
Effective School Administration and Resource Management Capability among Male and Female Principals in Akwa Ibom State

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ABSTRACT

The study sought to find out the influence of school administration of the principals on resource management in secondary schools of Akwa Ibom State. A comparative survey research design was adopted for the study. The study was conducted in Akwa Ibom State of Nigeria. The population of the study comprised the principals and teachers in public secondary schools in Akwa Ibom State. Simple random sampling technique was used to select 100 principals made up of 50 male principals and 50 female principals, which constituted the sample size for the study. The Main Instrument used in this study was a Questionnaire titled "Effective School Administration and Resource Management Capability Questionnaire (ESARCQ)". Face validation of the instrument was carried out to ensure that the instrument was accurate for the study under consideration. Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.84 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as simple regression. The test for significance was done at 0.05 alpha levels. The study concluded that effective school administration makes the life of the members of the school community safe, meaningful and indeed worthwhile. The study also concluded that there is significant influence of school administration of the principal on the extent of resource management in secondary schools of Akwa Ibom State. The result also proved that there is significant difference in school administration and resource management between male and female principals in Akwa Ibom State, with the male principals leading in both. One of the recommendation was that government should organize and sponsor seminars to equip principals with the current techniques of management of such resources as human, finance, materials, etc. This will expose them on effective Resource Management Capability.

KEYWORDS: Effective Schools Administration, Resource Management Capability, Male and Female Principals and Akwa Ibom State

Introduction

School administration involves the management of all school operations, from creating a safe learning environment to managing the school budget. To further define school administration, one needs to consider the different areas of school administration and who perform these school administrative duties. It can also be seen as professionals who, as a whole, carry out these different administrative tasks that keep a school running smoothly. At elementary, middle, and high schools, school administration is typically led by a principal and depending on the school. Administration is a process of systematically arranging and coordinating the human and material resources available to any organization for the main

purpose of achieving stipulated goals of that organization. When applied to the school system, the process is referred to as Educational Administration or School Administration. Educational Administration is the process of bringing men and material together for effective and functional teaching and learning in the school. The focus of educational administration is the enhancement of teaching and learning. We can define educational administration as a process through which the school administrators arrange and co-ordinate the resources available to education, for the purpose of achieving the goals of the educational system Amadi-Eric (2008).

It is obvious that the education system today aims among others, the production of balanced human beings who will be useful to themselves and the society. They are expected to make positive contributions to the society that offered them the opportunity to pursue programmes in education in accordance with the acceptable norms and values of the society which reflect in the law governing individual behavior. Asuru (2007) states that, educational activity programmes and procedures can be adequately ordered by the relevant administrative authority. In addition, Asuru (2008) suggested that resource management be taught as a course in our principals training institutions to equip trainee teachers and prospective school administrators with the fundamentals of effective administration.

Statement of Problem

The school is a micro society; therefore, it requires an effective administration for self-regulation and effective resource management as well. The administrative arm makes the life of the member of the school community safe, meaningful and indeed worthwhile. The absence of good administration in the school community calls for anarchy, disorderliness, injustice, and imbalance in the institution of learning. In Akwa Ibom State, schools are faced with the challenge of incorporating laws of guidance into the educational system. This is evidenced in countless cases of unwanted acts of misconduct in the system, sexual harassment, examination misconduct, fraudulent registration, and illegal collection of money, forgery/mutilation of official documents, fighting, stealing and disobedience, flooding the educational system.

Objective of the Study

The specific objectives of this study was:

1. To find out the influence of school administration of the principals on the extent of resource management in secondary school in Akwa Ibom State
2. To examine the difference in school administration and resource management between male and female principals in Akwa Ibom State

Research Question

The following research questions were formulated to guide the study

1. What is the influence of school administration of the principals on resource management in secondary schools in Akwa Ibom State?
2. What is the difference in school administration and resource management between male and female principals in Akwa Ibom State?

Hypotheses

H0₁: There is no significant influence of school administration of the principals on the extent of resource management in secondary school in Akwa Ibom State

H0₂: There is no significant difference in school administration and resource management between male and female principals in Akwa Ibom State

Conceptual Review

Concept of School Administration

School administration is a widespread topic of concern and has been conceptualized in diverse perspectives. According to NOUN (2006) school administration is a social process concerned with identifying, maintaining, stimulating, controlling and unifying, formally and informally organized human and material energies within an interpreted system. School administration plays a vital role in making management of every educational program grand success. According to Adeyemi (2010), it is a specialized set of organizational functions whose purpose is to ensure the efficient and effective delivery of relevant educational services as well as implementation of legislative policies through planning, decision making and leadership behavior. Educational administration constitutes the following aspects in its jurisdiction as its scope: Production, Assuring Public, Finance and Accounting, Personnel, and Co-ordination. When applied to the school system, the process is referred to as educational administration or school administration. School administrations work with teachers to design and prepare curricula, establish budgets and ensure that students' academic performance meets government standards (Adeyemi 2010). The most common administrations in a secondary school (high school) environment are principals and assistant principals. The main task of the school head is interpreting policy, executing curriculum programmes, seeing to student's welfare, provision and maintenance of equipment and facilities, inducting and retraining of staff and maintaining an effective school community relationship (Musaazi, 2002). School administration is especially apprehensive with students, teachers, rules and regulations, and policies governing the school system. Overall, the school administrations oversee the effectiveness of the day to day activities of the school. This implies that for effectiveness, school administrations must be trained on the principles and practice of education so as to have an in-depth knowledge of the basic classroom management and instructional methods which always form the foundation for student's excellent academic performance and achievement. Therefore, the importance of school administration is for effective exploitation of material and non-material resources to achieve predetermined goals.

Concept of Resource Management

The understanding of an organization is very important for understanding the nature of resource management (Madumere, 1999). Resource management is the systematically organized body which leads, guides, direct an organization, and it is concerned with the execution of policy within the limit set by administration of the organization for the particular objective(s) set before it (Efanga, 2015). Also, according to Efanga (2015), citing Anuna, opined that management is the process of allocating an organization input (human and economic) by planning, organizing, directing and controlling, for the purpose of producing output (goods and services) desired by its customers, so that the organizations' objectives are accomplished. This implies that management involves a set of activities which aim at guiding leadership to positive outcomes. Management is a long standing concept of interest; it resolves round human being. It is concerned with contact with fellow human beings and his behaviour under the wide range of pressures and influence

(Awoyinfa, 2008). The source citing Asagba asserts that management can mean an art, science, an organization, a person or group of people, a discipline and a process. As an art, educational management is all about carrying out educational institutions' functions and task through people, by conscious involvement/application of techniques, which include; human and public relations and administration and planning, delegation of authority, communication (decision-making and problem solving), and managing changes. As a science, it is concerned with establishing philosophy of education, education laws, theories, principles, process and practices. As an organization, management is about creating formal structures, and an establishment based on a mission or goals, objectives, targets, functions, and tasks. As a discipline, management is a field of study with various subjects and topics. It involves the study of administration, supervision, planning, management information system, human resource management among others. Through this knowledge and skills in management are required. As a process, educational management involves internal-related activities in other to achieve their desired goals. As a process, management includes decision-making, problem, and action planning. These processes involve the management of resources including human, material, financial and time resources.

In a study conducted by Bateman and Snell 1999, managing requires planning and budgeting routines, structuring the organization, staffing it with capable hands and monitoring activities. This implies that management is identified with skills and coping with complexity. Management practices and procedures are large response to one of the significant development of the 20th century, namely the emergence of large organizations. Management produces order and stability (Krethner, 1995). Meaning that the survival of an establishment solely rest upon its management since the responsibility of carrying out the leader' vision and changes is exclusive preserve of management. Management, however, differs from leadership. The former involves creating of a vision while the later carries the vision and changes. In view of this therefore, the need for managerial leadership in universities becomes imperative especially in the onerous task of entrepreneurial management, a deviation from the development of human resources, to goods and services, with the outmost aim of raising the IGR base to complement subvention short-falls. Managerial leadership is a social and dynamic process through which the managers shape the behaviour and activities of their subordinates without the use of coercive influence thereby eliciting subordinates' voluntary participation in organized effort to attain organizational goals.

Effective School Administration

According to Peretomode (2004) administration is a set of activities which can be classified as concerned with the process of planning, organizing, controlling, directing and staffing. All these are towards the achievement of the goals and objectives of the organization as the product of effective administration. Also, management is a way of guiding, leading and controlling the efforts of a group of people towards the realization of their common goals and objectives. (Ezeocha, 2002). Hence, in this context administration is the use of materials and non-materials resources in an organization to achieve stated goals. In this present study a school is an organized place with rules and regulation guiding the activities of what is going on in order to achieve the desired goals of education in the process of effective administration.

Execution/Planning: Execution lays the foundation of an institution. Execution does not only point out what resources are needed but also the sources of procurement. These resources may include material resources like the building, furniture, library, laboratories, non-material

resources like personnel, and other stakeholders like students and parents and abstract resources like vision, mission statement, ideology and values.

Organization: Organization is also an important function of good administration. The effective and efficient work of the school depends upon the good organization. The essential elements of the organization include people and their functioning; what they do and how they work together.

Controlling: Controlling involves measuring and monitoring performance, comparing results with plans and taking corrective actions when required. It indicates how far the goals have been achieved and to what extent there is deviation from the plans.

Direction: Educational Administration ensures that the directives are upheld during curriculum construction and academic planning. Direction is an important function of educational administration. Direction involves getting the work done through instructions and orders. There should be proper supervision, motivation and communication on the part of the administrator for getting the work done. Directing involves exercising leadership motivating people, determining accountability and developing guidelines for action.

Supervision: Supervision ensures that the plans are being executed according to the directives. It thus enhances the quality of work done and the resulting accomplishments.

Advice/Stimulate: Educational Administration analyses the work and manner in which work is done. It emphasis on action plans which help remove the weaknesses and serve to accomplish the set goals.

Lead /Assist: Educational Administration not only lays down the directives but also provides the requisite support system to enable the efficient and effective completion of the set goals.

Common roles of administrations are to ensure all schools, teachers, counselors, are collaborating towards a common goal while improving standards and opportunities. Together, with proper leadership, school systems can meet goals set forth by school boards and foster students that are highly educated and prepared for their future.

Gender and Effective Secondary School Administration/Resources Management

The emergences of gender differences and secondary school administration have been reported in several studies. However, studies concerning teachers' gender and ICT use have cited female teachers' low levels of computer use due to their limited technology access, skill, and interest (Volman and Van Eck, 2001). Research revealed that male teachers used more ICT in their teaching and learning processes than their female counterparts (Kay, 2006; Wozney, Venkatesh and Abrami 2006). Jamieson-Proctor, Burnett, Finger and Watson (2006) conducted a study on teachers' integration of ICT in schools in Queensland State. Results from 929 teachers indicated that female teachers were integrating technology into their teaching less than the male teachers. However, some studies revealed that gender variable was not a predictor of ICT integration into teaching (Norris, Sullivan, Poirot and Soloway, 2003). In a research conducted by Kay (2006), revealed that male teachers had relative high levels of computer attitude and ability before computer implementation, but there was no difference between male and female regarding computer attitude and ability after the implementation of the technology. He claims that quality preparation on technology can help lessen gender inequalities. Ibukun, Oyewole and Abe (2011) reported in their study that male principals did not demonstrate superior performance than their

female counterparts. They also reported that a group of teachers rated male and female principals as equal in ability and personal qualities. However, they noted that men ranked significantly ahead of women as democratic leaders. Although, Akaria (2007) reported that no significant difference was found between male and female principals in their art of principalship, consensus opinion showed that female principals are better than their male counterparts. While speculations are wide spread that principals are not professionally committed to their duties in the schools. It is not immediately clear the extent the principals are provided with adequate number of human and material resources or whether there are problems challenging them in their bid administer their schools effectively.

Adigwu (2004) carried out a comparative study of performance of female and male principals in selected schools in Benin City, Nigeria and observed that both male and female principals had above average performance in their supervisory roles. But, the mean average performance of the male principals was observed to be just a few points above that of female principals. Adigwu therefore concluded that male principals tended to do better in supervisory activities compared to their female counterparts. These the author conclusion may be due to the fact that he male principal seem to have more control over students and teachers. Akpan (2008) expressed her view that males and females are alike in many aspects. She maintained that if both sexes learn the same thing, they will be likely to achieve the habit the same way. Thus, as principals, they are both likely to be effective. She reported a study of sex difference perception and performance to task. The study discovered that women when entrusted with responsibility exhibit a sense of commitment to work for effectiveness and goal attainment. But women never strive for recognition. On the other hand, men always seek for recognition and position and also exhibit increase commitment to work when entrusted to them.

Methods

A comparative survey research design was adopted for the study. The study was conducted in Akwa Ibom State of Nigeria. The population of the study comprised the principals and teachers in public secondary schools in Akwa Ibom State. Simple random sampling technique was used to select 100 principals made up off 50 male principals and 50 female principals, which constituted the sample size for the study. The Main Instrument used in this study was a Questionnaire titled “Effective School Administration and Resource Management Capability Questionnaire (ESARCQ)”. Face validation of the instrument was carried out to ensure that the instrument was accurate for the study under consideration. Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.84 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as simple regression. The test for significance was done at 0.05 alpha levels.

Results/Discussion

Hypothesis One

The null hypothesis states that there is no significant influence of school administration of the principals on the extent of resource management in secondary school in Akwa Ibom State. In order to test the hypothesis regression analysis was performed on the data, (see table 1).

TABLE 1: Regression Analysis of the influence of school administration of the principals on the extent of resource management in secondary school in Akwa Ibom State

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.82a	0.67	0.67	1.17	0.67

*Significant at 0.05 level; df= 98; N= 100; critical R-value = 0.207

The table shows that the calculated R-value 0.82 was greater than the critical R-value of 0.207 at 0.5 alpha level with 98 degree of freedom. The R-Square value of 0.67 predicts 67% of the influence of school administration of the principals on the extent of resource management in secondary school in Akwa Ibom State. This rate of percentage is highly positive and therefore means that there is significant influence of school administration of the principals on the extent of resource management in secondary school in Akwa Ibom State. It was also deemed necessary to find out the extent of the variance of each case of independent variable (school administration of the principals on the extent of resource management in secondary school in Akwa Ibom State) as responded by each respondent (see table 2).

TABLE 2: Analysis of variance of the influence of school administration of the principals on the extent of resource management in secondary school in Akwa Ibom State

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	275.68	1	275.68	200.98	.000b
Residual	134.43	98	1.37		
Total	410.11	99			

The above table presents the calculated F-value as (200.98) and the P-value as (000). Being that the P-value (000) is below the probability level of 0.05, the result therefore means that there is significant influence of school administration of the principals on the extent of resource management in secondary school in Akwa Ibom State.

Hypothesis Two

The null hypothesis states that there is no significant difference in school administration and resource management between male and female principals in Akwa Ibom State. In order to test the hypothesis, Independent t-test analysis was used to analyze the data (see table 3).

TABLE 3: Independent t-test analysis of the difference in school administration and resource management between male and female principals in Akwa Ibom State

Group	N	X	SD	t
SCHOOL ADMINISTRATION				
Male	50	17.26	1.59	11.09
Female	50	14.18	1.16	
RESOURCE MANAGEMENT				
Male	50	15.22	1.43	11.77
Female	50	12.12	1.19	

*Significant at 0.05 level; df = 98; N= 100; critical t-value = 2.00

The above table 3 presents the result of the independent t-test analysis of the difference in school administration and resource management between male and female principals in Akwa Ibom State. From the result it was observed, with respect to school administration the obtained t-values (11.09) and resource management (11.77) were greater than the critical t-value (2.00). Therefore, the result means that there is significant difference among school administration and resource management between male and female principals in Akwa Ibom State. The significance of the result caused the null hypothesis to be rejected while the alternative hypothesis was upheld.

Discussion of the Findings

The result of the data analysis in table 1 and 2 was significant due to the fact that the calculated R-value 0.82 and F- 200.98 were greater than the critical R-value of 0.207 at 0.05 alpha level with 98 degree of freedom. The result implies that there is influence of school administration of the principals on the extent of resource management in secondary school in Akwa Ibom State. The result therefore is in agreement with the research findings of Asuru (2008) suggested that resource management be taught as a course in our principals training institutions to equip trainee teachers and prospective school administrators with the fundamentals of effective administration. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

The result of the data analysis in table 3 was significant due to the fact that the calculated t-value (11.09 and 11.77) was greater than the critical t-value (1.671) at 0.05 level of significant with 98 degree of freedom. The result implies that there is significant difference in school administration and resource management between male and female principals in Akwa Ibom State. The result was in agreement with the research finding of Akaria (2007) reported that no significant difference was found between male and female principals in their art of principalship, consensus opinion showed that female principals are better than their male counterparts. While speculations are wide spread that principals are not professionally committed to their duties in the schools. It is not immediately clear the extent the principals are provided with adequate number of human and material resources or whether there are problems challenging them in their bid administer their schools effectively. The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

Conclusion

The study concluded that effective school administration makes the life of the members of the school community safe, meaningful and indeed worthwhile. The study also concluded that there is significant influence of school administration of the principal on the extent of resource management in secondary schools of Akwa Ibom State. With these conclusions,

Recommendation

1. Government should organize and sponsor seminars to equip principals with the current techniques of management of such resources as human, finance, materials, etc. This will expose them on effective Resource Management Capability.
2. The study recommended that school administrations must be trained on the principles and practice of education so as to have an in-depth knowledge of the basic management and

which always form the foundation for student's teacher performance and excellent academic performance and achievement.

3. Principals today should engage in regular and purposeful interpersonal relationship with the staff, endeavour to understand the different productivity patterns, how they affect teachers' works and also learn to accept occasional unproductive days of slump to aid effectiveness.

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