

AVAILABILITY OF EDUCATIONAL RESOURCES AND PRINCIPALS' MANAGERIAL EFFECTIVENESS IN SECONDARY SCHOOLS FOR EDUCATIONAL SUSTAINABLE DEVELOPMENT IN SOUTHWEST, NIGERIA

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Abstract: *This study examines availability of educational resources and principals' managerial effectiveness in secondary schools for educational sustainable development in southwest, Nigeria. The study adopted a descriptive survey research design. The population of the study comprised of 2,718 principals and 76,611 teachers in the public secondary schools in southwest, Nigeria. The sample size for the study comprised of 500 respondents which consists of 250 principals and 250 teachers selected using proportional sampling techniques. Two research instruments titled "Availability of Educational Resources Questionnaire" (AERQ) and "Principals Managerial Effectiveness Questionnaire" (PMEQ) were used. The instruments were validated by experts. The reliability co-efficient values of 0.87 and 0.91 were obtained respectively for the instruments. The data analysis was done using frequency count, percentage and Pearson Moment Correlation Analysis. The major findings revealed that the percentage of the opinions of the principals on availability of educational resources in their school showed that some resources were available but not adequate. The study also found out that the level of principals' managerial effectiveness was moderate. It was also revealed that there was significant relationship between availability of educational resources and principals' managerial effectiveness in secondary schools in Southwest, Nigeria. It was recommended that the government should strive to provide adequate educational resources in public secondary schools in order to enhance principals' managerial effectiveness in the schools.*

Keywords: Education, educational resources, principals, managerial effectiveness, sustainable development

INTRODUCTION

Education is a tool or a weapon that is needed by every human being and countries all over the world for sustainable development. Education is an instrument for achieving socio-economic and technological growth and development of any nation. Secondary school is the second level of education in Nigeria. It is the level of education, which children receive after primary and before the tertiary education.

The main objective of secondary school education according to Akporehe (2011), is to train individuals to read, write and be numerically literate. The leader of secondary school is the principal who is entrusted with numerous managerial responsibilities.

Educational resources are materials which must be available and well managed for better achievement of educational goals and objectives. In order to achieve national

educational policies, goals, objectives and for the principals to effectively carried out their managerial duties in the schools, adequate educational resources in all schools are necessary. Managerial effectiveness in this study can be referred to the ability of principals to effectively use and manage the educational resources available in the school to achieve the school goals and objectives. The concept of sustainable development has assumed much relevance not only to environmental and biodiversity issues but also to education practice (Akpan & Onabe, 2016). Change and sustainable development occur in the education sector just like every other sector.

Observations revealed that in the public secondary schools in southwest, Nigeria today, the principals in most of the schools are often faced with different challenges in performing their managerial duties. Some of these challenges are shortage of teaching and non-teaching staff, lack of physical facilities, poor school building, unconducive staff office, ill-equipped school library and laboratory, lack of medical facilities, among others. All these problems make it impossible for the principals to effectively manage their schools. Some public secondary schools in Southwest, Nigeria today are characterized by dilapidated building, poor infrastructures, out-dated books in the library, lack of medical facilities and, above all, irrelevant curricula. No school leader can work effectively without availability of resources in the school, as these resources enable the principals to perform their duties effectively, thereby leading to accomplishment of the educational goals and sustainable development in the country. It is against this backdrop that this study aimed to investigate availability of educational resources and principals' managerial effectiveness in secondary schools for educational sustainable development in Southwest, Nigeria.

Specifically, this study is to determine the relationship between human resources and principals' managerial effectiveness for educational sustainable development in secondary schools in southwest, Nigeria and

also to determine the relationship between material/physical resources and principals' managerial effectiveness for educational sustainable development in southwest, Nigeria.

Research Questions

The following research questions were raised to guide the study;

1. What are the principals' opinions on the availability of educational resources in secondary schools in Southwest, Nigeria?
2. What is the level of principals' managerial effectiveness in secondary schools in southwest, Nigeria?

Research Hypotheses

The following research hypotheses were formulated to guide this study;

1. There is no significant relationship between availability of educational resources and principals' managerial effectiveness in secondary schools in southwest, Nigeria.
2. There is no significant relationship between human resources and principals' managerial effectiveness in secondary school in southwest, Nigeria.
3. There is no significant relationship between material/physical resources and principals' managerial effectiveness in southwest, Nigeria.

LITERATURE REVIEW

Koontz and Wehrich (2005) defined managerial effectiveness in terms of output rather than input and perceived as what a manager achieves irrespective of all odds rather than what he does. Inyang (2008) defined managerial effectiveness as the leader's ability to achieve desired results. He explained that how well the leader applies his/her skills and abilities in guiding and directing others determines whether he/she can meet those stated objectives effectively. Considering the managerial effectiveness from the researcher's perspective, it is regarded as performing and managing the day-to-day

activities of the school effectively and efficiently.

The principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver (Maduabum 2012). The principal as school leader occupies a unique and strategic position in secondary school administrative structure since he/she is saddled with responsibility of leadership and accountability. This means that for educational institutions to fulfil their roles in ensuring positive changes in areas of knowledge, skills and attitudes of their beneficiaries, a lot has to be done by leaders of such institutions. However, this does not imply that the leader can achieve this without adequate educational resources on ground. Adequate resources are needed to enable the principals to manage the activities of the school effectively. The availability of educational resources for principals managerial effectiveness in secondary schools in the achievement of sustainable development in Nigeria should be given adequate attention because these resources help in the effective management of the school and also aid the attainment of educational goals.

Availability of Education resources can be referred to as the provision of human, material and, non- material resources in an academic environment to facilitate teaching and learning process. Education resources include the teachers in the school, non-academic staff, physical facilities, chalk and display boards, school buildings and other important materials like pencils, pens, exercise books etc which the learners are expected to have at any point in time to facilitate learning (NOUN, 2009). Owoeye (2011) opined that availability of school facilities is a potent factor to qualitative education. Bizimana and Orodho (2014) also studied teaching and learning resource availability and teachers' effective classroom management and content delivery in secondary schools in Huye District, Rwanda. The major finding was that although the level of teaching and learning resources in the study locale was insufficient, hence compromising the effectiveness of classroom management and content delivery, there was a positive and significant correlation between most of the teaching and learning resources and level of classroom management and

content delivery. The study of Wanjiku (2013), 'availability and utilization of educational resources in influencing students' performance in secondary schools in Mbeere South, Embu County, Kenya' revealed that Library services were largely inadequate in almost all the secondary schools and the subsidized secondary education had not significantly contributed to availability of libraries in secondary schools.

Human resource in the school system includes teachers, support staff in the school, students, parents, community members and a host of other interest and social groups. Some of the duties of human resource include; planning, organizing, coordinating, controlling, staffing, directing and maintaining other forms of resources. Nnebedum and Egboka (2017) see human resource as the personnel embodied with knowledge, skills and expertise in education production process. Human resources play an indisputable role in maintaining and promoting quality education in the school system. Ekanem (2014) asserts that meaningful educational value change can take place in individual human beings' who are involved in the management of the educational system for sustainable growth.

According to Akinfolarin (2017), there are two areas of human resource management in the school system; the staff human resource management and the students' human resource management. To have a complete human resource management function in school, both staff and students must be a central focus. Staff human resource management in school involves the overall activities and functions embraced to enhance workers' productivity. Workers in the schools include both the academic and non-academic staff, their major duties involve achievement of the desired goals and objectives of the school system. Effective staff welfare service is important in the school in order to increase the staff performance. It is the managerial duty of the school leader to ensure that appropriate welfare policy is in place for the staff for sustainability in the aspects of providing teachers' incentives to increase their motivation at work, organizing orientation for new staff on school activities

Material/physical resources are school facilities like buildings, laboratories, library, e-learning facilities, instructional materials, furniture, classrooms, offices, school records, and sport facilities among others that enhance effective teaching and learning process. In the educational system, the physical resources would include the classrooms/lecture rooms, staff offices, vehicles, health centres, library, laboratory, and so on, which directly or indirectly contribute to the achievement of educational goals. These resources must be adequately provided in the school to enable both the leader and other staff to perform their daily activities in the school effectively. Alimi, Ehinola and Alabi (2012) opined that in South-West Nigeria secondary schools, instructional space such as classrooms, libraries, technical workshops and laboratories are structurally defective. The school leaders should not only ensure the provision of physical/material resources but should equally be effective in management of these materials for instructional improvement. Uzoehina (2013) studied the availability of physical facilities in Colleges of Education in South East Nigeria. The findings showed that physical facilities were available but not adequate in the colleges of education. Afework (2014) studied the availability of school facilities and their effects on the quality of education in government primary schools of Harari Regional State and East Hararghe Zone, Ethiopia. The result showed that the availability of school facilities and instructional materials were less in quantity and quality, which created a great challenge on teaching and learning activities that in turn had a negative impact on the improvement of the quality of education. Amadi & Ezeugo (2019), examined physical resources availability and academic performance of students in the Universal Basic Education Scheme, Rivers State. The findings revealed that both students and teachers need facilities such as libraries, laboratories, good buildings, classrooms, good water supply, toilet facilities, security, etc, for teaching and learning to take place.

METHODOLOGY

The study adopted a descriptive survey research design which sought to collect

data on the opinions of the participants. The population of the study comprised of all the 2718 secondary school principals and 76,611 teachers in southwest, Nigeria. The sample size consisted of 500 respondents. The secondary schools are located in all the six states in the southwest which are Ekiti State, Ondo State, Lagos State, Ogun State, Osun State and Oyo State. A simple random sampling technique was used to select three states from the six states in southwest. The selected states are Ekiti, Ondo and Oyo State. Proportional sampling technique was used to select a total number of 250 public secondary schools which comprises of 42 schools from Ekiti state, 67 schools from Ondo state and 141 schools from Oyo state. A total number of 500 respondents, which consisted of 250 principals and 250 teachers, were selected for this study.

The research instruments used to collect data for the study were questionnaire titled 'Availability of Educational Resources Questionnaire' (AEDQ) which was administered on the principals and 'Principals Managerial Effectiveness Questionnaire' (PMEQ) which was administered on the teachers. The instruments were structured on four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree

Both face and content validity of the instruments were established by experts. Test-retest method of reliability was used to determine the reliability co-efficient of AEDQ and PMEQ. Co-efficient of 0.87 and 0.91 were obtained for the instruments, respectively.

The research questions were answered using frequency counts and percentage, while, the hypotheses were tested using Pearson Product Moment Correlation. All the hypotheses were tested at 0.05 level of significance.

RESULTS

Research Question 1

What are the principals' opinions on the availability of educational resources in secondary schools in Southwest, Nigeria?

Table 1: Frequency count and percentage scores showing principals opinion on availability of educational resources in secondary schools in southwest

S/n	Items	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1.	Conducive classrooms	95	38	108	43.2	47	18.8	0	0
2.	well- equipped School Library	97	38.8	101	40.4	52	20.8	0	0
3.	Conducive staff room	121	48.4	86	34.4	43	17.2	0	0
4.	Provision of medical facilities	38	15.2	44	17.6	79	31.6	89	35.6
5.	Good school building	101	40.4	99	39.6	38	15.2	12	4.8
6.	Adequate teaching staff	129	51.6	94	37.6	27	10.8	0	0
7.	Staff appraisal	98	39.2	94	37.6	34	13.6	24	9.6
8.	Staff orientation	91	36.4	101	40.4	31	12.4	27	10.8
9.	Staff welfare	96	38.4	111	44.4	29	11.6	14	5.6
10.	Adequate non-teaching staff	81	32.4	96	38.4	34	13.6	39	15.6

Note: SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree.

Source

Table 1 shows that 38% of the principals strongly agreed that there are conducive classrooms in their schools, 43.2% agreed, while 18.8% disagreed. 38.8 % of the principals strongly agreed that there are well-equipped libraries in their schools, 40.4% agreed, while 20.8% disagreed. 48.4% strongly agreed that there are conducive staff rooms, 34.4% agreed, while 17.2% disagreed. 15.2% strongly agreed that there is provision of medical facilities in their school, 17.6% agreed, 31.6 disagreed, while, 35.6% strongly disagreed. 40.2% strongly agreed that there is good school building for teaching and learning, 39.6 agreed, 15.2 disagreed, while, 4.8% strongly disagreed. 51.6% strongly agreed that there are adequate teaching staffs in their school, 37.6% agreed, while 10.8% disagreed. In term of staff appraisal, 39.2% strongly agreed, 37.6% agreed, 13.6% disagreed while 9.6 strongly disagreed. 36.4% of the principals strongly agreed that there is orientation for new staff, 40.4% agreed, 12.4 disagreed. While, 10.8% strongly disagreed. 38.4 strongly agreed that there is provision for staff welfare, 44.4% agreed, 11.6% disagreed, while 5.6% strongly disagreed. 32.4% strongly agreed that there are adequate non-teaching staff, 38.4% agreed,

13.6% disagreed, while 15.6 strongly disagreed.

Research Question 2

What is the level of principals' managerial effectiveness in secondary schools in southwest, Nigeria?

The low level of principals' managerial effectiveness was determined by subtracting the standard deviation score from the mean score ($21.52-9.81=11.71$). The moderate level of principals' managerial effectiveness was determined by the mean score of the responses on principal's managerial effectiveness in secondary schools in Southwest, Nigeria instrument (11.72), while the high level was determined by adding the mean score and the standard deviation score of the responses on principal's managerial effectiveness in secondary schools in Southwest, Nigeria ($21.52+9.81=31.33$). Therefore, the low level of principal's managerial effectiveness starts from 10.00-11.71; moderate level start from 11.72-31.33 and the high level starts from 31.34-40.00. The level of principals' managerial effectiveness in secondary schools in Southwest, Nigeria is presented in Table 2

Table 2: The levels of principals’ managerial effectiveness in secondary Schools in Southwest, Nigeria

Levels of principals

Managerial effectiveness	Frequency	Percentage (%)
Low (10.00-11.71)	59	23.6
Moderate (11.72-31.33)	120	48
High (31.34-40.00)	71	28.4
Total	250	100

Table 2 presents the levels of principal’s managerial effectiveness in secondary schools in the Southwest, Nigeria. The result showed that out of the 250 teachers sampled, 59 representing 23.6% rated the level of their principal’s managerial effectiveness as low level. Those who rated the level of their principals managerial effectiveness as moderate level were 120 representing 48% while the rest of the respondents, 71 of them

representing 28.4% rated the level of their principals managerial effectiveness as high level. This showed that the level of principal’s managerial effectiveness in secondary schools in Southwest, Nigeria is moderate.

Hypothesis 1: There is no significant relationship between educational resources and principals’ managerial effectiveness in secondary schools in southwest, Nigeria.

Table 3: Relationship between availability of Educational Resources and principals managerial Effectiveness

Variables	No of schools	Mean	SD	Df	r-cal	r-tab
Availability of Educational Resources	250	27.72	10.67	248	0.348*	0.195
Principals’ managerial Effectiveness	250	21.52	9.81			

*Note: Significant level - *p<0.05*

Table 3 shows that r-cal (0.348) is greater than r-tab (0.195) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between availability of educational resources and principals’ managerial effectiveness.

Hypothesis 2: There is no significant relationship between human resources and principals’ managerial effectiveness in secondary school in southwest.

Table 4: Relationship between Human Resources and Principals Managerial Effectiveness

Variables	No of schools	Mean	SD	df	r-cal	r-tab
Human resources	250	12.11	9.71	248	0.231*	0.195
Principals' managerial Effectiveness	250	21.52	9.81			

*Note: Significant level - *p<0.05*

Table 4 shows that shows that r-cal (0.231) is greater than r-tab (0.195) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between human resources and principals' managerial effectiveness.

Hypothesis 3: There is no significant relationship between material/physical resources and principals' managerial effectiveness.

Table 5: Relationship between Materials/ physical Resources and Principals Managerial Effectiveness

Variables	No of schools	Mean	SD	df	r-cal	r-tab
Materials/physical resources	250	8.13	7.91	248	0.198*	0.195
Principals' managerial Effectiveness	250	25.52	9.81			

*Note: Significant level - *p<0.05*

Table 5 shows that r-cal (0.198) is greater than r-tab (0.195) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between materials/physical resources and principals' managerial effectiveness.

level of principals' managerial effectiveness was moderate. The study also revealed that there was significant relationship between availability of educational resources and principals' managerial effectiveness. This by implication, means that if adequate educational resources are made available in secondary schools, principals' managerial effectiveness will be enhanced, thus leading to sustainable development in Southwest, Nigeria. This finding is in line with the findings of Bizimana and Orodho (2014) which showed a positive and significant correlation between most of the teaching and learning resources and level of classroom management and content delivery.

Discussion

The findings showed educational resources are available but not adequate in some schools. The result also revealed that 15.2% of the principals strongly agreed that there is provision of medical facilities in the schools, while 35.6% strongly disagreed. This implies that medical facilities in most secondary schools in southwest, Nigeria today are unavailable in some schools, while inadequate in others. It was revealed that the

It was also revealed that there was significant relationship between human resources availability and principals'

managerial effectiveness. This implies that the provision of human resources will help to ensure effective school management by the principals'. This finding is in line with Gbosi (2003), who noted that the provision of human resources should be matched with optimum utility in order to ensure effective implementation of the school management. In addition, the finding also showed that there was significant relationship between material/physical resources availability and principals managerial effectiveness. This implies that putting up adequate material/physical resources will go a long way in aiding principals' managerial effectiveness. This is similar to the finding of Whitefish (2004) and Omera (2013) who contended a correlation between well-equipped libraries and attainment of school goals.

CONCLUSION

The availability of education resources in school is very important because they help to improve all other factors in teaching and learning process thus ensuring principals managerial effectiveness, qualitative service delivery by the school and sustainable development to the society. The success of the schools in Nigeria depends among others on availability of resources in the schools and how effective it is for the principals to manage the activities of the school.

Recommendations

The following recommendations were made based on the findings:

1. The government should endeavour to always recruit adequate teaching and non-teaching staff for the smooth running of the school, as this will also ensure that the principal does not overwork themselves in order to achieve the goals and objectives of education, thereby, ensuring educational sustainable development.
2. Provision of well-equipped school library, conducive classroom,

conducive staff offices, medical facilities and other school materials for effective management of the school by the principals

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