

**RESOURCES MANAGEMENT FOR QUALITY INSTRUCTIONAL SERVICE
DELIVERY IN GOVERNMENT OWNED SECONDARY SCHOOLS IN
SOUTH-SOUTH, NIGERIA**

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Abstract

The study examined resource management for quality instructional service delivery in government-owned secondary schools in South–South, Nigeria. Two research questions and two null hypotheses guided the study. The sample for the study was made up of 9300 respondents, made up of 300 principals and 9000 teachers drawn from a population of 43,131 respondents (1275 principals and 41,856 teachers) from the 1275 government-owned secondary schools in South–South, Nigeria. The sample for the study was randomly selected from the government-owned Secondary Schools in the State that make up the South–South region, namely Rivers, Bayelsa, Delta, Edo, Akwa Ibom, and Cross Rivers State. Data collected for the study were analyzed using mean and standard deviation, while the null hypotheses were tested using the t-test statistic. The research instrument was tested for reliability with the use of the Pearson Product-Moment Correlation Coefficient, which produced a coefficient index of 0.81. Both null hypotheses were accepted. The study's result therefore reveals that school administrators' methods for human and financial resources management significantly determine quality instructional service delivery in schools. It was recommended that school administrators should adequately manage resources in schools (human and financial) for quality instructional service delivery and also to avoid wastages.

Keywords : Resources, Management, Quality, Instructional, Service, Delivery.

Introduction

Education can be regarded as the key that unlocks the development of personal and national potential and all other rights and powers in the world. Balogun (2010) opined that education is the light, without which the world would be in darkness. It is the basis for modernity, and scientific and technological breakthroughs, which have made all nations accord immense priority to education. Nigeria as a nation strives toward the provision of quality and affordable education for its citizens through the guiding principle of the National Policy on Education (2013). The guiding principles of education in Nigeria are to equip every Citizen with the acquisition of knowledge, desirable skills, attitudes, and values, as well as to enable them to derive maximum benefits from their society, and also contribute their quota meaningfully towards the development of the nation at large. The principal, as the head of a secondary school, occupies a pivotal position and requires initiatives and skills for the day-to-day administration of a secondary school. For the school to function well, the principal must be in a position to exploit all possible means to keep a healthy environment for the students, staff, and the general public. The principal's position is a high-pressure job in the context of instructional supervision and resource management in the day-to-day running of schools. Resources constitute essential inputs, which create a favourable learning environment, facilitate interaction, and enhance organisational performance (Oyesola, 2017). Resources have different meanings depending on the context in which it is applied. In my view, the resource is something that enables an individual or organisation to reach its goals. Resources are those necessary inputs that an institution depends on for its survival and improvement. Adetoro in Asodike and Adiame (2014:2) opined that resources are all the things that are used unswervingly and ultimately to assist, induce, or boost the spread or achievement of knowledge, proficiency, and skills. Onuka (2019) states that a resource is any means by which production and services are provided for the benefits of an organizational clientele or the profitability of the organization

itself, depending on whether it is a profit-oriented or a social service provider. The efficiency as well as the effectiveness of an institution lies heavily on the quality of the available resources. Finance has been recognised as a major resource in the development of any education system. The financial resource is the bedrock of all the resources in the form of cash or money used in buying and maintaining other related resources like physical/material resources and human resources. In African countries in general and Nigeria in particular, educational institutions like any other organisation require proper management of financial resources for survival. Often, the success or failure of any educational institution in terms of quality education provision rests highly on the effective management of financial resources, leading to sustainable development (Munge *et al*, 2016). Consequently, school heads must utilize the available financial resources to foster education delivery. Human resources refer to all human beings engaged as inputs in education and most importantly, the teaching and non-teaching staff, as well as having people with relevant skills, abilities, and knowledge, which could go a long way in determining the success or failure of the school organization (Ige, 2010). According to Ahmad and Jameel (2016), human resources management is the process of recruitment, induction, training, development, and motivation of employees. It is concerned with people at work and their relationships within the system. They maintained that human resource management is aimed at achieving justice and efficiency in any organization, which enables every employee to offer the best contribution towards the success of the organisation. Getting the right result through people is the most important function of management. The process involves attracting the right staff and retaining them to work effectively towards the success of the education system. The efficiency of the school depends largely on the teachers' competence. Nwankwo, cited in Olaleye (2013), observed that education anywhere has to attract a high calibre of teachers to improve quality and productivity. The qualities of school personnel are vital to the operation of good schools. Uduma (2018) carried out a study on human resource management for effective

teaching and learning in secondary schools in Rivers State. The major finding of the study was that secondary schools in Rivers State do not have enough technical/special subject teachers. Resource management is the act of prudently planning, organising, directing, and controlling human, financial, and physical resources available to an organization to meet the objectives of the organization. Babalola and Ayeni in Nwafor as cited in Asodike and Jaja (2014:355), stated that resource management is the organisation of the resources existing in the education sector with the aim of producing eminent graduates in the system. It therefore implies that resource availability and management are crucial for maintaining quality and improved standards in every educational sector so that the goals of education can be achieved. Resource management is an integrated approach to operating, maintaining, improving, and adapting the building and infrastructure of an organization to create an environment that strongly supports the primary objectives of that organization (Atkin & Brooks, 2017). Consequently, the management of resources in the school system is of the utmost importance to achieve the overall goals and objectives of the schools. According to Uko (2019), effective management of school resources requires knowledge, skill, and expertise in handling different facets of the school system. This calls on the ability of the principals to set required objectives, supervise resource usage, formulate procurement plans, and ensure actual management and supervision of available facilities to attain the set goals of the school system. Management of resources at this level is very vital to the achievement of education objectives, and appropriate management techniques would assist in taking care of all available resources. In other words, resources that might have suffered neglect as a result of carelessness, ignorance, lack of commitment, and improper management would receive attention from school administrators and inspectors. Also, school resources that are well-managed are likely to be durable. Quality refers to the standard of something as measured against other things of a similar kind : the degree of excellence of something. It explains how good or bad a thing is. Quality is high when good and low when

bad. Instruction here means the act or practice of teaching people. Service refers to an action of helping or doing work for someone, or a system supplying a public need. Hence, delivering quality service to the citizens is critical for the success and survival of any public organization in today's competitive business environment. Resource management in schools plays a pivotal role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students. The provision of safe structures, adequate sanitary facilities, a balanced visual and thermal environment, and sufficient shelter space for work and play, while emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and an inspiring environment, would foster quality instructional delivery in secondary schools. Human resources are a critical component for effective service delivery and the achievement of the overall goals and objectives of the school system. The educational programmes can be successful if the teaching-learning process is carried out and well implemented through the effective management of resources. The effective and efficient resource planning functions contribute to the improvement of performance on students' results and help enhance schools' profitability. Therefore, the teaching and learning process requires the proper management of resources. Of all the onerous problems facing secondary school education, none is as persistent as the one relating to the management of resources. Resources are limited and need to be properly utilised to support educational improvement objectives to a great extent. They are inputs in school systems that should be distributed, utilized, and managed by the school manager to encourage successful teaching and learning to optimise school output and continuous school improvement. A review of previous educational programmes in the country shows that resource inadequacy has been a significant element in chronic education failings. Many researchers have researched resource management. For instance, Edoghogho (2011) conducted a study on financial management in a multi-campus setting : A case study of the University of the Witwatersrand. Findings revealed that a financial manager is equipped to

inform their client on the relationship between construction cost, maintenance, and renewal cost as they affect the effective operation of a facility. Bekuretsion in Mebratu and Marisennayya (2022) studied the utilization of educational resources concerning Tigray and showed that little attention was given to resource management for quality instructional service delivery in government-owned secondary schools in South-South, Nigeria. This was the gap this study filled.

The purpose of this study was to examine resource management for quality instructional service delivery in government-owned secondary schools in South-South, Nigeria. Specifically, the study sought to :

1. Evaluate the extent to which methods adopted by school administrators for human resources management determine quality instructional service delivery in government-owned secondary schools in South-South, Nigeria.
2. Assess the extent to which strategies used by school administrators for financial resources management determine quality instructional service delivery in government-owned secondary schools.

Two research questions guided the study :

1. To what extent do methods adopted by school administrators for human resources management determine quality instructional service delivery in government-owned secondary schools in South-South, Nigeria ?
2. To what extent do the strategies used by school administrators for financial resources management determine quality instructional service delivery in government-owned secondary schools ?

Two hypotheses were used for the study :

1. There are no significant differences between the mean score responses of principals and teachers on the extent to which methods adopted by school administrators for human resources management determine quality instructional service delivery in Government-owned secondary schools in South-South, Nigeria.
2. There is no significant difference between the mean score responses of principals and teachers on the extent to which methods adopted by school administrators for financial resources management determine quality instructional service delivery in Government-owned secondary schools in South-South, Nigeria

Methodology

The study adopted a descriptive survey design. The population of the Study comprised 43,131 respondents. The sample for the study consisted of 9,300 respondents, which were made up of 300 secondary school principals and 9000 secondary school teachers. The questionnaire consisted of two sections. Section I was used to generate information on the personal data of the respondents, while Section II elicited information on the opinions of respondents on the extent to which methods adopted by school administrators for resource management determine quality instructional service delivery in Government Secondary Schools in South-South, Nigeria. The validity of the research instrument was established by three experts. Two experts were drawn from the Department of Educational Management and one expert from the Department of Measurement and Evaluation, all from Michael Okpara University of Agriculture, Umudike. The reliability of the instrument was achieved through the test-retest method. The results of their first and second tests were correlated using the Pearson Product-Moment Correlation Coefficient method. The reliability index obtained was 0.81, which was considered sufficiently high for the study. The researcher and eighteen research assistants, who were trained by the researcher on how to handle research instruments, administered and

collected copies of the completed. Data for the study were analysed using mean and standard deviation, while the hypotheses were analysed using t-test statistics.

Results

Research Questions 1:

To what extent do methods adopted by school administrators for human resource management determine quality instructional service delivery in government owned secondary schools in South-South, Nigeria.

Table 4.1: The mean score responses on the extent to which methods adopted by school administrators for human resources management determine quality instructional service delivery in government owned secondary schools in South-South, Nigeria.

S/N QUESTIONNAIRE ITEM		PRINCIPALS RESPONSES		TEACHERS RESPONSES	
		Mean scores	Decision	Mean scores	Decision
	Strategies used by school administrators in resources management for quality instructional service delivery in government owned secondary school on South-South, Nigeria.				
1	Recruitments are carried out based on the areas of need	3.24	Accepted	2.73	Accepted
2	Job positions are usually publicized to attract quality personnel.	2.21	Not accepted	2.66	Accepted
3	Selections are done on the basis of job analysis and competence.	3.22	Accepted	2.60	Accepted
4	Training of staff are regularly carried out based on areas of needs.	3.25	Accepted	2.08	Not accepted
5	Staffs are usually encouraged to perform task through incentives.	2.25	Accepted	2.18	Accepted
6	Staff are usually evaluated before promotion.	3.00	Accepted	2.68	Accepted
7	Staff are made to understand how their jobs contribute to the overall set goals.	3.08	Accepted	2.62	Accepted
8	Staff are evaluated regularly as to improve their performance.	3.39	Accepted	2.71	Accepted

9	Budgets are usually prepared to ensure that finances are allocated to areas of need.	3.26	Accepted	2.69	Accepted
Total Mean			Accepted		Accepted
Grand Mean			Accepted		Accepted

The result from table I above indicates a grand mean of 2.97 for the responses of principals and 2.53 for teachers on the extent to which methods adopted by school administrators for human resource management determine quality instructional service delivery in government owned Secondary Schools in South -South, Nigeria. The grand means were above the decision bench mark of 2.50.

Hypothesis 1

There is no significant difference between the mean score responses of principals and teachers on the extent to which methods adopted by school administrators for human resources management determine quality instructional service delivery in government owned secondary schools in South-South, Nigeria.

Table 4.2: T-test comparison of the mean responses of principals and teachers on the extent to which methods adopted by school administrators in human resources management determine quality instructional service delivery in government owned secondary schools in South-South, Nigeria ($P < 0.05$).

Group	Number	Mean	Standard	Degree Freedom	of t-cal	t- crit	Decision
Principals	300	2.97	1.37	9298	0.55	1.96	Ho ₁ Accepted

From the table, the calculated t-value is 0.56 while the critical t-value at $p < 0.05$ is 1.96. Since the calculated t-value is less than the calculated t-value, it implies that the null hypothesis which

states that there is no significant difference between the response of principals and teachers on the extent to which methods adopted by school administrators for human resource management determine quality instructional service delivery in government owned secondary schools in South-South, Nigeria, is accepted.

Research Question 2

To what extent do methods adopted by school administrators for financial resources management determine quality instructional service delivery in government owned secondary schools in South-South, Nigeria.

Table 4.3: Responses on the extent methods adopted by school administrators for financial resource management determine quality instructional service delivery in government owned secondary schools in South South, Nigeria.

S/N	QUESTIONNAIRE ITEM	PRINCIPALS RESPONSES		TEACHERS RESPONSES	
		Mean scores	Decision	Mean scores	Decision
	Strategies used by school administrators in resources management for quality instructional service delivery in government owned secondary school on South-South, Nigeria.				
9	Budgets are usually prepared to ensure that finances are allocated to areas of need.	3.26	Accepted	2.69	Accepted
10	Expenditures of school finances are done in line with laid down rules.	3.14	Accepted	2.69	Accepted
11	Financial records are properly maintained in schools.	2.97	Accepted	2.55	Accepted
12	Deliberate efforts are made to raise funds internally for school use	2.96	Accepted	2.24	Not accepted
	Total Mean		Accepted		Accepted
	Grand Mean		Accepted		Accepted

The result from table II above indicates a grand means of 3.08 and 2.54 for the responses of principals and teachers respectively on the extent to which strategies used by school

administrators for financial resources management determine quality instructional service delivery in government owned Secondary schools in South-South, Nigeria.

Hypothesis 2:

There is no significant difference between the mean responses of principals and teachers on the extent to which methods adopted by school administrators for financial resources management determine quality instructional service delivery in Government owned secondary schools in South-South, Nigeria.

Table 4.4: t-test comparism of the mean responses of principals and teachers on the extent to which the methods adopted by school administrators for financial resources management determine quality instructional service delivery in Government owned secondary schools in South-South, Nigeria.

Group	Number	Mean	Standard	Degree of Freedom	t-cal	t-crit	Decision
Principals	300	2.97	1.37	9298	0.98	1.96	H ₀₁
							Accepted

This table shows the t-test comparison of the mean score responses of principals and teachers on the extent to which methods strategies used by school administrators for financial resources management determine quality instructional service delivery in government owned secondary schools in South-South, Nigeria. From the table, calculated t-value is 0.54 while the table t-value is 1.96 at 0.05 level of confidence. Since the calculated t-value (0.98) is less than the table t-value (1.96), the null hypothesis is accepted.

Discussion of the Findings

The findings in research question one show that, on average, both the principals and teachers accepted that the items enumerated above are significant determinants of quality instructional service delivery in government-owned Secondary Schools in the South, Nigeria. There is no significant difference between the mean score responses of principals and teachers on the extent to which methods adopted by school administrators for human resources management determine quality instructional service delivery in government-owned secondary schools in South-South, Nigeria. This finding is in line with Aloga and Agashua (2022), who investigated the influence of human resource management practices on staff job performance in public secondary schools in Benue State in Nigeria and found that human resource management has a significant influence on staff job performance in public secondary schools. It is also in agreement with Mutunga (2022) explored the role of human resources in facilitating quality delivery of services in mission hospitals in Meru County of Kenya. The findings revealed that there was a positive correlation between human resources and quality of service delivery in mission hospitals in Meru County ($R=0.71$, $F=21.397$, $P=0.00$).

The findings in research question two reveal that, on average, both the principals and the teachers accept that the strategies enumerated for the management of financial resources significantly determine the quality of instructional service delivered in government-owned secondary schools in South-South, Nigeria. There is no significant difference in the mean score responses of principals and teachers on the extent to which methods adopted by school administrators for financial resources management determine quality instructional service delivery in government-owned Secondary Schools in South-South, Nigeria. This is in agreement with Alemayehu (2018), who carried out a study on the status of financial resource management in government secondary schools of the Oromia Regional Zone in Addis Ababa, Ethiopia. The study also found that the budget preparation, implementation, and evaluation process lacked the participation of stakeholders, and financially skilled manpower, and the

absence of internal and external auditing activity, engagement of the school management, and different duties were major challenges of financial resource management in Oromia Special Zone. Secondary schools. It is also in agreement with Edoghogho (2011) conducted a study on Financial Management in a multi-campus setting: A case study of the University of the Witwatersrand. Findings revealed that a financial manager is equipped to inform their client on the relationship between construction cost, maintenance, and renewal cost as they affect the effective operation of a facility.

Conclusion

Based on the findings of the studies, it was concluded that the strategies adopted by school administrators for human and financial resources management determine quality instructional service delivery in Government owned secondary schools in South-South, Nigeria.

Recommendation

Based on the research findings, it is therefore recommended that:

1. Government should provide enough human resources in government owned secondary schools in South-South, Nigeria.
2. Enough finance should be provided for the government owned secondary schools in South – South, Nigeria.

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