

MANAGEMENT OF RESOURCES FOR ENHANCED PRINCIPALS' MANAGERIAL COMPETENCIES IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

BY

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Abstract

This study investigated management of resources for enhanced principals' managerial competencies in public secondary schools in Rivers State. The purpose of this study was to examine the ways human and material resources are managed to enhance principals' managerial competencies in public secondary schools in Rivers State. Two research questions and two hypotheses were used for the study. The research design used was the descriptive survey design. The population for the study comprised the 258 public secondary schools in Rivers State. The total number of respondents included 124 principals representing 48% of the population, which were selected using the stratified random sampling technique. Meanwhile only 115 copies of questionnaire were retrieved, a self-designed questionnaire titled "Management of Resources for Enhanced Principals' Managerial Competencies in Public Secondary Schools Questionnaire (MAREPMCPSQ)" was used for data collection. A test re-test method was used to ascertain the reliability of the instrument. The Pearson Product Moment Correlation Coefficient (r) yielded and a reliability coefficient of 0.775. The mean and standard deviation were used to answer the research questions while the z-test statistics was employed to test the research hypotheses at 0.05 level of significance. The results, among others, revealed that human and material resources could be well managed to enhance principals' competence if only personnel resource are well utilized by effectively distributing vital resources to areas of educational need and facility audits which helps to review potential problems that can be identified before they turn into full-blown problems. It was recommended that principals of schools and government should ensure managerial resourcefulness in the school, recognize relevant resource input and ensure human resources are well utilized to avoid misplace priority in the use of human and material resources.

Keywords: *Management, Resources, Enhanced principal managerial competencies, Public senior secondary school, Rivers State*

Introduction

Globally, education is paramount and has been perceived as the entry point to the development of any nation. It is the greatest magnetic force that passes knowledge which promotes timeless creativity, for overall organization wellbeing. As a viable tool for social economic development, the proofs of it are that it sharpens and promotes critical thinking to enable the principal to manage the educational resources effectively. Generally, when organizations are established for the achievement of goals, the concept of management comes to play, this is crucial because without management all efforts towards achievement of set objectives will become futile. It is the principal who ensures that efforts are directed towards the achievement of educational goals. As resources in education are important so also their management. Resources management is one of the key competencies that a school principal needs to have in order to effectively manage a secondary school in Nigeria. This is because the principal is responsible for the overall management of the school, including the allocation and use of resources such as human resources, financial resources, and physical resources. However, Babalola (2006) asserts that good educational managers must be carefully and effectively handle educational resources that are put under their custody. Hence, this calls for managers to acquire the skills of effective management styles in carrying out the organizational tasks.

Management is the coordination of human and material resources for accomplishment of educational goal. It becomes imperative for principals to be eloquent and articulate in discharge of their statutory functions, this is crucial because management is the head that controls every other activity in school. If management is weak realization of educational goals becomes futile. This underscores the importance of management as tool for healthy school functioning, as well as accomplishment of educational goals and objectives. To accomplish these task, educational managers must ensure that values are added to these resources.

Resources are generally referred to those materials that are used for the production of other goods or services. According to, Ebong (2006) opined that resources are tools or assets for wealth creation, innovation in the process of change which brings improvement into the system. In the same vein, Uchendu, Ekanem and Jonah (2013) perceived resources in schools as physical resources, the movable and immovable properties, physical structures an asset of the institution erected or established to enhance teaching-learning process and educational services. Such physical resources are buildings, lecture theatres, classrooms, laboratories, libraries and hostels. Others include administrative staff offices, technical equipment, workshops, and gymnasias. Others are reprographic equipment, machines, vehicles, ICT infrastructure and so on. Human resource is all about people in work organizations endowed with a range of potentials, abilities, talents and attitudes, influence, productivity, quality and profitability. Therefore, the totalities of the persons who are productively employed by an organization constitute its human resource (Ebong, 2006).

Concept of Resource Management

Resource management is the efficient and effective deployment and allocation of an organization's resources in order to achieve the highest organization. Such resources can be tangible, such as equipment, and materials, or intangible, such as time and skills. The goals are to ensure that the right resources are available at the right time, and at the right place to meet the needs of organization. This can be a complex task as resources are limited, and there are multiple competing demands. Resources management includes planning, allocating and scheduling of resources to task, which typically include manpower, machines, money and materials. In order to efficiently manage resources, the organization must have data on resource demands forecast by time period into the future. Conceptualizing resource management, (Bratton and Gold, 2012) affirmed that resource management is the part of management process that specializes in the management of people in work organization. They stressed further that the major asset of any organization is its human resources who work for the attainment of organizational goals. Agabi (2010) stressed that human resource remain the most important and basic resources needed by an organization among material, financial and natural resources. This is because human resource is needed to co-ordinate and effectively utilizes the other forms of resources for goal achievement. What the principal need to manage here are the staff personnel, students as well as community relation. The human resource ought to be well rewarded, sanctioned and motivated to give in the best they could. The management of resources in an organization is important in the achievement of its goals and objectives. Meanwhile, students learning outcome is influenced by appropriate utilization of school resources. The physical, human, time and financial resources invested and student motivation and consequently the educational outcomes.

Educational resources have been classified into four groups which includes (a) physical resources such as school plant, classrooms, offices, recreational facilities and the entire schools ground; (b) materials resources including instructional aids, stationeries, education plans, objectives and prescribed methodologies; (c) human resources (both teaching and non-teaching staff); and (d) financial resources made up of all monetary inputs into the education system directed towards the achievement of specified educational objectives. Igani (2005) suggested that for human resource to be well managed there is need for the five essential reward packages to be harnessed by the administrators of school. These packages are financial rewards, fringe benefits, responsibilities, rights and obligations. Others include welfare services, promotion, job security, social conditions, opportunities for advancement and recognition.

Time is a resource that is highly limited in supply and critical to education, but often taken for granted by the providers of educational resources. Time is a vital complementary resource that is indispensable in the effective harnessing and utilization of the physical, material, financial and human resources in the school system. However, Obasi and Asodike (2007) noted that human resources are the most important in any organization after availability of capital. The role of the teacher and school administrator to a great extent

determines how well the school will meet her over all objectives. However, the way teachers are treated in the school has continually reflected in the overall performance of the school. The condition of the work environment of the teachers usually reflects on the quality of educational outcomes. In this regard, Udoh (2004) describes physical facilities available in the school for maintenance to include the school building (classrooms, dining hall, assembly hall, laboratory, library, hostel etc.); equipment (laboratory, workshop, sports, computers, instructional materials); machineries (workshops machines, tools vehicles); furniture, books, electrical and water supply infrastructure. On this note, the prerequisites for administrator's competence in resources management include: Professional training; Knowledge of relevant resources and their uses in education; Knowledge of the various sources and the ability to acquire them through regular exploration of the identified sources; Ability to effectively distribute vital resources to areas of educational need; Good understanding of the importance of time and accurate information in school management; Ability to effectively apply time and information in managerial activities; and Ability to maintain educational resources in good working condition through regular utilization, servicing and replacement as often as necessary (Agabi, 2010).

To this end, Akubue (1991) as cited in Akinwumiju and Agabi, (2008) provides the following ten point guidelines for effective resource management: -Set objectives for using available resources; -Formulate plans for achieving the objectives; -Categorize activities into groups or departments; -Define tasks to be done; -Group the tasks into jobs; -Staff the jobs with people; -Initiate work activities; -Supply incentives to stimulate productivity; -Set up controls for measuring achievement of objectives and monitoring performance; and -Take remedial actions for unachieved objectives.

According to Olagboye (2004) people and knowledge, skills and attitudes in them constitutes resources. Okwori (2006) agreed with this assertion and added that expertise in technical, mechanical, managerial, social and other areas potentially available for utilization in social and economic institutions constitute human resources that the principals must give maximum attention if managerial competence must be enhanced. Meanwhile, one of the problems confronting the educational sector as noted by Kayode (2011) is that some principals do force their teachers to teach subjects they do not know or in which they were not previously or properly trained. It has therefore become an issue in most secondary schools to see teachers involved in tasks that are outside their areas of interest and specialization.

Omebe (2014) in her work opined that for administrators to achieve results, there should be management of staff which is concern with making the work environment conducive for workers in the areas of promotion and transfer, motivation, staff safety, security, salary, fringe benefits and health services. One aspect of resources that is very important is financial management of the school. According to Onye (2006) financial management skill is a sine qua non for principals to ensure judicious use of available funds. It is therefore a very important factor in principals' financial management. Unfortunately, research results have shown that many principals do not have the skill for fund management and this has led to lapses and wastages that have hindered secondary school growth. Principals are handicapped in fund management skills because they simply lifted from the classrooms to take up administrative responsibilities without adequate professional preparations.

In a nutshell, principals' managerial competence could only be harnessed if credible attention is given to aspects like management of training programmes which are undertaken to essentially increase the performance of teachers by influencing their behaviours and thus contribute more to organizational goal achievement. According to Nakpodia (2006) these programmes which are humanly based are workshops, conference, seminars, part-time and sandwich courses, induction and orientation programmes. Others includes finances, time, school plants, equipment, instructional strategies, school environment, general school programmes that are rationally designed to enhance teaching and learning.

Statement of the Problem

The level of success recorded in the education system in any country is attributed to the quality of human and material resources and how they are effectively utilized. Despite the effort of government in providing quality education to the masses, very little result has been recorded. The teachers to a large extent determine the extent to which educational objectives are achieved. The manner in which the teachers are utilized

strongly determines educational outcomes. The ineffective utilization of teachers seems to have contributed to the falling standard of education especially in public secondary schools.

In this same vein, available infrastructures at this level of education are either obsolete or grossly inadequate. Despite allefforts at making resources available for the administration of education at this level, there seem to be little or no remarkable success. Sometimes, this decline in standard of education has been linked to the over utilization, under- utilization and misplace priority in the use of human and material resources in our school system. Teachers that are to be recruited and selected genuinely to exhibit their professional ethics are sometimes manipulated against the education system which tend to attract unproductiveness in the system. III attention given to education by the government in the provision of necessary resources is also a serious contributory factors to the fall of the educational system. Nevertheless, the failure of principals sometimes to utilize human and materials resources effectively has led to the high cases of examination malpractices, indiscipline, school drop-outs and slow level of development among students especially at the secondary education level. Nevertheless, if these conditions within the schools are not well addressed it will continue to affect the productivity of teachers and performance of students as well.

Objectives of the Study

The study investigated management of resources for enhanced principals' managerial competencies in public secondary schools in Rivers State. Specifically, it sought to:

1. Examine the ways human resource are managed to enhance principals' managerial competencies in public secondary schools in Rivers State.
2. Examine the ways material resources are managed to enhance principals' managerial competencies in public secondary schools in Rivers State.

Research Questions

The following research questions guided this study:

1. What ways are human resources managed to enhance principals' managerial competencies in public secondary schools in Rivers State?
2. What ways are material resources managed to enhance principals' managerial competencies in public secondary schools in Rivers State?

Research Hypotheses

1. There is no significant difference between the mean ratings of male and female principals on ways human resources are managed to enhance principals' managerial competencies in public secondary schools in Rivers State.
2. There is no significant difference between the mean ratings of male and female principals on the ways materialsresources are managed to enhance principals' managerial competencies in public secondary schools in Rivers State.

Methodology

Descriptive survey design was used for this study. The population of the study consisted of all the 258 public secondaryschools and 258 principals in the public schools in Rivers State. The sample size of this study comprised of 124 principalsrepresenting 48% of the population was used as study participants. The stratified sampling technique was used for the study. In each of the L.G.A. 48% of the schools were selected and in each of the schools, 48 of the principals selected served as stratum from which the population of the respondent was drawn. The instrument that was used for data collection in this study was 10-item questionnaire titled: Management of Resources for Enhanced Principals' ManagerialCompetencies in Public Secondary Schools Questionnaire (MREPMCPSSQ). The questionnaire was divided into two sections; section A was for collection of demographic data. Section B was based on the 4-point modified Likert rating scale of (Strongly Agreed (SA) = 4 points; Agreed (A) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SA) = 1 point) respectively.

A test re-test method was used to obtain the reliability of the instrument. The researcher administered 10 copies of the instrument to 10 principals outside the study sample. One week later, the same instrument was re-administered to the same respondents. It was also retrieved after one day. The scores obtained from the

exercises were correlated using Pearson Product Moment Correlation Coefficient to determine the reliability index and a reliability of 0.75 was obtained. The 124 copies of the questionnaire were administered to the respondents by the researcher and three trained research assistants. The respondents were given one day to respond to the questions after which the researcher retrieved only 115 completed copies of the questionnaire. All the copies of questionnaire retrieved were used for data analysis. The information gathered from the field was collated and analyzed using the mean scores and rank order to answer the research questions while using the z-test statistics to test the research hypotheses at 0.05 alpha level of significance.

Results and Discussion

Data Analysis and Empirical Results

The data presented in table were analyzed and the empirical results were presented as follows.

Research Question 1: What ways are human resources managed to enhance principals' managerial competencies in public secondary schools in Rivers State?

Table 1

Mean Responses of Male and Female Principals on the ways human resources are managed to enhance principals' managerial competencies in public secondary schools in Rivers State

N	Ways human resources are managed to enhance principals' managerial competencies	Male	77	Female	38	\bar{X}	mark
		Principals	SD	Principals	SD		
		\bar{X}		\bar{X}			
1.	Delegation of authority to improve staff relations	3.40	1.43	3.27	1.36	3.34	Agreed
2.	Supply incentives to stimulate productivity	3.02	1.23	3.20	1.32	3.11	Agreed
3.	Taking remedial actions for unachieved	2.90	1.19	2.80	1.16	2.85	Agreed
4.	Subjecting school personnel to professional Training programmes for improved performance	3.01	1.23	3.19	1.31	3.10	Agreed
5.	Establishing procedures required in achieving school goals	3.19	1.31	3.10	1.27	3.15	Agreed
Grand mean and standard deviation		3.10	1.28	3.11	1.28	3.11	

Table 1 indicated that item number 1 had the highest mean scores of 3.34 followed by item 5 with 3.15, item 2 with 3.11, item 4 with 3.10 and items 3 with 2.85 respectively. The various scores were above 2.50 which is the criterion mean, this simply implies that principals the ways human resources are managed to enhance principals' managerial competencies is through delegation of authority to improve staff relations, supply of incentives to stimulate productivity, taking remedial actions for unachieved objectives, subjecting school personnel to professional training programmes for improved performance and establishing procedures required in achieving school goals.

Research Question 2: What ways are material resources managed to enhance principals' managerial competencies in public secondary schools in Rivers State?

Table 2

Mean Responses of Male and Female Principals on the ways material resources are managed to enhance principals' managerial competencies in public secondary schools in Rivers State

N	Ways human resources are managed to enhance principals' managerial competencies	Male	77	Female	38	\bar{X}	Remark
		Principals	SD	Principals	SD		
		\bar{X}		\bar{X}			
1.	Ability to effectively distribute vital resources to areas of educational need	3.00	1.23	2.98	1.22	2.99	Agreed
2.	Regular supervision given to members of staff (both teaching and non-teaching).	3.01	1.23	3.19	1.31	3.10	Agreed

3	Regular utilization, servicing and replacement of material resources	2.89	1.21	2.9	1.25	2.94	Agreed
4	Facility audits which helps to review potential problems that can be identified before they turn into full-blown problems	3.23	1.34	3.29	1.37	3.26	Agreed
5.	Knowledge of the various sources/the ability to acquire them through regular exploration of the identified sources	3.21	1.32	3.14	1.29	3.18	Agreed
Grand mean and standard deviation		3.07	1.51	3.12	1.29	3.09	

Table 2 indicated that item number 4 had the highest mean scores of 3.26 followed by item 5 with 3.18, item 2 with 3.10, item 1 with 2.99 and item 3 with 2.94 respectively. The various scores were above 2.50 which is the criterion mean. It simply implies that, the ways material resources are managed to enhance principals' managerial competencies is the ability to effectively distribute vital resources to areas of educational need, regular supervision given to members of staff both teaching and non-teaching, regular servicing and replacement of material resources that are not in good shape, facility audits which helps to review potential problems that can be identified before they turn into full-blown problems and knowledge of the various sources/the ability to acquire them through regular exploration of the identified sources.

Test of Hypotheses

H01: There is no significant difference between the mean ratings of male and female principals on the ways human resources are managed to enhance principals' managerial competencies in public secondary schools in Rivers State.

Table 3

z-test Analysis of the Difference between the Opinions of Male and Female principals on the ways human resources are managed to enhance principals' managerial competencies in public secondary schools in Rivers State

Subject	N	SD	Df	z-calz-crit	Level of sig	Remarks
Male Principals	77	3.10	128	-0.04	±1.96	0.05
H01 Accepted						
Female Principals	38	3.11	128			

The result of table 3 showed that the z-calculated value of -0.04 is less than the z-critical value of 1.96 at degree of freedom of 113 at 0.05 level of significance. Therefore, the null hypothesis is accepted and upheld that: there is no significant difference between the mean ratings of male and female principals on the ways human resources are managed to enhance principals' managerial competencies in public secondary schools in Rivers State.

H02: There is no significant difference between the mean ratings of male and female principals on the ways material resources are managed to enhance principals' managerial competencies in public secondary schools in Rivers State.

Table 4

z-test Analysis of the Difference between the Opinions of Male and Female Principals on the ways material resources are managed to enhance principals' managerial competencies in public secondary schools in Rivers State.

Subject	N	SD	Df	z-calz-crit	Level of sig	Remarks
Male Principals	78	3.07	128	-0.18	±1.96	0.05
H01 Accepted						
Female Principals	38	3.11	128			

The result of table 4 showed that the z-calculated value of -0.18 is less than the z-critical value of 1.96 at degree of freedom of 113 at 0.05 level of significance. Therefore, the null hypothesis is accepted and upheld that: there is no significant difference between the mean ratings of male and female principals on the ways material resources are managed to enhance principals' managerial competencies in public secondary schools in Rivers State.

Summary of Findings

1. It was found that the ways material resources are managed to enhance principals' managerial competencies is the ability to effectively distribute vital resources to areas of educational need, regular supervision given to members of staff both teaching and non-teaching, regular servicing and replacement of material resources that are not in good shape, facility audits which helps to review potential problems that can be identified before they turn into full-blown problems and knowledge of the various sources/the ability to acquire them through regular exploration of the identified sources.
2. It was found that the ways material resources are managed to enhance principals' managerial competencies is the ability to effectively distribute vital resources to areas of educational need, regular supervision given to members of staff both teaching and non-teaching, regular servicing and replacement of material resources that are not in good shape, facility audits which helps to review potential problems that can be identified before they turn into full-blown problems and knowledge of the various sources/ability to acquire them through regular exploration of the identified sources.

Discussion of Findings and Implications

From table 1, the study revealed that both male and female principals consent to the fact the ways material resources are managed to enhance principals' managerial competencies is the ability to effectively distribute vital resources to areas of educational need, regular supervision given to members of staff both teaching and non-teaching, regular servicing and replacement of material resources that are not in good shape, facility audits which helps to review potential problems that can be identified before they turn into full-blown problems and knowledge of the various sources/the ability to acquire them through regular exploration of the identified sources. This study is in consonance with Akubue (1991) as cited in Agabi (2008) who provided the following ten point guidelines for effective resource management: Set objectives for using available resources; formulate plans for achieving the objectives; categorize activities into groups or departments; define tasks to be done; group the tasks into jobs; staff the jobs with people; initiate work activities; supply incentives to stimulate productivity; set up controls for measuring achievement of objectives and monitoring performance; and take remedial actions for unachieved objectives.

From table 2, the study revealed that the ways material resources are managed to enhance principals' managerial competencies is principals' ability to effectively distribute vital resources to areas of educational need, regular supervision given to members of staff both teaching and non-teaching, regular servicing and replacement of material resources that are not in good shape, facility audits which helps to review potential problems that can be identified before they turn into full-blown problems and knowledge of the various sources/the ability to acquire them through regular exploration of the identified sources. This is in line with Nakpidia (2006) who found that for principals to be competent in managing resources there is need to subject teachers to development programmes like workshops, conference, seminars, part-time and sandwich courses, induction and orientation programme.

On the other hand, Agabi, (2010) found that the prerequisites for administrator's competence in resources management include: Professional training; having knowledge of relevant resources and their uses in education; knowledge of various sources and the ability to acquire them through regular exploration of the identified sources; ability to effectively distribute vital resources to areas of educational need; good understanding of the importance of time and accurate information in school management, ability to effectively apply time and information in managerial activities and ability to maintain educational resources in good working condition through regular utilization, servicing and replacement as often as necessary.

Conclusion

Based on the results of the study, it was concluded that human and material resources could be well managed to enhance principals' competence by implementing effective resource management practices, organization can improve their efficiency, productivity and profitability if only personnel resource are well utilized by effectively distributing vital resources to areas of educational need and facility audits which helps to review potential problems that can be identified before they turn into full-blown problems.

Recommendations

Based on the conclusion, the following recommendations were made:

1. Principals should always undergo training on how to manage and utilize the available scarce resources for overall organizational wellbeing.
2. Principals of schools and government should ensure managerial resourcefulness in the schools, recognize relevant resource input and ensure human resource are well utilized to avoid misplace priority in the use of human and material resources.
3. Principals should ensure that personnel are well placed and utilized to bring about productivity and ensures that conducive work environment that would encourage principals' managerial competences is provided.

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