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MANAGEMENT OF EDUCATIONAL RESOURCES AS CORRELATE OF SECONDARY SCHOOL GOALS ATTAINMENT IN OBANLIKU LOCAL GOVERNMENT AREA, CROSS RIVER STATE, NIGERIA

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ABSTRACT

This study investigated the management of educational resources as correlate of secondary school goals attainment in Obanliku Local Government Area, Cross River State, Nigeria. The study specifically examined the relationship between management of material resources, management of human resources and secondary school goals attainment. Two null research hypotheses were formulated and tested in the study. The design adopted for the study was correlational survey research design. The population of this study comprised all the 16 public secondary schools and 70 administrators in Obanliku Local Government Area, Cross River State. This number is made up 16 principals and 54 vice principals found all 16 public secondary schools in the area. Census method was used in this study. The instrument used for data collection was a 24-item questionnaire designed on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), titled "Management of Educational Resources and Secondary School Goals Attainment Questionnaire (MERSSGAQ)." The null hypotheses were tested at .05 level of significance using Pearson Product Moment Correlation Analysis. Findings of the study revealed a significant relationship between management of material resources, management of human resources, and secondary school goals attainment in Obanliku Local Government Area, Cross River State. Based on the findings, the study concluded that; there was a statistically significant relationship between management of educational resources and secondary school goals attainment in Obanliku Local Government Area Cross River State. This finding suggests that the effective and efficient management of both material and human resources plays a crucial role in ensuring the successful achievement of secondary education objectives. When these resources are properly managed, it enhances the overall functioning of the school system, leading to the smooth realization of educational goals. The study recommended among others that: School administrators in Obanliku Local Government Area should participate in ongoing professional development programs aimed at

improving their skills in managing both material and human resources. This training will help them optimize resource utilization and enhance the achievement of secondary school goals.

Keywords: Management; Educational Resources; Material Resources; Human Resources; Goals Attainment; Secondary school.

Introduction

Secondary education holds a vital role in the education systems of all nations, including Nigeria. According to the Federal Republic of Nigeria (FRN, 2004), the specific aims of secondary education include training personnel in applied sciences, technology, and commerce at sub-professional levels; fostering a desire for self-improvement and excellence among students; and cultivating a generation capable of independent thought, respect for diverse opinions, and appreciation for the value of labor. Consequently, secondary schools significantly influence individual development and contribute to economic advancement. Achieving these broad and specific goals is expected to promote social cohesion and enhance Nigeria's global competitiveness (Ada et al, 2019).

The attainment of school goals refers to how effectively secondary schools meet their established educational objectives and expectations. These goals include academic success, student performance, personal development, and the overall mission and vision of the institution. Etor, Obeten, and Obona (2018) categorize secondary school goals into three primary areas: facilitating access to higher education, acquiring knowledge, and enhancing teaching and learning outcomes. Focusing on school goal attainment ensures that educational output meets quality standards. Achieving secondary education goals offers various advantages beyond immediate student results, including increased productivity, reduced stress, and the development of skills necessary for adapting to a changing world. After secondary education, many students typically pursue careers in various fields to gain independence from financial support. If the primary objective of secondary education such as preparing students for real-life challenges, is not attained, how can these young graduates effectively contribute to the economy while being self-sufficient?

A fundamental goal of secondary education is to equip students with practical skills. However, researchers have expressed concerns about the significant challenges in achieving these goals, particularly due to poor student performance. For instance, Etor, Obeten, and Obona (2018) highlight that students are expected to acquire essential knowledge and skills upon graduation, enabling them to either enter higher education or find employment. Yet, many graduates are seen without any skills for survival. Nyong (2013) further reveals

that many secondary school leavers lack the vocational, technical, and entrepreneurial skills anticipated at their educational level. The unemployment situation in Nigeria, particularly in Cross River State, can be partly attributed to the secondary education system's failure to provide quality inputs to tertiary institutions and the latter's inability to improve upon these inputs (Odigwe, Offem, & Owan, 2018). Many young Nigerians remain jobless due to a lack of employable skills, while others resort to social vices out of frustration, indicating that educational goals have not been fully realized in Nigeria (Madukwe et al., 2024).

Similarly, Ameaw (2007) identified one reason for unemployment in Nigeria as the mismatch between the skills produced by the education system and the needs of the job market, contrary to the philosophy of the 6-3-3-4 education system. This highlights the critical importance of effective school management in fulfilling both academic and administrative functions to achieve secondary education goals. Ofem and Inah (2021) emphasize the administrator's role in planning and implementing instructional programs that benefit both students and society. Similar issues are observed in Cross River State's secondary schools, where Arop, Owan, and Ekpang (2018) found that teachers often do not meet instructional expectations. Additionally, Obona, Akor, and Egeh (2023) noted negative work behaviors among teachers, such as tardiness, absenteeism, and a lack of rapport with both colleagues and students. Concerns regarding poor student learning outcomes and declining performance in standardized exams, like the Senior School Certificate Examinations (SSCE) administered by the West African Examination Council, are prevalent (Amuche, Amuche, Bello, & Marwan, 2014).

The scenario is similarly concerning in public secondary schools in the Obanliku Local Government Area of Cross River State, where many youths graduate without any vocational skills for sustenance. Others drop out due to their inability to cope with academic challenges. As a result, many secondary school's graduates' resorts to crime, street life, and other desperate means for survival. It has also been identified that several adverse conditions, such as overcrowded classrooms, a lack of qualified teachers, high dropout rates due to insufficient facilities, lack of incentives, and an unfavorable learning environment, hinder the achievement of secondary education goals in Obanliku Local Government Area. Additional issues include outdated teaching materials, limited extracurricular activities, and inadequate career guidance, which have left students ill-prepared for comprehensive cognitive, affective, and psychomotor development. These challenges have significantly affected educational quality and goal attainment in the region, necessitating urgent intervention. Addressing these issues is vital, as annual graduations continue to produce individuals

lacking essential reading, writing, spelling, pronunciation, and employability skills crucial for job readiness. Consequently, many students become burdens to their families rather than a support.

The effective realization of school goals within the education system is influenced by various factors, including the efficient management of available resources (Okon & Sule, 2006; Usman, 2016). Nwankwo (2014) confirms that the level of productivity and goal achievement in an institution depends on the adequacy of resource planning and utilization. Resources are defined as the essential inputs an institution requires for survival and improvement. In the context of education, resource management is understood as the rational use of capital, materials, human resources, information, and time in the teaching and learning process to achieve desired educational outcomes. Babalola et al as cited in Obi and Ogbuagu (2020), view resource management as the organization of existing educational resources to produce competent graduates. Educational resources are categorized into physical and immaterial components according to Enaohwo in Asodike and Jaja (2014). Physical resources encompass human, material, and financial resources, while immaterial resources include time and objectives. This study primarily focuses on managing material and human resources.

According to Obi and Ogbuagu (2020), managing material resources involves the proper organization, maintenance, and utilization of these resources to serve the school's objectives. This includes tangible facilities such as school buildings, furniture, playgrounds, modern educational technology, and teaching aids. Obona, Sampson, and Ekeuwei (2021) assert that maintaining school infrastructure effectively is essential for the sustainability of the secondary education system. Human resources refer to the personnel working within the educational framework. In this context, managing human resources involves overseeing various aspects of staffing within educational institutions. As noted by Obona, Udang, and Egwu (2023), teacher performance is a crucial component of human resource management, significantly impacting educational outcomes. The personnel in schools possess diverse abilities, talents, and attitudes that foster efficiency and enhance productivity (Bratton & Gold, 2012). It is important to balance the needs of both personnel and the organization to optimize output. Effective human resource management in schools is vital for recruiting, developing, and retaining a skilled and motivated workforce that supports student learning and achievement.

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Problem of the Study

Secondary schools are deemed effective when it successfully meets the objectives for which it was established, including students' academic performance in core subjects like English, Mathematics, Science, and Language Arts. Key measures of success include standardized test scores and graduation rates, as well as students' engagement in extracurricular activities and their readiness for further education or employment. However, achieving positive outcomes in secondary education has become a significant concern among researchers. There are multiple indicators reflecting the lack of goal achievement in the studied area, such as low student academic performance, which can be attributed to overcrowded classrooms and a shortage of qualified teachers. High dropout rates are also common, driven by inadequate facilities, limited incentives, and an unfavorable learning environment. These challenges significantly threaten the quality of education in the region and, without timely intervention, jeopardize the attainment of secondary education goals.

The state government has initiated various measures, including revising the secondary school curriculum, implementing a consistent academic calendar across all secondary schools, ensuring timely payment of teachers' salaries, renovating school facilities, and providing resources. One would expect these actions to lead to substantial improvement. However, progress has been limited. The researcher is exploring whether the underlying issue may be related to the management of educational resources, which prompted the study. The primary question guiding this research is: What is the relationship between the management of educational resources and the attainment of secondary school goals in Obanliku Local Government Area of Cross River State?

Purpose of the Study

The main purpose of this study was to examine educational resources management as correlate of secondary school goals attainment in public secondary schools in Obanliku Local Government Area, Cross River State. This study specifically examined the relationship between:

1. Management of material resources and secondary school goals attainment.
2. Management of human resources and secondary school goals attainment.

Research Hypotheses

The following null hypotheses were formulated to guide the study.

1. Management of material resources does not significantly relate to secondary school goals attainment.
2. Management of human resources does not significantly relate to secondary school goals attainment.

Literature Review

Material resources management and secondary school goals attainment

One of the key factors that affect the achievement of educational objectives is the availability of educational materials in the required quality, quantity. Physical

resources, which include facilities, equipment, land, and other assets, support students' teaching-learning process and improve institutional effectiveness. The importance of functional school physical facilities for educational goals attainment cannot be overemphasized.

The study by Obona, Sampson, and Ekeuwei (2021) investigated the impact of physical facilities maintenance strategies on the sustainability of secondary schools in the post-COVID-19 era. Conducted in the Calabar Education Zone, the study employed an ex-post facto design, with a sample of 500 teachers drawn from a population of 1,955 using purposive sampling. Data were gathered through a validated questionnaire, and the analysis, conducted via simple linear regression, showed a positive relationship between preventive, corrective, and routine maintenance strategies and school sustainability. In another study, Obona, Udang, and Egwu (2023) examined the relationship between human resource management techniques and the job performance of teachers in special needs schools within Calabar municipality, Cross River State, Nigeria. Using census sampling, all 60 teachers participated. Data were collected using a validated instrument, and the hypotheses were tested using simple linear regression. The findings revealed that discipline, motivation, and supervision techniques significantly predicted job performance, suggesting that these combined techniques effectively enhance teacher performance in special needs schools.

In another study, Wagithunu, Edabu, and Sinan (2019) investigated how physical resource management affects the academic performance of trainees in public primary teacher training colleges in Kenya. A sample of 372 respondents, including principals, deans of curriculum, tutors, and trainees, was selected. Data were gathered via questionnaires and interviews and analyzed using SPSS. The results showed that effective physical resource management significantly influenced the academic performance of teacher trainees. Likewise, Nkedishu (2020) examined the relationship between physical school surroundings and teachers' job satisfaction in public secondary schools in Delta State, Nigeria. Using a correlational survey and ex-post-facto design, the study sampled 226 principals. The data, analyzed with Pearson correlation and a reliability coefficient of 0.79, indicated that physical school surroundings, including classrooms and working conditions, were significantly related to teachers' job satisfaction.

Human resources management and secondary school goals attainment

As education systems grow in size and demand, principals must focus more on managing human resources effectively to ensure school goals are met (Osuji & Nweneka, 2022). In a study by Obiekwe and Mbanefo (2019), the relationship between teachers' perceptions of principals' human resource management practices and their job performance in secondary schools in Anambra State was explored. Using a correlational survey design, 672 teachers were sampled from a population of 6,380.

Data collected through validated questionnaires showed a significant positive correlation between teachers' job performance and principals' practices in staff development and relations.

In Rivers State, Osuji and Nweneka (2022) investigated the influence of principals' human resource management on teachers' job performance in public senior secondary schools. The study, involving 268 principals and teachers, found that the provision of incentives, retraining, and effective recruitment practices significantly enhanced teachers' job performance. Another study by Arop, Owan, and Madukwe (2019) in Akamkpa, Cross River State, examined the relationship between principals' interpersonal relations, delegation of responsibilities, and teachers' job performance. Using a census technique and correlational analysis, the findings revealed a significant positive relationship between these human resource practices and job performance. In their study, Difoni, Obi, and Obona (2024) explored the relationship between personnel management practices and teachers' job performance in public secondary schools in Yakurr Local Government Area, Cross River State. The study, which focused on staff development and compensation, used a correlational research design, with data collected from 176 teachers via a validated 18-item questionnaire. The findings showed a significant positive relationship between the examined personnel practices and teacher performance, underscoring the importance of management practices in public secondary schools.

Research Method

The study adopted correlational research design. The design involves collecting data to determine whether and to what extent (degree) a relationship exists between two or more variables. Thus, in this study, correlational research design was useful because the researcher investigated management of educational resources and secondary school goals attainment in Obanliku Local Government Area of Cross River State.The area of the study is Obanliku Local Government Area, which is one of the 18 local government areas in Cross River State, Nigeria. The population was the 16 public secondary schools and 70 administrators in Obanliku Local Government Area, Cross River State. This number is made up 16 principals and 54 vice principals found all 16 public secondary schools in the area (Planning Research and Statistics Department: Secondary Education Board, Calabar 2024). These numbers formed the study population. Census method was used in this study. A census is a study of every unit, everyone or everything when the size of the population is small. Therefore, census sampling was adopted in selecting the entire population of 70 public secondary school administrators in all 16 public secondary schools in the area for the study. However, simple random sampling was used to select a total of 48 teachers (3 teachers from each of the 16 schools) to access the school administrators on management of educational resources and secondary school goals attainment.

The instrument used for data collection was a 24-items questionnaire designed by the researcher on a four-point

Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), titled "Management of Educational Resources and Secondary School Goals Attainment Questionnaire (MERSSGAQ)." A questionnaire letter that explained the need for the study preceded the main questionnaire. The instrument was divided into three sections – Section A, B and C. Section "A" was designed to gather information on respondent's demographic data such as sex, age, marital and educational status of respondents. Section "B" was designed to elicit information on respondents based on the following sub variables: management of material resources, management of human resources. Section "C" measures secondary school goals attainment. Before administering the questionnaires, the items were submitted for vetting to the three research experts in Educational Management, and in Measurement and Evaluation, faculty of Educational Foundation Studies, University of Calabar. All irrelevant items were either dropped or modified by the experts to suit the study. At the end, 24 items were modified and retained for the study. The researcher recruited 5 trained research assistants to assist in the exercise. Permission was obtained from the school authorities. Afterward, the researcher with the assistants administers the questionnaire on the respondents. The task was accomplished in three working days.

The researcher next sorted out the collected questionnaire to ensure that all the items have been well responded to by the respondents. It was discovered that all the questionnaire copies were retrieved and correctly filled. The questionnaire was then organized in the order of the variables they were designed to measure. Positively worded items was scored as follows: Strongly Agree (SA) = 4point, Agree (A) = 3points, Disagree (D) = 2points and Strongly Disagree (SD) =1point. But for all the negatively worded items, the pattern was reversed. The scores of respondents on the respective sub-scales were summed and transferred to appropriate statistical packages for analysis. Data analysis was done base on the null hypotheses that guided the study. Pearson Product Moment Correlation analysis was used to test the hypotheses at .05 level of significance and the result presented in tables.

Presentation of Results

Hypothesis one

Management of material resources does not significantly relate to secondary school goals attainment in Obanliku Local Government Area, Cross River State. The two variables in this hypothesis are management of material resources and secondary school goals attainment. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 1. Table 1 showed the correlation coefficients between management of material resources and secondary school goals attainment. The correlation coefficients was statistically significant for secondary school goals attainment ($r = .70$, $p<.05$). Since p(.000) is less than p(.05), hypothesis two is rejected in terms of secondary school goals attainment. The result of the analysis

implied that there was a statistically significant relationship between management of material resources and secondary school goals attainment in public secondary schools in Obanliku Local Government Area, Cross River State.

Table 1: Summary of correlation between management of material resources and secondary school goals attainment in public secondary schools in Obanliku Local Government Area, Cross River State (N=70)

Variables	$\bar{X}$	S.D	r	Sig.
Management of material resources	18.64	4.45		
School goals attainment	20.49	3.07	.70*	.000

*Significant at p<.05 df=68

Hypothesis two

Management of human resources does not significantly relate to secondary school goals attainment in Obanliku Local Government Area, Cross River State. The two variables in this hypothesis are management of human resources and secondary school goals attainment. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 2. Table 2 showed the correlation coefficients between management of human resources and secondary school goals attainment. The correlation coefficient was statistically significant for secondary school goals attainment (r = .57, p<.05). Since p(.000) is less than p(.05), hypothesis two is rejected in terms of secondary school goals attainment. The result of the analysis implied that there was a statistically significant relationship between management of human resources and secondary school goals attainment in public secondary schools in Obanliku Local Government Area, Cross River State.

Table 2: Summary of correlation between management of human resources and secondary school goals attainment in public secondary schools in Obanliku Local Government Area, Cross River State (N=70)

Variables	$\bar{X}$	S.D	r	Sig.
Management of human resources	19.90	3.56		
School goals attainment	20.49	3.07	.57*	.000

*Significant at p<.05 df=68

Discussion of Findings

The finding of hypothesis one revealed a positive statistically significant relationship between management of material resources and secondary school goals attainment in Obanliku Local Government Area, Cross River State. This finding is not surprising because school administrators are trained enhance secondary school goals attainment by providing the essential infrastructure and tools necessary for effective teaching and learning. Access to textbooks, laboratory equipment, computers, and internet connectivity enables students to engage deeply with the curriculum and conduct research. Well-maintained classrooms, libraries, and sports facilities create a conducive learning environment, while teaching aids like interactive whiteboards and projectors improve lesson delivery and student comprehension. This implies that efficient management of material resources can enhance the attainment of secondary education goals, and vice versa.

This is harmony with the finding of Obona, Udang, and Egwu (2023) who examined the relationship between human resource management techniques and the job performance of teachers in special needs schools within Calabar municipality, Cross River State, Nigeria. The findings revealed that discipline, motivation, and supervision techniques significantly predicted job performance, suggesting that these combined techniques effectively enhance teacher performance in special needs schools. Similarly, the finding agrees with that of Wagithunu, Edabu, Sinan, (2019) who investigated the influence of physical resource management on academic performance of trainees in public Primary Teacher Training Colleges in Kenya. The findings established that physical resource management do effectively influence teacher trainees' academic performance in public Teacher Training Colleges in Kenya.

The finding of hypothesis two revealed a positive statistically significant relationship between management of human resources and secondary school goals attainment in Obanliku Local Government Area, Cross River State. This finding may be because human resources management was the focus of the principals thus leading to the attainment of set goals. The implication is that efficient management of human resource is crucial for an elevated overall educational quality, job performance and positive impact on students' learning outcomes. Therefore, efficient management of human resources can enhance the attainment of secondary education goals, and vice versa.

This finding supports the conclusion of Obiekwe and Mbanefo (2019) who investigated the correlation between teachers' perception of principals' human resource management practices and their job performance in secondary schools in Anambra State. The findings revealed that a substantial positive and significant relationship exists between teachers' perception of principals' staff continuous professional development practices, staff relations practices and their job performance. A very high positive significant correlation exists between teachers' perception of principals' staff reward practices and their job performance.

The finding also corresponds with that of Osuji and Nweneka (2022) who in their study, examined the Influence of Principals' Management of Human Resources on Teachers' Job Performance in Public Senior Secondary Schools in Rivers State, and found that provision of incentives, retraining of human resources and effective organizing of teachers' recruitment process have positive and significant influence on teachers' job performance in public senior secondary schools in Rivers State. The finding also corroborates that of Arop Owan, and Madukwe (2019) who investigated human resource management and teachers' job performance in secondary schools in Akamkpa Local Government Area of Cross River State. Findings from the study revealed that there is significant relationship respectively between principals' interpersonal relationship, principals' delegation of responsibilities and job performance in secondary schools.

Conclusion

The study concluded that there is a significant relationship between the management of educational resources and the attainment of secondary school goals in Obanliku Local Government Area, Cross River State. This finding suggests that the effective and efficient management of both material and human resources plays a crucial role in ensuring the successful achievement of secondary education objectives. When these resources are properly managed, it enhances the overall functioning of the school system, leading to the smooth realization of educational goals.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. School administrators in Obanliku Local Government Area should participate in ongoing professional development programs aimed at improving their skills in managing both material and human resources. This training will help them optimize resource utilization and enhance the achievement of secondary school goals.
2. The government and relevant stakeholders need to allocate sufficient funds for the provision and maintenance of educational resources, including infrastructure and staff development. Such investment will foster a conducive learning environment and motivate teachers, thereby supporting the successful attainment of secondary education objectives.

Contribution to Knowledge

This study contributes to the body of knowledge by providing empirical evidence on the significant relationship between the management of educational resources and the attainment of secondary school goals in Obanliku Local Government Area, Cross River State. It highlights the critical role that both material and human resources play in achieving educational objectives, emphasizing the importance of effective and efficient resource management in secondary schools. Additionally, the study fills a gap in literature by focusing on this specific region, where limited research on the subject has

been conducted, thereby offering valuable insights for policymakers and educational administrators seeking to enhance school performance and goal attainment through improved resource management practices.

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