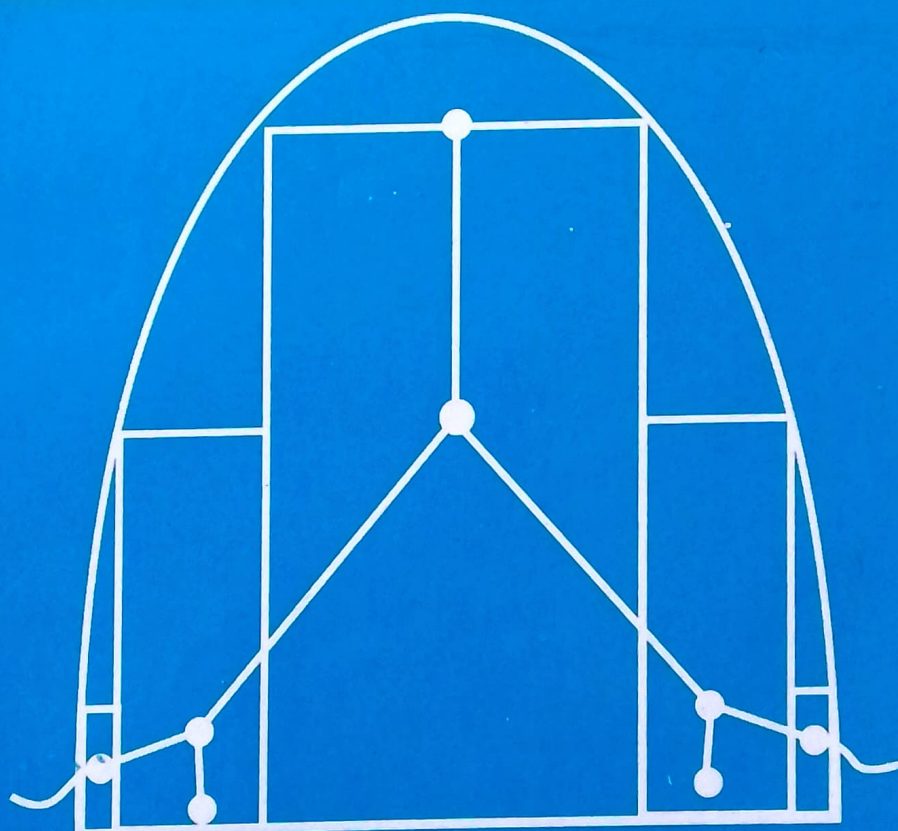


INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM)



VOLUME 15 NO. 1, 2017

— Published by —

**DEPARTMENT OF EDUCATIONAL MANAGEMENT,
UNIVERSITY OF ILORIN, ILORIN, NIGERIA**

INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM) 2017

Board of Editors

Editor-in-Chief

Prof. Afusat T. Alabi

Managing Editor

Dr. Rhoda O. Oduwaiye

Associate Managing Editor

Dr. S. Oyeniran

Business Editor

Dr. O. J. Ojo

Editors

Prof. D. O. Durosaro;
Prof. Nike Y.S. Ijaiya;
Prof. N. B. Oyedeji
Prof. A. Y. Abdulkareem
Prof. . A.O. Sofoluwe;
Dr. Y.A. Fasasi;
Dr. Patricia A.O. Etejere,

Consulting Editors

Prof. J. B. Babalola
University of Ibadan, Ibadan, Nigeria;

Prof. (Ven) Mon Nwadiani
University of Benin, Benin-City, Nigeria;

Prof. W.A. Ibukun, Adekunle Ajasin
University, Akungba Akoko, Nigeria;

Prof. J.A. Opare,
Institute of Education, University of Cape Coast, Ghana;

Prof. Justina O. Osa,
Department of Doctoral Studies, Professional Education Unit,
-Virginia State University, U.S.A.;

Dr. Victoria B. Landu,
Argosy University, Atlanta Georgia, U.S.A.;

Dr. Hairuddin Bin Mohd Ali,
Institute of Education, International Islamic University, Malaysia (IIUM).

INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM)

VOLUME 15 No 1, 2017

ISSN: 079447684

Published by
**Department of Educational Management,
University of Ilorin, Ilorin, Nigeria.**

INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM)

***Department of Educational Management,
University of Ilorin, Ilorin, Nigeria***

**All rights reserved. No part of this publication may
be reproduced, stored in a retrieval system, or
transmitted in any form or by any means, without
the permission of the copyright owners.**

Printed in Nigeria by
Alubar'kah Graphics Production Ilorin
09043926095

© IJEM 2017

INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM) VOL. 15 NO. 1, 2017

CONTENTS

Editorial Policy	iii
Adedeji, Israel Olusegun - Labour Market Requirements And University Graduate Employability Skills Competence in North-West, Nigeria.....	1
Ojo, O . J. Ph.D. - Effective Resource Management for Quality Education in Nigerian Secondary Schools	22
Dr K.K. Salau Animn, Mnabe, Mniepa; Dr. H. A. Umaru - Mathematical Models and Data Processing: Tools for Successful Educational Planning And Management.....	32
Abdulyaqin Tukur Murtala Ph.D. - Course of Interest and Academic Performance Of Students of University of Ilorin, Ilorin (2013 – 2015).....	48
Isah E.A. Ph.D. - Improving the Utilization of ICT, Social Networking In the Academic Community of the University of Ibadan, Nigeria.....	59
Ogungboyega Suliyat Ajoke Ph.D.; Binuomote Micheal Olayinka Ph.D. - Factors Influencing Business Education Students' Low Preference for Office Technology and Management Education in Universities, Ilorin Metropolis.....	72
Yisa, Madami Habibatu Ph.D.; Fasasi, Yunus Adebunmi Ph.D. - Early Childhood Education Goal Achievement by Public and Private Schools in North-Central Nigeria	84
Abiola T. O.; Prof. B. A. Adeyemi - Assessment of the Implementation of Home-Grown School Feeding Programme in Lower Public Primary Schools Classes in Osun State, Nigeria.....	95
¹Isiaka Babatunde Akanmu; ²Zakariyau Babatunde; ³Zubair Mansur Oladimeji; ⁴Ahmed Tijani Ayinla - Analysis of Social Cost of Basic Schools in Osun State, Nigeria.....	112
Adejoke Clara Babalola Ph.D. - Gender Inequality, Educational Level, Socio-Cultural Beliefs and Women's Political Participation in Osun State Nigeria	120

Editorial Policy

The International Journal of Educational Management (IJEM) publishes original research reports and theoretical papers that add to knowledge and understanding of educational management issues in Nigeria and the world at large. Scholarly papers are therefore welcome on the following Educational Management areas, among others:

- Administration
- Planning
- Financing
- Supervision
- Human Resource Management
- Economics of Education
- Facilities/Resource Management
- Policy Analysis and Evaluation
- Information and Communication Technology
- Education Laws
- and other Educational Management areas

All papers, written in English, must show originality and should make contributions to knowledge in specific areas of Educational Management. Paper should be prepared following the publication manual of the American Psychological Association APA (Latest Edition). All manuscripts must be typed on separate sheets of paper. Manuscript, including tables, figures and references should not be more than 15 pages of quarto-sized paper in length. All manuscripts should be typed in Times New Roman font 12.

Article sent through our e-mail address sijem.edumgt@gmail.com are preferable; but where it is not possible three hard copies and a soft copy of the manuscript must be sent to the Managing Editor.

Articles should be submitted with an assessment fee of Five thousand naira (N5000) and additional one thousand naira N1000 (if through e-mail) for internet downloading in cash to the Editor or through the bank (International Journal of Educational Management at Skye Bank Plc University of Ilorin main campus (Account Number 1771258028)).

Contributors outside Nigeria are to pay \$35 assessment fees and \$10 for downloading. Authors are requested to include with each copy of the manuscripts a cover sheet which shows:

1. Title of the Paper
2. Author's Name (Surname first, followed by first and second names)
3. Status
4. Affiliation of Author
5. Qualification
6. Phone Number
7. E-mail Address

All correspondence should be addressed to:

Managing Editor,

International Journal of Educational Management (IJEM), Department
of Educational Management, University of Ilorin, Ilorin, Nigeria

E-mail address: ijem.edumgt@gmail.com

Phone numbers: 2348033733745; 2348072636327

Effective Resource Management for Quality Education in Nigerian Secondary Schools

Ojo, O . J. Ph.D.

Department of Educational Management

University of Ilorin, Ilorin

Ojo@unilorin.edu.ng

+2348033902686

Abstract

This paper is very germane at this time because many commentators, opinion experts, public analysts and other stakeholders in the educational sector are complaining about the fall and decline in the quality of education in our schools. It is on the basis of this background that this paper examined effective resource management for quality education in Nigerian secondary schools. The paper examined the conceptual clarifications of the key terms in the paper, prerequisite for quality education were examined, factors responsible for lack of quality education in Nigeria were also highlighted, while indices of quality education were discussed briefly and effective resource management in relation to human, material, physical and financial as it affects or aid to ensuring quality education were examined in the content of this paper. Finally, conclusion was drawn and recommendations were made accordingly in the paper among which includes: government and non-governmental organization should provide adequate funds necessary for the procurement of facilities, equipment, electronics and communication gadget needed for effective quality education. Also, school administrators and teachers should ensure proper allocation of time to the various school activities. Lastly, government at all levels should ensure adequate provision of Information and communication technology facilities in secondary schools as a way of ensuring the provision of quality education.

Introduction

Education plays a significant role in the lives of individuals and in national development. Education is the acquisition of knowledge, the aggregate of all the process through which a person develops ability, attitude and other forms of behaviour with positive values in the society. Fafunwa (1974) viewed education as all effort, conscious and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individuals own needs as well as the needs of the society where that education is based. Education can be formal or informal. Whatever form it takes, what is important is the end products.

The relevance of quality education in all the levels of education in Nigeria to the economic, industrial and technological development of Nigeria and other countries of the world cannot be overemphasized. Effective resource

management is a prerequisite for quality education. The management of educational resources enhances quality education. The extent to which school objectives can be achieved depends greatly on the efficient management of educational resources by the institutional administrators and other personnel within the school saddled with the responsibilities. If the educational resources of schools are effectively managed, it may bring about an improvement in the quality of education.

A lot of arguments and debates are going on among stakeholders in the education system that the quality of education is falling while some are of the view that the quality of education is not falling. Many opinion leaders, commentators, professionals and educationist are always in agreement as to the fact that indeed there is a decline in quality of education in Nigeria. Some blame the students for this apparent decline in the quality of education and moral values. Majority blame the teachers for the problems in our schools. Teachers in turn blame parents and the children. They also blame government for unattractive condition of service and poor physical facilities in some parts of the educational system. It is on the basis of this background that the paper examined effective resource management as a panacea to quality education in secondary schools in Nigeria.

Conceptual Clarifications

The conceptual clarifications of the following terms were made in this paper which include:

Resource Management: This is a term that is composed with two distinct words i.e resources and management each of which can be treated separately. Resources are assets of any organization that facilitates the realization of organizational goals and objectives. The three economic agents need resources for the attainment of their respective goals. In economic terms, scarcity of resources is the bane of the study of economics.

Management is the process of planning, organizing, directing and controlling the affairs of an organization for goals and objectives to be achieved. Abdulkareem (2002) defined management as a "process, people or profession". He further defined management as "the process of getting things done through people and a social and economic process of coordinated activities". It is the prudent and judicious utilization of the human, material, financial and other available scarce resources for the optimal achievement of a set of educational goals (Olagboye, 2004). It is the effective acquisition, utilization and maintenance of the supplies needed in the educational system (Banjoko, 2002).

It is the effective and efficient development of organization's resources when they are needed (Adetoro, 2009). Good management of educational resources in Nigeria secondary schools requires effective, dynamic leadership and also the co-operation of all the teachers. As such, all the school personnel

should have the ability and the requisite skills to intelligently manage the available resources for successful accomplishment of the goals and objectives of the school.

In the context of this paper, resources management is viewed as the range of activities which are designed to procure, co-ordinate and utilize for the explicit purpose of attaining the objectives and goals of Nigeria secondary schools.

Education Resources: Education resources refer to all human, material, non-material, audio-visual, school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching-learning process. They also include other fundamental materials used in the school to make teaching easy and learning more meaningful and comprehensible to the learners. Education resources covers all those materials human and non-human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process (NTI, 2006).

Education resources includes; the teachers in the school, real objects, specimen or models, chalk and display boards, school buildings and other fundamental materials like pencils, pens, exercise books, which the learners are expected to have at any point in time to facilitate learning (NOUN, 2009). Education resources are no doubt important in the development of a conducive teaching-learning environment. The use of these resources could give more valuable and powerful direction to the teacher than any personal efforts without the materials.

In secondary school administration, educational resources are not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated and controlled by the school management team. This is in agreement with Blunt's (1990) opinion that: it is not the availability of these resources alone that guarantees effective performance of school, but their adequacy and effective utilization. However, no matter how well packaged a school administration or a school system is at any level of education, without adequate and efficient utilization of the available resources, the system may fail to achieve its desired results. Adequate provisions of educational resources are vital in the administration of a school while shortage or inadequacy of these resources is inimical to school goals and objectives.

Educational resources can be generally grouped under two umbrellas these are the human resources and the non-human resources (Adetoro, 2009 & Noun, 2009). Educational resources are the potential inputs of the institution that enable the institution to achieve its objectives if they are effectively managed. They are the pre-conditions for successful implementation of school programmes and whenever this condition is not fulfilled, the ability of the teaching staff to perform his/her task will be greatly hampered.

Quality Education: It is not easy to give a precise definition of quality in

education. It can simply be referred to as total standard for which something is measured. It may also be defined as peculiar and essential characteristics possessed by an object or phenomenon; an inherent feature; a degree of excellence; a distinguishing attribute. Quality education depend on the ability of the administrator to manage the three components namely, human, financial and material resources of an organization properly.

Quality education involves continual improvement in inputs, processes and outputs. These improvements are expected to includes: student enrolment, retention, gender ratio, student-teacher ratio, facilities, curriculum, assessment, training and development of students and teachers, improved result in external and internal examination, high moral standard, obedience to rules and regulations, supervision, inspection, proper guidance and counselling and so on.

Prerequisites for Quality Education

Quality education requires quality teachers, effective teaching, adequate instructional materials, enabling learning environment and so on. Therefore, quality is somehow interconnected with standards and since standard constitute the essential yardstick for the assessment of values and for comparability and harmonization, they serve as criteria for quality control in education (Fuandai 2011). Furthermore, Wikipedia in Fuandai (2011) describes quality as the systematic monitoring and evaluation of the various aspects of a project, service or facility to maximize the probability that minimum standards are being attained by the production process. This implies that when quality is inbuilt in a programme, it must ensure valid and dependable standard.

Factors Responsible for Lack of Quality Education in Nigeria

Obasi (2010) enumerated more detailed factors responsible for lack of quality education in Nigeria as follows:

- i. **Socio-cultural factors:** Moral degeneration in society; Inverted value system; Poor reading culture; Poor family socialization; Low status of knowledge/education and teachers; Militarization of society; Generation gaps between teachers and students' parents and children; Truncation of academic calendar due to incessant strikes and students' demonstration; Gender inequality among others.
- ii. **Institutional factors:** Mismanagement of resources; Examination malpractices; Cultism; Commercialization / monetization of grades, admissions, teaching materials; Inadequate/poor quality staffing; Obsolete / inadequate facilities, workshops, laboratories, classrooms, hostels, etc.; Poor welfare system; Irrelevant curriculum; Inadequate/weak institutional quality assurance (QA) system; Inadequate/weak linkages, Poor services and others.
- iii. **Techno-economic factors:** Poor funding; Inadequate/unreliable

and current assets and to settle current liabilities and expenditures incurred in the course of administration.

A study revealed that financial resources prudently and judiciously managed by school administrators enhance teachers' job performance and students' academic achievement (Aminu, 2006). Bolaji (2002) in a study revealed that school administrators starved of funds would have problems in meeting staff requirement which should enhance their job performance. Hence, good financial management on the part of the school administrators would enhance collaboration, team spirit and excellence in job performance among teachers (Adewonyin, 2001).

Time as a Resource that aid Quality Education

Time is one of the most precious assets (resources) of any organization. Time is a unique resource and is considered as one of the scarce resources known to man. (Adedeji, 1998). Time is the most expensive of all resources due to its non-recoverable nature. Time utilization refers to the proper allocation of time to the various stages and tasks of administrative activities. The application of hours of duty to organizational activities is to ensure equal combination of time with other resources. The use of time is one of the parameters to measure an effective school administration. In a school system, time is managed through the use of a time table. Consequently, time management stands as an effective tool necessary for the organizations effectiveness in realization of set out objectives and goals (Ugwulashi, 2012).

Time is an immaterial resource, inelastic, scarce and erodes fast and once spent, cannot be wound back, stored or recalled for use. The effective and efficient management of time is as important as the management of other human and material resources available to the administrator. This is because given an abundance of human and material resources (which is never the case at any time) a poor time manager would be faced with low productivity, inefficiency, ineffectiveness, low morale, stress and frustration with himself and among his workers.

Time management philosophy tends to x-ray the importance and appropriate utilization of time as a resource in accomplishing organization objectives and goals. Managing time appropriately leads to achieving results easily with limited resources (Ugwulashi, 2012).

Information and Communication Technology (ICT) Resources

ICTs stand for information and communication technologies and are defined, for the purposes, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the Internet, broad casting technologies (radio and television), teleprompter and telephony.

Information and communication are vital resources in any establishment

more particularly for planning, policy making and decision making. It's relevance in schools today are that ICTs help improve the quality of education by increasing learner motivation and engagement by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment.

It also facilitates sharing of knowledge where students can use ICT to present their work in a highly professional format. They can create documents and slideshows to demonstrate what they have learned, and then share this with other students, with their teacher, and even via email with people all around the world. Additionally, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e., synchronous learning).

Conclusion

The quality of education is hinged on the effective management of educational resources that are available within the school system. Education can be formal or informal. Whatever form it takes, what is important is the quality of its end products. Just as quantity demanded of a commodity is dependent on price, so also is quality education dependent on effective resources management. All educational resources are necessary for the attainments of quality education in Nigeria secondary schools. It should also be noted that there should be a synergistic relationship among the various educational resources in the school for quality education to be realized. No educational resources are superior to the other because they all complement each other in the promotion of quality education in secondary schools. It was therefore recommended that school heads and teachers should ensure the effective and judicious allocation and utilization of educational resources within their domain.

Suggestions for Improvements

The following suggestions were made for improvement in this paper:

- i. The school administrator should ensure that the right quality and quantity of teachers should be attracted and recruited for effective and efficient delivery of quality education in our secondary schools in Nigeria.
- ii. That school administrator should ensure that the physical resource management practices align with the school improvement plan by linking school assets to basic education service delivery standards and strategies.
- iii. Government at all levels should ensure adequate supply of material resources needed in schools for effective education delivery.
- iv. Government and non-governmental organization should provide adequate funds necessary for the procurement of facilities, equipment,

- electronics and communication gadget needed for effective quality education.
- v. School administrators and teachers should ensure proper allocation of time to the various school activities.
 - vi. Government at all levels should ensure adequate provision of Information and communication technology facilities in secondary schools as a way of ensuring the provision of quality education.

References

- Abdulkareem, A. Y. (2002). Management: Concept, Principle and Functions. In F. Durosaro & S. Ogunsaju (Eds). *The craft of educational management*. Ilorin: Indemac Print Media.
- Adedeji S. O. (1998). "The Relationship between Resources Utilization and Academic Performance in Vocational Education in Osun State Secondary Schools": Unpublished Ph.D Thesis, Department of Educational Management University of Ibadan, Nigeria.
- Adeleye, F. (2008). *Globalization and the Challenges of Human Resources Management in Africa*. Florida: University of Florida Press.
- Adetoro, J. A. (2009). Resource Management in Education. In J. B. Babalola & A. O. Ayeni (eds.) *Educational Management: Theories and Tasks*. Lagos, Nigeria: Macmillan.
- Banjoko, S. A (2002). Human resource management: An expository approach. Ibadan, Nigeria: Oluseyi press.
- Blunt, P. (1990). Strategies for Enhancing Organizational Effectiveness in Third World. Public Administration and Development: London.
- Fafunwa, A. B. (1974). History of Education in Nigeria. Ibadan: NPS Educational Publishers Ltd.
- Fuandai, C. M. (2011). Quality Assurance in Professional Ethics for Teachers in Nigeria: Challenges and the Way Forward. A lead paper presented at the 8th Annual Conference of the National Association for Science, Humanities and Education Research (NASHER), University of Ado Ekiti. 14th -17th September.

- Momoh, A. (2008, March 23rd). UNILORIN 49 and the Future of Nigerian Universities. *The Guardian Outlook, The Guardian on Sunday*. Lagos: Guardian Press (pp. 6-18). National Open University of Nigeria (2009). Principles of institutional administration: Lagos: Gold's prints limited
- National Teachers Institute (2004). PGDE book 2: Post Graduate Diploma in Education: PDE 103 General methods in education.
- Nwafor, B. I. (2006). *Human Resources Management for Effective Teaching and Learning in Secondary Schools in Rivers State*. Unpublished Master's Thesis, University of Port Harcourt.
- Okafor, W. (2006). *The Model Schools* Lagos, Unique Educational Pub.
- Olagboye, A. A. (2004). Introduction to educational management in Nigeria. Lagos, Nigeria: Daily graphics.
- Olajuwon, O. T. (2010). Education in Nigeria: A Futuristic Perspective. <http://www.thedaily star.net/magazinehtml>.
- Ugwulashi, C. S (2012). Time management and school administration in Nigeria: problems and prospects. Proceedings of the 1st international technology, education and environment conference(c) African society for scientific Research (ASSR)
- UNICEF (2000). Defining quality in education. A paper presented by UNICEF at the meeting of the International Working Group on Education Florence, Italy.