



Principals' educational resources management strategies for enhanced school development in Rivers State

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Abstract

This study examined principals' educational resources management strategies for enhanced school development in Rivers State. The study adopted descriptive survey design. Population of the study consists of three hundred and fifty (350) principals in public secondary schools in Rivers State with sample size of is 150. The instrument used for data collection is a structured questionnaire titled "Impact of Principals' Educational Management Strategies on Students' Academic Performance Questionnaire (IPEMSSAPQ)" It was validated by experts from measurement and evaluation, department of educational psychology. The reliability coefficient was obtained using Cronbach Alpha was 0.71 which shows that the instrument is reliable. Descriptive statistics was adopted in analyzing the research questions with criterion mean of 2.5. The hypothesis was tested using T-test statistics at 0.05 alpha level of significance. This study concludes that effective management of school resources is highly indispensable and crucial to the attainment of secondary school education set goals. It should be planned and managed properly based on needs of the academic needs of the students and the goals of secondary school education so that the educational objectives for the improvement of secondary school will be accomplished.

Keywords: educational, management strategies, school, development

Introduction

Educational management, as the name implies, operates in educational organizations or institutions. There is no single accepted definition of educational management as its development observed in several disciplines or fields like business, industry, political science, economics, administration and law. Educational management is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desire and expected goals or objectives. Resources are those necessary inputs which an institution depends on for their survival and improvement. Adetoro in Asodike and Adieme (2014:2) ^[3] opined that "resources are all the things that are used unswervingly and ultimately for the purpose of assisting, inducing or boosting spread or achievement of knowledge, proficiency, and skills". As cited in Asodike and Jaja (2014:355) ^[4] stated that "resource management is the organization of the resources existing in the education sector with the aim of producing eminent graduates in the system". It therefore implies that resource availability and management is crucial for maintaining quality and improved standard in every educational sector so that the goals of education will be achieved.

Educational resources to be managed include human resources, physical and material resources and ideational resources. The human resources of an educational institution comprise the entire staff, both the teaching and non- teaching – teachers, clerks, researchers and other elements such as students, parents, members of the community, members of the managing or governing body and departmental officials.

Management of human resources is of vital importance and calls for selection, recruitment, appointment, hire, retention, development and motivation of the personnel to achieve the educational objectives. Physical and material resources are basic infrastructure in concrete terms is essential. Buildings, playgrounds, equipment's, furniture's, machineries and stationeries are required for various practical purposes.

Libraries, laboratories, auditorium and so on are part and parcel of an educational institution for organizing different curricular and co-curricular programmes. The modern age of science and technology has made it possible to equip the educational institution with various media and materials, electronic gadgets including radio, television computers, projectors of many kinds and traditional aids like illustrations, models, charts, maps etc. at reasonable prices. It is also necessary that physical resources should have adequate flexibility, adoptability and stability for meeting the future needs and conditions.

Ideational Resources are the resources which are mostly based on ideas and ideals, heritage, image like the curriculum, methods of teaching, innovations and experiments. Like the individual, every organization has its own personality with integrity, its own culture and its own values which are unique and influential for the smooth functioning and effective management of the institutions for creating motivation and self-pride among individuals. All these create feelings, belongingness, involvement and self-satisfaction among the personnel for working and implementing the programmes in educational institutions. At last it can be said educational management will be meaningful if there will be a great deal of co-ordination and inter relation among these three resources. The cause is that all these three resources are interdependent and immensely contribute to holistic development of every educational institution as a whole.

Educational leadership according to Karanxha (2013) ^[5], is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims.

Quality education is no doubt a function of availability and appropriate utilization of input resources. It is without doubt that the common denominator in schools where students and teachers are successful is strong leadership. This leads to the suggestion that implementing a performance management system based on quality and excellence is a long term process requiring the support of management and the organizational culture at both government and institutional levels (Waweru & Orodho, 2014) ^[10]. The simple fact is that without effective leaders, most of the goals of educational improvement will be very difficult to achieve. Absent attention to that reality, we are in danger of undermining the very standards and goals we have set for ourselves.

Fortunately, we have a decade of experience and new research demonstrating the critical importance of leadership for school principals and documenting an empirical link between school leadership and student growth. Education is considered as one of the most promising paths for individuals to realize better and more productive lives. The interest attached to education is a confirmation for the increased need for quality human resource and increased accountability by stakeholders for student learning in many countries of the world. Okendu (2012) ^[8] assert that idea that human and material resources are to be assembled together by educational administration, within the school system for effective teaching and learning cannot be overemphasized. It is supported on this ground that, in secondary schools, the principals play the role of administrators and that of supervisors, even instructors and they also participate in teaching activities when necessary. All staff, teaching and non-teaching should be made to realize their responsibilities of improving and developing instruction in the school system.

This is possible through harnessing the available resources allocated to the schools to realize the goals of education. All materials and non-material factors that are necessary and are contributive to the attainment of goals in any institution are regarded as resources.

System Resource Theory supports this study. According to this theory, effectiveness is an organizations ability to secure an advantageous bargaining position in its environment and to capitalize on that position to acquire, judiciously distribute, and monitor utilization of scarce resources. Since the effectiveness of an organization is measured in terms of its capability to acquire resources and utilize them in achieving the organizations objectives. The human component of resources interacts with certain facilities and equipment at certain time to bring about production of output. The quality and quantity of this output are to a greater extent dependent on the quality and quantity of resource input and the manner of processing. By implication therefore input and output are significantly responsive to administration. Administrators of institutions have role to play in ensuring effectiveness and efficiency within and outside the institution, not only in the procurement or acquisition of resources but also in their organization, coordination, control and maintenance.

Some of the issues in our secondary education programmes are inadequate planning for the allocation of resources, supply of educational resources, inadequate management of the staff personnel, and political constraints. Planning and allocation of resources cannot be over emphasized, when a school puts in more resources for their institution to function efficiently and effectively will boost the image of the school as the performance standard of the school will improve beyond measure. Few years ago, numerous research studies have reported some significant results regarding the relationships between resources, educational productivity and improvement (Anyagwu, 2015; Akinsolu, 2012; Kingi, 2015) ^[2, 1, 6]. This paper focuses on the strategies applied by principals in managing educational resources and its impact on students' academic performance in Rivers state.

Research Questions

The following research questions were raised to guide the conduct of the study

1. What are the strategies applied by principals towards managing educational resources in Rivers State?
2. What is the impact of principals' educational resources management strategies on students' academic performance in Rivers State?

Hypotheses

The following hypotheses were formulated to guide the conducts of the study.

1. There are no strategies applied by principals towards managing educational resources in Rivers State.
2. There is no statistically significant impact of principals' educational resources management strategies on students' academic performance in Rivers State.

Methodology

The study investigated the impact of principals' educational resources management on students' academic performance in Rivers State. Descriptive research design was adopted for this study. The population for the study is made up of three hundred and fifty (350) principals in public secondary school in Rivers State. Simple random sampling technique was

adopted. A sample size of 150 principals was gotten using Taro Yemen formula. Structured questionnaire titled “The Impact of Principals’ Educational Management Strategies on Students’ Academic Performance Questionnaire (IPEMSSAPQ)” was used to elicit response from the students. The instrument was a 10 item questionnaire and was validated by experts from measurement and evaluation, department of educational psychology. The reliability of the instrument was determined using Cronbach Alpha which was found to be 0.71. This shows that the instrument was reliable for the study. The research questions were analyzed using

mean criterion of 2.5 of 4-point likert scale of Strongly Agree (SA), Agree (A) Disagree (D) and strongly Disagree (SD) which are 4,3,2,1 respectively. Hypothesis was tested using T-test with use of Statistical Package for Social Sciences (SPSS) version 20.

Results

Research question one: What are the strategies applied by principals towards managing educational resources in Rivers State?

H₀₁: There are no strategies applied by principals towards managing educational resources in Rivers State.

Table 1: Response on the strategies applied by principals towards managing educational resources in Rivers State

S/N	Principals’ Management strategies for educational resources	SA	A	D	SD	Mean	S.D	Remark
Q1	Effective management of school resources begins with educational goals analysis	80	35	25	10	3.4	1.6	Accepted
Q2	Proper and efficient management of educational resources facilitates the teaching-learning process	100	30	15	5	3.5	1.7	Accepted
Q3	Effective management of school resources is inconsequential	25	90	30	5	2.9	1.6	Accepted
Q4	Equitable resource management is vital to ensure that students have access to the resources they need to succeed	21	9	25	90	1.6	0.9	Rejected
Q5	Quality education is not a function of availability and appropriate utilization of input resources.	70	60	15	5	3.1	1.5	Accepted

Source: Researcher’s field work, 2021

Table 2: One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
VAR00001	5	2.8000	.79687	.35637

Table 3: One-Sample Test

	Test Value = 2.5					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR00001	.842	4	.000	.30000	-.6894	1.2894

Table 1 identified response rate on the strategies applied by principals towards managing educational resources in Rivers State. Item 1,2, 3 and 5, in the table above with mean value of 3.4, 3.5, 2.9 and 3.1 respectively was accepted by the respondents as their mean value was greater than the mean criterion of 2.5, while item 4 was rejected by the respondents as their mean value of 1.6 was below the criterion mean of 2.5. In the test hypothesis table above, the table shows that the mean ($\bar{x}$), standard deviation (SD) and degree of freedom (DF) as 2.800, 0.79687 and 4 respectively. Judging from the decision rule where the hypothesis is to be rejected if the P-value is less than the chosen alpha. Thus, since the P-value

(0.000) is less than the chosen alpha (0.05), the null hypothesis is rejected and the alternate is accepted. Hence, the result implies that there are strategies applied by principals towards managing educational resources in Rivers State.

Research question Two

What is the impact of principals’ educational resources management strategies on students’ academic performance in Rivers State?

H₀₂: There is no statistically significant impact of principals’ educational resources management strategies on students’ academic performance in Rivers State

Table 4: The response rate of impact of principals’ educational resources management strategies on students’ academic performance in Rivers State

S/N	Impact of principal educational resources management strategies	SA	A	D	SD	Mean	S.D	Remark
Q1	Educational goals and objectives should prioritize academic needs of learners	24	81	39	6	2.7	1.6	Accepted
Q2	Proper and efficient management of educational resources hampers students’ morale for learning	91	25	26	14	3.5	1.7	Accepted
Q3	The performance standard of the school improves beyond measure when resources are efficiently utilized.	100	20	15	15	1.6	1.1	Rejected
Q4	Inefficient principals results in efficient schools	80	50	10	10	3.4	1.5	Accepted
Q5	There is no impact on students’ academic performance whether resources are managed or not	90	20	28	12	3.1	1.4	Accepted

Source: Researcher’s field work, 2021

Table 5: One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
VAR00002	5	3.2200	.32711	.14629

Table 6: One-Sample Test

	Test Value = 2.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR00002	4.922	4	.002	.72000	.3138	1.1262

Table 2 depicts the response rate of role played by effective management in the enhancement of open and distance learning in public universities in Rivers State. Item 1, 2, 4 and 5, in the table above with mean value of 2.7, 3.5, 3.4 and 3.1 respectively was accepted by the respondents as their mean value was greater than the mean criterion of 2.5, while item 3 was rejected by the respondents as their mean value of 1.6 was below the criterion mean of 2.5.

In the test hypothesis table above, the table shows that the mean ($\bar{x}$) standard deviation (SD) and degree of freedom (DF) as 3.22, 0.32711 and 4 respectively. Judging from the decision rule where the hypothesis is to be rejected if the P-value is less than the chosen alpha. Thus, since the P-value (0.002) is less than the chosen alpha (0.05), the null hypothesis is rejected and the alternate is sustained. Hence, the result implies that there are statistically significant impacts of principals' educational resources management strategies on students' academic performance in Rivers State

Discussion

The strategies applied by principals towards managing educational resources in rivers state

Various strategies are applied by principals to manage the available educational resources. Nwankwo (2014) ^[7] corroborated that the degree of productivity and attainment in an institution depends on the sufficiency of the planning and usage of resources. Principals can begin the process of effective resource management by first asking, what are my educational goals for my school? Determining these goals will allow principals to focus their attention on specific areas of need. It may be beneficial to examine a school's current resource pool to determine if any existing resources can be reallocated to better support student and teacher needs. While principals are responsible for setting a strategic vision for the school, they cannot do so without input from teachers. Asking for teachers to share their priorities and areas of need and those of the students can help school principals identify priorities they might not otherwise be aware of.

To determine whether or not certain resources benefit students and justify the cost, principals can collect and analyze data. For example, to determine whether a particular software program helps English language learners develop English speaking, reading, and writing skills, they can monitor student performance before and after implementing the new resource. If teachers notice a significant improvement in student outcomes, principals will know to continue investing in the program. If the language learning software only seems to be helping a small percentage of students, principals may decide to reexamine their investment and search for other resources to implement instead.

Equitable resource management is vital when working to ensure that students, staff, and families have access to the

resources they need to succeed. To allocate resources in a manner that will best serve all students, principals must advocate for equitable education and identify ways to support underserved or marginalized groups. The major findings of this study show that the strategies applied by principals to manage educational resources go a long way to improve academic performance and as a matter of priority, principals are to strategize managing of educational resources to better serve students. The test hypothesis asserts that principals who employ these educational management strategies prioritize their students' academic performance.

Impact of principals' educational resources management strategies on students' academic performance in Rivers State

The impact of principals' educational resources management strategies on students' academic performance cannot be overemphasized. Principals of secondary schools have a role to play in ensuring effectiveness and efficiency within and outside the institution, not only in the procurement or acquisition of resources but also in their organization, coordination, control and maintenance. The impact of management of educational resources on the students' academic performance is enormous. As revealed by Purcell, Kinnie, Hutchinson, Rayton and Swart (2003) ^[9], evidence shows that productivity depended on having the right mix of the skills, abilities, motivation and potentialities in achieving the predetermined goal of the institutions. Thus intricately related is resources management to academic performance. Proper and efficient management of educational resources boosts students' morale for learning; make adequate resources available to the students and teachers as well; eliminates hiccups from the teaching-learning process and facilitates the students overall wellbeing.

The major findings of this study show that managing educational resources facilitates the vital practices that enhance academic performance and as a matter of urgency, management as a skill should be ultimately embraced by principals. The test hypothesis asserted that principals' educational resources management strategies have a significant impact on students' academic performance.

Conclusion

This study concluded that effective management of school resources is highly indispensable and crucial to the attainment of secondary school education set goals. The relevance of school resources in our secondary schools cannot be over-emphasized. It should be planned and managed properly based on needs of the academic needs of the students and the goals of secondary school education so that the educational objectives for the improvement of secondary school will be accomplished.

Recommendation

Based on the findings of this study, it is recommended that

1. Principals should prioritize the adoption of tested and trusted strategies in the management of the available educational resources to ascertain their optimum utilization.
2. Educational goals and objectives should be planned with the academic needs of learners as a topmost priority so that when educational resources are employed, it will result facilitate students' academic performance.

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