

Influence of Adequate Educational Resources on the Administration of Senior Secondary Schools in Niger State

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Abstract

This study was tagged Influence of Adequate Educational Resources on the Administration of Senior Secondary Schools in Niger State. The objectives were to determine the influence of funding and infrastructural facilities on the school administration. Survey design was used. The population was 2875 with 382 sample size through a multistage sampling technique with twenty-five self-designed structured-items questionnaire. Reliability of the instrument was ascertained through pilot study via a test re-test method and the two results were correlated using Pearson Product Moment Correlation Coefficient (PPMC). The result was 0.94 which implies the instrument was reliable. Simple percentages and mean were the statistical tools for data analysis. The study revealed that adequate funding of facilitate effective school administration, government grants were not adequate to maintain and/or manage this school and poor school plant planning affect effective administration of school. It was recommended that principals should diversify revenue generation through farming and introduce skill acquisition programmes for students so as to sale the product in order to boost school funding, adequate and qualitative ICT facilities should be provided to facilitate effective school administration and principals should involve community through School-Based Management Committee (SBMC) to promote adequate provision of infrastructural facilities in senior secondary schools in Niger State, Nigeria.

Key Words: Influence, Funding, Infrastructural Facilities and Administration

Introduction

Educational resources refer to all human, material, non-material audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching- learning

process. They also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners. Educational resources includes the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc which the learners are expected to have at any point in time to facilitate learning (Whawo, 2003).

In school administration, material resources are not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated and controlled by the school management team. This is in agreement with Egwunyenga (2000) opinion that: it is not the availability of these resources alone that guarantees effective performance of school, but their adequacy and effective utilization. However, no matter how well packaged a school administration or a school system is at any level of education, without adequate and efficient utilization of the available resources, the system may fail to achieve its desired results. According to Ololube (2013), resources in education are basically classified into Physical Resource in School, Financial Resources, Time Resources, Information and Communication Technology (ICT) Resources, Community Resources and Fundamental/Supporting Resources.

Financial resources are the funds required for the smooth operations of a school and are regarded as the life-wire of any system. It is indeed a more critical facet with which other factors of administrations are created, maintained and sustained. In school administration, funds are necessary for the procurement of facilities, equipment, electronics and communication gadget needed for effective performance. Apart from this, funds are needed to pay the salaries of administrative, academic and non-academic staff. A robust financial allocation for school administration would not only enhance goals attainment but its sustainability. Plan and policy implementation are responsive to funds availability (Enyi, 2004). Funds are needed for the acquisition of fixed and current assets and to settle current liabilities and expenditures incurred in the course of administration.

Financial management covers such areas as the procurement of funds, their allocation, monitoring their use in the interest of accountability and producing financial reports for the relevant stakeholders. Effective financial management ensures that all financial regulations and procedures are complied with, all financial transactions are recorded accurately, adequate controls are in place to ensure that expenditures do not exceed income and only authorized expenditures are incurred. Financial management is, therefore, an integral part of the responsibility as an education manager because, without good financial management practices, schools would find it difficult to achieve their goals.

ICTs stand for information and communication technologies and are defined, for the purposes, as a diverse set of technological tools and resources used

to communicate, and to create, disseminate, store, and manage information. □ These to Nnenna and Boma (2014) include computers, the Internet, broadcasting technologies (radio and television), teleprompter and telephony. And that information and communication are vital resources in any establishment more particularly for planning, policy making and decision making.

Apart from enabling the public to be aware of the existence, activities and products of any organization, information and communication serve as means of getting the feedback from the public, clienteles and consumers. Some of the Information Communication Technologies in school administration includes the global system for mobile communication (GSM) telephone, intercom, television, overhead and film projector, internet/radio, cable, etc. All these enhance quality communication within and outside the school environment (Tsang, 1994).

Infrastructural facilities are the tangible resources that can easily be seen and observed in any institution. These resources include the structure, the machines, raw materials, vehicles, and other tools, which can facilitate organizations activities and processes. The physical resources may not be the same in all organization. In educational system, the physical resources would include the classrooms/lecture rooms, staff offices, vehicles, health centers, library, laboratory, and so on, which directly or indirectly contribute to the achievement of goals (Enyi, 2004).

School physical resource management has a direct impact on the learning environment and is a key determinant of educational outcomes. It is therefore critical that school physical resource management practices align with the school improvement plan by linking school assets to basic education service delivery standards and strategies. Facility maintenance entails providing clean and safe environment for teaching and learning. It also involves provision of adequate facilities for teaching and learning.

Community resources are human and non- human materials that are within the geographical milieu of teachers and learners (Tsang, 1994). The community has bounteous resources ranging from religious resources (e.g. mosque, churches and shrines), commercial banks (e.g first bank, union bank and unity bank etc), historical places (e.g palace, zoo, museums), water bodies (e.g. sea, oceans, lakes, rivers and ponds) and landscapes (e.g rocks, mountains). The human community resources include teachers, learners, curriculum developers, parents and other members of the society. The School administrator is to attract the movable community resources to the school or alternatively, the school could also arrange for the learners to visit the immovable resources in the community so that they would have a glimpse the real structure of what they have learnt and could have imagined, perhaps with an erroneous conception (Omstein, & Levine, in Nnenna, & Boma, 2014).

Fundamental resources may appear trivial, but their non-availability can wreck-havoc in a school system. They include: calendars, journals, periodicals, reference books, year planner, consumable items, cabinets, files, etc. All of these combine to influence effective performance of administrators on daily basis while supporting resources contribute to the effectiveness and efficiency of the combination of other resources. Apart from facilitating effective school administration, supporting resources also help in the processing of input to output and in the transfer of both the material and human resources from one place to another. They include electricity, which generates power for most machines and electronics, water, refrigerator, fans, cars, etc. (Ornstein, & Levine, in Nnenna, & Boma, 2014).

Statement of the Problem

Despite the knowledge and understanding of role adequate and qualitative educational resources play in effective school administration, there seem to be many issues associated to the provision and utilization of these resources. These may include inadequate funds to procure and supply of sub-standard resources. Administrators of institutions are not left out from mismanagement acts and corrupt attitude as regards funds allocated to their institutions. A time, politicians hijack resources allocated to education and thus their priorities were not directed towards the system.

School personnel could misuse the material resources in the school either intentionally, ignorantly or due to lack of technical knowhow. There could also be neglect and overuse of school facilities due to the inadequacy and improper planning. Also, some school administrators lack the capacity to command absolute leadership responsiveness from their subordinates due to inexperience. Such leader permits subordinates to do what they choose thereby by encouraging unprofessional conducts in the school. The leadership style does not emphasize checks and discipline as such no one is held liable for damage of school properties.

Objectives of the Study

The following objectives guided this study:

1. Determine the Influence of Funding on the Administration of Senior Secondary Schools in Niger State, Nigeria.
2. Investigate the Influence of Infrastructural Facilities on the Administration of Senior Secondary Schools in Niger State, Nigeria.

Research Questions

The following objectives guided this study:

1. What is the Influence of Funding on the Administration of Senior Secondary Schools in Niger State, Nigeria?
2. What is the Influence of Infrastructural Facilities on the Administration of Senior Secondary Schools in Niger State, Nigeria?

Methodology

The study adopted descriptive survey research design. According to Niger State Ministry of Education, Minna (2016), the population was 2,875 which consisted of 268 head-teachers and 2,607 teachers in public senior secondary schools in Niger State. The sample size for this study was 382 (29 principals and 353 teachers). Research Advisors Sampling Table (2006) was used to determine the sample size. Niger State was grouped into seven Minna Educational Zones to ease random selection. Sample size for this study was of 382 (that is, 29 principals and 353 teachers). With this, three Minna Educational Zones were selected for the study. However, the sample size was determined using Research Advisors Sample Size Table (2006). A multistage sampling technique was used to select the respondents.

The instrument used to collect data was self-designed structured item questionnaire. The instrument was titled "Influence of Community Participation on Decision-Making and Academic Performance in Dynamic Society among Pre-Primary and Primary Schools". The instrument was made up of 25 structured items. It contained 2 sections; section "A" was on demographic data of the respondents while section "B" consisted of statements to answer the research questions. However, the items were structured on four point likert scale; Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Content validation of the instrument was ascertained. Based on suggestions during validation, some items were modified, some dropped while others were added.

In order to ascertain the reliability of the instrument, a pilot study was conducted on forty members of the population from four (4) senior secondary schools in Niger State out of the sampled schools. This was done through a test re-test method. The instrument was administered on 4 principals and 36 teachers at an interval of two weeks and the 2 results were correlated using Pearson Product Moment Correlation Coefficient (PPMC) at 0.05 level of significance. The coefficient r value result of 0.94 was obtained which implies the instrument was reliable. Mean was used to answer the research questions.

Results and Discussion of Findings

The researchers used 2.5 as the mean otherwise known as decision mean since the instrument were four structured point likert scale to take decision on whether to accept or reject the research question after comparing it with the cumulative mean. A mean score of 2.5 and above indicate positive response to the research question and accepted while a mean score below 2.5 indicate negative answer to the research question and rejected.

Research Question One: What is the Influence of Funding on the Administration of Senior Secondary Schools in Niger State, Nigeria?

Table 1: Opinions of Respondents on the Influence of Funding on the Administration of Senior Secondary Schools in Niger State

S/N	Items	Freq.	Mean	Decision
1	Adequate funding enhance provision of school facilities	373	3.5	Accepted
2	Adequate funding of facilitate effective school administration	373	3.7	Accepted
3	Effective financial management in school can lead to the achievement of educational goals	373	3.9	Accepted
4	Government grants are adequate to maintain and/or manage this school.	373	1.2	Rejected
5	Parents Teachers Association (PTA) pay their levies regularly which help in the financing of this school.	373	2.7	Accepted
6	The school also generates funds internally (through school business eg, school farm, students handicraft etc)	373	1.3	Rejected
7	This school is adequately funded	373	1.2	Rejected

Table 1 sought the opinions of respondents on the influence of funding on the administration of senior secondary schools in Niger State. Item 1, 2, 3 and 5 were positively responded (agreed) by the respondents with mean of 3.5, 3.7, 3.9 and 2.7 while item 4, 6 and 7 were rejected with mean of 1.2, 1.3 and 1.2.

Research Question Two: What is the influence infrastructural facility on the administration of senior secondary schools in Niger State, Nigeria?

Table 2: Opinions of Respondents on the Influence of Infrastructural Facilities on the Administration of Senior Secondary Schools in Niger State

S/N	Items	Freq.	Mean	Decision
1	Adequate provision of infrastructural facilities ease the realization of the school goals	373	3.6	Accepted
2	Poor and inadequate physical facilities, obsolete instructional materials, overcrowded classrooms tend to frustrate realization school goals	373	3.8	Accepted
3	School facilities when provided will enhance the teaching learning process in the school	373	3.4	Accepted
4	Facilities contribute to positive academic achievement of	373	3.6	Accepted

	students in the school system.			
5	Dilapidated school buildings and overcrowded classrooms contributes to poor administration of school	373	3.7	Accepted
6	There are adequate facilities in this school	373	1.7	Rejected
7	Poor school plant planning affect effective administration of school	373	3.5	Accepted
8	ICT promote effective teaching through the use of projector in this school	373	3.5	Accepted
9	Information update are sent to staff through phone bulk SMS in the school	373	2.1	Rejected
10	ICT enhance effective school communicate via social media	373	3.4	Accepted
11	ICT helps in coordinating decision-making process through the use of public address system and projector	373	3.6	Accepted
12	This school has a functional website	373	1.0	Rejected
13	There is software for keeping record of students school attendance register and for release of students results	373	1.1	Rejected
14	ICT enhance effective management of school records	373	3.8	Accepted

Table 2 sought the opinions of respondents on the influence of infrastructural facilities on the administration of senior secondary schools in Niger State. Item 1, 2, 3, 4, 5, 7, 8, 10, 11 and 14 were accepted by the respondents with mean scores of 3.6, 3.8, 3.4, 3.6, 3.7, 3.5, 3.5, 3.4, 3.6 and 3.8 while item 6, 9, 12 and 13 were rejected with mean of 1.7, 2.1, 1.0 and 1.1.

Summary of the Findings

This study found the following:

1. The study revealed that Adequate funding enhance provision of school facilities, government grants are inadequate to maintain and/or manage this school and the schools don't generates funds internally (through school business eg, school farm, students handicraft etc).
2. Also, it found that adequate provision of infrastructural facilities eases the realization of the school goals and that the school facilities are inadequate,

Discussion of the Findings

The study revealed that adequate funding of facilitates effective school administration, government grants were not adequate to maintain and/or manage this school. In line with this, Ibrahim (2017) opines that funds is important in a school because it is used to construct buildings, purchase needed equipment, pay staff salaries and allowances, maintain the plants and keep the services going. Also in support of this finding, Kamla (2013) states that one of the biggest challenges of secondary school in Nigeria management is poor funding. Inadequate funds; according to Obe (2009), without adequate funding, standards of education at any level shall be tantamount to a mirage.

It also shows that there are inadequate facilities in this school and that poor school plant planning affect effective administration of school. It further revealed that ICT enhance effective management of school records, there was not software for keeping record of students' school attendance register and for release of students' results and facilities were inadequate in the schools. Supporting this, Adeboyeje (1999) states that, in many Nigerian secondary schools, potable drinking water, good access roads and drainages, electricity, health centres and so on, are in short supply. This was in agreement with study of Ibrahim (2018) which revealed that infrastructural facilities have been found to enhance the achievement of school goals in the long run.

According to Ahmad (2014), the provision of basic amenities and infrastructural facilities such as portable water to ease off the stress of seeking for water and the risks of outbreak of water borne diseases, electricity for steady use of light for gadgets, good road network and automobiles for easy transportation, well-furnished accommodation for comfort and improved studies, good libraries and gadgets for researches and up-dating of knowledge, teaching materials for easy instructions, health centres to handle and minor health cases or issue within the school. With regards to ICT, a study by Faruq (2017) indicated that the use of ICT applications to record keeping in secondary schools was not effective because there are inadequate computer for students registration, to manage financial records and record staff school attendance register. Yusuf (2005) was of the opinion that ICT is an indispensable part of educational administration as its application makes institutions more efficient and productive, thereby engendering a variety of tools to enhance and facilitate teachers' pedagogical activities.

Conclusion

It can be concluded that adequate provision of adequate funding enhance effective school administration in Niger State, Nigeria. Funding is a major determinant in ascertaining organizational progress and success. That is, management of human and material resources can be effective only when if there is adequate funds for utilization.

Recommendations

The following are suggestions to cope the above mentioned problems:

1. Secondary school management should diversify revenue generation through farming and introduce skill acquisition programmes for students so as to sale the product in order to boost school funding.
2. Principals should involve community through School-Based Management Committee (SBMC) to promote adequate provision of infrastructural facilities in senior secondary schools in Niger State, Nigeria.

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