanding that provision and management of time was made an issue of discussion in this study. The findings, in this regard, implies that most of the stakeholders believed that enough time resources such as time allocation for lessons and co extracurricular activities were not provided in secondary schools in North – West Zone, Nigeria. It was also discovered that time was not properly managed in secondary schools.

This finding correlates with earlier findings of Bashir (2009) and also the observation of Sadiq (2011), who said that if we know that we want to use our time efficiently to accomplish all that we need to do at work and at home, we need to be aware of the current habits and attitude that shape our use of time such as; principals, teachers and students are to be well organized in whatever they do.

The null hypothesis formulated with regards to issue of provision and management of time was tested and rejected, because as indicated by table 14, the F- calculated value being 5.507 was discovered to be greater than F- critical value being 3.15 at 0.05 level of significance. This result implies that there was a significant difference in the opinions of respondents, the Scheffe's Multiple Comparison Test was used and the results as presented in table 15 revealed that a significant difference\ of P. value of 0.000. This is because the P. value of the three categories of respondent (0.000) is less than the level of significant set (0.05) for the study.

The developed curriculum intended to mould and change the attitudes of learners from that of consumer to that of producers should be checked and reviewed at regular intervals so that it can satisfy the needs of the society. The finding in this aspect implies that curricula for all the subjects were not reviewed regularly in most secondary Schools in North – West Zone of Nigeria. However, all the curricula and scheme of work available in schools were well managed. This finding agreed with the result obtained from Bennis and James (2005), Oduma (2006) and Brett, Mark and Craigh (2012) who observed that the emerging gap between graduates attributes and what industries required is attributed to lack of requisite job skills needed for managerial roles.

The null hypothesis with regards to provision and management of curriculum resources was rejected because the F calculated 11.990 was higher than that of F critical value 3.15. Therefore, the hypothesis was further subjected to Scheffe's Multiples Comparison Test and the result as presented in table 17 revealed a significant difference of 0.000 for all the three categories of the respondents. This is significant because the P. value of all the three categories of respondent is less than the value of significant (0.05).

The next issue addressed in this study was the provision and management of resources in boarding and day schools. Enough non-teaching staff such as security men, cooks and matrons were not provided in most of the boarding schools. The null hypothesis was retained because the p value being 0.232 was higher than 0.05 level of significance. Therefore, the null hypothesis is retained.

The last issue discussed in this study bordered on the provision and management of resources in Rural and Urban Schools. The findings in this regards implies that enough non-teaching staff such as security men, confidential secretaries were not provided in most rural

schools. However, enough learning facilities were provided in rural schools in North – West Zone of Nigeria. The null hypothesis formulated in relation to provision and management of resources in boarding and day schools was retained because the p value is 0.749 and this is higher than 0.05 significance value. Meaning there were no significant difference in the opinions of the three categories of stakeholders.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the whole study, the conclusion arrived at from the findings and recommendations that were offered. The chapter also suggests some areas for further research

5.2 Summary

The main aim of this study was to examine perceptions of stakeholders on the provision and management of resources in senior secondary schools in North – West Zone of Nigeria. In order to examine the provision and management of resources in senior secondary schools, the objectives, research questions and hypotheses were centered on the following areas: provision and management of human resources, provision and management of material resources, provision and management of financial resources, provision and management of time resources, provision and management of curriculum resources, find out the difference between the opinions of respondents on provision and management of resources in day and boarding schools and to ascertain the difference between the opinions of respondents on provision and management of resources in rural and urban secondary schools.

The review of the relevant literature for the study focused on the following areas: concepts of resources, management of secondary schools, provision and management of human resources, provisions and management of material resources, financial management, provision and management of time resources, provision and management of curriculum resources.

The research design adopted for the study was a descriptive survey because the target population was found to be very large and the instrument used for data collection was structured questionnaire. Four hundred and fifty Five copies of questionnaires were administered to three categories of respondents (principals, teachers and OMOE) in 70 senior secondary schools and ministries of education officials (in each State of North – West Zone Nigeria) selected for the study and 455 copies of the questionnaire were completed. The data collected were compiled and analyzed using frequency distributions and simple percentages in order to give a general description of the data. Also the One Way Analysis of Variance and Scheffe's Multiples Comparison Test were the statistical methods used for the study.

The findings revealed that enough social science, arts, vocational and technical subjects and non-teaching staff were not provided in most of the senior secondary schools. It was discovered that enough teaching, learning and recreational facilities were not provided in some of the senior secondary schools. However, the material resources provided were not well managed. Adequate financial resources were not provided in most of the senior secondary schools and the financial resources provided were not properly managed in some schools. Most of the respondents disagreed that enough time resources was provided in most of the senior secondary schools. Most of the curricula for all subjects were not reviewed regularly in most of the senior secondary schools, however, the curricula provided were well managed. Human resources provided were not well managed in boarding secondary schools and non-teaching staff were not provided in most of the schools that were in rural senior secondary schools. However most of the resources provided were well managed in most of the schools.

On the testing of hypothesis, the findings revealed that the F calculated value was found to be less than the F critical value in hypotheses one, six and seven, implying that there were no significant difference in the opinions of the three categories of respondents, as such the three null hypotheses were retained. However, the F calculated value was found to be greater than F critical value in each of the remaining four hypotheses and for this, the four null hypotheses were all rejected.

5.3 Conclusions

From the findings of this study the following were made:

i. There was no adequate social science, arts, vocational and technical subjects. Also there was shortage of non-teaching staff such as security men, cooks, matrons in most of the senior secondary school in North – West Zone of Nigeria;

ii. Inadequate teaching, learning and recreational facilities such as classrooms, offices, laboratory, equipment and recreational halls and textual materials in some secondary schools in North – West Zone of Nigeria;

iii. Only MOE officials accepted that enough financial resources were provided for management of secondary schools; therefore funds for management of senior secondary schools are inadequate;

iv. The curricula provided by the MOE to the senior secondary schools, were not reviewed regularly.

v. The time provided for the implementation of the curriculum is inadequate in senior secondary schools.

vi. Enough human resources such as security men, cooks and matrons were not provided in most boarding senior secondary schools in North – West Zone of Nigeria;

vii. Enough nonteaching staff such as security men, confidential secretaries were not provided in rural senior secondary schools however, enough learning facilities were provided in urban secondary school in North – West Zone of Nigeria.

5.4 Recommendations

On the basis of the finding and conclusion, the following recommendations were made;

i. The state government should recruit more teaching staff particularly in arts, social science subjects and non-teaching staff for secondary schools for effective instruction in senior secondary schools.

ii. The state government should provide more teaching and learning facilities in forms of classrooms, offices, laboratory equipment, recreational centres and textual materials among others.

iii. The principals should be resourceful and forge enduring relationships between their schools and external community, by so doing they will be able to identify key persons who can be called upon from time to time to support school development projects.

iv. Education planners and managers need to strengthen school monitoring and evaluation mechanism so as to improve access, participation and retention hence students can stay and learn in schools.

v. All agencies responsible for the review of curriculum, should be mandated to be doing so as at when due to meet the current needs of the society

vi. The state government should recruit more human resources such as security men, cooks and matrons for boarding senior secondary schools.

vii. Government should provide non-teaching staff such as security men confidential secretaries to senior secondary schools in rural areas.

5.5 Suggestions for Further Studies

The researcher suggests for further studies in the following areas:

1) Influences of resource utilization on organizational effectiveness in North – West Zone of Nigeria;
2) Resources allocations and internal efficiency of secondary education in Nigeria.
3) Differential allocation of educational resources and primary or tertiary school academic performance in some selected states in Nigeria; and
4) Relationship between school size, resources utilization and school effectiveness.

REFEENCES

Abdulkadir, A. (2007). *Assessment of Budgetary Processes and Financial Crisis in Federal Polytechnics in Nigeria.* PhD Thesis in Education Administration and Planning ABU, Zaria.

Abdulkareem, A.Y. (2003): *An Analysis of School Plant Maintenance Practice in Kwara State Secondary Schools.* Institute of Journal of Studies in Education, 1 (5), 1-11.

Achimugu, L. (2002). *The Agonies of Nigeria Teachers NUT, Friend or Foes?* Port-Harcourt: Baron Press.

Adeboyeje R. A. (1999) *A Practical Approach to Effective Utilization and Maintenance of Physical Facilities in Secondary Schools*, In J.O. Fadipe and E.F. Oluckekwu (Eds), Educational Planning an Administration in Nigeria in the 21st Century Ondo: NIEPA.

Adeboyeje, R. A. (1984). *Management of Schools Physical Facilities in Ondo and Ikale Local Government Area of Ondo State.* Unpublished Ph.D Thesis, University of Ife.

Adeboyeje, R.A. (1984) *Management of School Physical Facilities in Ondo and Ikale Local Government Area of Ondo State.* Unpublished Phd Thesis, University of Ife.

Adeboyeje, R.A. (1994) *Management of School Physical Facilities* Ibadan: Foundation Publishers.

Adeogun, A. A. And Osifila, G. I (2008) *Relationship between Educational Resources and Students Academic Performance* In Lagos State, Nigeria. International Journal of Education Management (IJEM) Vol. 5-6 (2008)

Aderpumu and Ehiametalor, E.T. (1985) Introduction to Administration of Schools in Nigeria: Ibadan Evans Brothers Nigeria Publishers.

Adeshina, S. and Ogunsaju, S. (ed) (1984) *Secondary Education in Nigeria.* Ile-Ife: University of Ife Press Ltd.

Adesina S. and Ogunsaju (1984) *Secondary Education in Nigeria.* Ife University of Life Press Ltd.

Adeyaju, T.K. (2006) *Pre-Convocation Guest Lecture,* Being a Paper Presented at F.C.E, Zaria.

Afigbo, A.E. (2001): The School Teachers, His Roles and the Campaign against Education Malpractice in the School System. The Nigerian Principal Journal of ANCOPSSS Enuge Magnet Business Enterprise.

Agbohale, G. O, And Adevbiede, J. A. (2018): *The Relationship between Resources Available and Academic Performance of Students in Wood Work in Technical College in Delta State, Nigeria.* European Centre for Research and Development U.K. www.wajournals.org. ISSBN 2054, Online: ISSN 2054-6300.

Akinsolu A.O. (2003) *Provision and Management of Facilities for Primary Education in Nigeria.* Paper Presented at the Conference of Nigeria Association of Educational Administration and Planning (NAEAP) University of Ibadan. 29th-31st.

Akpa, G. O. (2002). *The Principalship:* Its Theory Nigerian Practice and 21st Century Challenges. All Nigeria Conference of Principals of Secondary School (ANCOPSS) Plateau State Chapter. Jos: Ichejun Publications

Akubue, A.U (1983) *The In-Service Needs of Secondary School Principals in Instructional Supervision.* A Case Study of Anambra State, Nigeria Unpublished Doctor Dissertation University of Nigeria Nsukka.

Akuezile, E. O. And Agu, N. (2004). Research and Statistic in Education and Social Science Methods and Application. Awka Nuel Publishers and Academics Press Limited.

Aliyu, H. Aliyu, O. Sunday, O. (2013). Provision and Management of School Plants as a Correlate of Science Students Academic Performance. Journal of Education and Practice. ISSN 2222-1735. Paper ISSN 222-288X (Online. Vol. 4. No. 14. 2013.

Aliyu, M. M. (2002). *Effective management of Schools Resources in a Dreppred Economy.* A Search for Reform Journal of Education Management and Planning Vol. No. 1 Page 98-105

Al-Jeraisy (2001). Time Management an Islamic View. Riyad: King Fahad Cataloging-in-Publication Data.

Amanchukwu, R. N. (2010). Indiscipline as a Contributory Factor in the Falling Standard of Education in Nigeria. *Issues on Development:* A Multi – Disciplinary International Journal on Sustainable Development 6(4).

Amoo, A. O. (1982). *The Demand and Supply of Teacher of Secondary Schools.* A Case Study of Osogbo LGA 1970/80-1981/82. Unpublished M.Ed Thesis, University of Ibadan.

Arinze, F. O. M. (1996) *Some Issues in Educational Planning* in H.O.N. Bosah and G.O Enesator (Ed) Dimension of Educational Planning and Economics of Education. Lagos: Ed Solid Foundation Publisher.

Aromolaran, E.A. (2000). *Fundamentals of Management.* Lagos: BVL Print Technology.

Arubayi, E. (1984) *How School Enrolment and Experience Affect Secondary School Principal in Nigeria.* Comparing Factors. Thrust for Educational Leadership.

Awotunde, P. O., and Ogudulunwa, C.A. (Eds) (2004) *Research Methods in Education*. Jos: Feb Ameh Nig Ltd.

Awunah, H. (2011). The Principal's Perspective on the Leadership Problem in Junior and Senior Secondary Education in Nigeria and The Way Forward. The Nigerian Principal Journal of ANCOPSS (National).

Azare G. D. (2002) *Participation in Management of Education.* A Research Reform, Journal of Educational Management and Planning Vol. Pg 11-15.

Azubuike, R.N. (1993) *Non-Human Resources Management Vocational Education Problems and Issues.* In Nigeria Vocational Journal Vol. IV.

Balogun, D. A. (1981) *Statistical Analysis Management and Education.* Lagos: Macmillan Nigeria Publisher Ltd.

Bamigboye, A. T. L. (2010) *Paucity of Fund in our Educational System.* A Panaceas. The Nigerian Principal. Journal of ANCOPSS National.

Bashir, A. (2009). *The Children we Teach.* Presented At Mandatory Continuing Professional Training Programme (MCTP).

Beane, J.A. Toepfer, Jr. C.F and Alessi, Jr. S.J. (1986) *Curriculum Planning and Development.* Boston: Allyn and Bacon. Inc.

Bello, R and Ajayi, O. O. (2000): *Research Methods and Statistics Analysis.* Ilorin. Hytee Press and Publishing Company Limited.

Bennis, W. G. and O'Toole James (2005). How Business Schools lost their way Harvard Businesses Review; Vol. 83 Issues.

Castaldi, B. (1997) *Educational Facilities, Remodeling and Management.* Boston: Allyna and Bacon.

Communiqué Issued at the end of 2016 Northwest Mandatory Continuing Professional Training (MCPT) of ANCOPSS Held From 12th – 15th December 2016 at Gamji Multi-Purpose Theatre Kaduna

Covey, S. (1990). *The Seven Habits of Highly Effective People.* New York: Simon and Shuster Press

Dare, M.O. (2006) *A Guide to Effective Management of Public Enterprises and Educational Institution in Nigeria.* Kano: Aformats De Printers.

David, A. (2001) Getting Thing Done: The Art of Stress-Free Productivity, New York: Viking. ISBN-978-0-670-889068.

David, L. (1995) Time Management. London: July Patkus Ltd.

Denga, D. I. and Ali, A. (Eds) (1998) *An Introduction to Research Methods and Statistics in Education and Social Sciences* (2nd Ed.) Jos. Savanna Press Ltd.

Douglas, Y. (2006) *Principles of Determining Sample in Educational Research.* Unpublished Reading Materials in Research.

Durosara, D.O. (1998) *School Plant Management Practice in Nigeria: Trends, Issues and Problems* in S.O. Olagboye (Ed) Management of Nigeria Education Project Monitoring and School Plant Maintenance Ondo: NIEPA.

Durosaro D.O. (2000). *School Financial Management* in F. Durosaro and Ogunsaju (Eds), The Craft of Educational Management (79-90) Ibadan: Reginalson Book Publishers.

Durosaro, D.O. (1981) *School Plant Planning and Administrative Effectiveness in Some Selected Secondary School in Oyo State Townshop.* Unpublished M.Ed Project University of Ibadan.

Edem, D. A. (1982) *Introduction to Educational Administration.* Ibadan Spectrum Books.

Ehiametalor E.T. (2001) *School Facilities Management Practice in Nigeria,* in Current Issues in Educational Management in Nigeria, Benin City: NAEAP Publication.

Emmanuel, C. L. (2008). *Entrepreneurship, A Conceptual Approach.*2nd Edition. Lagos, Nigeria; Concept Publications

Enachwo, J. O. (2006). Resources Distribution in Nigeria Secondary School: *Issues of Urban – Rural Inequality in Educational* Review 33(1).

Fabunmi M. (1997) *Differential Allocation of Educational Resources and Secondary School Academic Performance in Edo State, Nigeria* (79-90). Ibadan: Reginalson Book Publisher.

Fafunwa, A.B. (1974) *History of Education in Nigeria* London: George Allei and Unwin Ltd.

Fagbemi, J. A. O. (1986). *Practical Strategies for School Administration Under Austerity.* Ibadan University Press.

Fagbemiye E. O Durosaro D .O. (2000). *Education and Productivity in Nigeria.* Ilorin: Hayte Press and Publication Co. Ltd.

Federal Ministry of Education and Youth Development (FMEYD) (1993), *Better School Management:* Head Teacher Education and Resource Materials (FMEYD), Lagos.

Federal Republic of Nigeria (2013). *National Policy on Education*. Abuja Ministry of Education.

Glat-Thorn (1967) in Mauritz Johnson (1967) *Definition and Model in Curriculum Theory.* Educational Theory Vol. 17 No. 2 Pp 127-140. 1967.

Grudy, S. (2000). *Curriculum:* Product of Prax is ? Lewes: Falmer Press.

Guga, A. (2011) *Lesson Planning and Delivery Skills among Secondary Schools Teachers in Kaduna State.* The Need for Rethink of Teacher Education Curriculum in Nigeria. Journal of Business Educational Research and Development (JOBERD) Vol. 2 No. 1 March, 2011.

Hammonds, B. (2008): *Quality Learning Leadership Issue*. Culled from http://www.leading-learning.co.nz/newsletter/leaders issues on 5/12/2010.

Harrison, R.H. (1968) *Supervisory Leadership in Education.* New York American Book Company Pg 277.

Hassan, A. (2006): *Affective Commitment and Intent to Quit:* The Impact of Work and Non work Related Issues, Journal of Managerial Issues, 18; 512 – 529

Hirst, P.H. and Peters, R.S. (1970) *The Logic of Education.* London: Routledge and Kegan Paw.

Ibrahim Adamu (2014) *Assessment of Business Education Curriculum Content on Requisite Job Skills and Opportunities of Student in Federal Universities in Nigeria.* Unpublished Dissertation for the Award of P.hd Degree.

Ibukun, W. O (1999) *Secondary School Management in Nigeria:* Implication for the 21st Century. A Key Note Address Presented at the National Congress of the all Nigeria Conference of Secondary School Principals Held at Ondo State Between 20th-23rd April.

Jabir, M. A. (2008) *Supervision and Inspection as Control Tools for Monitoring and Evaluation of Academic Programmes in Nigeria.* JEMP Vol. 8 No I April, 2008.

Jacobson, B. (1993) *The Principalship New Perspective:* New Jersey, Practice Hall. Pg. 29.

Jiboyewa, D. A. (2008). *Funding for effective Organization and Management of Secondary School in Nigeria.* Secondary School Managers (2008) Principles Year Books.

Jiboyewa, David, A. (2008), *Funding for Effective Organization and Management of Secondary Schools in Nigeria.* Secondary Schools Managers (2008) Principals Year Books.

John, O. K. and Ademola, O. R (2014). *A Comparative Study of Public and Private Senior Secondary School Students Science Achievement* in Katsina State, Nigeria Journal of Educational and Social Research Vol. 4 No. 3 ISSN 224-0524 MCSER Publishing, Rome – Italy May, 2014.

Jones N. and Sayer J. (1988) *Management and the Psychology of School Line.*

Kalgo, F.A. (2012) *Equipping Secondary School with Learning Materials.* in North-West Zone by State Government Rhetoric or Realities.

Kassah, V. (2000) *Human Resource Management as it Affect Capacity Building in the Banking Industries.* Journal of Educational Research and Development 3. Number 3.

Katsina State (2010) *Educational Infrastructure and Facilities.* Background Studies for the Development of SESP/SESOB

Katz, D. and Khan, R. (1996) *The Social Psychology of Organization.* New York: John W. Ley and Sons Inc.

Kebbi State (2008) *Report of the Committee on the Current Situation of Kebbi State.* Government Secondary Schools.

Kera, F.A. (2014) *Analysis of the Administration of Public and Private Secondary School.* In the North-west Zone of Nigeria. Unpublished Dissertation for the Award of P.hd Degree.

Kerlinger, F.N. (2005) *Effect of Political Thuggery in Nigeria and the Way Forward.* Unpublished Med Thesis.

Ketchun, D. (2015) *Why Punctuality.* Important in the Work Place? Demand Media Corporatetrang materials.com.

Korede, E.O. (1999) *Influence of Instructional Facilities on Student Academic Performance in Ilorin Metropolis Secondary School,* Kwara State. Unpublished Project University Of Ilorin, Ilorin Nigeria.

Kreycie, T. J. and Morgan, W. (1971) *Determining Sample Size for Research Activities.* Educational and Psychological Measurement Vol. 30.

Kuye, Z.O (2010) *School Management in the Face of Global Economic Recession.* The Nigerian Principal, Journal of ANCOPSS National.

Lakein. A (1973) How to Get Control of Your Time and Your Life. New York: New American Library.

Lawal, H. M. (2002) *Financing of Education* in Nigeria. Journal of Management and Planning Vol. No. 1 Page 72-73

Lomak, P.P (2002) *Revenue Generation and Management in Schools.* The 21st Century Principal in Nigeria (Ed) Jos: Ichejum Publishers.

MackQueen, C. (1998) Getting Ahead in Tertiary Study: A practice Guide for Business, Social and Arts Students. Sydney: UNSW Press.

Mbata, A. (1990) *Towards a More Effective Manpower Training and Development, in the Field of Technical Education.* Journal of Technical Education, Review No 2 Vol. Z

Maina, B. A. (2016), Questionnaire on the Assessment and Provision of Resources in Secondary Schools for Post Graduate Students to Adopt in their Researches

Momoh, G.D. (1988) *School Headship Managerial Challengers,* Kaduna; Kaduna Polytechnic Publishers.

Morgenstern, J. (2004): Time Management from the inside Out. New York: Henry and Company.

Muhammad, S. T. (2008). *According Accounting Education in Nigeria.* The Need for a Review in the face of Information and Communication Technology. JEMP. Vol 8. No. April, 2008.

Muller, G. T., and S. Spoolman (2001). *Living in Environment: Principles, Connections and Solutions* (17th. Ed) Belmont, C. A.: Books – Coke

Mullin, L.J. (1999) *Management and Organizational Behaviours.* England: Pearson Education Ltd.

National Primary Education Commission (1999) Social Sector Client Consultations: *The Case of Primary Education in Nigeria* (World Bank Assisted Project) Ibadan.

Ndiomu, C.B. (1992) *Human Resources Development and Utilization in the Nigerian Aimed Forces* in Yahaya A. D. Akinyele A. (Eds) Human Resources Development and Utilization: Policies and Issues, Badagry ASCON.

Ngwu, P. N. C, (2008/2009) *Improving the Quality of Management in Nigerian Public Secondary School.* Under the Current Education Reform Programmes. Secondary School Management 2008 Principal Year Book. Mandatory Continuity Professional Training (MCPT) Workshops Programmes of ANCOPSS.

Nigeria Federal Ministry of Education (1998) *Implementation Guideline for Universal Education (UBE) Programmes.* Abuja: Federal Republic of Nigeria.

Njoku, P. C. (2005) *Policy Changes and the Development of Teacher Education in Nigeria.* A Paper Presented at the Faculty of Education Symposium, University of Maiduguri, July 15-16 2005.

Nwadum, N. N. (2005) *Strategies for Effective Management of School Facilities in Nigeria:* A Case Study of Ebonyi State School System Nigerian Journal Teacher Education and Teaching Vol. January.

Nwadum, N.N. (2002) *Impact of Welfare Services on Teacher Morale and Productivity in Ebonyi State.* West Africa Journal of Educational Research 9(1) 145-53.

Nwafor, S. O. (2012): Education Admin: Concepts and Practice (2nd Edition) Port-Harcourt.

Nwagwu, N.A. (1978) *Primary School Administration. Lagos:* Macmillan Nig Ltd.

Nwaka, N. G. and Ofegbe, W. N. (2010). Strategies for Coping with Shortage of Resources in Primary Schools, *Administration in Anambra State*. Journal of Education Leadership 1(1) 29 -36

Nwogi, B.G. (1991) *Educational Research:* Basic Issues and Methodology. Nigerian: Wisdom Publishers Nigeria.

Nwogu, B.G. (1991) *Educational Research Basic Issues and Methodology.* Ibadan: Wisdom Publisher Ltd.

Nwosu, E.C. (2002) *Teaching and Learning Resources in Chemistry at Senior Secondary Certificate Examination.* The Way Forward. A Paper Presented at TSAN Conference Pp.422.

Obanya, Pai (1980) *Education the Curriculum Intergreter.* Paper Presented at a Curriculum Development Conference in 1980 at Ibadan.

Obuna, E. (1993) *Moral Dimension of the Third Republic* Shalom, X. No 2.

Oden, A. R. (2001). *Reallocation Resource, How to Boost Students Achievement without asking for more.* Canada. Prentice Hall

Odumisi, T. D. (1999) *Curriculum and Implementation for Functional Education Nigerian.* Journal of Curriculum Studies Vol. 6. No. 1, 3-8

Odunma, C. A, (2006). A Survey of Employer Expectation of Work Competencies Needed by Business Education Graduates for Gainful Employment in Organizations: Journal of Business Educational Research and Development (JOBERD) Vol 11. No. 1

Ogbodo, C.M. (1995) *Maintaining Educational Facilities in Schools* in V.P Peretmode (Ed) Introduction Administration, Planning and Supervision Ikeja: Joja Educational Research Publishers.

Oghonnaya, N. J. (2000). Foundation of Education Finance, Onitsha: Cap Publishers International Ltd.

Ogunmi, M, (2000) Introduction to Educational Management. Benin City: Mabogun Publishers.

Ogunnu, M. A. (2000) *School Facilities Management* in M. A. Ogunnu (Ed) Introduction to Educational Management Benin City: Mabogun: Publishers.

Ogunsaju (1983), *Education Supervision.* Perspective and Practice in Nigeria University of He Press Lie-He Nigeria.

Ogunsaju S. (1983) *Educational Supervision.* Prospective and Practice in Nigeria. Ile Ife: University of Ife Press.

Ogunsanju S.A. (2000) *Human Resources Development and Productivity* in Fagbomiye, E.O and Durosaro D.O. (Eds) Education and Productivity in Nigeria Ilorin: Nigerian Association for Educational Administration and Planning Unilorin Pp32-42.

Oguntoye, A.O. (1983) *Input-Output Analysis in Nigeria Secondary School System.* Lagos Educational Review. Stud, 2 (1) 99-107.

Ogwo, B.A. (1996) *Curriculum Development and Educational Technology.* Makurchi: Onaiyi Publishers.

Ojedele, P. K. (2003) *Facilities Provision and Management for Successful Implementation of UBE Programme in Nigeria.* A Paper Presented at the Annual National Conference of NAEAP Ibadan 29th-31st October.

Okeke, E. A. C. (1996). *The Dynamics of Curriculum Revision (ed) in Curriculum Development For Africa. Onitsha:* African Rep. Publishers Limited.

Okon, N. O. (2003) *Effects of Positive Reinforcement of the Academic Achievement Motivation of Secondary School Students in Cross River State.* Journal of the Nigerian Society for Educational Psychologist (NISEP) Vol. 2, No 1, October 2003.

Olatoun, A .A. (2011) *Resources Utilization and Internal Efficiency in Nigeria Secondary Schools:* Implication for Socio Problems of Education. Internal Journal of Sociology and Anthropology Vol. 4.(I)Pp.23-30, January 2012. Available Online http://www.acadicjorunals.org/ijsa

Ololube, N. P. Kpolovie, P. J. Amaele S. Amanchukwu R. N. and Briggs T. (2013). Digital Native and Digital Immigrants: A Study of Information Technology and Information System (IT/IS) Usage between Students and Faculty of Nigerian Universities. International Journal of Information and Communication Technology Education 9(3). 42 – 64D01. 10.418; Ite.2013070104.

Olutola, A.B. (1981) *Educational Facilities and Students Performance in WASCE.* International Journal of Educational Management I (1), 17-24.

Omojunnwa, J. (2007). Teacher Education in the 21st Century: *Making a Different through a Commitment to Effective Teacher Preparation Programme.* A Lead Paper Presented at the Festschrift in Honour Of Professor Mbong Akpa Udofot at the University of Uyo July, 18 – 21 – 2007.

Oni, J.O. (1995) *Educational Resources*: An Introduction. Abeokuta: Gbemi Sodipi Press Ltd.

Orvwigho, M. Y. (1991). *Theory and Practice of Educational Planning in Nigeria;* Lagos; Think Publishing Company.

Ower, R.G. (1970) *Organizational Behaviours in Education* London: Allyn and Bacon.

Owolabi, S. O. (2006). *Introduction to School Mapping Mimeograph,* Ibadan; Department of Education Management, University of Ibadan.

Oxford Advance Learner Dictionary 6th Edition

Oyeniyi, P N. (2008) *Evil Faces of Corruption* in Nigeria. The Nigerian Education Times : No. 17 Jan – Feb, P. 32 (2008)

Oyetunde, T. O. (2002) *Curriculum Implementation at Classroom Level* in Oyetunde, T. O. and Piwuna, C.O (Eds) Curriculum and Instruction Insights and Strategies for Effective Teaching (Pp.26-45) Jos: Lecaps Publishers.

Peretemode, V. I. (1991). *Educational Administration, Applied Concepts and Theoretical Perspective.* Toja Educational Research And Publishers Ltd.

Peretomode, V.F. (1935) (Ed). *Introduction to Education Administration Planning and Supervision.* Lagos: Joja Educational Research and Publishers Ltd.

Raymond, E. and Maigida, J.F. (2006) *Improving the Management Practice of Technical Education Administrators for Sustainable Technological Development.* Journal of Educational Management and Planning Vol. I No. I April, 2006.

Research Advisors (2006) http://www.research-advisors.com/samplesize.htm

Robert, H. and Tim, H. (1998) Essential Managers Manual. Lodon: Dorlin Kindersley Ltd.

Robinstein, J., Meyer, D. and Evans, J (2001) Executive Control of Cognitive Processes in Task Switching Journal of Experimental Psychology-Human Perception and Performance. 27 (4)

Rwol, A.V. (Jp) (2002) *The 21st Century Principal:* The Perspective of Principals 21st Century Principal in Nigeria Ed Jos: Ichejum Publications.

Sadiq, G. Y. (2011) Time Management in Language Teaching. Journal of Business Education Research and Development (JOBERD) Vol. 2 No. 1 March, 2011.

Sambo, A. A. (2008) *Research Methods in Education.* Ibadan. Starling - Horsen Publishers (Nigeria) Ltd.

Samuel, P. A. and W. D. Nordhaus (2004). *Economics*, 1895 E.D MacGraw – Hill/Irwin, Boston, MA ISBN 0=07-287205-5

Sanusi, M. (2006). *The Effect of Family and Marriage Counseling Education Programmes* on Divorces Adjustment Needs in Zaria Metropolis of Kaduna State.

Scheerens, J. (1991) *School Effectiveness and the Development of Process Indicators of School Functioning Improvement Effectiveness and School Improvement,* I.Pp.61-80. Lisse: Swets and Zeitlinger.

Sergiovanni, T. J. and Starrat, R.J. (1993). *Supervision a Redefinition* New York: Mcgraw-Hill, Inc.

Shehu S. (2008). *An Assessment of Secondary School Education* in Nigeria (JEMP) Journal of Educational Management and Planning. Vol. 8 No. 1 April 2008.

Smith, S. and Pergola, J. (1994) Stress Management Strategies. Florida: Kidsynky Extension Service Publication.

The National Scholar (2013). The Needs Assessments of Nigerian Universities Report in Public Universities. Clouds in Serch (Silverlining). *A Publication of the Academic Staff Union of Universities* (ASUU). 9 (2), P. 42 – 49.

Tobi, M.U. (2000) *Inspection and Supervision as Practice of Quality Control in the School System* Edited by Dr. J.O. Fadipe and Dr. E.E. Oluchukwu Educational Planning. Llesa:Jola Publishing Company Ltd.

Tricia, E. (2010) *What is Curriculum?* http://www.wisegeel.com

Uchendu, C. C. Ekanem, E. E. Joan, S. T. (2013) Resources Maintenance for the Provision of Educational Services in Public and Private Secondary School in Rivers State, Nigeria. European Journal of Business and Social Sciences. Vol. 2. No. 1, PP 15 – 23 April 2013

Udoh, S. U., Akpa, G. O. and Gang, K. P. (1997). Educational Administration in Nigeria: Theory and Practice. Jos: University of Jos Press Ltd.

Umeh, M.O. (2006) *Availability and use of Human Material Resources in Teaching of Ecology and Genetics in Biology Education in Senior Secondary School in Anambra State.* Paper Presentation at STAN Conference, Pp128.

Umei, M.O. (2006) *Availability and use of Human and Material Resources in Teaching of Ecology and Genetics in Biology Education in Senior Secondary Schools in Anambra State.* Paper Presented at STAN Conference, Pp128.

UNESCO (2008). http://portal.unescorg/education/en/ev:php-vrl-to

Uzosike, C. (2008) *A Study of the Relationship between Consumer Behaviours and Acquisition of Household Equipment.* Implication for Teaching Home Management in Senior Secondary School Unpublished Abioh (2007).

Uzozue, D.A. (1988) Quality Principal-Quality School. A Paper Presented at the Conference of NAEAP on Management for Quality Education in Nigeria. Jos 6th June.

Vuca, P. (2006) *The Meaning of Curriculum* from http://www.vucapinheiro.com

Yabo, A.M. (2006) *Management of Secondary Education in Nigeria:* Problems and Prospect JEMP. Journal of Educational Management and Planning Vol. 1 No1 April, 2006.

Yusuf, M.A. and Akinniranye O.I. (2011), *Towards Optimal Utilization of School Facilities in Secondary School.* JORND (9) I June 2011. ISSN 15a6-8308.www.transcampus.org/journaL;/jornd.

APPENDIX II

Assessment of Management of Resources Utilization in Secondary School of North - West Zone, Nigeria.

Department of Foundation and
Curriculum Studies,
Faculty of Education,
Ahmadu Bello University,
Zaria.
November, 2015.

Dear Sir/Ma

I am Ph.d student in the Department of Foundation and Curriculum Studies of the above university undertaking research on "Assessment of Management of Resources Utilization in Secondary School of North - West Zone, Nigeria. The researcher will be highly delighted if you kindly respond to the question below freely, honesty and objectivity. I assure you that any information you provided will be treated with utmost confidentiality and it will be used for this research.

Thank you in anticipation of your kind and honest responses

Yours faithfully

MUSLIMAT SANUSI
PH.D/EDUC/5222/10-11

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

SECTION A: BIO-DATA

Please tick [√] in the appropriate box that relates to you

1. Status
   i. Teacher [ ]
   ii. Head Teacher [ ]
   iii. Official of OMOE [ ]
2. Gender
   i. Male [ ]
   ii. Female [ ]
3. Educational qualification
   i. NCE [ ]
   ii. HND [ ]
   iii. First Degree [ ]
   iv. Others, please specify …….
4. Years of Working Experience
   i. 0 – 5 years [ ]
   ii. 6 – 10 years [ ]
   iii. 11 – 15 years [ ]
   iv. 16 – 20 years [ ]
   v. 21 years and above [ ]
5. Nature of school
   i. Boarding [ ]
   ii. Day [ ]
   iii. Boarding/Day [ ]
6. Location of school
   i. Urban [ ]
   ii. Rural [ ]

SECTION B: Provision and Management of Human Resources in Secondary Schools

S/N	Item Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Enough English Language teachers are provided in the school					
2	Enough Mathematics teachers are provided in the school					
3	Enough Science teachers are provided in the school					
4	Enough Arts subject teachers are provided in the school					
5	Enough Social Science teachers are provided in the school					
6	Enough non- academic staff are provided in the school					
7	Enough Vocational and Technical subjects teachers are provided in the school					
8	Enough Laboratory Technicians are provided in the school					
9	All the human resources stated above are well managed in the school					

10. Provide Human Resources that are not well managed in the School.

SECTION C: Provision and Management of Material Resources in Secondary Schools

S/N	Item Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Enough teaching facilities are provided in the school					
2	Enough learning facilities are provided in the school					
3	Enough recreational facilities are provided in the school					
4	Enough health facilities are provided in the school					
5	Enough welfare facilities are provided in the school					
6	Enough games facilities are provided in the school					
7	Enough water facilities are provided in the school					
8	Enough light facilities are provided in the school					
9	All the facilities provided are well managed in the school					

10. Provide Material Resources that are not well managed in the School.

SECTION D: Provision and Management of Financial Resources in Secondary Schools

S/N	Item Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Adequate funds are provided to the school by the Ministry of Education					
2	Adequate financial supports are given to school by wealthy individuals					
3	Adequate financial supports are given to the school by groups within and outside the environment					
4	Adequate financial supports are given to school by Parent Teachers Association (PTA)					
5	Adequate financial supports are given to school by School-Based Management Committee					
6	The school obtains loans from banks					
7	The school is able to generate enough fund from school fees					
8	The school is able to diversify means to generate more funds internally					
9	All the financial resources provided are well managed					

11. Provide Financial Resources that are not well managed in the School

---

SECTION E: Provision and Management of Time Resources in Secondary Schools

S/N	Item Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Enough time is allocated to teaching of English Language					
2	Enough time is allocated to teaching of Mathematics					
3	Enough time is allocated to teaching of Science subjects					
4	Enough time is allocated to teaching of Arts subjects					
5	Enough time is allocated to teaching of Social Science subjects					
6	Enough time is allocated to teaching of Vocational and Technical subjects					
7	Enough time is allocated for practicals					
8	Enough time is allocated to games and recreational activities					
9	Enough time is allocated to teachers to cover their lessons everyday					
10	Adequate time is provided for principal to attend to visitors					

11. Provide Time Resources that are not well managed in the School

---

SECTION F: Provision and Management of Curriculum Resources in Secondary Schools

S/N	Item Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Curriculum of English Language is reviewed regularly					
2	Curriculum of Mathematics is reviewed regularly					
3	Curriculum of Science subjects is reviewed regularly					
4	Curriculum of Arts subject is reviewed regularly					
5	Curriculum of Social Science is reviewed regularly					
6	Curriculum of Vocational and Technical subject is reviewed regularly					
7	The scheme of work of every subject is well designed					
8	The subject teachers are provided with the current schemes of work					
9	Curriculum resources provided are well managed					

11. Provide Curriculum Resources that are not well managed in the School

---
