

Original Research Article

Managing Resource Wastages as Predictors of Effective Secondary School Administration in Anambra State, Nigeria

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Abstract: This study examined managing resource wastages as predictors of effective secondary school administration in Anambra State, Nigeria. The study was guided by three objectives and a corresponding research questions and null hypotheses. The study adopted a correlation survey research design. The population of the study comprised of all the 762 Principals and Vice Principals in 254 public senior secondary schools in Anambra State. A simple random sampling technique was used to select a sample 385 respondents representing 50% of the entire population of this study. The research instruments titled: Managing Resources Wastages Scale (MRWS) and Effective Secondary School Administration Scale (ESSAS) were used for this study. The face and content validities of the instrument were established by the researcher. Cronbach Alpha statistics was used to test for the reliability of the instruments which the coefficients of Managing Resources Wastages Scale and Effective Secondary School Administration Scale are 0.84 and 0.88. The reliability coefficients for the subscales of Financial Resource Wastages, Human Resource Wastages and Infrastructural Resource Wastages are 0.82, 0.81 and 0.87 respectively. The findings of the study revealed that that the strategies for managing financial resource wastages and human resource wastages to a high extent predict effective secondary school administration in Anambra State. However, strategies for managing infrastructural resource wastages to a low extent effective secondary school administration in Anambra State. Based on the findings, it was recommended among others that school administrators should strengthen their effort in managing financial resource and keep record track of their expenditure to avoid linkages and wastages in the system for effective secondary school administration.

Keywords: Management, Resource Wastages, Secondary School Administration.

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INTRODUCTION

In the field of education, studies have shown that persistent change and challenges of the past two decades have resulted in an increasing wastages of resources. These wastages have caused declining retention, repetition and dropout, non-enrolment and completion rates in schools. This type of wastage will hinder the achievement of effective administration in school. Globally, it is not underestimation to comment that education bears one of the highest budgetary allocation in each fiscal year, this is ensure quality output from education which could be measured by her grandaunts. The UN Sustainable Development goals on education among others is to have inclusive education, ensure programme completion and maintaining of free basic education. This would not be accomplish without huge venture in educational materials, infrastructure

and the recurrent expenditure such as salaries to all educational personnel.

The Universal Declaration on Human Rights of the Child that children, young people and adults are to benefit from education which will meet their basic needs. This type of educational system is geared towards developing individual's talents, potentials, and developing students' personalities so that they can be self-reliance and contribute to the society. The cost of education is the forgotten alternatives or other activities that can hinder regular schooling when the educational resources had been provided. This can also be referred to as opportunity cost in education. The weighty of expenditure on education won't be reasonable if its objectives are not achieved. To the surprise of many, there is increasing rate of educational wastages in many African nations that are retarding their development and

growth of the economy in Nigeria educational delivery especially at the secondary school level.

Educational resources are all the tangible and intangible materials used in teaching and learning processes in the school system. Olawolu and Madumere-Obike, (2011) identified some components of educational resource as human resource, financial resource, time resource and material resource. They added that the school manager knowing well that resources are scarce, can plan on how to effectively mobilize and manage available school resources to enhance the achievement of the school goals and welfare of the members of the school community. In Nigeria, secondary level of education derive their major resources (finance, personnel, time and material resources) from the government meaning that government is the pay master, allocation to the education sector on which secondary level of education depends seem to be consistently low in spite of strategic role of the sector in the training of manpower for the development of economy. The term human resource wastage is the loose of employee other than by redundancy. In an organization, the wastage of human resources is mainly caused by the factors labour turnover, idle time and absenteeism. Financial wastage are waste usually results in a reduction in the resource value, for which the owner ordinarily is entitled compensation. Material resources wastage is the buildings and equipment that are scattered in most institutions without being properly utilized and the best way to manage school organization and individual time resource on various activities is an essential preliminary of efficient work, (Olawolu & Madumere-Obike, 2011).

Resource wastage in school has many components, failure rate, repetition and drop-out which is premature withdrawal. In spite of anxious efforts by public and private sector to employ the youth, it is discouraging to note that there are many youth who are even primary six grandaunts while others are secondary school dropout. Babalola (2013) has earlier observed that one way to avert this situation is to have all school leavers registered at the Ministry of Youth in their home districts so that those who did not complete their secondary education could be encourage to do so, also helped to re-focus and re-direct their lives. The importance of education at secondary level can be seen in the political and economic development of any nation which is dominant for the growth of that nation. The technological and economic growths of nations depend largely on its education such as the secondary school.

Effective secondary school administration is the process through which human and other resources are mobilized and properly managed for the attainment of collective goals and purposes. In a social system like the secondary school, its goal is to prepare individuals for useful living within the society and for higher education, as well as equipping secondary school

leavers with the needed skill for effective living within the society (Federal Republic of Nigeria, 2014). The FRN (2014) stated two basic goals of secondary education, these are:

- a) Preparing the recipients for higher education and
- b) Preparing the recipients for useful living within the society (Job).

These two broad goals when analyzed show that secondary school is supposed to prepare and supply students to various tertiary institutions of learning while at the same time equipping students with necessary skills required to live a useful life, be reliant and economically viable. This can be achieved if there is proper management of resource wastages. Therefore, there is need for appropriate management resource wastages for effective secondary school administration. This calls for the adoption of relevant strategies for managing resource wastages in public senior secondary schools in Anambra State.

Statement of the Problem

One major problem assumed to be facing the secondary education is resource wastages. It has been observed that the total number of students enrolled in secondary schools for an academic session do not graduate at the specified period which has social and private costs implication. There are cases of wastages across secondary schools in Anambra State and Nigerian educational system at large. Education can be improved when more education outputs are produced at given education resources or fewer education resources are used in producing the same amount of educational outputs. Over-utilisation of resources constitutes wastage if available resources are used beyond their carrying capacity or above the degree, they ought to be utilised. Over-utilisation of school resources occurs due to under supply of school facilities such that the number of available users exceeds the carrying capacity of facilities. For instance, many school desks could be easily destroyed if the number of students sitting on them is more than the expected number. Imagine 10 students sitting in seats designed for six students. All these forms of resource wastages could affect the quality of service delivery by teachers, students' academic performance, and the overall administration of the schools.

Scholars' opinion, research findings and general observation show that there are financial wastages, human resources wastages, infrastructural wastages, dropout rate and failure rate in secondary schools. These wastages breed brain drain, social vices and developmental stagnation in the society. As a result scholars, researchers are concerned on how to manage this menace in the school system in order to save resources and improve the society. It is on this background that the researcher found it expedient to conduct this research on managing resource wastages as

predictors of effective secondary school administration in Anambra State, Nigeria.

Aim and Objectives of the Study

The aim of this study was to examine managing resource wastages as predictors of effective secondary school administration in Anambra State, Nigeria. Specifically, the study sought to:

1. Determine the extent the strategies for managing financial resource wastages predict effective secondary school administration in Anambra State.
2. Examine the extent the strategies for managing human resource wastages predict effective secondary school administration in Anambra State.
3. Ascertain the extent the strategies for managing infrastructural resource wastages predict effective secondary school administration in Anambra State.

Research Questions

The following research questions guided the study

1. To what extent are the strategies for managing financial resource wastages predict effective secondary school administration in Anambra State?
2. To what extent are the strategies for managing human resource wastages predict effective secondary school administration in Anambra State?
3. To what extent are the strategies for managing infrastructural resource wastages predict effective secondary school administration in Anambra State?

Hypotheses

The following research questions guided the study

1. The strategies for managing financial resource wastages do not significantly predict effective secondary school administration in Anambra State?
2. The strategies for managing human resource wastages do not significantly predict effective secondary school administration in Anambra State?
3. The strategies for managing infrastructural resource wastages do not significantly predict effective secondary school administration in Anambra State?

METHODOLOGY

This study adopted a correlation survey design to ascertain if there is a relationship or co-variations

among the variables using a quantitative method of research. The population of the study comprised of all the 762 Principals and Vice Principals in 254 public senior secondary schools in Anambra State. There are 254 Principals with 254 Vice Principals of Academics and 254 Vice Principals Administration. (Source: Anambra State Ministry of Education, Statistics Department, 2021). A simple random sampling technique was used to select a sample of 385 respondents representing 50% of the entire population of this study. The research instruments titled: Managing Resources Wastages Scale (MRWS) and Effective Secondary School Administration Scale (ESSAS) were used for this study. The instruments have two sections (A and B). Section A elicited demographic information from the respondents, while section B elicited information on managing resources wastages scale and effective secondary school administration scale respectively. The instrument MRWS has three clusters of financial resource wastages, human resource wastages and infrastructural resource wastages. The instruments were structured on four-point Likert-scale of Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (VLE) respectively. Cronbach Alpha reliability statistics was used to calculate the reliability coefficients of the two instruments. The reliability coefficients of Managing Resources Wastages Scale and Effective Secondary School Administration Scale are 0.85 and 0.81. The reliability coefficients for the subscales of Financial Resource Wastages, Human Resource Wastages and Infrastructural Resource Wastages are 0.82, 0.81 and 0.87 respectively. For the data that were analyzed, research questions one, two, and three were answered with the use of simple regression, while t-test associated with simple regression was used to test hypotheses one to three.

RESULTS AND ANALYSIS

Research Question 1: To what extent are the strategies for managing financial resource wastages predict effective secondary school administration in Anambra State?

Table 1: simple regression on the extent the strategies for managing financial resource wastages predict effective secondary school administration in Anambra State

Model	r	r Square	Adjusted r Square	Extent of prediction	Decision
1	.865 ^a	.642	.641	64%	High Extent

Decision rule: 100%- 75% (Very High Extent), 74% - 50% (High Extent), 49%-25% (Low Extent) and 0% - 24% (Very Low Extent)

Table 1 revealed that the regression (r) and regression square (r²) coefficients are .865 and .642 respectively. The extent of prediction (coefficient of determinism) is 64% (.641 ×100). The result showed that the strategies for managing financial resource wastages predict effective secondary school

administration in Anambra State to a high extent by 64%.

Research Question 2: To what extent are the strategies for managing human resource wastages predict effective secondary school administration in Anambra State?

Table 2: simple regression on the extent the strategies for managing human resource wastages predict effective secondary school administration in Anambra State

Model	r	r Square	Adjusted r Square	Extent of prediction	Decision
1	.736 ^a	.575	.572	57.5%	High Extent

Decision Rule: 100%- 75% (Very High Extent), 74% - 50% (High Extent), 49%-25% (Low Extent) and 0% - 24% (Very Low Extent)

Table 2 revealed that the regression (r) and regression square (r²) coefficients are .736 and .575 respectively. The extent of prediction (coefficient of determinism) is 57.5% (.575 ×100). The result showed that the strategies for managing human resource wastages predict effective secondary school

administration in Anambra State to a high extent by 57.5%.

Research question 3: To what extent are the strategies for managing infrastructural resource wastages predict effective secondary school administration in Anambra State?

Table 3: Simple regression on the extent the strategies for managing infrastructural resource wastages predict effective secondary school administration in Anambra State

Model	r	r Square	Adjusted r Square	Extent of prediction	Decision
1	.675 ^a	.490	.489	49%	Low Extent

Decision rule: 100%- 75% (Very High Extent), 74% - 50% (High Extent), 49%-25% (Low Extent) and 0% - 24% (Very Low Extent)

Table 3 revealed that the regression (r) and regression square (r²) coefficients are .675 and .490 respectively. The extent of prediction (coefficient of determinism) is 49% (.490 ×100). The result showed that the strategies for managing infrastructural resource wastages predict effective secondary school

administration in Anambra State to a low extent by 49%.

Research Hypothesis

Hypothesis 1: The strategies for managing financial resource wastages do not significantly predict effective secondary school administration in Anambra State.

Table 4: t-test associated with simple regression on the extent the strategies for managing financial resource wastages predict effective secondary school administration in Anambra State

Model		Unstandardized Coefficients		Standardized Coefficients	t	p-value	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	3.635	1.549		2.347	.019		
	Financial Resource Wastages	.868	.044	.665	19.671	.000	0.05	Hypothesis is rejected

a. Dependent Variable: Effective Secondary School Administration

Table 4 showed that the standard beta coefficient is .665 with t-test associated with simple regression value of 19.671. The hypothesis is rejected because the probability value of 0.00 is less than the alpha level of 0.05. Therefore, the strategies for managing financial resource wastages significantly

predict effective secondary school administration in Anambra State.

Hypothesis 2: The strategies for managing human resource wastages do not significantly predict effective secondary school administration in Anambra State.

Table 5: t-test associated with simple regression on the extent teachers' development policy implementation predict teachers' productivity in secondary schools in Port Harcourt LGA of Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	p-value	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	3.368	1.537		2.192	.029		
	Remuneration	.872	.044	.671	20.000	.000	0.05	Hypothesis is Rejected

a. Dependent Variable: Effective Secondary School Administration

Table 5 showed that the standard beta coefficient is .671 with t-test associated with simple regression value of 20.000. The hypothesis is rejected because the probability value of 0.000 is less than the alpha level of 0.05. Therefore, strategies for managing

human resource wastages significantly predict effective secondary school administration in Anambra State.

Hypothesis 3: The strategies for managing infrastructural resource wastages do not significantly predict effective secondary school administration in Anambra State?

Table 6: t-test associated with simple regression on the extent strategies for managing infrastructural resource wastages predict effective secondary school administration in Anambra State

Model		Unstandardized Coefficients		Standardized Coefficients	T	p-value	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	1.391	.089		14.013	.000		
	Students-Teacher Ratio	.006	.037	.007	.151	.752	0.05	Hypothesis is Accepted

a. Dependent Variable: Effective Secondary School Administration

Table 6 showed that the standard beta coefficient is .007 with t-test associated with simple regression value of .151. The hypothesis is accepted because the probability value of 0.752 is greater than the alpha level of 0.05. Therefore, strategies for managing infrastructural resource wastages do not significantly predict effective secondary school administration in Anambra State.

DISCUSSION OF FINDINGS

The first finding of this study revealed that the strategies for managing financial resource wastages predict effective secondary school administration in Anambra State to a high extent by 64%. This was in agreement with Obi (2013) who believed that without adequate financial resource, standards of education at any level shall be tantamount to a mirage that is, building castles in the air. Ebong in Betty (2014) did not differ as she saw financial resources as the process of fund mobilization, allocation and judicious utilization for the achievement of defined educational goals. From the definitions above, it is clear that financial management involves the setting aside and allocation of money for specific purpose in the school system. School managers use funds to run the affairs of the school. They take decisions on what to use the monies for based on the needs of the school. The school manger should be very rationale in the management of school funds. He needs to have a knowledge of accounting and economic principles for effective rationale decisions. The school manager should aim at using the available financial resources in the school to overcome some perceived deficiencies in the existing system. Therefore, the strategies for managing financial resource wastages significantly predict effective secondary school administration in Anambra State.

The second finding of the study showed that the strategies for managing human resource wastages predict effective secondary school administration in Anambra State to a high extent by 57.5%. This finding is in agreement with Okon (2018) who noted that a

radical change in teacher training would probably lead to an improvement in this situation, although it would be well not to entertain too many illusions for in many countries the social status of the teacher is steadily declining. This slow but sure decline of a profession which is vital for a nation’s future calls for the attention of the authorities and should be seriously investigated by means of sociological surveys. Notwithstanding the administrative measures required to combat wastage through fundamental renovation of teacher training can break the vicious circle caused by teachers who have been educated under a system which involved repeating and dropping out ad who perpetuate that system in their classes.

Alete-Omoni (2015) exposed that most institutions devote a substantial amount of money to balance human resource input in education sector. Popular resolution for distribution of ratio and per-student expenses is to enhance the achievement of students. Human resource available in academic institution can be a great impact on the quality of education. In recent times there have been concerns of some educationist about the downward trend in the standard of education. Achionye (2017) admitted that the present relationship between human resource and effective administration of public institutions is seen on students’ performance. Therefore, strategies for managing human resource wastages significantly predict effective secondary school administration in Anambra State.

Lastly, the third finding of the study revealed that the strategies for managing infrastructural resource wastages predict effective secondary school administration in Anambra State to a low extent by 49%. Akpan (2011) noted that buildings and equipment that are underutilized constitute wastage, since such buildings and equipment could have been used for the training of skilled manpower. Also when school workshops and laboratories are kept closed after the working hours of the day, on weekends, during holidays

and students vacations, the continuous closures of the workshops/laboratories which remain unutilized during the period is a serious economic setback and constitutes economic waste. Ajayi (2017) upheld that high level of students learning outcome may not be guaranteed where material resources such as school site planning, structural space planning, administrative space planning are not properly managed. Therefore, strategies for managing infrastructural resource wastages do not significantly predict effective secondary school administration in Anambra State.

CONCLUSION

Based on the findings of this study, it was concluded that the strategies for managing financial resource wastages and human resource wastages to a high extent predict effective secondary school administration in Anambra State. However, strategies for managing infrastructural resource wastages to a low extent effective secondary school administration in Anambra State.

RECOMMENDATIONS

1. School administrators should strengthen their effort in managing financial resource and keep record track of their expenditure to avoid linkages and wastages in the system for effective secondary school administration.
2. The government via the Ministry of Education should improve the welfare of school staff and that of students which constitute the human resources in school. This will help to promote effective secondary school administration in Anambra State.
3. Infrastructural resources should be provided by the government and the available one on ground should be properly managed and maintained by school

personnel to enhance effective secondary school administration.

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