

# Analysis of Resource Management Strategies Adopted by Principals for Secondary Schools Improvement in Enugu State, Nigeria

Nnebedum Chidi <sup>1</sup>, Egboka, Patience Ndid (Ph.D) <sup>2</sup>

1. Nnebedum Chidi, *Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.*

2. Egboka, Patience Ndid (Ph.D), *Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria*

## ABSTRACT

*Prevalence of lateness, absenteeism, truancy and other misconduct among staff as well as deteriorated school buildings, non-functional tools and machines, broken chairs, furniture, windows, louvers as well as cracked and leaking roof in secondary schools in Enugu State impelled this study to analyze resource management strategies adopted by principals for secondary schools improvement. To achieve the purpose of the study, two research questions guided the study. Descriptive survey design was employed for the study. Simple random sampling technique was used to sample 146 principals from the population of 291. The instrument used for conducting the study was A-30 item instrument titled ‘‘Principals Resource Management Strategies for School Improvement Questionnaire (PRMSSIQ)’’, designed by the researchers. The instrument was validated by three experts who are all lecturers in Faculty of Education, Nnamdi Azikiwe University. The cronbach alpha was used to determine the reliability of the instrument. This yielded a high reliability coefficient of 0.83 and .85 for Parts A and B respectively. The researchers together with five research assistants collected data for the study using the direct approach and retrieval method. A 95% returns was recorded. Mean and standard deviation were used to answer the research questions. The findings of the study among others revealed that many material and human resource management strategies have not been adequately adopted by principals for secondary schools improvements in Enugu State. The implication of the findings of this study is that if the situation remains unchecked, the desired success in promoting learners’ friendly environment for school improvement will remain elusive. The Government through the Ministry of Education should organize at least annual workshop, seminar or conferences for principals especially in the area of human resource management. Conclusion was drawn.*

**Keywords:** *resource management strategies, human resource management strategies and material resource management strategies.*

## 1. INTRODUCTION

There is growing interconnectedness of the world through the flow of information, technology, goods and services among others. Education is one of the tools for promoting and acquiring of information, knowledge, skills, attitude and values needed to enhance economic, social, political and even technological interconnectedness within and across borders. An important goal of any education institution secondary education inclusive is to enrich and develop ones potentials to positively connect within the society and promote nation building. In pursuance of this goal, it is the duty of principals as the chief executive of secondary schools to coordinate and control the available limited resources in the school. The utilization of the available resources to some extent is associated with the resource management strategies adopted for the principals.

Resource management strategies involve the management of human, material and financial resources in various educational institutions in order to achieve the desired educational objectives (Uko, Umosen & Caleb, 2015). In this study, resource management strategies is defined as a set of guiding principles, techniques style adopted by the principals to ensure utilization of the available resources in the school. The essential resources are human and material.

Human resource is the personnel embodied with knowledge, skills and expertise in education production process. It is essential to ensure proper human resource management because they decide how much could be achieved through with other resources. Human resource management refers to assessing the need of staff, satisfying the need, disciplining and controlling staff to enhance the attainment of school goals and objectives (Ofojebe & Nnebedum, 2016). In the context of this study, human resource management strategies are approaches or schemes adopted by secondary school principals to assess and satisfy the staff needs, stimulate, discipline, control and stimulating them towards strengthening the school's capacity for achieving educational goals and objectives. Persist lateness, absenteeism, misconduct and missing of classes among staff in secondary schools in Enugu state seems to suggest lapses in management of human resource in the state.

Material resource is all the physical facilities that are used to support and enhance the acquisition of knowledge, skills, values and attitudes. Material resources in schools are classrooms, libraries furniture, laboratories, apparatus, playground, instructional materials among others. Material resource management strategies are practices or techniques adopted by the principals to keep the school facilities in operational or best condition of completeness and efficiency, either through planning, monitoring, renovation, repair or replacement. Similarly, Asiyai (2012) pointed out that the school administrators' roles and strategies in the management and maintenance of school facilities are inspection of the facilities, decentralization of maintenance, preventive and emergency maintenance, keeping records of school facilities and seeking community involvement in facilities management and maintenance. Deteriorated school buildings, non-functional tools and machines, broken chairs, furniture, windows, louvers as well as cracked and leaking roof observed by the researchers in secondary schools in Enugu State seem to suggest principals' inadequate adaptation of several material resource management strategies to them in an operational or functional state. The inadequate management of material resource seems to trigger colossal wastages or shortage of relevant facilities to facilitate teaching and learning for school improvement.

School improvement is about rising students' achievement through focusing on teaching-learning and the conditions which support it (Ashiq, Naseer & Nasarullah, 2014). On their perception of the concept, Hopkins, Ainscow and West (1994) regard school improvement as a distinct approach to educational change that enhances students' outcomes as well as strengthen the school's capacity for managing change. In this context of this study, School improvement is concerned with strengthening learning and other related conditions toward bringing about higher students performance. In other words, it is the progress or advancement of learning outcomes which emanate from efficient utilization of the limited resources at the disposal of the school. School improvement revolves around positive and sustainable change. A school can be said to have improved, if there is positive change from the existing practices and outcomes. This positive and incremental change comes across various areas such as curriculum planning, physical facilities, supervision, financial management, time management, staff and students personnel management as well as learning outcomes.

### **Statement of the Problem**

School improvement which revolves around positive and sustainable change is facilitated through proper management of human and material resources in the schools. There seems to be deficiencies in principals' management of the limited human and material resources in the school. This is evident in lateness, absenteeism, and other misconduct among staff as well as deteriorated school buildings, non-functional tools and machines, broken chairs, furniture, windows, louvers as well as cracked and leaking roof observed by the researchers in secondary schools in Enugu State. The seemingly lapse in human and material resources management appears to result to low

commitment and dedication of members of staff in instructional delivery. The above problem impelled this study to analyze resource management strategies adopted by principals for secondary schools improvement in Enugu state.

### Purpose of the Study

The main purpose of this study is to analyzed resource management strategies adopted by principals for secondary schools improvement in Enugu State.

Specifically, this study seeks to ascertain:

1. Human resource management strategies adopted by principals for secondary schools improvement in Enugu State.
2. Material resource management strategies adopted by principals for secondary schools improvement in Enugu State.

### Research Questions

The following the research questions guided the study.

1. What are the human resource management strategies adopted by principals for secondary schools improvement in Enugu State?
2. What are the material resource management strategies adopted by principals for secondary schools improvement in Enugu State?

## 2. METHOD

The study adopted a descriptive survey research design which sought to collect data on the opinions of the participants with a view to analyzed resource management strategies adopted by principals for secondary schools improvement in Enugu State. The population of the study comprised all the 291 secondary school principals' in Enugu State. Simple random sampling technique was used to sample 146 principals for the study. The instrument used for conducting the study was questionnaire titled "Principals Resource Management Strategies for School Improvement Questionnaire (PRMSSIQ)", designed by the researchers on a 4-point scale of Strongly Agree (SA), Agree, Disagree and Strongly Disagree weighted 4,3,2 and 1 respectively. The instrument has Parts A and B. Part A contains 18 items on principals' human resource management strategies, while Part B which focused on principals' material resource management strategies contains 12 items.

The face validation of the instrument was established by three experts, two in Department of Educational Management and Policy and one in Educational Measurement and Evaluation from the Department of Educational Foundations, all lecturers in the Faculty of Education, Nnamdi Azikiwe University. The suggestions and inputs of the experts were reflected on the final draft of the instrument. To ensure the internal consistency of the instrument, a trial test was carried out on 20 secondary schools principals in Anambra State. The choice of Anambra State for the reliability test was because both states (Anambra and Enugu States) are in the same south-east zone of Nigeria and also share similar characteristics in relations to administration of school. The cronbach alpha was used to determine the reliability of the instrument. This yielded a high reliability coefficient of 0.83 and .85 for Parts A and B respectively.

146 copies of the questionnaire were distributed by the researchers together with five research assistants, who were briefed on how approach the principals in filling the copies of the questionnaire. 139 copies of questionnaire were properly filled and returned, representing 95% returns. The research questions were answered using mean and standard deviation. The mean responses on the research questions were adjudged on the following basis of any mean score that falls below 2.50 will be taken as disagreement and any mean score of 2.50 or above will be taken to indicate agreement.

## 3. RESULTS

**Research Question 1:** What are the human resource management strategies adopted by principals for secondary schools improvement in Enugu State?

**Table 1:** Mean ratings and standard deviation scores of principals' on their human resources management strategies for secondary schools improvement in Enugu state.

S/N	Items	$\bar{X}$	SD	DECISION
-----	-------	-----------	----	----------

1. Organizing in-service training for staff professional development	2.00	0.22	Disagree
2. Equipping staff office to enhance their dedication to duties	2.09	.99	Disagree
3. Involving staff in decision making process to facilitate their participation in implementing the school programmes	2.53	.12	Agree
4. Issuing query to erring staff to maintain discipline the school	2.72	1.12	Agree
5. Supervising teachers classroom instructional delivery for possible assistance	2.66	.99	Agree
6. Giving prizes to staff during school vacation to bring about efficiency in the school	2.24	1.18	Disagree
7. Provision of instructional materials to aid instructional delivery	2.66	.78	Agree
8. Praising teachers to enhance excellent performance	2.53	.89	Agree
9. Monitoring staff truancy level to encourage school attendance	2.57	.68	Agree
10. Disseminating timely and accurate information to facilitate staff performance of their duties	2.54	.89	Agree
11. Maintaining mutual relationship with staff to foster their co-operation in achieving the school goals	2.65	1.21	Agree
12. Providing counseling services to help teachers overcome Their daily problems	2.20	1.24	Disagree
13. Recommending staff for promotion to improve their commitment to teaching	2.45	1.71	Disagree
14. Prompt attention to teachers on-the-job problems to encourage better performance	2.33	1.24	Disagree
15. Handling over some cases to school disciplinary committee in order Maintain orderliness	2.47	1.01	Disagree
16. Recommending erring staff for transfer to enhance discipline In the school	2.51	.92	Agree
17. Providing sanitary facilities for well-being of staff	2.39	1.12	Disagree
18. Granting leaves to teachers when necessary to allow staff deal With other pressing issues	2.53	1.15	Agree
<b>Mean of Means'</b>	<b>2.45</b>	<b>.97</b>	<b>Disagree</b>

Based on data analysis presented in Table 1, principals disagreed that they adopt items 1, 2, 6, 12, 13, 14 and 15 with mean ratings below 2.50 as the human resource management strategies for secondary schools improvement in Enugu State. Notwithstanding, the principals agreed that they adopt items, 2, 4, 5, 7-11, 17 and 18 as the human resource management strategies for secondary schools improvement in Enugu State. The pooled standard deviation of .97 indicates convergence and closer disparity from principals responses. The mean of means of 2.45 which is below 2.50 of the agreeable mean score, indicate that many human resource management strategies have not been adequately adopted by principals for secondary schools improvements in Enugu State.

**Research Question 2:** What are the material resource management strategies adopted by principals for secondary schools improvement in Enugu State?

**Table 2:** Mean ratings and standard deviation scores of principals' on their material resource management strategies for secondary schools improvement in Enugu state

S/N	ITEMS	$\bar{X}$	SD	DECISION
19.	Renovating classrooms to stimulate learning	2.00	1.08	Disagree
20.	Setting up committee to receive all complaints on damages deterioration, faults and deficiencies in various aspects of school plants	2.55	.90	Agree

21. Replacing leaking roofs to protect students from rain and sun	2.20	.19	Disagree
22. Keeping accurate record of school facilities	2.72	1.23	Agree
23. Periodic inspection and classification of damaged infrastructure for possible repair	2.68	1.16	Agree
24. Repairing faulty electric fixtures to improve lighting and ventilation to promote learning	2.44	1.11	Disagree
25. Repairing of broken chairs and tables so that students can comfortably sit down and learn	2.56	1.12	Agree
26. Regular servicing of school machines to keep them in functional state	2.29	1.27	Disagree
27. Replacing damaged door and windows to safeguard school facilities	2.40	1.09	Disagree
28. Ensuring the toilet facilities are tidy to avoid exposing students to infections	2.68	1.1	Agree
29. Repairing cracks on the walls to prevent school buildings from collapsing	2.32	1.43	Disagree
30. Ensuring that school environment are kept clean to promote learning	2.41	.93	Disagree
<b>Mean of Means'</b>	<b>2.44</b>	<b>1.05</b>	<b>Disagree</b>

Table 2 revealed that principals disagreed that they adopt items 19, 21, 24, 26, 27, 29 and 30 with mean ratings below 2.50 as the material resource management strategies for secondary schools improvement in Enugu State. Notwithstanding, the principals agreed that they adopt items, 20, 22, 23, 25 and 28 as the human resource management strategies for secondary schools improvement in Enugu State. The pooled standard deviation of 1.05 indicates convergence and closer disparity from principals responses. The mean of means of 2.44 which is below 2.50 of the agreeable mean score, indicate that many material resource management strategies have not been adequately adopted by principals for secondary schools improvements in Enugu State.

#### 4. DISCUSSION OF THE FINDINGS

The finding of this study indicated that many human resource management strategies have not been adequately adopted by principals for secondary schools improvements in Enugu State. This finding implies that secondary school principals in Enugu state have not adequately adopted human resource management strategies such as organising in-service training for staff professional development, equipping staff offices, giving prizes staff for excellent performance, provision of counseling services and sanitary facilities for staff well-being. This finding is in agreement with the earlier report of Kiran (2014) which indicated that school principals are unaware of the various human resource functions and strategies which are necessary to promote teachers' efficiency. This finding is also supported by Adeyemi (2008) who reported that the level of human resource management strategies of secondary school principals was low. However, the finding of the study revealed that secondary school principals in Enugu state have adequately adopt human resource management strategies such as involving staff in decision making process, issuing query to erring staff, supervising teachers classroom instructional delivery, praising staff for excellent performance, monitoring staff truancy level to encourage school attendance.

The result of this study in Table revealed that many material resource management strategies have not been adequately adopted by principals for secondary schools improvements in Enugu State. This finding implies that secondary school principals in Enugu state have not adequately adopted material resource management strategies such as renovating classrooms to stimulate learning, replacing leaking roofs to protect students from sun and rain, regular servicing of school machines to keep them in a functional state and repairing cracks on the walls to prevent school buildings from collapsing. This finding is supported by Asiyai (2012) who reported that the maintenance carried out in school buildings such as repairing cracks on broken walls, broken ceiling roofs, electric furniture were inadequate. Nevertheless, the finding of the study revealed that secondary school principals in Enugu state have adequately adopt material resource management strategies such as setting up committee to receive all complaints on damages, deteriorating, and fault facilities, conducting periodic inspection and classification of damaged infrastructure for possible repair, repairing of broken chairs and tables to that students can comfortable sit down and learn and repairing faulty electric fixtures to improve lighting and ventilation to promote learning among others.

## 5. CONCLUSION

Based on the findings of this study, it is concluded that that many human resource management strategies have not been adequately adopted by principals for secondary schools improvements in Enugu State. Also, that many material resource management strategies have not been adequately adopted by principals for secondary schools improvements in Enugu State.

### Educational Implications of the Findings

The findings of this study have many educational implications. The implication is that if the situation remains unchecked, teachers' commitment in delivering quality instruction will diminish. Consequently, the desired success in promoting learners' friendly environment for school improvement will remain elusive.

## 6. RECOMMENDATIONS

The following recommendations were made, based on the findings of the study:

1. The Government through the Ministry of Education should organize at least annual workshop, seminar or conferences for principals especially in the area of human resource management.
2. There is need for the State Ministry of Education to use mass media such as radio, newspaper, television among others to sensitize principals on the need for adequate maintenance of school material resources.

## 7. REFERENCES

- [1] Adeyemi, T.O. (2008). Influence of administrative strategies on the effective human resource management in secondary schools in Ondo State, Nigeria. *The Social Sciences*, 3(4), 279- 285.
- [2] Ashiq, H., Naseer, A.S. & Nasarullah,V. (2014). Leadership strategies for school improvement: A qualitative approach. *Journal of Social Science for Policy Implication*, 2(2), 267-281.
- [3] Asiyai, R.I. (2012). Assessing school facilities in public secondary schools in Delta State, Nigeria. *An International Multidisciplinary Journal, Ethiopia*, 6(2), 192-205. Available at <http://dx.doi.org/10.43141/afrev.v6i2.17>.
- [4] Hopkins, D., Ainscow, M. & West, M. (1994). *School improvement in an era of change*. London: Cassell
- [5] Kiran, H. (2014). Human resource management strategies and teachers' efficiency within schools: A correlational study. *Journal of Education*, 2(1), 65-87.
- [6] Ofojebe, W.N. & Nnebedum, C. (2016). Comparative analysis of principals' administrative strategies for effective human resource management in public and private secondary schools in Enugu State. *National Journal of Educational Leadership*, 3(2), 174-183.
- [7] Uko, E.S., Umosen, A.O. & Caleb, E.E. (2015). Administrators' resource management practices and teachers job performance in secondary schools in Eket Education Zone of Akwa Ibom State, Nigeria. *International Journal of Innovative Education Research*, 3(2), 13-20.