

## **NON – HUMAN RESOURCE PROBLEMS HINDERING EFFECTIVE ADMINISTRATION OF GOVERNMENT OWNED SECONDARY SCHOOLS IN ENUGU STATE**

**BY**

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### **Abstract**

The non - human resource problems that hinder effective administration of government owned secondary schools in Enugu state are financial and physical facility problems. The purpose of the study was to identify factors responsible for financial and physical facility problems hindering effective administration of secondary schools. The study was a descriptive survey research in which the quantitative data were collected through 24 – item questionnaire titled Factors Responsible for Non – material Resource Problems Hindering Effective Administration (FRNRPHEA). This was administered on a population of 140 respondents made up of male and female principals. Data were analysed using mean, standard deviation on a modified 4 point rating scale for research questions and t – test statistics for the two hypotheses. Findings of the study revealed among others that fund provided for schools are inadequate. In addition to that, principals of schools who are the custodians of the inadequate fund provided by the government and other stakeholders do not spend the fund judiciously. There are also inadequate provision of facilities all these affect adversely administration of the schools. Based on the above, some recommendations were made which includes that government should beef up their supply of the non – human resources. At the same time principals should prudentially manage the resources.

**KEY WORDS:** Principals, non – human resources, fund, physical facilities, problems, effective administration.

### **Introduction**

School is the most vital institution in any society. School develops citizens entrusted in its hand. It is a place where the child is brought up for life experience. Secondary school occupies a strategic position in the levels of education in Nigeria. It comes in between the primary and tertiary schools. The national policy on education (2004), stated that secondary education is established among other things; to equip

students to live effectively in our modern age of science and technology. Students also possess talent, opportunities and roles after secondary school. To achieve the objectives of secondary education, a number of measures should be taken by government to ensure effective administration of that level of the educational system. The school administrators at this level are the principals. They have a lot to do in the management and co – ordination of both human and non – human resources in their schools. This is because educational administration according to Ezeocha (1992), involves co – ordination of both human and non – human resources.

Educational administration according to Oxford Dictionary is the management of business, management of public and government affairs etc, here public and government affairs include such public organizations as public schools. Also Encyclopedia of education administration defined it as the process of integrating the efforts of personnel and the utilization of appropriate materials in such a way as to promote effectively the development of human qualities. To achieve the above, the administrator uses the administrative process like planning, directing, controlling, implementing, communicating, supervising and evaluating learning outcomes in order to achieve educational objectives. The co – ordination of these two types of resources stands as the main role of the manager as the chief executive of the secondary school. He is supposed to have a proven quality of competency to co – ordinate the roles of human and non – human resources. In support of the above, Tabotripip (2005) opined that principals undertake all routine activities to accomplish numerous administrative tasks. Also Igwe (1990) pointed that the principal is the uncompromising leader of secondary school as well as the administrator. In line, with the above, Adesina and Ogunoju (1984) saw the principal as the central figure in the secondary school and pivot around which all the administrative task areas in the school revolves especially in the area of non – human resources.

The concept of non human resources in the context of this study is concerned with funds and physical facilities such as infrastructure (building) fixed and moveable equipment and instructional materials. The government funds public secondary schools; they are responsible for the recruitment and payment of salaries and all other financial commitment necessary for the smooth running of the schools. Ige (2013) traced the history of government involvement in funding of secondary schools. In 1882 the colonial government then enacted the first education ordinance for British West Africa. Ani (2007) supported the above, by stating that the education ordinance of 1882 provided among other things that colonial government

gave the directive or impetus of giving grants to Christian missions for the purpose of providing school buildings and payment of teachers' salaries for secondary schools. The education ordinance also stipulated that the grants given should be judiciously utilized for the purpose they were meant. This implies that the administrator manages the fund provided judiciously.

After independence the Nigerian government resolved to provide fund through the ministry of education who has the responsibility of funding education institutions. These institutions include secondary schools. Funding is essential for the effective administration of any institution. Indeed funding must not only be provided but it must be provided adequately, if the objectives for setting up the institutions are to be achieved. Obe (2009) retaliated that without adequate funding standard of education at any level cannot be achieved. For instance, without adequate fund provision of school buildings with adequate and appropriately organized spaces in form of classrooms to facilitate teaching and learning will not be met. Omoregie, (2005), complaints on limited funds for the running of secondary education provided in government to mission schools should be judiciously utilized for the purpose they were meant. This implies that administrators manage the fund provided judiciously.

After independence, the Nigerian government resolved to provide fund through the ministry of education who has the responsibility of funding educational institutions. These institutions include the secondary schools. Funding is essential for the effective administration of any institution. Indeed funding must not only be provided but it must be provided adequately if the objectives for setting up the institutions are to be achieved. The importance of funding the educational programmes in secondary schools cannot be overemphasized. In the words Obe (2009), stated that without adequate funding, standards of education at any level shall tantamount to be a mirage. For instance, without adequate funding government cannot provide school buildings with adequate and appropriately organized spaces in the form of classrooms to facilitate and support teaching and learning activities.

In Nigeria, the fund for secondary education is derived from the annual allocations made to the education sector in the budget. These allocations are never adequate in spite of the strategic importance of secondary education in the training of manpower for the development of the economy. In support of the above, Ekundayo, (2010), stated there is no doubt that the issue of inadequacy of funding of the secondary school system in the country has affected negatively the

accomplishment of some of the laudable aims and objectives of this level of education as contained in the National policy on Education (2004). Similarly, Omoregie (2005) succinctly asserted that inadequate funding has resulted in poor teaching and learning and dilapidated buildings. However, Jaiyeoba and Attanda (2003) while discussing this issue, attributed the reason to rapid expansion in education after the attainment of independence in 1960 followed by enrolment explosion in recent years, these have made funding of education adequately a difficult, burdensome responsibility for government alone to carry.

Ojo and Olaniyon (2008) are more optimistic while discussing the position of the educational administrators on funding of education. They were of the view that even though most educational administrators have limited control over the source of funds for the schools, they advised that school administrators should make sure that the funds received is judiciously utilized in order to achieve the desired goals and objectives for which the funds were made. Ajadi (2009) added that financial management of secondary schools, has to do with the way of preparing good budget and sound accounting system in order to realize educational goals and objectives. Ayanniyi (2009) stated that the principal should be assisted by the school bursar in sourcing and accounting for school funds for effective teaching and learning.

The importance of availability of physical facilities such as infrastructural facilities, like classrooms, laboratories and laboratory equipment, staff offices, modern information and communication facilities, chair, lockers, libraries, text books etc. in our secondary schools cannot be overemphasized. According to Jaiyeoba and Attanda (2003), infrastructural facilities/materials are things which enable a skillful teacher to achieve a level of instructional effectiveness and effective management of the school at the same time. To buttress the above, Ige (2013) writing on the availability of infrastructures and facilities in schools stated that availability of these things in the right quantity and quality is important in education. This is because schools without these infrastructural facilities will not be conducive for students to learn.

Apart from provision of these facilities, there is needed to manage them properly to make them maximally useful to the school. Ajadi (2009) saw the concept of physical facilities management in the school as "the process where the school administrator maintains all these facilities Ayanniyi (2009) viewed the concept of management of physical facilities as the school principal being responsible for procurement, maintenance and utilization of school facilities. Also, school principal

should maintain and repair existing school buildings and intensify efforts to get new ones in order to achieve effective administration of his school.

### **Problems of the study**

The provision and management of physical facilities and financial accountability are variables in the educational system that plays predominant roles towards enhancing teaching and learning. Ironically, these resources are not adequately provided and maintained. The state or conditions of facilities in public secondary schools is undesirable and of immense concern to all and sundry. It is not a gain saying that majority of the public post primary schools in Nigeria today lack various infrastructural facilities needed for effective teaching and learning. In support of the above Adeyinka (1992) stated that in majority of schools, classroom accommodation is grossly inadequate. He explained that because of the large enrolment in these schools, the classrooms are usually overcrowded with up to sixty or more students receiving instructions in a space designed only for thirty or forty students. About this Gbanu (2011) stated that schools are dilapidated, infrastructures have collapsed, yet population increases. Also Ahmed (2003) confirmed that in most secondary schools in the country, teaching and learning, take place under unconducive environment lacking the basic materials, thus hindering the fulfillment of educational objectives. It is as a result of this that the researcher is challenged to ask what are the factors responsible for the financial/material resource problems that hinder effective administration of public secondary schools.

### **Purpose of study**

The main purpose of this study is to determine the non – human resource problems that hinder principals' effective administration of public secondary schools in Enugu state. Specifically, this study was to

- i. Investigate factors responsible for financial problems that hinder principals' effective administration.
- ii. Identify factors responsible for physical facility problems that hinder principal's effective administration in secondary school in Enugu state.

### **Research Questions**

The following research questions were formulated to guide the study

1. What are the factors responsible for financial problems that hinder principal's effective administration in secondary schools in Enugu state?

2. What are the factors responsible for physical facility problems that hinder principal's effective administration in secondary schools in Enugu state?

### **Research Hypothesis**

1. There is no significant difference in the mean scores of male and female principals on the factors responsible for financial problems that hinder principals' effective administration in secondary schools in Enugu state.
2. The difference in the mean scores of male and female principals on the factors responsible for material problems that hinder principal's effective administration in secondary schools in Enugu state.

### **Method**

Descriptive survey research design was employed for this study. This is because the opinions of the respondents were sought. The study was carried out in Enugu state secondary schools. Enugu state is one of the 36 states that make up the federal Republic of Nigeria. The population for the study comprises the principals in the two hundred and seventy eight (278) secondary schools in the six educational zones in Enugu state. (Sources: PPSMB 2013). The researcher adopted proportionate random sampling techniques, in order to ensure a true representative of the sample, 50% of the population were used to sample principals. Thus one hundred and forty respondents. The instrument used to collect data was 24 item researcher structured questionnaire of modified four point scale with the following response mode: strongly agreed (SA), Agreed (A), Disagreed (D) Strongly Disagreed (SD) and with nominal value 4, 3, 2 and 1 respectively for the two research questions. Validation of the instrument was done by three experts in the faculty of education. Crombach Alpha was used to determine the internal consistency of the items. This involved the conduct of pilot study with a sample of thirty principals randomly selected from secondary schools in Abakaliki zone of Ebonyi state. An alpha of reliability of 0.84 and 0.81 for each cluster and overall alpha of 0.83 which was considered high enough for the study. The researcher engaged the services of six research assistants who were trained on how to administer and retrieve the instruments from the respondents in each of the six education zones of the state. All the 140 copies of questionnaire distributed were retrieved, thereby giving a return rate of 100%. After collating the score, mean ( $\bar{X}$ ) and standard deviation (SD) were used in answering the research question and t – test was used to test the two null hypotheses. For decision – making, 2.50 was used as a bench mark, any item with a

score of 2.50 and above was regarded as positive whereas those with a score of less than 2.50 was said to be negative. For hypothesis, if the  $t$  – calculated is greater than the  $t$  – critical, the null hypothesis is rejected whereas the reverse means that the null hypothesis is not rejected.

## Results

In answering the research question the items on table 1 below were considered. Table 1 mean ( $\bar{X}$ ) and standard deviation (SD) of the respondents on factors responsible for financial problems hindering the management of secondary education.

s/n	Item statement N = 140	80 male principals			60 female principals		
		$\bar{X}$	SD	DEC	$\bar{X}$	SD	DEC
1	Failure on the part of government to provide enough fund	2.69	1.07	A	3.33	0.49	A
2	Members of the public not assisting the government in funding education	2.31	1.8	D	2.82	0.82	A
3	Administrators not making sure that money received are judiciously utilized	2.81	1.07	A	2.75	0.93	A
4	Principal not assisting the bursar in preparing good budgetary system	2.79	1.05	A	3.02	0.82	A
5	Principal not supervising the bursar in providing sound accounting system	2.31	1.05	D	2.33	0.49	D
6	Misappropriation of fund	2.82	0.99	A	3.03	0.88	A
7	Government not providing money that will match the increase in population of secondary school children.	3.12	0.79	A	3.32	0.56	A
	Grand mean	2.72	1.01	A	2.90	0.68	A

Summary of result on table 1 above indicates that responses from the male principals agreed that 5 items out of the 7 items including the grand mean are factors that are responsible for financial problem hindering the management of

secondary school administration in Enugu state. These are items 1, 3, 4, 6 and 7. These items have means that ranges from 2.69 to 3.12. The mean of these items are above the benchmark of 2.50. The grand mean, which was 2.72, is equally above the benchmark while only 2 items fell below the benchmark. This therefore, indicates that those items are factors that are responsible for financial problems hindering effective administration of secondary schools in Enugu state. At the same time the female principals agreed on all the items except item 5 with mean of 2.33, are factors responsible for financial problems. The means of these items ranges from 2.75 – 3.33 are above the benchmark. The grand mean of 2.90 was equally above the benchmark.

Table 2 mean ( $\bar{x}$ ) and standard Deviation (SD) of the Respondents on factors responsible for physical facility problems that hinder effective administration.

S/N	Item statement	Male principals N = 80			Female principals N = 60		
		$\bar{x}$	SD	Dec	$\bar{x}$	SD	Dec
8	Government not providing the facilities in the right quality and quantity.	2.95	0.98	A	3.20	0.76	A
9	Members of the community not assisting in the supply of facilities and materials.	3.06	0.96	A	2.80	0.84	A
10	Members of the community rough handling school properties	2.72	1.08	A	3.00	0.72	A
11	Lack of security to safe – guard school facilities.	2.75	0.98	A	2.97	0.78	A
12	Churches and external examination candidates are allowed to enter into the school and destroy school materials.	2.68	1.02	A	3.03	0.76	A
13	School principals not delegating somebody to be recording and supervising how these materials are used	2.50	1.12	A	2.83	1.07	A
14	Principals do not maintain adequate school facilities.	2.70	1.04	A	2.72	0.76	A



15	They do not repair spoilt facilities	2.76	1.05	A	3.17	0.56	A
16	Principals do not make effort to replace damaged ones	2.25	1.10	D	1.83	0.69	D
	Grand mean	2.71	1.04	A	2.73	0.77	A

Summary of table 2 shows that both male and female principals agreed in 8 out of the nine items that the above factors are responsible for problems of physical facilities which hinder effective administration. These items 8, 9, 10, 11, 12, 13, 14 and 15 with means 2.95, 3.06, 2.72, 2.75, 2.68, 2.50, 2.70 and 2.76 including grand mean 2.71 for male principals and means 3.20, 2.80, 3.00, 2.97, 3.03, 2.83, 2.72, 3.17 and 2.73 for female principals are above the benchmark of 2.50. This means that the respondents agreed that almost all the factors are responsible for the physical facility problems hindering effective administration of secondary schools in Enugu State.

On the other hand, it was only item 5 that the two categories of respondents did not agree that it is a militating factor. This item has mean 2.25 for male and 1.83 for female. They are of the opinion that principals replace damaged facilities in the secondary schools.

### Research hypotheses

Ho<sub>1</sub>: There is no significant difference in the mean perception score of male and female principals on the factors responsible for financial problems that hinder effective secondary school administration in Enugu state.

Table 3: T – test statistical Analysis of the responses of male and female principals on the factors responsible for financial problems hindering effective administration.

variable	$\bar{x}$	No	SD	df	Level of significance	t - cal	t - table	Decision
Male principals	2.72	80	1.01	138	0.05	- 1.24	±1.96	Accept Ho <sub>1</sub>
Female principals	2.90	60	0.68					

Table 3 above shows that the calculated t – test value of -1.24 is less than the critical t – test value. Thus, the null hypothesis is not rejected. This shows that there is no significant difference in the perception of male and female principals on the factors that are responsible for financial problems that hinder effective administration of secondary schools in Enugu state.

Table 4: T – test statistical Analysis of the responses of male and female principals on the factors responsible for physical facility problems hindering effective secondary school administration in Enugu state.

variable	$\bar{X}$	No	SD	df	Level of significance	t - cal	t- table	Decision
Male principals	2.71	80	1.04	138	0.05			Accept $H_0$
Female principals	2.73	60	0.77			- 1.54	$\pm 1.96$	

Table 4 above indicated that the calculated t – test value of -1.54 is less than the critical t – test value of  $\pm 1.96$  at 0.05 level of significance and 138 degree of freedom. Thus the null hypothesis is uphold. This shows that there is no significance difference in the perception of male and female principals on the factors that are responsible for physical facility problems hindering effective administration of secondary schools in Enugu state.

### Discussion

In view of the fact that almost all the principals agreed on the nature of material problems that hinder effective administration of public secondary schools, therefore, the result was positive. This result is in agreement with Obe (2009) that funding was not adequate, and without adequate funding, the standard of education will tantamount to a mirage. Also physical facilities were among the material resources, if not available or not well managed will hinder effective administration, in support of the above Jaiyeoba and Attanda (2003) stated that infrastructural facilities/materials are things that would enhance or hinder principals' effective administration. But ironically the state of our public secondary schools today explains the high level of problems facing our principals in performing their numerous tasks of administration.

The responses to research question two revealed that almost all the respondents agreed on the factors that were responsible for financial problems militating against effective administration. This result is in line with the complaint made by Omoregie (2005) that the government has failed to provide adequate funds for the development of secondary school. Also one of the items addressed the principals not managing the money allocated to schools properly, this agreed with the opinion

of Ajadi (2009) that poor management of funds adds to principals managerial problems.

Finally, in research question three; it was found out that all the items were agreed by male and female principals as factors causing of the problems associated with physical facility that hinder principal's administration. This runs in consonance with the words of Orah (2010) who blamed the government as not equipping the existing secondary schools rather they went ahead establishing more ill – equipped secondary schools with non functional laboratories. One of the causes of this infrastructural problem was over population. To buttress this Adeyinka (1992) explained that because of the large enrolment in the public secondary schools, the classrooms are usually over crowded with up to sixty or more students.

### **Conclusion and Recommendation**

Material resources namely fund and physical facilities like laboratory and library equipment are lacking in our public secondary schools. A lot of factors are responsible to these challenges which includes, non availability of fund by the government and other stake holders, principals not managing the fund prudentially. Other problems are lack of infrastructural facilities to match up the increase in population and the already procured ones were not properly managed by the school administrators.

In view of the above the researcher recommended that:

1. The identified material resources which includes, finance, infrastructure, equipments, teaching aids, laboratory and library facilities, chairs and tables etc should not be lacking in the public secondary schools.
2. The government and other stake holders should supply funds to schools to match with the population increase in the secondary school system.
3. Also physical facilities will be made to be adequate in the school to ease off the problems encountered by principals in their administration.
4. Principals should manage the school fund prudentially.
5. The school management should beef up security on the facilities in their schools.
6. Adequate record should be kept in the school in order to have an inventory of physical facilities in the school.
7. Any material or infrastructure that got spoilt the principal should endeavour to replace or make an amendment of such.

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