AN APPRAISAL OF PRINCIPAL'S EFFECTIVE MANAGEMENT OF SCHOOL RESOURCES AS CORRELATE TO TEACHER'S JOB ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE

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ABSTRACT

This study assess the Principal's Effective Management of School Resources as Correlate to Teacher's Job Achievement in Public Secondary Schools in Ebonyi State. In order to accomplish this objective, one specific purposes of the study and corresponding research question and hypothesis were guided the study. A comprehensive related literature was reviewed not only to serve as a guide to the research but also to give insight into what has already been done by other researchers in the related areas of the study. Correlational design was adopted for the study. The population of the study comprised of five thousand two hundred and ninety-eight (5,939) teachers in the public secondary schools in Ebonyi State. The sample of the study comprised five hundred and twenty (520) teachers. The instrument used for data collection was teachers' assessment scale on principal's effective management of economic resources and teachers job achievement. The instrument was validated by three experts, two experts from the Department of Educational Foundations and one expert from Measurement and Evaluation option of Science Education Department both in Ebonyi State University Abakaliki. The reliability co-efficient of the instrument was 0.86 and 0.78 respectively. Research questions and the hypotheses were tested using linear regression. Findings revealed that there is positive relationship between principals effective management economic resources and teachers' job achievement in secondary schools in Ebonyi State; Based on the findings, the study recommended that various arms of the government especially those in charge of secondary education in the state should try to provide schools with the necessary resources needed by the schools principals for operation and management in the school.

Keywords: School Principal, School Resources, Effective Administration, and Public Secondary School.

INTRODUCTION

Education as an investment constitutes the largest enterprise in Nigeria. It is the principal instrument for academic progress, social mobilization, political survival and effective national development of any country. Investment in education is a necessary condition for promotion of economic growth and national development. Educational institutions including schools are established and managed essentially to achieve

certain stated goals and objectives. There is no way the goal and objectives of an educational institution can be achieved without putting in place certain mechanisms towards ensuring the success of such institutions. In the school system, part of the integral pre-requisites to be put in place towards the actualization of the educational goal and objectives requires adequate provision of resources, maximum utilization and appropriate management of education resources to avoid wastages and improve the quality of the teaching - learning process in the academic environment. This paper therefore examined the concept of school principal administration and management of economic resources, classification of education resources, and relevance of education resources in the school system, challenges associated with the availability and utilization of economic resources in the school. Solutions were adduced on how to overcome the identified challenges so as to ensure effective and efficient management of available resources in the school system.

SCHOOL PRINCIPAL

Principal as a concept has been defined by many scholars. Principal in the context of this study is the highest-ranking administrator in an elementary, middle, high school or secondary school as the case may be. Oyewale and Alonge (2013) conceptualized the term principal as a professional leader and foremost supervisor who combine the roles of administration supervisor, instructional supervisor and subject supervisor. In the same vein, the Federal Republic of Nigeria Federal Republic of Nigeria (2013) highlighted that the principal is a person who is responsible for running a school and determining the direction and objectives of the school. This definition means that the principals' position determines everything that happens in the school. In this study, principal will be perceived as a leader in the secondary school who is charged with the execution and implementation of school goals, policies and programmes for the attainment of the goals of secondary schools.

"Principal" has been defined by the Cambridge International Dictionary of English (2002) as the person in charge of a school or college for children aged between approximately 11 and 18. Furthermore, principal are leaders in schools in other words, they are executives or heads of school organization. In addition, they are internal supervisors of their schools for effective production and adherence to rules and regulations of education in the country as well as in the region. It implies that the principals constitute the management cadre of educational activities for efficiency through human and material resources in order to achieve the goals or objectives of education within his managerial armpits or jurisdiction.

Principals are the executive heads of secondary schools in Nigeria on appointment, they are clothed with authority and responsibility of developing and implementing the education programme of the school, procuring staff, providing facilities and

equipment, keeping school records as well as creating conducive teaching and learning atmosphere in school (Osuala, 2008).

Akinola (2001) opined that principals are change agents and such, they must be current with the new trends in the classroom activities, administration and supervision. Decisions and what principals do in their schools determine to a large extent the survival of the future generation. Supporting the above view, Ezeani (2012) opined that principals are determinant factors of success in every aspect of their schools. In the context of this study, a principal is the head teacher of a school, especially the second tier of education charged with the responsibility of administering the school.

EFFECTIVE ADMINISTRATION

Effective administration is the ability to plan, organize and coordinate many and often-conflicting social energies in a single organization so adroitly (Besong, 2001). It implies being able to execute or carry out the right and duties attached to an individual irrespective of the gender of the incumbent at the right time and in the required manner. This means that when a principal maintains high morale discipline and decorum among his staff and also students, he exhibits effective administration worthy of emulation. Uche (2002) noted that effective administration is a symbol of good administrative style of the incumbent, team work, morale or motivation of staff, good teaching conducive social climate and counseling as well as rules and regulations. The principal's ability to control and maintain school facilities, initiates projects e and completes both the new ones and also those abandoned by his predecessor(s) is exemplary of effective administration. Equally, monitoring performance regular staff meeting, interaction, encouraging staff participation in decision-making is an evidence of effective administration.

In this study, effective administration is equivalent to achievement muted by incumbent administrator or principal of secondary school. It implies that, it is an antecedent of function or role's achievement of the principal. Effective administration as conceptualized in this study to encompass a plan proposed in advance and accomplished later but within a stipulated time or duration of school and positive response to administrative efforts and actions with the intention to accomplish stated goal. It manifests in effective decision making, delegation of duties to subordinates, and setting good examples and motivating the teachers and students alike in an effort to create conducive working environment to accomplish school goal and objective for school success.

SCHOOL RESOURCES

Education 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. Education resources covers all those materials human and non human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process (NTI,2006) Education 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 (NOUN, 2009).Education resources are no doubt important in the development of a conducive teaching-learning environment. The use of these resources could give more valuable and powerful direction to the teacher than any personal efforts without the materials. In school administration, education 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 Blunt's (1990) 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. Adequate and apposite resources are vital in the administration of a school. The proper management and use of these resources will not only boost the morale of human resources who coordinates other activities in the school system but also ensure the attainment of goals. Meanwhile, shortage or inadequacy of these resources is inimical to goal achievement of school administration. Accessibility of education resources makes school management effective and efficient thereby enhancing the output of the education system. Effective school administration leads to efficient instructional process which will yield a quality output. Agabi (2012) observed that, the resources provided by Government for execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector. More so, due to the general level of poverty in the country, the contribution of communities and households to educational provision have been negligible. Consequently, the best alternative is prudence in the use of available resources. This is because when a given level of resources is efficiently utilized, more services are provided through balance usage and adequate maintenance of the available facilities than when inefficiency, on-utilization, under-utilization and over utilization abounds.

PUBLIC SECONDARY SCHOOL

Public secondary schools generally refer to secondary schools mandated for or offered to all children without charge, funded in whole or in part by taxation. The term may also refer to public institutions of post secondary education. They can be known as government schools which are funded by the government of the country. This can be

at the national level or the state level. Public secondary schools have a low fee structure as they are being aided and funded by state and federal governments.

Public secondary schools are other schools other than the private schools. One of the distinctions between public and private school is that while the public secondary schools are controlled and financed by the government, private secondary schools do not receive government funding; therefore, they rely solely on tuition cost to support their school (Cambridge University, 2017). From the foregoing, the researcher defines public secondary school as an institution of learning whose ownership and sponsorship is the government. They differ from private secondary schools which are institutions owned, sponsored and controlled by an individual or group of individuals other than the government.

RESEARCH QUESTIONS

What is the relationship between Principal's Effective Management of School Economics Resources and Teacher's Job Achievement in Public Secondary Schools in Ebonyi State?

HYPOTHESIS

This null hypothesis was formulated and was tested at 0.05 level of significance:
There is no significant relationship between the Principal's Effective Management of School Economics Resources and Teacher's Job Achievement in Public Secondary Schools in Ebonyi State.

RESEARCH METHOD

This study adopted a correlational survey research design. The area of study is Ebonyi State which is located at the South-East Geo Political Zone of Nigeria. The education system of Ebonyi State operates formal, informal and non-formal education systems especially at the secondary education level. The population of the study constituted of 5,298 teachers in the 418 public secondary schools in the thirteen (13) Local Government Areas (LGAs), within the three (3) education zones of Ebonyi State. (Source: Ebonyi State Secondary Educational Board (SEB), January, 2019). The sample for this study constituted a total size of 530 teachers drawn from the public secondary schools in Ebonyi State. The sample was selected using the proportionate stratified random sampling technique. Two sets of questionnaire which were developed by the researcher were used for data collection from the respondents (that is; teachers). Both questionnaires designed for only teachers as the respondents, was constructed in line with the purpose of the study and research questions. Three draft copies of the two questionnaires were submitted to three experts from the Faculty of Education, Ebonyi State University, Ebonyi State, for validation. Before the administration of the questionnaires, the researcher first seeks permission from the

principals of the public secondary schools ahead of time before communicating to the teachers. In answering the research questions, data collected from the respondents were analyzed in SPSS (Statistical Software Package for Social Sciences) using Pearson Product Moment correlation method. The decision rule was that any coefficient between 0.50 to 0.70 was described as a moderate positive correlation and coefficients between 0.80 and above was described as a high positive correlation whereas, coefficients below 0.50 was described as low positive correlation. On the other hand, where the scores are 0 and below, was described as negative correlation, no relationship had existed. The formulated null hypothesis was tested at 0.05 level of significance using t-test for correlation significance. The decision rule was that whenever the t-critical table value of 1.960 is less than t-calculated value at .05 alpha level, then the null hypothesis – H_0 was rejected, thus, and alternative hypotheses - H_a will not be rejected. There was an attachment in the Appendix in order to check for data analysis on the research questions and hypotheses.

RESULTS

Research Questions 1:

What is the relationship between principal effective management of school economic resources and teachers' job commitment in secondary schools in Ebonyi State?

Data collected on the teachers on open school effective (X) were correlated with the data on teachers' job commitment (Y) of the same teachers using a linear model. Summary of data analysis is presented on Table1.

Table 1: Relationship between Principal's Effective Management of School Economics Resources as Correlate to Teacher's Job Achievement in Public Secondary Schools in Ebonyi State

N	R	Remark
530	**0.53**	Moderate positive relationship

The results in Table 1 show the relationship between Principal's Effective Management of School Economics Resources as Correlate to Teacher's Job Achievement in Public Secondary Schools in Ebonyi State. The computed r is 0.53 implying moderate positive relationship. This means that there is moderate positive relationship between over Principal's Effective Management of School Economics Resources as Correlate to Teacher's Job Achievement in Public Secondary Schools in Ebonyi State

Hypotheses

HO: There is no significant relationship Principal's Effective Management of School Economics Resources as Correlate to Teacher's Job Achievement in Public Secondary Schools in Ebonyi State

The index of relationship obtained for management of economic resources (X) and teachers job achievement (Y) was subjected to a test of significance at 95% confidence level using t-test of significance of r. summary of data analysis is presented on Table 2.

Table. 2: Test of Significant Relationship on Principal's Effective Management of School Economics Resources as Correlate to Teacher's Job Achievement in Public Secondary Schools in Ebonyi State**.**

N	r	T	P-value	Remarks
530	0.54	14.17	0.000	Significant
*	P< 0.05; Hypo. Rejected			

Result of data analysis summarized on Table 2 shows that the index of relationship between the two variables is 0.54. As shown on the table, t. test of significance of r is 14.17 at 0.05 an alpha level. The Table further reveals that, significance of t, (probability value) is 0.000. Since the level of significance (0.05), was greater than the significant of t. value (0.000) the researcher rejects the null hypothesis and concludes that there is a significant relationship between Principal's Effective Management of School Economics Resources as Correlate to Teacher's Job Achievement in Public Secondary Schools in Ebonyi State.

SUMMARY OF FINDINGS

The results of data analysis as presented above revealed the following findings:

There was a moderate positive relationship between Principal's Effective Management of School Economics Resources as Correlate to Teacher's Job Achievement in Public Secondary Schools in Ebonyi State.

The result of analysis of question one on table 1 shows that; there is positive Principal's Effective Management of School Economics Resources as Correlate to Teacher's Job Achievement based on the computed r of 0.53. Also hypothesis on table 2 concluded that there was significant relationship between school controlled climate and teachers job commitment in secondary schools in Ebonyi State', since the t. test of significance of r was 14.17 at an alpha level of 0.05 and significance of t (probability value) was 0.000. It was indicated that the level significance (0.05) is

greater than the significant of t. value (0.00). So, the study concluded that there is significant Principal's Effective Management of School Economics Resources as Correlate to Teacher's Job Achievement in Public Secondary Schools in Ebonyi State. The above finding in line with Ikediegwu (2008) asserted that, an atmosphere that is not free, does not allow individuals to give room for their opinions, leads to rigid, static in achievements and in accomplishment of duties and in a large extent lead to low productivity.

CONCLUSION

In subscription, the study focused mainly on relationship between Principal's Effective Management of School Economics Resources as Correlate to Teacher's Job Achievement in Public Secondary Schools in Ebonyi State. Based on the results and discussions of the study it was conclusions that:

1. There was a positive relationship between Principal's Effective Management of School Economics Resources as Correlate to Teacher's Job Achievement in Public Secondary Schools in Ebonyi State

RECOMMENDATIONS

The following recommendations were made based on the findings of the study.

1. Workshops should be organized for principals and teachers to help them adopting needed techniques over economic resources in school.
2. Government should try to provide schools with the necessary resources needed by the schools principals to combat embezzlement of fund in the school system.
3. The various arms of the government especially those in charge of secondary education in the areas and state should try to provide schools with the necessary resources needed by the schools principals in operating open climate in the school.

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