



MANAGEMENT OF RESOURCES FOR ENHANCED STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA.

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ABSTRACT

The study examined Management of resources for enhanced students' academic performance in secondary schools in Rivers State, Nigeria. Five research questions and five hypotheses guided the study. The study adopted Administrative theory propounded by Henry Fayol in 1916. The design for the study was a descriptive survey design. The population of the study was 7,693 respondents (i.e. 7,425 teachers and 268 principals) in all the two hundred and sixty eight (268) public senior secondary schools in Rivers State. Sample size of 380 respondents was drawn from the population. The instrument for the study was a questionnaire titled: "Management of Resources for Enhanced Students' Academic Performance Scale" (MOSESAPS), which was structured on the modified 4-point Likert scale with a reliability index of 0.78. Data gathered from the field were collated and analyzed using mean, standard deviation and rank order statistics to answer the research questions while the null hypotheses were tested using z-test statistics at 0.05 level of significance. The finding of the study among others revealed that the ways school facilities can be managed to enhance students' academic performance in Rivers State include: preventive maintenance of school facilities; applying caution in the use of facilities; Base on this finding the researcher recommended that principal as an administrator through the Ministry of Education should liaise with institutions, NGOs and schools' host communities to ensure adequate provision of facilities. Also, improvisation should be encouraged to ensure adequate delivery of knowledge to the students.

Introduction

The world's leading economies are experiencing the worst financial crisis since the Great Depression. Output has shrunk, jobs have been lost, and unemployment has been mounting, causing untold misery and pushing millions of people below the poverty line (Ayorinde, 2016). Although the crisis began in the United States, it is the most synchronized recession of all time – spreading quickly to other countries with a global impact. World Bank President Robert Zoellick noted that 'the crisis has become truly global, and no country can escape it' ('Defend MDGs against the economic crisis', 2009). Nigeria as part of the global community and as well as developing country is having her own share of this crisis ranging from; unemployment, poverty, food scarcity, insecurity, population explosion, environmental problems due to rapid technological development, Boko/Shite/Fulani herdsmen insurgency, and most disturbing is the fact that the economic and social life of the country has been sliding down as a result of the poor management of resources. Education in Nigeria has been witnessing a phenomenal expansion in terms of quantity and quality. Apparently, there is increased participation and patronage by the various

levels of government, individuals, corporate and private organizations. This suggests that a greater attention is needed in the task of proper management of resources, especially in this period of financial crisis.

National Bureau of Economic Research (2016) defines recession as a significant decline in economic activity spread across the economy, lasting more than a few months. In the context of this study economic recession implies the global economic forces that have place the world economy, Nigeria inclusive, in a position of wrestling with her internal economic distortions. Its impact in the education sector could lead to poor quality service delivery in these institutions, some of which are already lying belly up, owing to multi-faceted challenges. The provision of education to the Nigerian citizenry has adopted the social demand approach. This has contributed significantly to massive expansion of the Educational system without a corresponding increase in funding.

The increasing budgetary allocation has always fallen short of the expected turnaround revolution in education in the area of economic growth, skilled manpower needed for development and equal educational opportunity for all. The recession is on in Nigeria and federal government had promised that it would technically end in 2017. Poor management of resources has led to high inflation and depreciation of school facilities for lack of maintenance due to gross diminished value of the naira to meet day to day administration of secondary schools. Regrettably, classrooms, books and laboratory facilities provided to secondary schools seem to be in state of depreciation.

Many schools have been able to cut their expenditures with minimal impact on students by deferring maintenance and construction projects, laying-off central office staff, and eliminating nonessential travel. Some schools have had to make cuts that affect students more directly. These cuts include: Laying-off of teachers, which in turn increases class size, cutting extracurricular activities, cutting subjects not required for graduation, eliminating field trips, cutting instructional programs, cutting professional development for teachers and staff. Some schools have managed to trim personnel costs while minimizing teacher lay-offs by instituting furlough days, freezing salaries, and reducing other benefits.

But the financial crises are still very clear like hand writing on the wall: In the years to come, more cuts will be necessary to ensure that limited or scarce resources are utilized effectively and efficiently to achieve desired results. School boards that evaluate possible cuts on the basis of research and data will be more likely to minimize the impact on students, at least in the short term.

Some states view education as an investment in their economic future, so it is usually the last area to be cut. But today, many states have slashed their own budgets to the bone in public schools. Finally, rising costs, coupled with no substantial increase in funds, will challenge schools as never before. In the face of economic recession in Nigeria, Education is adversely affected. There is a growing concern for the state of the educational system.

Education is usually one of the last budget areas to be cut, but most schools today are suffering declines in tuition fee payment by parents and guardians. At the same time, many are also facing dramatic increases in costs ranging from utilities. With decreasing revenues and rising costs, schools are forced to make tough decisions if they are to balance their budgets and still meet the needs of their students and staff. Stakeholders have decried the manner in which the educational system is losing its value. A lot of reasons have been given for this situation; however, the kernel of entrenching quality into public schools lies in the management of educational facilities. In educational institutions, school facilities constitute essential inputs which could guarantee favourable learning environment and enhance the achievement of educational objectives. Asiyai (2012) states that educational facilities include the entire school plant which school administrators, teachers and students harness, allocate, and utilize for the smooth and efficient management of any educational institution.

In the school, educational facilities serve as pillars of support for effective teaching and learning thereby making the process meaningful and purposeful. School facilities include permanent and semi-permanent structures, such as machinery, laboratory equipment, the blackboard, tools and other equipment as well as consumables. Educational facilities also refer to non-human and non-financial resources which include all movable and immovable materials which are used for teaching, learning and other school activities. The efficient management of school facilities brings about a conducive teaching and learning environment for teachers, students and other staff members to perform their duties effectively. In the same vein, the quality and standard of educational output depends on the extent to which school facilities are provided and managed.

Educational curriculum cannot be sound and well operated with disgruntled school staff, poor and badly managed school facilities which include classroom, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio visual aids, tables, desks, chairs, playground, storage space and toilets. Managing educational resources is a major challenge

for school administrators especially in public schools with its continuous increase in student enrolment without a corresponding increase in school facilities. Good education requires concerted effort, time, material resources, and good funding. We need funds to be able to provide well qualified and better trained teachers, well equipped school, rich and relevant curriculum, up-to-date laboratories, libraries, instructional materials and a good environment that will promote teaching, learning and therefore high performing students.

There are various stakeholders that contribute to the financing of education in Nigeria, i.e. parents, the communities, faith-based organizations, private sectors, donor agencies, and similar other play a very important role. The three – tiers of government shoulder much of the burden of financing education in Nigeria. Unfortunately, with the poor management of resources, everything has become tough for Nigeria government. There is rising cost of all levels of education. Government alone cannot shoulder these responsibilities of education. Therefore there is need for us to think outside the box. The crisis prevents students of low economic status from affording even the least costly education (Purwadi, 2007). It is in view of the above, that this study management of resources for enhanced students' academic performance in secondary schools in Rivers State becomes imperative.

Concept of Management

The Encyclopedia Americana (2001) defined the word management as the art of coordinating the elements of factors of production towards the achievement of purpose of an organization. It is the accomplishment of objectives through the use of human labour, materials and machines. Management can be seen as a process which involves the effective utilization of human and material resources in a particular system for the purpose of achieving pre-determined goals. To this end, United Nations Economic Scientific and Cultural Organization (2009) defined Management as a social process which is designed to ensure the cooperative participation, intervention and involvement of others in the effective achievement of a given or pre-determined objectives. Adesina (2010) saw management as the organization and mobilization of all human and material resources in a particular system for the achievement of the identified organizational objective. Management consists of many functions such as planning, organizing, staffing, directing, coordinating, reporting and budgeting. According to Griffin (2004), the main management functions are planning, organizing, directing and controlling. Konotz, Bonnes &

Weihilh, (2000) similarly wrote that basic functions of management are planning, organizing, staffing, leading and controlling.

From the above definitions one could say that management functions entail the following; planning, organizing, staff, directing/leading, controlling and coordinating. Onodugu (2000) in his own perspective sees the term management to consist of two groups. The first group is a group of persons who are in the helm of affairs in any organization. They are those who work with and through others towards the realizing of organizational goals. This perspective gives us a bipolar group in any organization comprising managers (members of management) on one hand and non-managers or operatives on the other hand. Operatives are those who perform the tasks for which the organization exists for example, teachers, doctors, lecturers in the University and such like. Hicks (2007) maintained that managers are those who get things done through and with others. In other words they supervise the operatives. For example, the headmistresses in primary schools, vice-chancellors in universities and provosts in colleges of education. The second group sees management as a process of activity of managing. In this case it means the process through which organizational resources (human and material resources) are continued in a way that the goals and objectives of the organization are realized on effective and efficient manner.

School Facilities- Meaning and Concept

In educational institutions, facilities constitute essential inputs, which create favorable learning environment, facilitate interaction and enhance achievement of educational objectives (Oyesola, 2007). In essence, the school curriculum would not be meaningful and functional if required facilities are not provided in adequate quality and quantity at appropriate times through the principal's administrative finesse (Uko & Ayuk, 2014). Complimenting, Mbipom (2002) aptly explained that school facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings, general appearance which include the flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms.

Uko (2001) further stated that when school facilities are considered from the point of the school plant, then one will be considering a gamut of facilities such as: school furniture, science laboratories, school library and technical workshops. Under school equipment, she listed the following:

- Administrative: Filing Cabinets, Typing machines, Duplicating Machines, Photocopying

machines, Telephones, etc.

- Teaching equipment: – Projectors, cameras, monitors, transparencies, etc.
- Games/Sports Equipment:– Boots, Footballs, Tennis Balls, Jerseys, Rackets, etc.
- General Services Equipment: Grass Mower, Grass Cutters, Catering, First Aid, Fire Extinguishers. Also mentioned: sanitary, water supply, refuse disposal, catering services and health care delivery facilities.

According to her, effective management of school facilities calls on the ingenuity of the principal to mobilize and facilitate the teachers, non-teaching/custodial staff and students to ensure proper management and maintenance of existing facilities

School Finance: Education is viewed as an instrument for national development. In recent years, the trend in the world is towards a restructuring of school management along the line of decentralization in which quality promotion is based on prevention of wastage. Nigeria is currently witnessing proliferation of schools, as federal, state and local governments, private individuals and organizations are exercising their constitutional rights in the establishment of schools (Sofoluwe, 2012). While the admission into secondary schools has rapidly increased, the volume of funds provided has not expanded to meet the enrolment demands. The result is an acute shortage of staff, funds, physical facilities and equipment.

The fact that the various governments of the federation cannot adequately fund secondary education because of the dwindling economy implies that the institutions must be proactive, prudent, accountable and transparent in the management of funds been made available to them. Ezeugwa (2006) as cited in Nnaemego (2011) opined that financial management refers to all the activities that managers engage in while performing their financial roles. The cardinal activities are budgeting, sourcing or raising funds, allocation of funds to relevant areas, and accounting for funds. These elements of school financing practices are discussed as follows:

1. **Budgeting:** Budgeting is an important tool in financial resources management that cannot be side tracked by managers and administrators in all forms of organizations. Ezeocha (1990) as cited in Onye (2012) described budgeting as an inevitable time consuming task, that involves an elaborate working out of all estimated revenue and expenditure, section by section, item by item in greater details. This implies that budgeting is unavoidable and time exerting task that gives detailed projected income and expenditure of various sections of the school. Budget as broadly defined by Edem (2003:127) is “a statement which describes

how educational programmes outlined for the year or another stated period of time are to be financed”. The definitions and purposes of budget are already outlined in details in this study under school financing and budgeting. So, it suffices to say here, that, for a budget to be successful or effective, it must be a product of a process that is based on sound and quality information (Nnaemego, 2011). It is necessary to involve students, teaching and non-teaching staff, and other stakeholders in education in the preparatory stage of budgeting for maximum outcome. Principals should not relax after budgets have been drawn. They must also closely monitor its implementation for effective secondary school administration to be attained in Rivers State.

2. **Sourcing of Funds:** The administrators’ role of sourcing or raising funds for their schools is pertinent because government budgetary allocations are never enough for effective administration of schools. The act of raising funds from alternative sources or procuring finances for school activities, programmes and services is known as fund raising. Public secondary schools’ financing is constitutionally, the responsibility of the government especially, the state government with the support of the federal government’s allocation to education. Since, government grants are grossly inadequate, school administrators are expected to raise funds through other sources to augment government efforts, because the success of educational institutions depends largely on the availability of adequate financial resources.

Asiabaka (2009) observed that monetary resources are always scarce and this makes it difficult for schools to have sufficient funds. Thus, apart from government grants, school fees and levies approved by the government, principals should endeavor to source for additional funds from private corporate organizations, international agencies, associations, charitable and religious organizations, host communities, philanthropists, etc. Onye (2012) stated that education is an expensive social service that requires various sources of funding. This suggests that, it is not only government affair, but one that involves all other educational stakeholders. So, it is the responsibility of school heads to reach out to these other stakeholders, soliciting for funds, to enable them run their schools effectively.

Abraham (2013) supported the idea of administrators devising alternative sources of funds to administer their schools, because there is a trend of huge increase in government expenditure on public schools. He noted that government also devices some other ways to

fund education without necessarily dipping hands into its coffers. Such sources include school fees (government approved sums that every student pays) which the principals as agents, help the government to collect these fees. Apart from school or tuition fees that are determined by the government, the school heads can access funds through special levies, PTA development levies, alumni associations, donations, endowment funds, external aids, rental services, sale of school farm produce, sale of students' handicraft materials, sale of school uniforms and books, school activities/fund raising, bob-a-job, school business services, community activities, etc.

3. **Funds Allocation:** The next administrative financial task is funds allocation. The funds generated both from the government and other alternative sources must be efficiently allocated to relevant areas, if not, the purpose of raising funds would be defeated. Funds allocation involves efficient and prudent rationing or distribution of limited funds to the various sections, areas of educational programmes and school activities, according to identified needs which must be prioritized. The management of financial resources demands prioritization of needs and activities to ensure prudential expenditure (Adetoro, 2009). It is not just enough to raise funds, the issue of prudential disbursement of such monetary resources is essential for goal achievement.

Levacul (2000) as cited in Onye (2012), pointed out that there is a great responsibility in the hands of school heads, to source and allocate resources in such a manner that educational outcomes are efficiently linked to resource allocation. This simply means that, funds allocation should be matched with the desired outcomes of education. The principals, in performing this role of allocating liquid resources to areas of needs, must also do it within the boundaries of their school budgets. Favoritism and outright diversion of funds to unplanned activities for selfish reasons should be avoided, if the purposes of budgeting must be accomplished. Ndu in Ezeugwu (2006) as cited in Nnaemego (2011) stressed that favoritism and relationships should not influence financial resources allocation to school programmes and activities. He noted that school heads should avoid funds diversion to areas that are outside their school budgets for personal gains. In fact, this funds allocation role is a sensitive one that tests principals' financial discipline, and their financial management skills. Therefore, for effective secondary school administration in Rivers State to be achieved, principals should be able to display their technical skills in funds

disbursement, and also be able to adhere to budget stipulations, though adjustments can be made in the budget when absolutely necessary.

4. **Accounting for Funds:** Education is a capital-intensive social service. The financial resources needed for the procurement and maintenance of other educational resources are always inadequate, in spite of the fact that there are multiple stakeholders that provide funds for education. The cost of education is also ever on the increase due to population explosion and inflationary trends in Nigeria, that resulted to severe economic downturn. This background makes proper accountability in the education system more needful than ever. The huge financial investment in education ought to be accounted for adequately, by the chief executives that have the mandate to source and distribute funds for effective administration of public secondary schools in Rivers State.

The onus is on the school administrators to keep proper and accurate records of revenues and expenditures incurred in executing school programs and activities. Onye (2012) rightly stated that:

An educational manager has a task to identify need, analyze, evaluate, and draw a budget of the financial implication. He harnesses all the possible avenues of sourcing, and appropriately allocates the fund, as well as ensures optimal use of the fund. The manager is equally expected to account for the entire fund received stating sources, and areas of allocation with date (p.119).

She succinctly described the financial management role of educational managers and buttressed the fact that, they are expected to render account of the funds entrusted to them, stating sources and applications vividly with dates. Note in Accounting, presentation of financial transactions matters. It adopts a tabular format, clearly stating dates, amounts, and descriptions of transactions in concise terms. Thus, school administrators should be conversant with book-keeping and accounting procedures, principles and skills to a reasonable extent. Though, principals can delegate accounting duties to bursars and accounts clerks, it is still necessary for them to acquire some accounting skills for the purpose of being able to monitor and supervise them. The truth is that, they cannot give what they do not have. This has landed some school heads into serious problems in cases of book-keeping errors, misappropriation of funds by subordinates and outright funds embezzlement charges.

The principals are the chief accounting officers by statutory financial management role. So, they are held responsible for any mismanagement or misappropriation of funds. Delegation of authority to bursars and other accounting personnel does not exonerate principals from blame. They are expected to supervise and monitor their subordinates. How can they do this, if they are ignorant of accounting procedures, principles and skills? This is the major cause of accountability problems in schools. Most principals are not able to account properly for their performances, because they are not exposed to accounting skills. Onye (2006) as cited in Nnaemego (2011) agreed with this view. She remarked that, principals do not have option than to acquaint themselves with the rudiments of accounting processes.

Accountability is an important element in finance management especially, financial resources management. It is also about keeping accurate and proper records of all the activities that go on in schools. Auditing is also an integral part of accountability. It serves as a control measure for checking imbalances and verifying the accuracy and completeness of school records to ensure appropriateness especially when enough is not provided by the government due to economic crises (Eheazu in Ezeugwu, 2006 as cited in Nnaemego, 2011). If funds are judiciously utilized and properly accounted for, it would encourage the financiers of education to invest more, knowing fully well that their efforts are yielding expected outcomes (that is, educated populace and great academic performance). Conversely, if accountability is not established in our educational system, fund providers would withdraw their support, thereby aggravating the problem of fund inadequacy. So, principals are expected to play their financial roles very well, for effective administration of public secondary schools in Rivers State, especially, in this traumatic economic state of Nigeria.

Education Trust Fund (ETF, 2006) emphasized that some institutions were unable to draw from the ETF accruals because of their failure to account funds allocated to various institutions, totaling trillion naira in some states. The inability of the institutions to render timely accounts of the money received and spent portrayed the authorities of the schools as incompetent, if not corrupt. Durosaro (2001), on the factors that responsible for recent increase in educational expenditure, emphasized that population explosion, inflation, change in technological advancement, increase in manpower needs, elongation of salary, education innovation (nomadic and gifted education) imbalance in educational system, technical aids, politicization of education

(federal character and quota system). These factors have compelled successive leaders to try to set up structures but did not work.

According to Oliobi in Ogbonnaya (2000) financial management deals with the source of funds, their efficient uses and maximization of costs or losses for greater profitability of the business, and in ministerial department, post primary institutions for enhanced welfare of students and staff. Nsageyeme (2010) opined that the diversification of funding is proving to be very instrumental in providing partial funding solutions to the schools budget deficits. According to Ogbonnaya, (2005), the sources of funds available to educational institutions in state of economic meltdown include: School fees, government grants, proceeds from school activities, community efforts, donations from individuals and charity organizations, endowment funds and petroleum trust fund. Various sources of funding are currently being pursued in the public school sector together with the regulatory government funding. Some of these funding options are examined for their efficacy as follows:

- **State financing to address budgetary deficit:** Njeru and Orodho (2003), note that expenditure for educational investment comes from public funds through grants, scholarships or loans. However, they also observe that this financing of secondary education is limited and has been largely directed towards recurrent expenditure, which goes to financing teachers' salaries and allowances at the expense of development expenditure in areas such as expanding more classrooms and increasing the number of teaching and learning resources such as computers.
- **Community, individuals and donors contributions to schools to address budgetary problems:** Chitiva (2001) concurs that effective community mobilization can harness community effort towards educational development. The success of community funding depends on the catchment areas of the school. Individuals and donors also contribute to school financing. These donations are not regular and school managers cannot rely on them. Further, management of donor funds poses a great challenge to school managers due to lack of proper record keeping and auditing reports. Any slightest mistake can stop more future assistance. This disqualifies most schools from getting any funds from the donor community (Kagendo, 2002).
- **Non – governmental organization and household contributions to schools to address budgetary deficits in schools:** Mitugo, (2005) argues that NGOs could be another source

of secondary school financing. However, for a school to benefit from the NGOs it means that it must belong to the region in which the NGO is ready to sponsor and also the project which is sponsored is relevant to the NGO's priorities. According to Chweya (2007) parental contributions in form of fees, teaching materials, uniforms and labour has been vital in the expansion of secondary education.

The administration of a school budget simply means operation, execution and implementation of the school budget. The very first step the administrator should take in administering a school budget is to provide him with the necessary school account books for the purpose of entering both the detailed amount budgeted for, receipts and expenditures. The second step is to provide a double-check on expenditures. The third step is the proper handling of reserve fund set up to handle special needs as they arise (Ogbonnaya, 2005). In budget administration self-discipline is very important. Ojelabi in Tafida (2005) cautioned that heads of institutions should not see themselves as money grabbers or ten percenters. In fact effective administration of school budget calls for self-control on the part of the principals who must make sure that all revenues and expenditures of the school are effectively controlled considering the fluctuating nature of the economy which may hinder full sponsorship of the government to the schools and thereby leading to retardation in student academic performance.

In-service training is directed towards the improvement of teachers and the focuses are areas where skills are inadequate. It is also for the purpose of upgrading and bridging the gaps with much interest to provide the need for creativity and flexibility in academic activities. In other words, ability is stimulated thereby creating an environment in which it becomes easier to explore, becoming more proactive and commands changes in the organization. Louise (2008) describe in-service training as includes all professional development activities in which one engages after initial certification and employment and does not conclude until there is a termination of services. It is a development opportunity give to a staff for job enrichment and widens of knowledge, skills and techniques. The programs create an atmosphere where every individual in the organization strives to be proud of its professions, thereby making interaction proved more fertile field.

Similarly, Broadwell (2006) stresses that the focus of in-service is to bring about curriculum change, innovation in teaching methodologies and provision of quality professional growth and development. Mostly the activities and programs focus on developing and manifesting quality performance by the use of modern visual aids, increasing skills or knowledge in respect of

teaching subject. In-service training program creates an avenue for individuals to work as team in solving problems, which are of common concern to all staff as well as contributing to the development of the educational objectives of the school system. So to encourage growth in performance, other forms of professional development such as workshops, refresher courses, exchanging teaching professional writings and participation in the school programs must be practiced. These will help to complement the already acquired knowledge especially when these processes are brought into reality through the role transition.

Furthermore, Abarikannda (2002) noted that the purpose of in-service training is based specially to upgrade and updating the potentiality and competency of teacher to be more supportive, participative and achievement-oriented given the dwindling economy. In other words, it is goal-directed activity focusing on changing individuals' values, orientation and attitude towards learning environment. In-service training enhances performance as it provides access to professional growth, which helps to reduce some deficiencies in skills and methodologies in teaching or the challenges posed by the state of the economy. This scholar assumes that if opportunities are created for teachers to persistently rise in their various transmissions of knowledge there will be innovative change in curriculum, high degree of participation in decision-making as well as standard teaching not mind what is provided by the government in the dwindling economy.

Administrative Theory

Administrative theory states that all the activities that occur in an organization or an industrial undertaking could be grouped into technical, commercial, financial, security, accounting and administration. Henry Fayol postulated the administrative theory in 1916. Henry Fayol tried to abstract certain universal principles by which organization should be structured and operated. Henry Fayol's work was complementary to F.W. Taylor's scientific principles. Fayol observed that all the activities that occur in an organization or an industrial undertaking could be grouped into technical, commercial, financial, security, accounting and administration. These were: division of labour, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest, remuneration of personnel, centralization, scalar chain, order, equity, stability of tenure of personnel, initiative and esprit de corps.

Three principles were highly emphasized by this theorist. They are:

Division of Labour: Each employee performing a specialized function.

Unity of Command: Each employee reporting to only one superior.

Coordination: The harmonious integration of the different aspects of an organization. Span of supervision - the number of subordinates reporting to one manager or supervisor, the hierarchical arrangement of functions and authority, and the subordination of individual to institutional authority. This theory goes to show that the task of school administration by principals involves taking into consideration a lot of aspects ranging from employee wellbeing and financial management to adequate supervision and more. The administrative theory is related to the present study because it focused on how the entire school organization should be structured and managed to improve performance in unstable economy.

Research Design

The study will use descriptive survey design. The study seeks to generate data for answering research questions by determining the opinions and perceptions of the respondents. Survey design, according to Olaitan and Nwoke (1999), is one in which the entire population or representative sample is studied by collecting and analyzing data from the group through the use of questionnaire.

Population of the Study

The population of the study will comprise 7,693 respondents (i.e. 7,425 teachers and 268 principals) in all the two hundred and sixty eight (268) public senior secondary schools in Rivers State. (Source: Planning, Research and Statistics Department, RSSSSB, Port Harcourt, Rivers State. July, 2018).

RESULTS AND DISCUSSION

This chapter presents the data analysis under the following sub-headings: answers to research questions, test of the hypotheses and discussion. As part of data collection efforts, the researcher designed and distributed questionnaire items, which were given to 380 respondents in the public senior secondary schools in Rivers State. Three hundred and six (306) copies were retrieved and found suitable for analysis resulting in 81 percent response rate. This chapter presented the analysis of data obtained from the field.

Table 1: Distribution of Respondents by their Status

S/No	Status	Frequency	Percentage (%)
1	TEACHERS	288	94.12
2	PRINCIPALS	18	5.88
	TOTAL	306	100

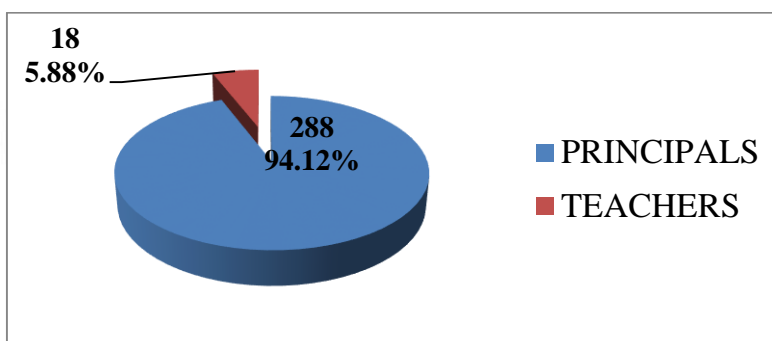


Figure 1: Pie Chart Representation of Respondents by their Status

From the above table 4.1.0 and figure 1, 288 of the respondents were teachers representing 94.12% while the remaining 18 were principals representing 5.88% of the total respondents.

Table 2: Teachers Qualifications

QUALIFICATION	FREQUENCY	PERCENTAGE (%)
NCE	24	7.84
B.Sc/B.Ed	194	63.40
M.Sc/M.Ed	76	24.84
Ph.D	12	3.92
TOTAL	306	100

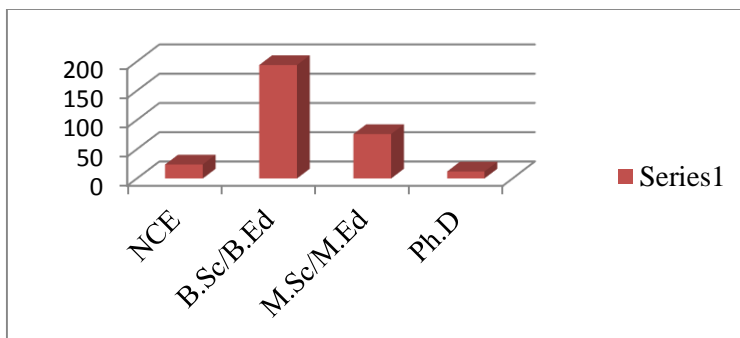


Figure 2: Bar Chart Representation of Respondents Qualification

From the above table 4.1.1 and figure 2, 24 of the respondents were NCE holders representing 7.84%, BSc/BEd holders were 194 representing 63.40%, MSc/MEd holders were 76 representing 24.84% while the remaining 12 were PhD holders representing 3.92% of the total respondents.

Table 3: Respondents Years of Experience

YEARS OF EXPERIENCE	FREQUENCY	PERCENTAGE (%)
1-5 Years	54	17.60
6-10 Years	84	27.50
11-15 Years	52	17.00
16-20 Years	32	10.50
21-25 Years	82	26.80
26 & Above	02	0.70
TOTAL	306	100

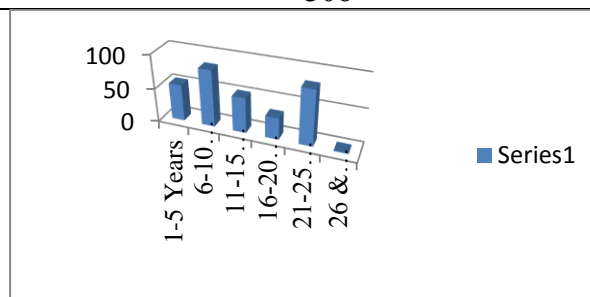


Figure 3: Bar Chart Representation of Respondents Years of Experience

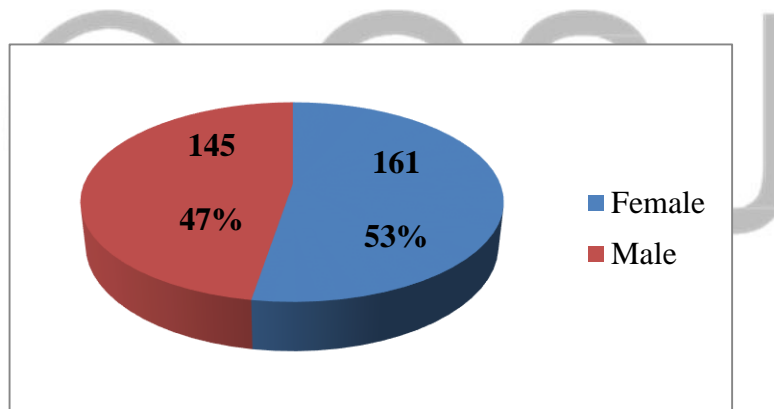
From the above table 4.1.2 and figure 3, 54 of the respondents years of experience in the teaching profession are 1-5 years representing 17.6%, 6-10 years of experience were 84

respondents representing 27.5%, 11-15 years of experience were 52 respondents representing 17%, 16-20 years of experience were 32 respondents representing 10.5%, 21-25 years of experience were 82 respondents representing 26.8%, while the remaining 2 respondents years of experience were 26 and above years, representing 0.7% of the total respondents.

Table 4: Distribution of Respondents by their Gender

S/No	Gender	Frequency	Percentage (%)
1	FEMALE	161	47
2	MALE	145	53
	TOTAL	306	100

Figure 4: Pie Chart Representation of Respondents by Gender



From the above table 4.1.3 and figure 4, 145 of the respondents were male representing 47% while the remaining 53 were female representing 53% of the total respondents.

Answer to Research Questions

Research Question One: In what ways can educational personnel be supervised to enhance students’ academic performance?

Table 5: Mean \bar{x} , Standard Deviation and Rank Order Scores of Respondents on the ways educational personnel can be supervised to enhance students' academic performance

S/N	Items	Respondents (n=306)			
		Mean \bar{x}	SD	Rank Order	Decision
1.	Regular Supervision of scheme of work/lesson notes of teachers will prompt teachers to prepare and teach with their lesson notes.	3.67	0.60	1 st	Agreed
2.	Regular classroom visitation of teachers by the school principal.	3.36	0.49	7 th	Agreed
3.	Regular Supervision of classroom instruction to evaluate teachers' effectiveness in teaching and learning process.	3.60	0.55	2 nd	Agreed
4.	Organizing external supervision of instruction to ascertain it worthwhileness.	3.26	0.63	8 th	Agreed
5.	Monitoring of departmental heads to ensure that they perform their duties.	3.50	0.65	4 th	Agreed
6.	Principal ensuring that teachers do not teach without instructional materials.	3.37	0.72	6 th	Agreed
7.	Ensuring that teachers mark students' notebooks regularly	3.50	0.53	4 th	Agreed
8.	Proper monitoring to ensure that teachers implement the curriculum accordingly.	3.57	0.54	3 rd	Agreed
Average Mean/Standard Deviation		3.47	0.29		

Research Question Two: In what ways can school facilities be managed to enhance students' academic performance?

Table 6: Mean \bar{x} , Standard Deviation and Rank Order Scores of Respondents on the ways school facilities can be managed to enhance students' academic performance

S/N	Items	Respondents (n=306)			
		Mean \bar{x}	SD	Rank Order	Decision
1.	Preventive maintenance of school facilities.	3.38	0.77	7 th	Agreed
2.	Modification of plans and programmes to ensure that facilities are adequate to suit the needs of users.	3.42	0.58	4 th	Agreed
3.	Adherence to facility usage instruction.	3.41	0.61	5 th	Agreed
4.	Creation of shelter space to keep safe of school facilities.	3.37	0.60	8 th	Agreed
5.	Applying caution in the use of facilities.	3.50	0.59	1 st	Agreed
6.	Enlightenment and awareness programmes on proper use of school facilities.	3.47	0.52	2 nd	Agreed
7.	Routine maintenance of school facilities.	3.47	0.65	2 nd	Agreed
8.	Emergency maintenance of school facilities.	3.24	0.81	9 th	Agreed
9.	Effective utilization of facilities to avoid damages.	3.38	0.60	6 th	Agreed
Average Mean/Standard Deviation		3.42	0.09		

Test of Hypotheses

Table 7: z-test Analysis on the Difference between the Mean Scores of principals and teachers on the ways educational personnel can be supervised to enhance students’ academic performance in Rivers State, Nigeria.

	GROUP	N	Mean	Std. Deviation	Df	Zcal	Zcrit	Sig. (2-tailed)	Level of Sig.	Decision
Ways Educational Personnel can be Supervised	Principals	18	3.56	0.37	2	0.008	±1.960	0.241	0.05	H01 Rejected
	Teachers	288	3.47	0.28	304					
TOTAL		306		306						

H02: There is no significant difference between mean rating of principals and teachers on the ways school facilities can be managed to enhance students’ academic performance in Rivers State.

Table 8: z-test Analysis on the Difference between the Mean Scores of principals and teachers on the ways school facilities can be managed to enhance students’ academic performance in Rivers State, Nigeria

	GROUP	N	Mean	Std. Deviation	Df	Zcal	Zcrit	Sig. (2-tailed)	Level of Sig.	Decision
Ways School Facilities can be Managed.	Principals	18	3.48	0.095	2	0.563	±1.960	0.008	0.05	H01 Accepted
	Teachers	288	3.42	0.094	304					
TOTAL		306			306					

Summary of Findings

1. The ways educational personnel can be supervised to enhance students’ academic performance in Rivers State include: supervision of scheme of work/lesson notes of teachers, regular classroom visitation of teachers by the school principal, supervision of classroom instruction to evaluate teachers’ effectiveness in teaching and learning process, organizing external supervision of instruction to ascertain it worthwhileness, monitoring of departmental heads to ensure that they perform their duties, ensuring that teachers do not teach without instructional materials, ensuring that teachers mark students’ notebooks

- regularly and proper monitoring to ensure that teachers implement the curriculum accordingly. Also, there is a significant difference between the mean ratings of principals and teachers on the ways educational personnel can be supervised to enhance students' academic performance in Rivers State.
2. The ways school facilities can be managed to enhance students' academic performance in Rivers State include: preventive maintenance of school facilities; modification of plans and programmes to ensure that facilities are adequate to suit the needs of users; adherence to facility usage instruction; creation of shelter space to keep safe of school facilities; applying caution in the use of facilities; enlightenment and awareness programmes on proper use of school facilities; routine maintenance of school facilities, emergency maintenance of school facilities; effective utilization of facilities to avoid damages. More so, there is no significant difference between the mean ratings of principals and teachers on ways school facilities can be managed to enhance students' academic performance in Rivers State.
 3. The ways staff capacity building can be organized to enhance students' academic performance in Rivers State include: experienced teachers can mentor less experienced teachers by organizing seminars and workshops internally, administrators should encourage teachers to save from their salaries to sponsor themselves for capacity building programmes, school should sponsor a teacher for capacity programmes to be equipped to train other staff, teachers should make do of vast and educative information provided by the internet, school should establish entrepreneurship ventures to raise fund to sponsor teachers, schools can sale farm produce to raise fund to organize trainings and solicit the help of influential members of the community who are committed to promoting education to sponsor capacity building programmes for teacher. Also, there is no significant difference between the mean ratings of female and male teachers on the ways staff capacity building can be organized to enhance students' academic performance in Rivers State, Nigeria.

Conclusion

Based on findings, it can be deduced that regular supervision of scheme of work/lesson notes of teachers will prompt teacher to prepare and teach with their lesson notes. Regular supervision of classroom instruction to evaluate teachers' effectiveness in teaching and learning

process will enhance students' academic performance. Applying caution in the use of facilities will promote efficient management of resources thereby, enhance students' academic performance. Enlightenment and awareness programmes on proper use of school facilities and routine maintenance of school facilities will enhance students' academic performance. When experience teachers mentor less experience teachers by organizing seminars and workshops internally, when teachers make do of vast and educative information provided by the internet, it will promote students' academic performance. Proper planning/budgeting of school funds to avoid misappropriation of funds, prompt payment of teachers' salaries will enhance students' performance.

Recommendations

Based on the study findings and in the bid to enhance students' academic performance, the following are hereby recommended:

1. School administrators should always carry out thorough supervision such as classroom visits, supervision of heads of departments and teachers by checking their scheme of work and lesson notes, assigning administrative duties and many more, so as to encourage teachers' productivity in order to enhance the learners' performance.
2. The principal as an administrator through the Ministry of Education should liaise with institutions, NGOs and schools host communities to ensure adequate provision of facilities. Also, improvisation should be encouraged to ensure adequate delivery of knowledge to the students.
3. School managers should access the vast resources provided by the internet where funds are limited for capacity building trainings and programmes. More so, teachers who have been trained should be able to train their colleagues.

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