

Impact of Educational Resources on Effective Management of Public Secondary Schools in Takum Education Zone, Taraba State, Nigeria

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Abstract:

The study examine the impact of educational resources on effective management of public secondary schools in Takum Education Zone, Taraba state, Nigeria. The researchers adapted descriptive survey research deign for the study. The population of the study comprised all the 553 teachers drawn from the 48 public secondary schools in Takum education zone, Taraba State. The sample for the study was made up of 226. The instrument used for the data collection was 16 item questionnaire tagged “impact of educational resources on effective management questionnaire [IEROMQ]”, was faced validated by two experts. The questionnaire contained two sections. Section A was for personal data while section B sought information on the variables of the study. The response format of IEROMQ was developed using a 4-point modified rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). A trial test was done to assess the reliability of the instrument (IEROMQ) by evaluating its consistency. The data obtained was subjected to Cronbach Alpha Reliability Estimates that yielded coefficient of 0.85 which was considered that the instrument is good for the study. Descriptive statistics of mean and standard deviation were used in answering the research questions, while Chi-square of Goodness of fit (χ^2) was used to test the null hypotheses at 0.05 level of significance. The result revealed that human resources statistically have significant impact on the effective management of secondary schools and materials resources have no statistically significant impact on the effective management of secondary schools. Based on the findings of the study, it was recommended among others that governments and non-governmental agencies should provide quantitative and qualitative human resources to enhance effective management of secondary schools, as well as considered materials resource which is priceless for achievement effective management of secondary schools.

Keywords: Educational resources effective management, human resources, time resources, Secondary schools.

Introduction

Effective management of secondary schools entails the optimal use of existing resources through planning, coordinating, organizing, and leveraging both material and non-material resources to achieve the aims and objectives of secondary education. An effective school administrator prioritizes academic achievement, fosters a positive environment, oversees student success and ethical standards, and formulates innovative teaching tactics. Idoko (2015) defined successful management as the application of appropriate methodologies, principles, and practices to identify, develop, and implement the goals, policies, plans, and procedures essential for achieving educational objectives. Tery (2013) referred to management as the art and skill of achieving objectives through others. He characterized management as a distinct process that involves planning, organizing, and controlling activities within a school organization to effectively utilize staff and resources in order to meet goals. This indicates that management involves the methodical process of planning, establishing educational objectives and policies, and effectively utilizing resources to achieve specified goals. Also Akpakwu (2013) defines management as the capacity of educational managers to effectively and appropriately utilize human, material, physical, temporal, and financial resources to attain educational objectives. Likewise, Lewis (2014) stressed that management encompassing activities such as effective planning and management of school facilities, maintenance of appropriate school discipline among staff and students, provision of instructional materials, qualified personnel, effective supervision, and sound administrative policy.

The achievement of a nation's educational objectives can be accomplished through good school management, which involves proper planning, organization, coordination, staffing, budgeting, control, and the preservation of sound discipline among staff and students. School administrators are responsible for managing financial, temporal, human, and material resources to fulfill the goals and objectives of their institutions (Elujekwute et al, 2021). Effective management of secondary school education requires the proper usage of resources to attain its predetermined goals and objectives. In an educational context, resources are labeled as educational resources. Educational resources incorporate the facilities utilized within the school system to enhance school administration, including textbooks, desks, buildings, equipment, materials, financial resources, personnel, time, and school infrastructure. They are crucial for the advancement of good education. The effective management of schools globally is significantly influenced by the quality and quantity of accessible educational resources (Ekundayo, 2019). Resources encompass the quantity of time, financial assets, personnel, and materials accessible for the attainment of educational objectives. The extent of availability and use of educational resources can significantly influence the management of the business. The efficient administration of secondary school education fundamentally involves instructional planning and management. Educational planning involves the proactive assessment of policies, practices, priorities, and expenditures within an educational system. Effective administration of secondary school education refers to a purposeful and methodical approach to planning, sourcing, assembling, allocating, and utilizing resources to attain the aims and objectives of secondary education.

The management of the secondary school system encompasses both micro and macro planning. Macro planning primarily focuses on the development and formulation of educational policies. This may be executed at both the national and state levels. In Nigeria, states and local governments execute macro-level educational planning by developing policies and establishing overarching targets to accomplish national macro-level planning, tailored to the specific educational requirements of the respective state. This entails strategizing for the funding of educational programs at all levels, with micro-level planning executed by local government and pertinent

educational institutions to ensure the effective implementation of educational initiatives aimed at fulfilling the educational objectives of the school, state, and nation. This is accomplished by formulating activity programs and managing personnel, facilities, pedagogy, community relations, extracurricular activities, and other related aspects (NOUN, 2016). Secondary school management is a social process that entails the skill of influencing and enhancing human behavior to attain the specific objectives of the secondary school organization. In secondary school organizations, principals, as managers or administrators, have designated management responsibilities to fulfill. The functional areas encompass curriculum and instruction, staff personnel management, student personnel management, school-community relations, school facilities management, financial management, physical resource management, decision-making, supervision, evaluation, and general management, which includes handling correspondence, organizing staff meetings, and publicizing the school to stakeholders and the public.

NOUN (2016) articulated that the effective management of secondary education encompasses comprehensive planning of all educational services, the provision of efficient administrative and managerial oversight for system maintenance and enhancement, the assurance of quality control through consistent supervision of instructional and other educational services, and the allocation of sufficient and balanced financial resources for all educational services. The Federal Republic of Nigeria (2014) underscored the importance of good teaching and learning in the administration of secondary education to achieve the objectives of secondary schools.

In secondary education, principals are tasked with collaborating with the teaching staff to determine the types of activities to be implemented in the school. They oversee and ensure effective instruction, supervise, manage school finances, and uphold discipline to achieve the institution's goals and objectives. The effective management of secondary education relies significantly on the availability of educational resources and their correct application by school administrators. Dare (2012) emphasize that appropriate instruction correlates with staffing and academic success, whereas the efficacy and efficiency of educational systems globally hinge on the competencies, effectiveness, efficiency, and dedication of the teaching workforce.

In this study, the researchers identifies educational resources that impact on the effective management of public secondary schools in Takum education zone to include human resources, which are made up of teaching and non-teaching staff and material resources. Human resources (HR) in any work organization refer to the people who work for the organization, as well as the processes and systems put in place to manage and develop them. The key aspect of human resources includes recruitment and selection, training and development, performance management, compensation and benefits, employees' relation, diversity, equity and inclusion. Human resources are essential educational instruments for effective management at all educational levels, crucial for achieving institutional goals and objectives; they form an integral component of efficient institutional management.

Adeyemi and Arikewuyo (2020) examined the relationship between human resource management and effective management of public secondary schools in Oyo State, Nigeria. The study employed a survey research design. The population consisted of 1,500 principals and 6,000 teachers from public secondary schools in Oyo State. A sample of 300 principals and 1,200 teachers was selected using stratified random sampling technique. The instrument used was a questionnaire titled "Human Resource Management and Effective Management of Public Secondary Schools Questionnaire" (HRM-EMQ). The questionnaire was validated by three experts from the Department of Educational Management, University of Ibadan. The reliability coefficient of the questionnaire was 0.85. Data were analyzed using descriptive statistics and inferential statistics. The findings revealed that human resource as active agents of transformation had a significant positive impact on the effective management of public secondary schools. Similarly, Mwita and Mwavita (2019) investigated the relationship between human resource management practices and performance of

public secondary schools in Nairobi County, Kenya. The study employed a mixed-methods research design. The population consisted of 1,200 principals and 4,800 teachers from public secondary schools in Nairobi County. A sample of 384 principals and 1,536 teachers was selected using stratified random sampling technique. The instruments used were a questionnaire titled "Human Resource Management Practices and Performance of Public Secondary Schools Questionnaire" (HRM-PPQ) and an interview guide. The questionnaire was validated by three experts from the Department of Educational Administration, University of Nairobi. The reliability coefficient of the questionnaire was 0.82. Data were analyzed using descriptive statistics, inferential statistics, and thematic analysis. The findings revealed that human resource management practices had a significant positive impact on the performance of public secondary schools.

Also Ogundele and Akinwumi (2018) examined the relationship between human resource management and school effectiveness in public secondary schools in Osun State, Nigeria. The study employed a correlational research design. The population consisted of 900 principals and 3,600 teachers from public secondary schools in Osun State. A sample of 240 principals and 960 teachers was selected using stratified random sampling technique. The instrument used was a questionnaire titled "Human Resource Management and School Effectiveness Questionnaire" (HRM-SEQ). The questionnaire was validated by three experts from the Department of Educational Management, University of Ibadan. The reliability coefficient of the questionnaire was 0.85. Data were analyzed using descriptive statistics and inferential statistics. The findings also revealed that human resource as one of the educational resources had a significant positive impact on school effectiveness. In the same vein, Kiptanui and Kipkoech (2022) investigated the influence of human and material resources on the management of public secondary schools in Rift Valley Region, Kenya. The study employed a mixed-methods research design. The population consisted of 1,500 principals and 6,000 teachers from public secondary schools in Rift Valley Region. A sample of 400 principals and 1,600 teachers was selected using stratified random sampling technique. The instruments used were a questionnaire titled "Influence of Human and Material Resources on the Management of Public Secondary Schools Questionnaire" (IHM-MRQ) and an interview guide. The questionnaire was validated by three experts from the Department of Educational Administration, University of Nairobi. The reliability coefficient of the questionnaire was 0.83. Data were analyzed using descriptive statistics, inferential statistics, and thematic analysis. The findings revealed that human and material resources had a significant positive impact on the management of public secondary schools.

Another aspect of educational resources is material. Material resources refer to the physical assets, equipment and supplies that are used to support the functional of an organization. In the in school system, material resources include: building and infrastructure, equipment and machinery, furniture and fixtures, teaching and learning materials, office supplies, supports and recreational facilities, transportation and communication equipment. In the context of educational management, material resources are often considered one of the key inputs in the educational production process, along with human resources, (teachers, administrators and support staff) and financial resources (budget and funding). Effective management of material resource is critical to ensuring that the schools have the necessary resources to provide high quality education. Kiptanui and Kipkoech (2022) investigated the influence of material resources on the management of public secondary schools in Rift Valley Region, Kenya. The study employed a mixed-methods research design. The population consisted of 1,500 principals and 6,000 teachers from public secondary schools in Rift Valley Region. A sample of 400 principals and 1,600 teachers was selected using stratified random sampling technique. The instrument used was a questionnaire titled "Influence of Material Resources on the Management of Public Secondary Schools Questionnaire" (IMR-MQ). The questionnaire was validated by three experts from the Department of Educational Administration, University of Nairobi. The reliability coefficient of the questionnaire was 0.83. Data were analyzed using descriptive statistics, inferential statistics, and thematic analysis. The findings revealed that

material resources had a significant positive impact on the management of public secondary schools.

Oluwadare and Adeyemi (2020), examined the relationship between material resources and effective management of public secondary schools in Oyo State, Nigeria. The study employed a survey research design. The population consisted of 1,500 principals and 6,000 teachers from public secondary schools in Oyo State. A sample of 300 principals and 1,200 teachers was selected using stratified random sampling technique. The instrument used was a questionnaire titled "Material Resources and Effective Management of Public Secondary Schools Questionnaire" (MR-EMQ). The questionnaire was validated by three experts from the Department of Educational Management, University of Ibadan. The reliability coefficient of the questionnaire was 0.85. Data were analyzed using descriptive statistics and inferential statistics. The findings revealed that material resources had a significant positive impact on the effective management of public secondary schools. Mwaura and Mwangi (2019) investigated the impact of material resources on the management of public secondary schools in Nairobi County, Kenya. The study employed a mixed-methods research design. The population consisted of 1,200 principals and 4,800 teachers from public secondary schools in Nairobi County. A sample of 384 principals and 1,536 teachers was selected using stratified random sampling technique. The instrument used was a questionnaire titled "Impact of Material Resources on the Management of Public Secondary Schools Questionnaire" (IMR-MQ). The questionnaire was validated by three experts from the Department of Educational Administration, University of Nairobi. The reliability coefficient of the questionnaire was 0.82. Data were analyzed using descriptive statistics, inferential statistics, and thematic analysis. The findings revealed that material resources had a significant positive impact on the management of public secondary schools.

Akinwumi and Ogundele (2018) examined the relationship between material resources and school effectiveness in public secondary schools in Osun State, Nigeria. The study employed a correlational research design. The population consisted of 900 principals and 3,600 teachers from public secondary schools in Osun State. A sample of 240 principals and 960 teachers was selected using stratified random sampling technique. The instrument used was a questionnaire titled "Material Resources and School Effectiveness Questionnaire" (MR-SEQ). The questionnaire was validated by three experts from the Department of Educational Management, University of Ibadan. The reliability coefficient of the questionnaire was 0.85. Data were analyzed using descriptive statistics and inferential statistics. The findings revealed that material resources had a significant positive impact on school effectiveness. The study recommended that school administrators should prioritize material resources to improve school effectiveness.

Purpose of the Study

The main purpose of the study is to examine the Impact of Educational Resources on Effective Management of Public Secondary Schools in Takum Education Zone, Taraba State, Nigeria. Specifically, the study sought to examine the impact of:

1. Human resources on effective management of public secondary schools in Takum Education Zone, Taraba State;
2. Material resources on effective management of public secondary schools in Takum Education Zone, Taraba State;

Research Questions

The study was guided by the subsequent research questions:

1. what is the impact of human resources on the effective management of public secondary schools in the Takum Education Zone, Taraba State?

2. What is the impact of material resources on the effective management of public secondary schools in the Takum Education Zone, Taraba State?

Research Hypotheses

The subsequent null hypotheses were established and evaluated at a significance level of 0.05:

Ho1: Human resources do not significantly impact on the effective management of public secondary schools in the Takum Education Zone of Taraba State.

Ho2: Material resources do not significantly impact on the effective management of public secondary schools in the Takum Education Zone of Taraba State.

Research Method

The researchers adapted descriptive research design for the study. The study population consisted of all 553 teachers from the 48 public secondary schools in the Takum Education Zone, Taraba State, Taraba State Teaching Service Board (TSPMB, 2023). The sample of the study constituted 226 public secondary school teachers in the Takum Education Zone, Taraba State using simple random sampling through hat and draw with replacement approach. The instrument used for the data collection was 16 item questionnaire tagged the “Impact of Educational Resources on Effective Management Questionnaire (IEROMQ)” to be administered to 226 teachers in order to evaluate the impact of educational resources on the effective management of public secondary schools in the Takum Education Zone of Taraba State, Nigeria. The instrument comprised two sections: Section A and Section B. Section A comprised personal data of the respondents, while Section B encompassed continuous variable scales such as Human Resources, and Material Resources, pertaining to the effective management of secondary schools, using a four-point modified rating scale consisting of 16 items, with each item offering a range of four options: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The respondents were instructed to select one of four options to indicate the degree of impact that educational resources have on the effective management of public secondary schools in the Takum Education Zone of Taraba State, Nigeria. To validate the instrument, the questionnaire (IEROMQ) was submitted to the subsequently underwent face and content validation by three experts: one from measurement and evaluation and two from the educational foundations department in Faculty of Education, Taraba State University, Jalingo. To ascertain the Reliability of the instrument, a trial test was done on 50 teachers from public secondary schools in the Wukari Education Zone, Taraba State, who were not included in the study but shared similar characteristics. The data obtained was subsequently examined via the Cronbach’s Alpha estimate, that yielded reliability coefficient of 0.85. This indicates that the tested instrument's robustness is appropriate and dependable for the study.

Results

The data collected for the study are presented and analyzed using mean and standard deviations to answer the research questions, while chi-square statistics was used to test the hypotheses of the study at 0.05 level of significance.

Research Question one

In what way do human resources impact on effective management of public secondary schools in Takum Education zone, Taraba State?

Table 1: Mean and standard deviations of rating scale on the impact of human resources on effective management of public secondary schools in Takum Education zone, Taraba State

Item	Statement	Mean	Std. Dev.	Remark
1.	Proper placement of staff on jobs that are best suited promotes effective management of secondary schools	3.01	0.93	Agree
2.	Training/retraining of staff enhances credible management of secondary schools	3.01	0.96	Agree
3.	Motivated staff help in making management to achieve goals of secondary schools	2.92	0.89	Agree
4.	Quality/quantity of staff is germane to result-oriented management of secondary schools	3.30	0.90	Agree
5.	Regular remuneration of staff fosters effective management of secondary schools	2.81	1.03	Agree
6.	Selection of suitable staff helps in the effective management of secondary schools	2.81	0.92	Agree
7.	Well-disciplined staff enhance effective management of secondary schools	3.08	0.95	Agree
8.	Job enrichment stimulate staff to perform credibly in secondary schools	3.11	0.96	Agree
Cluster Mean		3.01	0.94	Agree

Source: Researcher's Field Survey 2023

Decision Rule: 1.00-1.49 Strongly Disagree (SD), 1.50-2.49 Disagree (D), 2.50-3.49 Agree (A) and 3.50-4.00 Strongly Agree (SA)

Results in Table 1 show all the items have a mean rating scale above 2.50. The implication is that human resources have an effective management of public secondary schools in Takum Education zone, Taraba State

Research question Two

How do material resources impact on effective management of public secondary schools in Takum Education zone, Taraba State?

Table 2: Mean and standard deviations of rating scale on the impact of material resources on effective management of public secondary schools in Takum Education zone, Taraba State

Item	Statement	Mean	Std. Dev.	Res
1.	Adequate used of teaching material increase productivity in secondary schools	3.12	0.95	Agree
2.	Availability of ICT facilities enhances effective management of secondary schools	3.13	0.91	Agree
3.	Regular maintenance of school instructional materials enhance effective management of secondary schools	2.87	0.90	Agree
4.	Availability of office furniture enhances effective management of secondary schools	3.34	0.87	Agree
5.	Provision of school atlas/maps enhance effective management of secondary schools	2.84	1.04	Agree
6.	Adequate laboratories facilities enhance effective management of secondary schools	2.86	0.91	Agree
7.	Proper keeping of school record enhance effective management of secondary schools	3.15	0.92	Agree
8.	Availability of office convenience enhances effective management of secondary schools	3.14	0.91	Agree
	Cluster Mean	3.06	0.93	Agree

Source: Researcher's Field Survey 2023

Decision Rule: 1.00-1.49 Strongly Disagree (SD), 1.50-2.49 Disagree (D), 2.50-3.49 Agree (A) and 3.50-4.00 Strongly Agree (SA)

Results in Table 2 show all the items have a mean rating scale above 2.50. The implication is that material resources have an impact on the effective management of public secondary schools in Takum Education zone, Taraba State.

Hypothesis one

Human resources do not significantly impact on the effective management of public secondary schools in Takum Education zone, Taraba State.

Table 3: Chi-Square Test of the impact of human resources on effective management of public secondary schools in Takum Education zone, Taraba State

	Item Total
Chi-Square	132.726 ^a
Df	17
Asymp. Sig	.000

From Table 3, chi-square at 17 degrees of freedom ($\chi^2 = 132.726$, $p = .000$) signifies that there is a statistically significant impact. Thus, the null hypothesis that human resources do not have a significant impact on the effective management of public secondary schools in Takum Education zone, Taraba State is hereby rejected.

Hypothesis two

Material resources do not have a significant impact on the effective management of public secondary schools in Takum Education zone, Taraba State.

Table 4: Chi-Square Test of the impact of material resources on effective management of public secondary schools in Takum Education zone, Taraba State

	Item Total
Chi-Square	102.416 ^a
Df	16
Asymp. Sig	.000

From Table 4, chi-square at 16 degrees of freedom ($\chi^2 = 102.416$, $p = .000$) signifies that there is a statistically significant impact. Thus, the null hypothesis that material resources do not have a significant impact on the effective management of public secondary schools in Takum Education zone, Taraba State is hereby rejected.

Discussion of findings

Research on human resources in the effective management of public secondary schools in the Takum Education Zone, Taraba, indicated that human resources play a crucial role in the management of these institutions. This indicates a statistically significant effect of good human resource management in public secondary schools. This aligns with the findings of Adeyemi and Arikewuyo (2020) who examined the relationship between human resource management and effective management of public secondary schools in Oyo State, Nigeria and discovered that human resource are active agents of transformation and had a significant positive impact on the effective management of public secondary schools. Additionally, Ogundele and Akinwumi (2018) examined the relationship between human resource management and school effectiveness in public secondary schools in Osun State, Nigeria, found that human resource as one of the educational resources had a significant positive impact on school effectiveness

Research on material resources regarding the successful management of public secondary schools in the Takum Education Zone, Taraba State, indicates that material resources significantly influence the effective management of these institutions. The findings indicate a statistically significant effect

on the effective management of public secondary schools in the Takum Education Zone, Taraba State. This aligns with Akinwumi and Ogundele (2018) examined the relationship between material resources and school effectiveness in public secondary schools in Osun State, Nigeria who found out that those material resources had a significant positive impact on school effectiveness. Similarly, Kiptanui and Kipkoech (2022) investigated the influence of material resources on the management of public secondary schools in Rift Valley Region, Kenya and found out that Kiptanui and Kipkoech (2022) investigated the influence of material resources on the management of public secondary schools in Rift Valley Region, Kenya.

Conclusion

The study concluded that Educational resources are essential for effective management of public secondary school in the Takum Education Zone, Taraba State. These are the fundamental human and material resources that facilitate a more effective, meaningful, and comprehensible teaching and learning experience for students inside the educational system. These resources are crucial for the educator in the classroom to enhance the efficacy of teaching and learning. They assist learners in acquiring knowledge for their development, learning methodologies, values, attitudes, and essential skills, establishing a basis for lifelong learning. The availability and optimal utilization of these resources can enhance a teacher's creativity and effectiveness in the classroom, facilitating the achievement of educational goals and objectives

Recommendations

In light of the study's findings, the subsequent recommendations are proposed include:

1. The government must furnish dependable and sufficient educational facilities, including school buildings, classrooms, libraries, labs, electricity, sanitation facilities, and other infrastructural and educational resources. Teachers should receive training in areas where their services are most needed and lacking. Teachers should be permitted to participate in in-service training or education.
2. Educators must possess the ability to adapt when instructional resources are not immediately accessible.
3. Education administration should be encouraged to devise strategies for judicious resource management to enhance the efficiency of resource utilization. Administrative management measures should be implemented to ensure the effective management of human and material resources.

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