

---

**Resource Management and Occupational Stress among Secondary School Administrators  
in Imo State**

---

**BY**

**Felicia A. ORIH, *Ph.D***  
**Department of Education Foundation**  
**Imo State College of Education**  
**Ihitte/Ubona**

---

**ABSTRACT**

*The study sought to assess resource management and occupational stress among secondary school administrators in Imo State. An Expost-facto research design was used for this study. The research area for this study was Imo State. The population of this study comprised of all secondary school administrators in Imo State. A purposive sampling technique was used to select 227 principals, which constituted the sample size. Two main instruments used in this study were 'RESOURCE MANAGEMENT QUESTIONNAIRE' (RMQ) and 'SCHOOL ADMINISTRATORS OCCUPATIONAL STRESS QUESTIONNAIRE' (SAOSQ). The research instrument (RMQ) and (SAOSQ) were submitted to the expert in test and measurement/evaluation, who helped to scrutinize and validate the items on its face value, content inclusion and language clarity. Cronbach alpha technique was used to determine the level of reliability of the instrument. The statistical package for social sciences (SPSS 17.0) was used in analyzing the data such that descriptive statistics of mean was used to answer the research questions while Pearson Product Moment Correlation Analysis was used in testing the hypotheses. From the result of the statistical analysis it was observed that there is significant relationship between human resource management and occupational stress among secondary school administrators. It was also observed that there is significant relationship between financial management and occupational stress among secondary school administrators. One of the recommendations made was that government should provide basic facilities and for this purpose, special budget should be reserved to improve the working conditions.*

**KEY WORDS: Resource Management, Occupational Stress, Secondary School, Administration**

---

**Introduction**

Resource management is a widely used concept in various aspects of human endeavor. Its application permeates every facet of human organization including the private sector and government institutions. Anywhere, investment in resources is involved, management of such resources is indispensable in the attainment of its set objectives. Generally, resource management implies the effective utilization of human, financial and material resources for the attainment of organizational goals. In the education sector, it includes the effective mobilization, development, prudent allocation and judicious utilization of human, material, financial, and other available scarce resources based on the needs, expectations and values of the system for the optimal achievement of set educational goals. (Banjoko, 2002; Olagboye, 2005 and Fajingbesi, 2009).

Educational or school resources on the other hand refers to all human and material inputs to the education system. According to Adeogun (2002), school resources include all the things that are used directly or indirectly for the purpose of supporting, facilitating, influencing or encouraging transmission or acquisition of knowledge, competence and skills. School resources therefore include human, finance, physical facilities, machines, computers, teaching technology, time communication, information and educational resource centers. (Adogun, 2002, Aigboje, 2005 and Babalola, 2006, Ogbodo, 2008).

The rigor, pressure and challenges embedded in school resource management coupled with inadequate administrative support, incessant and fragmented demands may result in occupational stress of the school administrators. According to Mullins (2005), stress sets in when an individual works outside his comfort zone. Robbins and Judge (2007), sees stress as a dynamic condition in which an individual is confronted with an opportunity, demand, or resource relate to what the individual desires and for which the outcome is perceived to be both uncertain and unimportant. Viewed in this perspective, occupational stress can be seen as average unpleasant reactions to workplace pressures which weigh so heavily on the individual almost to the point of exceeding his/her coping capabilities. Although some measure of stress is said to enhance performance, continued and consistent work stress may result in negative effects.

### **Statement of the Problem**

The job of resource management performed by the secondary school administrators is quite tasking and demanding. This is in view of the state of the public secondary education sector where the society loads on the administrators the responsibility and expectation of turning around the system. The poor performances in organized examinations, poor working behavior exhibited by teachers and poor quality of secondary school products are some of the indices that cannot be disassociated from the social malaise of resource acquisition, allocation and utilization in secondary schools. It is irrespective of the principals' level of experience and expertise, there may be occasions, experiences and situations that upset their equilibrium and sometime cause serious consequences to their physical, mental, social and spiritual well-being and may require remedies. It is also likely that exposure of the school administrators to consistent pressures, challenges and difficulties in the performance of their duties may result in occupational stress which manifests in various forms such as absenteeism, job turnover, depression, anxiety, anger and more serious health related problems such as strain, burnout, cancer, high blood pressure, stroke and even death.

### **Purpose of the Study**

The main purpose of the study was to assess resource management and occupational stress among secondary school administrators in Imo State. Specifically, the study sought to achieve the following objectives:

1. To determine the relationship between human resource management and occupational stress among secondary school administrators.
2. To analyze the relationship between financial management and occupational stress among secondary school administrators

### **Research Questions**

The study will be guided by the following research question.

1. What is the relationship between human resource management and occupational stress among secondary school administrators in secondary schools?
2. What is the relationship between financial management and occupational stress among secondary school administrators?

### **Hypotheses**

1. There is no significant relationship between human resource management and occupational stress among secondary school administrators.
2. There is no significant relationship between financial management and occupational stress among secondary school administrators

### **Literature Review**

#### **Theory of Job Stress by Karasek (1979)**

The demand of job and decision latitude varies independently in the work environment Karasek (1979). Job demands are defined as psychological stressors such as requirement for working hard and fast, and having a great deal to do, not having enough time, and having conflicting demands. It must be stressed that these are psychological demands and not physical ones. Thus, a fast and hectic work place may impose physical requirements that lead to fatigue, but the stress-related outcome predicted by the model is related to the psychological effects of this workload (e.g. the anxiety associated with need to maintain the work pace and the associated consequences of failing to complete the work time). Job decision latitudes comprises two components namely, the worker's authority to make decision on the job (decision authority) and the variety of skills used by the worker on the job combined into one measure of decision latitude whereas the organizational researcher generally discriminate between the two components and focus on the decision authority dimension (control).

The central hypothesis of the model is that strain, which is stressful condition that leads to mental and physical health problem, occurs when jobs are simultaneously high in demands and low in control. This hypothesis rests on the reasoning that high demands produce an altostrati response. When there is a constraint on the responses of the worker as would occur under the condition of low control, the arousal cannot be appropriately channeled into a coping responses of the worker as would occur under the condition of low control, the arousal cannot be appropriately channeled into a coping response and thus produce even larger psychological reaction that persists for a longer time.

The relevance of this model to the study is that school personnel, especially principals, can develop some mental and physical ailments due to chronic exposures to consistent work and office demands. This knowledge will put the school administrator in a good position to develop coping strategies as each situation shows up on a daily basis.

#### **Human Resource Management and Occupational Stress in Schools**

Akio Morita, the founder of Sony Corporation cited in Mullins (2005) once said that there is no magic in the success of Japanese companies in general and Sony in particular. The secret of their success is simply the way they treat their employees. Under Morita at Sony, the whole process of recruitment, selection, training and development, performance appraisal and rewards was built on the premise that employees were the most valuable part of the company, because it is they who supply organization with work, talent, creativity and drive (Pattanayak & Verna, 1997).

Human resources therefore refers to the people, manpower, the individual, humanity and society with all its aspirations, needs and capacities (Adeyemi, 2009). Human resource is the critical resource upon which a nation's economic future depends. As an economic resource, it represents the aggregate of skills and attitudes resulting from education and training that equip the labor force with the capacity to plan, organize, and carry out economic processes when properly allocated (Aghenta, 2001). Aghenta, (2001) further submitted that neither capital nor material resources constitutes the basis of the wealth of the nation; capital and natural resources are passive factors of production, while human beings are the active resource who accumulate the wealth, exploit material resources, build social, economic and political organizations and carry out national development. Thus, human resources in any organization are the people who coordinate all other factors of production in the production and distribution of goods and services. They are available in categories of super-ordinates and the subordinates (Fabunmi, 2003).

Human resource management in schools is therefore an aspect of educational management that relates to the development and maintenance of an efficient and the extent that it establishes a healthy corporate body in the school, so that the school objectives as well as its personnel needs are satisfactorily realized. Uche (2009) described human resource management in education not only as effective utilization of people present at work, but the harnessing of the totality of the people's skills, energies, talents, latent capacities, social characteristics to achieve the educational objectives and simultaneously, making the people to be part and parcel of organization fulfilling their life goals. It is the systematic utilization of human potentials to realize educational objectives and staff contentment. According to Obi (2003), the human resource factors which contribute significantly to school effectiveness relate to the development of:

- A powerful education management team,
- A well-motivated, committed and skilled teachers,
- Stable and cooperative relationship with employees/teaching and non-teaching staff; and
- An overall quality of working life strategy.

Until recently, human resource management to schools was routine and nominal. Human resource management tended to be more analytical in examining and providing solutions to school personnel problems. It is more concerned with the humanization of work, creation of openness, demise of bureaucratic structures and the management of people related activities. Presently, the management of human resource in secondary schools has assumed a more complex dimension because both the employee (staff) and the product (student) require proper management in order to achieve the objectives of the education. Such mixed-staff and students management seems to be difficult and stressful because of the nature of membership (Daresh, 1998).

The scope of human resource management in schools is very wide. The basic is to attract, develop, maintain, and retain employees. The scope of these functions listed by Peretomode (1998), Pattanayak and Verna (1997), Peretomode (2001), Mullins (2005), Babalola and Ayeni (2009) that

contributes to the occupational stress of school administrators include the following: induction and orientation of new staff, training and development, motivation and retention, supervision and discipline. These will be discussed sequentially.

### **Orientation and Induction**

Once an applicant has accepted a job offer, it is only proper that the employing organization should help the new comer to adapt to the organization and environment. Orientation and induction are synonymous terms variously used in describing the process by which new employees are fine-tuned into the organization. The overall goal of orientation is to help new employees to easily adjust, adapt and fit into their new working environment and settle down to business with minimum difficulties and discomfort (Peretomode and Peretomode 2001).

### **Training and Development**

Training and Development are important aspects in human resource management. Employees may become obsolete or rustic if they do not update themselves with new work methods, skills and knowledge about the work, the organization and the environment. The entire organization or system can become obsolete if it lacks the systematic means of continually developing and renewing its capabilities. Training is therefore the process of equipping staff, both old and new with necessary skills required to perform their jobs satisfactorily (Emechebe, 2009)

### **Retention and Motivation of School Personnel**

Retention is the ability of the school system to keep its staff in their jobs and makes them want to stay through adequate motivation and incentives. Motivation is used to describe the complex forces, drives, tension states, or other mechanisms that initiate and maintain voluntary activity directing toward the achievement of goals (Hoy & Miskel, 1982) cited in Peretomode, (2001). Babalola and Ayeni (2009) describe motivation as a process of initiating and directing behavior. Motivation of people depends on the strength of their motives at a particular time. Only high strength needs or motives can lead to activities.

### **The Principal and Supervision**

As a tool of quality control in the school system, school supervision is one of the processes by which the school administrator attempts to achieve acceptable standards of performance and results. Ndu, Ocho and Okeke (1997) depicted supervision as one of the cardinal aspects of school administration. It is objective and identifiable professional service offered to teachers in the form of instructional aids with specific suggestions for improvement of instruction and painstaking assistance in students' diagnosis and evaluation. They went further to add that supervision can be considered from the standpoint of activities directed towards stimulating professional skills and competencies in the teacher as means of promoting instructional effectiveness. The supervisor's responsibility, according to them, is to help teachers attain an appreciable level of professional competence and methodological effectiveness.

### **Financial Management and Occupational Stress in Secondary Schools**

Education is generally seen as the biggest instrument for economic progress, social mobilization, political survival and effective national development. To meet these enlarged roles, education as the largest enterprises in Nigeria must be well funded. Concentrated effort in ensuring funds and the effective management of the available funds is the key to the realization of the educational goals. Unfortunately, these laudable objectives of education in developing countries including Nigeria cannot be fully achieved because of the problem of inadequate funding which has been the bane of administrative effectiveness and source of worry to many school leaders (Friedman, 1997). The managers of primary, secondary and tertiary institutions in Nigeria are in consensus that these institutions are grossly underfunded (Ala Adeyemi & Afolabi, 1990 cited in Edem & Okon, 2008). Evidence exists on the degree of dilapidation that characterizes the primary and secondary school buildings in parts of the country, the nonpayment of teachers' salaries and allowances, the lack of necessary teaching and learning at all levels, the poor working conditions of teachers among other indices.

Financial or business management in secondary schools being the core activity of the school administrator refers to the process of funds mobilization, allocation and judicious utilization towards the achievement of defined educational goals. It is designed to systemize resource allocation and utilization as well as overcome perceived deficiencies in the existing system (Babalola and Ayeni, 2009). This calls for prioritization of activities and the reduction of the cost of existing programs and activities. Finance is the basis of every other activity hence the cost of education, both capital and recurrent and sources of funds must be determined. In support of this assertion, Babalola and Ayeni (2009) depicted money as a very important resource needed in the education system, which needs to be well managed because through it, all vital elements in the school can be obtained. Management of the school income involves the process of revenue collection from various sources, spending the money collected judiciously in the interest of the school and keeping proper accounts of income and expenditure using appropriate accounting system and also placing control over the spending pattern of the school (Etuk, 2006). This is by no means an easy task considering the fact that no special training to prepare the school administrators in this regards is available.

In principles, the process of school financial management according to Etuk (2006:164) revolve around:

- i. The school budget preparation which involves making estimates of expected revenues and anticipated expenditures.
- ii. Budget administration which involves spending funds collected in the most judicious manner by using appropriate accounting system, and placing controls over the spending pattern of the school.

In Imo state where primary and secondary education were pronounced free by state government, government pays about three hundred naira per student to the State Secondary Education Board for onward remittance following prescribed guiding principles to the schools. Government also donates books and equipment to the schools although they are hardly enough. With inadequacy of the internal sources of revenue, the late or outright non remittance of the said funds to schools and abolition of other sources of funds like the Parent Teacher Association levy, developmental levy, caution fees, and tremendous increase in students' enrolment, Akpa (2002) noted that the cost of running these schools in the face of inadequate fund became too burdensome for school

administrators to bear. The problem of corruption of relevant government officials and lack of proper utilization of little monies for schools even as the problem of underfunding is raging, becomes a veritable sources of principals' stress (Akaeze, 2011). Such scenarios are replicated in Imo state secondary school system where monies released by the government for the running of the schools hardly get to the school administrators or sometimes, too late to meet the desired purpose. Such unhealthy development usually attributed to corruption or late approval of state budgets compounds the already poor financial position of the school administrators exposing them to borrowing and other very serious administrative hiccups.

The school principal is held responsible for the financial matters in his school but most of them lack the financial knowledge and skills and the requisite training to handle such matter hence such were handled by the school bursars and financial officers or account clerks. Most schools had bursars and finance officers or account clerks who were directly involved in school financial management but changes in the structure and administration of schools have made those positions nominal, less visible and dormant. Some staff members in the unit have been redeployed to other busier units in the school (Etuk, 2006). In practical terms, this difficult and stress-ridden task of schools' financial management is therefore a cardinal responsibility of the school administrators. Etuk, (2006) opined that the chief executive of each school is authorized to manage the finance of his institution. The administrator is directly in charge of operating the budget to avoid over spending. He is the accounting officer of the school.

Some of the problems school administrator's faces in schools' financial management which constitutes potent sources of work stress for them according to Akpa (2002:63) include:

- Piecemeal release of funds to schools by government;
- Principals not conversant with rules and regulations;
- Abdicating their financial responsibility to subordinate staff;
- Undue interference by super-ordinates as a result of cuts and personal interest; and
- Lack of in-built contingency plans by principal.

## **Methods**

### **Area of the Study**

The study was conducted in Imo state.

### **Research Design**

The ex-post facto correlational research design was adopted for this study

### **Population of the Study**

The population for this study consisted of all secondary school administrators in Imo State.

### **Sample and Sampling Technique**

The sample of the study consisted of 227 principals which were drawn using the purposive sampling technique.

### **Instrumentation**

Two instruments that were used in collecting data for the study were ‘RESOURCE MANAGEMENT QUESTIONNAIRE’ (RMQ) and ‘SCHOOL ADMINISTRATORS OCCUPATIONAL STRESS QUESTIONNAIRE’ (SAOSQ).

### Validation of the Instruments

The research instrument (RMQ) and (SAOSQ) were first submitted to the experts in test and measurement/evaluation who helped to scrutinize and validate the items on its face value, content inclusion and language clarity.

### Reliability of the Instrument

Cronbach alpha coefficient was used to determine the reliability of the instruments ‘Resource Management Questionnaire’ and ‘School Administrators Occupational Stress Questionnaire’.

### Method of Data Analysis

The statistical Package for Social Sciences (SPSS 17.0) was use in analyzing the data. The descriptive statistics of Mean was used to analyze the research questions while Simple linear and Multiple Regression analyses was used in testing the hypotheses.

### Results and Discussions

#### Results

#### Hypotheses One

The null hypothesis states that there is no significant relationship between human resource management and occupational stress among secondary school administrators. In order to test the hypothesis, two variables were identified as follows:

1. Resource management as the independent variable
2. Occupational stress as the dependent variable

Pearson Product Moment Correlation analysis was then used to analyze the data in order to determine the relationship between the two variables (see table 1)

**TABLE 1: Pearson Product Moment Correlation Analysis of the relationship between human resource management and occupational stress among secondary school administrators**

Variable	$\sum x$	$\sum x^2$	$\sum y$	$\sum y^2$	$\sum xy$	r
Resource management (x)	3436	53282				
					57568	0.97*
Occupational stress (y)			3732	62478		

**\*Significant at 0.05 level; df =225; N =227; critical r-value = 0.139**

Table 1 presents the obtained r-value as (0.97). This value was tested for significance by comparing it with the critical r-value (0.139) at 0.05 levels with 225 degree of freedom. The obtained r-value (0.97) was greater than the critical r-value (0.139). Hence, the result was significant. The result therefore means that there is significant relationship between human resource management and occupational stress among secondary school administrators.

### Hypotheses Two

The null hypothesis states that there is no significant relationship between financial management and occupational stress among secondary school administrators. In order to test the hypothesis, two variables were identified as follows:

1. Financial management as the independent variable
2. Occupational stress as the dependent variable

Pearson Product Moment Correlation analysis was then used to analyze the data in order to determine the relationship between the two variables (see table 2)

**TABLE 2: Pearson Product Moment Correlation Analysis of the relationship between financial management and occupational stress among secondary school administrators**

Variable	$\sum x$	$\sum x^2$	$\sum xy$	r
	$\sum y$	$\sum y^2$		
Financial management (x)	3147	44737	52709	0.87*
Occupational stress (y)	3732	62478		

**\*Significant at 0.05 level; df =225; N =227; critical r-value = 0.139**

Table 2 presents the obtained r-value as (0.87). This value was tested for significance by comparing it with the critical r-value (0.139) at 0.05 levels with 225 degree of freedom. The obtained r-value (0.87) was greater than the critical r-value (0.139). Hence, the result was significant. The result therefore means that there is significant relationship between financial management and occupational stress among secondary school administrators.

### Discussions

The result of the data analysis in table 1 was significant due to the fact that the obtained t-value (0.97) was greater than the critical t-value (0.139) at 0.05 level with 225 degree of freedom. The result implies that there is significant relationship between human resource management and occupational stress among secondary school administrators. The result was in agreement with the research finding of Uche (2009), who asserted that human resource management in education not only as effective utilization of people present at work but the harnessing of the totality of the people's skills, energies, talents, latent capacities, social characteristics to achieve the educational

objectives and simultaneously, making the people to be part and parcel of organization fulfilling their life goals. The significance of the result caused the null hypothesis to be rejected while the alternative one was retained.

The result of the data analysis in table 2 was significant due to the fact that the obtained t-value (0.87) was greater than the critical t-value (0.139) at 0.05 level with 225 degree of freedom. The result implies that there is significant relationship between financial management and occupational stress among secondary school administrators. The result was in agreement with the research finding of Babalola and Ayeni, (2009), who affirmed that financial or business management in secondary schools being the core activity of the school administrator refers to the process of funds mobilization, allocation and judicious utilization towards the achievement of defined educational goals. It is designed to systemize resource allocation and utilization as well as overcome perceived deficiencies in the existing system. The significance of the result caused the null hypothesis to be rejected while the alternative one was retained.

### **Conclusion**

Based on the findings of the research work, it was concluded that:

Human resource management and financial management constitutes the basis of the wealth of any educational sector; capital and natural resources are passive factors of production, while human beings are the active resource who accumulate the wealth, exploit material resources, build social, economic and political organizations and carry out national development. There is significant relationship between human resource management and occupational stress among secondary school administrators. Also, there is significant relationship between financial management and occupational stress among secondary school administrators.

### **Recommendations**

Based on the findings the following recommendations were deemed necessary:

1. Government should provide basic facilities and for this purpose, special budget should be reserved to improve the working conditions.
2. Trainings, seminars and workshops on stress reduction management should be arranged for secondary-school-heads.
3. Elementary and secondary education department should collaborate with policy makers to formulate comprehensive strategies for stress reduction management of secondary school heads so that they may perform their duties effectively.
4. They should be granted handsome compensation and other incentives and political interference in school should be banned.

## REFERENCES

- Adeogun, O. A. (2002). *Communication and administration effectiveness of principals of secondary schools in south western Nigeria*. Unpublished Ph.D. Thesis, University of Ado-Ekiti, Nigeria (pp. 86-102).
- Aigboje, C. D. (2005). *A comparative study of availability of resources in public and private secondary schools in Etsako West L.G.A. of Edo State, Asaba*. 9-10 January (pp. 1-8)
- Akaeze, A. (2011). *Disaster: the sordid tale of the rot in education*. Newswatch. Lagos: News Watch Communication Ltd.
- Babalola, J. B. and Ayeni, A. O. (2009). *Educational management: theory and tasks*. Lagos: Macmillan Nigeria Publisher
- Babalola, J. B. (2006). *Overview of Educational Management*. In J. B. Babalola, A. O. Ayeni, S. O. Adedeji, A. A. Suleiman and M. O., Arikewuyo (Eds.), *Educational management: theory and task*. (pp. 63-67), Ibadan: Codat Publication.
- Banjoko, S. A. (2002). *Human resources management: An expository approach*. Ibadan: Olusey Press Limited.
- Dareh, J. C. (1998). Professional development for school principals: The impact of US Educational Reform. *International Journal of Education*, 29(4), 323-333.
- Edem, P. E. & Okon, E. O. (2008). *Universal basic education in Nigeria: Concept, management and prospects*. Uyo: Brickscom International Ltd.
- Emechebe, S. N. (2009). *Human Resource Management in Education*. In J. B. Babalola and A. O. Ayeni (Eds.), *Educational management: theories and tasks* (629-649). Lagos: Macmillan Nigeria Pub. Ltd.
- Etuk, G. K. (2006). *Education financing for colleges and university*. Uyo: Abaam Publishing Co.
- Fabunmi, M. (2003). *Socio-political context of educational planning and administration*. Ibadan Centre for External studies, University of Ibadan, Nigeria.
- Fajingbesi, A. (2009). *Resource mobilization and management*. In Fajingbesi, M. hiley and H. Julian (Eds.), *resources mobilization and management for development* (pp. 12-18). Ibadan: NCEMA
- Friedman, I. A. (1997). *High and low burnout principals: what makes the difference?* ERIC Document No ED36179
- Karasek, R. (1979). *Job demands, job decision latitude and mental strain: implications for job redesign*. *Administrative Science Quarterly*, 24, 235-306
- Mullins, L. J. (2005). *Management and organizational behaviour*. England: Prentice Hall Financial Times.

- Ndu, A., Ocho, L. and Okeke, B. S. (1997). *Dynamics of educational administration and management*. Akwa: Meks Publishers Ltd.
- Obi, E. (2003). *Education Management: theory and practice*. Enugu: Iyk Zemas International.
- Ogbodo, C. M. (2008). *Managing educational facilities in schools*. In V. F. Peretomode (Ed.), introduction to educational administration, planning and supervision (pp. 44-55). Lagos: Joja Educational Research and Publishers Ltd.
- Olagboye, A. A. (2005). *Introducing to educational management in Nigeria*. Lagos: Daily Graphics Ltd.
- Pattanayak, B. and Verna, H. C. (1997). *Human resource management*. New Delhi Wheeler Publishing Co. Ltd.
- Peretomode, V. F. and Peretomode, O. (2001). *Human resource management: principles, policies and practices*. Lagos: Obaroh and Ogbinaka Pub. Ltd.
- Robbins, S. P. and Judge, T. A. (2007). *Organizational behaviour*. New Delhi: Prentice Hall.
- Uche, C. M. (2009). *Managing the school records*. In N. C. Okorie and O. A. Agabi (Eds.). Classroom management (pp. 694-716). Bori: Fredisbary Printers and Publishers.