

**SCHOOL RESOURCES AND ADMINISTRATIVE EFFECTIVENESS  
OF SECONDARY SCHOOL PRINCIPALS IN UYO SENATORIAL  
DISTRICT, AKWA IBOM STATE**

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**Abstract**

The main purpose of the study was to investigate the relationship between availability of school resources and administrative effectiveness of secondary school principals in Uyo Senatorial District of Akwa Ibom State. To guide the study four research questions and four null hypotheses were formulated. Ex-post factor research design was adopted. The population of the study consisted of 85 principals and 1360 teachers. Simple random sampling technique was used to select 43 principals and 129 teachers for the study. The researcher structured instrument tagged Resource Availability Instrument (RAI) and Principal's Administrative Effective Questionnaire (PAEQ) were validated by three experts from Department of Educational Management and planning of University of Uyo. Mean and standard deviation were used to answer the research questions while Pearson Product Moment Correlation Analysis (PPMC) was used in testing the null hypotheses generated for the study at .05 level of significance. The findings of the study revealed that there is a significant relationship between school resources and principals' administrative effectiveness in Uyo Senatorial District of Akwa Ibom State. Sequel to the findings of the study, it was concluded that the resource situation in the public secondary schools in Uyo Senatorial District of Akwa Ibom State is grossly inadequate and Principals generally ineffective in the performance of their administrative functions. It was recommended among others that government as well as concerned individuals should provide enough

infrastructures in public secondary schools and state secondary Education Board should post enough qualified teachers to schools.

Education is recognized as an instrument of National Development. Its desirable end-product is a permanent change in the behaviour of the educated individual; a change in knowledge level possessed, a change in skills, a change in attitudes and a change in values. The need to achieve these educational aims therefore, calls for effective administration of schools. Effectiveness is concerned with doing the right things at the right time. It relates to output of the job and what the principal actually achieves (Effanga,2006), while administration is concerned with facilitating the accomplishment of the objectives of an organisation through the systematic management of constraints and careful utilization of the available limited resources which include human, material, equipment, supplies, finances, space and work techniques or technology. (Peretomode, 2009). Effective administration therefore, is the ability to set goals, initiate actions, direct and supervise strategies for accomplishment of goals while fostering cohesiveness of work activeness among the workers. (Okon, 2009).

There are six (6) major competences that the present day principals should possess. These competences have been identified by the American Association of School Administration as cited in Okon (2009). These

are in the areas of community relations, personnel administration, curricular development, instructional leadership, financial administration and school plant management. Also the administrative functions of the principals as identified by Oleforo (2014), include; preparing teaching schedules, ensuring teaching effectiveness of staff, performing personnel decision-making, revising the curriculum and managing the budget. The success or failure of the school is therefore his/her responsibility.

According to Wolfe (2007), he should be able to think analytically without getting bogged down in details and making decisions without reacting impulsively. He should also be able to build a consensus without compromising results, get people to do what he wants them to do. These abilities are often referred to as effectiveness. Other indicators of effectiveness include integrity and ethics, customer service, acting in line with core values and beliefs, accountability and motivation, persistence, interpersonal skills as well as dealing with ambiguity.

In recent times, these administrative qualities and functions seem to be lacking in school administration and in Secondary Schools in particular. It is commonly noted that there is increasing rate of administrative laxity resulting in poor outcome in secondary school system coupled with general state of dissatisfaction on the day to day running of secondary schools. It was also noted that parents complain that most principals were not effective in the execution of the administrative functions. This seem to have resulted in some schools being bedeviled with staff problems such as absenteeism, low job performance, truancy, interpersonal conflicts, disrespect to school authority amongst others. Also, poor performance of students in internal and external examinations and sanctions of erring schools by examination bodies have most times been blamed on envisaged administrative ineffectiveness of principals in the public secondary schools. Other observed trends of

administrative problems are reflected in conflict situations such as teachers' uncooperative attitudes, lack of commitment, absenteeism, confrontational behaviours as well as constant lateness to work as a result of underlying unmet needs and demands. Sometimes many principals exhibit inadequacies in communication skills, poor human relations practices, favoritism based on ethnic consideration to mention but a few (Bassey, 2006). While others become irritated and confused when they experience challenges to their authorities in form of grievances or complain from teachers, students and non-academic staff (Okon, 2008).

Administrative problem is not unique to secondary schools in Akwa Ibom State. Other states like Ekiti and Ondo (Oyewole, 2013), Cross River (Bassey, 2006) and Okon (2008) among others face administrative problems in their secondary schools. In a bid to solve problems associated with the administrative effectiveness of secondary school principals, Okon (2009), did a work on gender and administrative effectiveness of principals of secondary schools; Bassey (2009), highlighted instances of educational changes and effective administration of secondary schools; Maples (2010), used organisational variables; Oyewole (2013) studied it using situational factors while Uwe (2014) studied administrative effectiveness using quality assurance indices. Within the context of this work, increased students population and availability of school resources will be used to study administrative effectiveness of secondary school principals.

Increased Students' population refers to increase in students' enrolment rate per school. The universal, free and compulsory education policy together with the Akwa Ibom State policy of free and compulsory secondary education have brought with it an upsurge in school population. This means that the number

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of student enrolment in the state public secondary schools have increased tremendously from 2009 till date. With this unprecedented high rate of students' enrolment in public secondary school, the school administration may be faced with several challenges. The report from state secondary school board (2014), shows that in Community Secondary School Aka Offot, the enrolment in 2007 before the free and compulsory education was 2202 students but as at 2014, the enrolment had risen to 5,919 students. Also in Mary Hanney Secondary School Oron, the enrolment as at 2007 stood at 762 students but in 2014, enrolment had increased to 3,499 students. In community High school Ekparakwa, Oruk Anam, the enrolment as at 2007 was 773 students but in 2014 enrolment had increased to 2,328 students. In Government Secondary School, Afaha-Eket, the enrollment in 2007 was 1949 but at 2014, students enrollment had increased to 4682. In Independent High School, Ukana, the enrollment in 2007 was 861 but this rose to 3300 enrollments in 2014.

It is argued that while education has kept on expanding in terms of enrolment, school resources have not increased. School resources therefore comprise of school building (classrooms, assembly hall, laboratories and workshop, libraries etc.). Teaching aids and devices such as modern educational hardware and their software in form of magnetic tapes, films and transparencies (Ogbodo in Peretomede, 2009). School resources could also be defined as educational facilities and other resources which are necessarily required in a school situation for teaching and learning to take place. For effective teaching and learning to take place, school resources have to be readily available. In other words, the resources need to be in place, in good condition and in adequate situation at all times. This state of existence therefore is what the researcher refers to as availability of resources. School resources can be categorized into

qualified teachers, infrastructure, library, Information and communication technology, etc.

Qualified teachers here refer to sufficient graduate teachers with professional teaching qualification in all the subjects. They are trained personnel for impartation of knowledge, skills and competences to students. They are the principal persons in the teaching-learning process. For the teachers to be able to carry out their duties effectively, school infrastructure has to be readily available. Infrastructural facilities here refer to sufficient houses constructed to accommodate school facilities, materials and personnel e.g. are classrooms, offices, laboratories, assembly hall, school blocks, library. Libraries are reading rooms stocked with books in various subjects and with other reference materials for teachers and students which include abstract, newspapers, chart pictures and diagrams. Libraries may also be in the principal's office and the staff room for convenience sake. The school libraries of modern time have been transformed from traditional structure dominated by printed materials to multi media centers dominated by modern information and communication and technology facilities.

Information and communication technology (ICT) equipment refer to all machines that are used in quick transfer of educational information worldwide. This includes computers, projectors, mobile phones, internet, satellite, websites, television, radio set and others. Most science subjects including computer operations are taught in the laboratories. Therefore laboratories are special classrooms designed for practical teaching and learning of science subjects with relative ease. Among all the empirical studies reviewed on administrative effectiveness of the principal, none of the studies investigated increased students' population and resources availability as they affect principals' effectiveness.

Therefore this has created a gap which this study intends to fill. As such, the researcher seeks to investigate the relationship between increased students' population, availability of school resources and administrative effectiveness of secondary school principals in Akwa Ibom State.

### **Concept Clarification**

#### **Concept of Administrative Effectiveness**

In educational administration, the concept of administrative effectiveness is not entirely new. A body of literature has attempted to define the qualities of effective school administrator or principal. Administrative effectiveness has a link with attributes, competencies and knowledge of the principal that leads to successful schools. Allix (2000), opined that both the scholarly and popular presses are awash with publications aiming to describe and develop effective school administrators. Schools may not be clear about what it means to be an effective school leader or principal. Synder and Drummond (2008), argued that competencies for administrative effectiveness have received short shrift in the training and practice of top-level administrators and that much greater emphasis is put on financial management, labour negotiations and community relations.

Administrative effectiveness is the ability of school principals to maximize school inputs in an endeavor to produce optimum educational services (Arikewuye and Onanuga, 2005). Administrative effectiveness is the extent to which administrators are able to refine their competencies and learn new ones, adapting to new circumstances and deepening their knowledge and ability to attend excellence in their organisations (Evers, Rush and Berdrous, 2008). Okon (2009), defines administrative effectiveness as the ability to set goals, initiate actions, direct and supervise strategies for accomplishment of goals while fostering cohesiveness of work activeness among the

workers. Administrative effectiveness of school principals remains the bedrock of efficient school management at any level of education (Fafunwa, 2000). Effective administration of secondary schools is one of the sacred responsibilities of principals especially in this 21<sup>st</sup> century where education is recognized as an instrument for national development. Its desirable end product is a permanent change in the behaviour of the educated individual; a change in knowledge level possessed, a change in skills, a change in attitudes and a change in values. These changes enable educated individuals to improve upon themselves and to contribute meaningfully to the society (Etuk, 2006).

Effectiveness is concerned with doing the right thing at the right time. It relates to output of the job and what the principal actually achieves (Efanga, 2006). It is concerned with the output an organisation achieves in the extent of its environment.

Evers, Rush and Berdrous (2008), saw administrative effectiveness as the extent to which administrators are able to refine their competencies and learn new ones, adapting to new circumstances and deepening their knowledge and abilities to attain excellence in their organisations. Administrative effectiveness of secondary school principals therefore involves the extent to which school principals harmonize material and human resources available to them to achieve the goals of the school system. In a more specific term, administrative effectiveness can be considered as the ability of school principals to apply innovative, organisational and management strategies and make the most efficient use of resources not only money but also time and expertise in their schools in order to accomplish school objectives. Professionally, the concept of administrative effectiveness manifests in the principal's ability to be passionate about learning and have a clear vision for how

schools can promote high level of achievement for all students (Sergivanni, 2006).

In corroborating this, Daresh (2004), stated that effective principals are charismatic and decisive, and they have the competencies, work collaboratively and supportively to transform old school cultures. They have knowledge of current research findings and how to apply them in making curriculum and instruction more effective. Effective administrators can plan and manage resources and they understand when a plan must be abandoned or modified. To foster administrative effectiveness, Obunadike (2008) emphasized that principals need to delegate authority among staff, whether to a small group responsible for particular areas or to the departments as a whole. Principals need to encourage wise decision making about financial resources and one way to bring wisdom forward is to get ideas from staff members (Udulla, 2012).

School administrators who can better direct school improvement and can help create a school climate, challenging curriculum and effective instructional practices that will raise students' achievement indeed require some level of competencies. In this regard, there is quite a bit of agreement among scholars. Jone (2002), Porter (2003), Mestry and Grobler (2004), agreed that the duties of school principals require competencies in organizing, agenda setting, some decision making and visualizing the path to a goal that has been set.

The importance of training for school principals was emphasized by Arikewuye, (2009), if administrative effectiveness must be expected or achieved. Unfortunately, the professional training of school administrators, particularly principals of secondary schools has not been given any serious attention in Nigeria's educational policies. For instance, FRN (2004) National Policy on education stated that "all teachers in educational institutions shall be professionally trained. Teachers' education

programme shall be structured to equip teachers for effective performance of their duties (pp. 39-40). It is clear then that attention is given to teacher training and not principal or head of schools. This is probably based on the common notion that those who would be principal or school heads would rise to the position from among the teachers. Basically, the length of teaching experience is the major yardstick in the appointment of principals of secondary schools. Arikewuyo (2009), contended that, what policy makers have failed to realize is that teaching and school administration are not necessarily the same thing.

According to him, school administration is an art and like all other arts has its intricacies which must be learnt and mastered by anyone who wants to achieve administrative effectiveness in the school system. Obviously, despite the enormous expectations of school principals, many of them are poorly prepared for the task Mulken, Champman, Dejaeghere and Leu (2007), observed that the continued increase of an enrolment in secondary school in Nigeria, especially with the division of schools into junior and senior secondary, it is pertinent that those who would head the school must be formally trained. It is no longer possible to believe that practical teaching experience alone constitute valid management training. Too many costly mistakes can occur while experience is being acquired and in any case the quality of experience can vary widely (Arikewuyo, 2009). Ajayi (2007) observed that some of the inaptitude, inactivity and failure of the system to meet the needs and aspirations of the populace could be traced to poor school administration. In fact, a good teacher does not necessarily make a good school principal. The time has therefore come for meaningful management training programmes for

principals for administrative effectiveness in secondary schools.

In a bid to solve problems associated with the administrative effectiveness of secondary school principals in Akwa Ibom State, Okon (2009), did a work on Gender and administrative effectiveness of principals of secondary schools in Uyo Senatorial District of Akwa Ibom State. It was noted that there was increasing rate of administrative laxity resulting in poor outcome in secondary school system, coupled with general state of dissatisfaction on the day to day running of secondary schools. It was also noted that parents complain that most principals were not effective in the execution of their administrative functions. These seem to have resulted in some schools being deviled with staff problems such as absenteeism, low job performance, truancy, interpersonal conflicts, disrespect to school authority among others. Some of her objectives were: to determine the supervisory effectiveness, decision making effectiveness, communication effectiveness, finance management effectiveness. Based on her findings, it was concluded that male principals performed better in supervision, communication and finance management while female principals performed well in discipline management. However, the results showed a no statistically significant difference in the decision effectiveness of male and female principals. It was recommended that the state secondary education board should consider gender issues when posting principals to schools that have these administrative problems.

Maples (2010), when working on organisational variables and administrative Effectiveness of Principals of Secondary Schools in Akwa Ibom State observed that despite the huge human and material investments in secondary school education by government and private individuals, the inputs are not commensurate with the expected output. Some factors in the school system tend to be

responsible for the status of administration by secondary school principals and invariably reduce educational output by teachers and students. These variables hinge on communication by secondary school principals, staff and students interpersonal relationship, funding, school plant, school location and school size. On the basis of these findings, it was concluded that administrative effectiveness of secondary school principals could be enhanced significantly by improved organisational variables. It was recommended among other things that the relevant authority, (Ministry of Education, State Secondary Education Board, etc.) should pay more attention to the improvement of organisational variables in secondary schools to facilitate effective and efficient school administration.

Bassey (2009), highlighted instances of educational changes and effective administration of Secondary Schools in Akwa Ibom State. These conflicting situations were traced to leadership inadequacies in restoring isolated fields of education rather than placing more emphasis on organisational learning, systematic reforms and large scale change activities. Some of her variables were change in administrative structure, change in welfare programmes, change in staff welfare package and change in teachers' professional status. It was concluded that there was a significant relationship between educational change and effective administration of secondary schools in Akwa Ibom State, Nigeria. Among the recommendations was that, the school principals, vice principals, must embrace the necessary changes in relevant areas in the secondary education system, so as to enhance their administrative effectiveness.

#### **Concept of Resource Availability/Allocation**

The quality of education delivery by teachers and level of achievement by students depend on many factors of which school

facilities is the foremost. School facilities are material resources that enhance teaching and learning making the process meaningful and purposeful. School facilities can be referred to as school plant. Asiyai (2012) defines school facilities as the entire school plants which school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any educational institution for the main purpose of bringing about effective and purposely teaching and learning experience. Adeboyeje (2000) and Emetarom (2004) stated that school facilities consist of the physical spatial enablers of teaching and learning which will increase effective teaching and learning. These school facilities include permanent and semi-permanent structures such as machinery, laboratory equipment, as well as consumables. The quality and quantity of educational facilities available within the school system positively has the capability of improving the quality and standard of the educational system. Good quantity and standard of the school depends largely on the provision, adequacy, utilization and management of educational facilities. Akansola (2004) agreed that educational curriculum cannot be said to be sound and well operated with poor and badly managed school facilities.

Resources that facilitate effective teaching include classroom blocks, laboratories, workshops, libraries, equipment, consumables, electricity water, visual audio-visual aids, tables desks chairs, playground, storage space and toilet facilities. In Nigeria as enrollment in public schools increase, there need to be a corresponding increase in the provision and availability of resources for effective teaching and learning. Scholars (Onoyase, 2008; Ajayi, 2009; Owuamanam, 2005) asserted that researchers, administrators and educational planners have confirmed that school facilities in Nigerian secondary schools are inadequate and

few available ones are being over utilized due to the astronomical increase in school enrollment.

### **Availability of Qualified Teachers and Administrative Effectiveness of School Principals**

Teachers represent a large proportion of the input of an educational system. Without the teachers as implementing factors, the goals of education can never be achieved. In order to achieve a just and egalitarian society as spelt out in the National Policy on Education (2004) it is of utmost importance that the schools be properly and uniformly equipped with qualified teachers to promote effective teaching. Ukeje (2000) stated that scarcity of teachers will constraint educational system from responding more fully to new demands of administrative effectiveness. In order to raise the quality of education, its efficiency and productivity, better teaching and learning materials are needed. Teaching is an art of transmitting and directing the learners to achieve a desired goal by making the learner understand what the desired goal is. In order to accomplish this, the teacher needs to have adequate knowledge of the subject matter, know how best to present the subject matter to the learners, acquire knowledge on how to co-ordinate class activities for effective teaching.

The teacher is a very vital component of school administration. He stands at the most important point in the educational process, hence no system of education can rise higher than its teachers. The only way to child-centered education is through teacher-centered school. Students can only get a superior education from a superior teacher. With good leadership and appropriate teaching aids, the teachers' effectiveness can be enhanced but the most ingenious plans of inspired administrators and the best array of instructional devices are of little avail if the teacher is ignorant, unskilled

or indifferent. Williams (2003) maintained that teachers should have proficient knowledge of the subject matter as well as adequate professional training to empower them with efficient instructional delivery towards effective learning. Ukeje (2000) pointed out the prime importance of teachers to the educational development of any nation be it simple, complex, developing or developed. When he reported that whatever facilities are available, whatever content is taught, whichever environment the school is situated and whatever kind of students are given to teach, the important and vital role of the teacher cannot be overemphasized. This means that whether the necessary facilities are adequately provided, the environment is conducive for learning, the curriculum satisfies the needs of the students and the students themselves have interest in learning, the fact remains that learning cannot take place without the presence of qualified teachers. Denga (2006) observed that the problem of teacher availability is not one of simple numbers. It is first and foremost a problem of quantity and of getting the right quality. The issue of professionalism in teaching has been on course for quite some decades. Scholars argued the necessity of skilled teachers for effective learning. Aduwa (2004) emphasized that the success or failure of any educational programme rests majorly on the adequate availability of qualified (professional), competent and dedicated teachers. Seweje and Jegede (2005) noted that the ability of a teacher to teach is not derived only from one's academic background but it is based on outstanding pedagogical skill acquired. The realization of the national growth in technology as highlighted in the Nigeria national policy on education (2004) hinges (among others) largely on the quality of the teachers. This is supported by Nkwodimah's (2003) submission that the teacher's quality will inevitably be seen in the citizens tomorrow. Okebukola in Ngada (2008), while remarking on teachers' quality, observed that over 80% of

respondents in survey research were of the view that teachers are carriers of weaknesses. These weaknesses include, among others, inadequate exposure to teaching practice, poor classroom management and control, shallow subject-matter and lack of professionalism.

#### **Availability of Infrastructural facilities and Administrative effectiveness of School Principals.**

Education is one public service where accommodation has to be provided for every member of its client group i.e. the students. Building is therefore very important in a school setting. In Nigeria, school enrollment has been on the increase due to upsurge in the population of school age children. To meet these demands, new schools would have to be built and old ones renovated. The influx of students into public secondary schools without a corresponding provision of buildings for accommodation and classroom do not enhance students' performance and principals' administrative effectiveness. Bello-Osagie and Olugbamila (2009), posit that:

The school learning infrastructure refers to the site, building, furniture and equipment that contribute to a positive learning environment and quality education for all students. The quality of learning facilities available within an educational institution has positive relationship with the quality of teaching and learning activities which in turn leads to the attainment of goals set. The quality of the school buildings and furniture will determine how long such will last while comfortable classrooms and adequate provision of instructional resources facilitate teachers' instructional task performance and students' learning outcomes.

Infrastructure refers to such basic requirements or facilities needed to support structure without which the functioning and growth of education especially at a fast pace is not possible. Kaira 2006 sees infrastructure as

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social economic overheads which require huge capital as well as advanced technology that are largely developed by the state. This implies that for the government to develop or raise educational status of the state to a standardized level, one good device is for the government first to develop the infrastructure.

The total development of the learners in the cognitive, affective and psychomotor domains of learning can only take place in an environment that is conducive to teaching and learning. The provisions of adequate and appropriate school physical facilities are indispensable in the educational process, where the school is located therefore, determines to a large extent, the academic standard of the school. The school should be located where it is accessible and far from disturbances of markets, highways, airports and industries and free from filth and pollution. The environment of the school should stimulate, motivate and reinforce students' attendance. Comfortable classroom temperature and low noise level have positive influence on teachers' effectiveness and students' academic performance. (Bello and Olugbamila 2009).

According to Adebeyeje (2000) and Emetarom (2004), school infrastructural facilities are the physical and spatial enablers of teaching and learning which will increase the production of results. These facilities serve as pillars of support for effective teaching and learning. Akinsola (2004) deems school facilities to include permanent and semi-permanent structures such as machinery, laboratory equipment, the blackboard, teacher's tools and other equipment as well as consumables.

Poor infrastructural facilities have caused a major problem of over-crowded classes where a teacher handles more students than necessary in one class. This is against the Federal Republic of Nigeria (2004)'s stipulation that the class size should be 30 students per teacher. This limits student's performances and teacher's effectiveness. Odekunle (2007), identified

incidence of overcrowded classes due to high student-teacher ratio, inadequate infrastructural and material resources as some of the causes of educational wastages in Nigeria.

**Availability of School Library and Administrative Effectiveness of School Principals**

School libraries are indispensable resource centres for the improvement of any educational system. They assist the processes of teaching and learning by storing and providing instructional materials for the students as well as the teachers. The importance of the school library cannot be overemphasized. They serve as a repository of knowledge and a catalyst towards qualitative education. In an ideal situation, a school library is an indispensable learning resource for every primary, secondary and tertiary institution. In any educational set up, apart from human resources, textbooks, journals and other reading materials are considered as major material resources that are required and utilized in the process of attaining educational goals.

It was based on the importance of the library that the National Policy on Education in Nigeria (2004) stated that the libraries are one of the important educational services and recommended that every state ministry of education should provide funds for the establishment of school libraries and library assistants. A school library is an information centre located within the school environment whose task is to identify and collect, process, organize, store, preserve, retrieve and disseminate information pertinent to the needs of members of the school community with the view of satisfying their changing information need. Obaitan (2004) described the library as a collection of books and other forms of records housed, organised and interpreted to meet broad and varying needs of people for information, recreation and aesthetic

enjoyment. School libraries found at the primary and secondary school levels are established for the development of teaching and learning. They are expected to offer supplementary reading materials in the educational pursuits of the child but contrary to this, most of the present school libraries lack current reading materials. Aguolu (2002) describes libraries as social institutions created to conserve knowledge, preserve cultural heritage and provide information. Iyanda and Salawu (2006) on the other hand sees library as a building, an instructional and self-development centre, which operate as an integral part of the entire school environment. Unagha(2008) recognizes libraries as spatial enablers of teaching and learning. The guidelines noted that libraries have to be of the appropriate size and quality to meet the minimum standards for promoting any meaningful teaching/learning. Based on the aforementioned, Ekechukwu (1999) views school library as an integral part of the institution's programme and not just shelves of books in a school or a periodical mobile library services but school library resources which are centrally housed in a school and organised by staff that are professionally prepared to administer its services and activities to teachers and students and activities. Akanwa (2007) also expressed an idea similar to the above in her consideration of school library as an integral part of the school. She pointed out that, it is a laboratory where many activities and experiments are carried out, and all these activities and experiments are geared towards the development of the child and the nation. Whitefish (2004) has shown with clarity the importance of developing library services in the high school environment. This was achieved by their in-depth collections of data or the 21<sup>st</sup> century libraries in high schools. Also Robin (2005), confirmed that any high school without an efficient and effective library is comparable to a car without an engine.

### **Availability of Information and Communication Technology (ICT) Facilities and Administrative Effectiveness of Secondary School Principals**

The knowledge of ICT usage improves human capacity in every field of human endeavour. According to Bandele (2006), ICT is a revolution that involves the use of computers, internet and other communication technology in every aspect of human endeavour. Ozoji in Jimoh (2007), defines ICT as the handling and processing of information (texts, images, instructions, etc.) for use, by means of electronic and communication devices such as computer, camera, and telephone. Ofudo (2007) also refers to ICT as electronic or computerized devices, assisted by wide range of teaching and learning as well as for personal use. From the definition, ICT could therefore be defined as processing and sharing of information using all kinds of electronic devices, an umbrella that includes all technologies for the manipulation and communication of information.

Secondary school principals require some information and communication technologies (ICTs) to support their daily administrative activities. Adeyaryu (2003) asserted that improved secondary education is essential to the creation of effective human capital in any country. The need for ICT in Nigerian Secondary schools cannot be overemphasized. In the technology driven age, everyone requires ICT competence to survive. Administrations are finding it very necessary to train and retrain their employees to establish or increase their knowledge of computers and other ICT facilities to enhance administrative effectiveness and efficiency. On the other hand, administrative staff, principals and senior employees have also realized that computers can be a threat to their jobs, and the only way to enhance job security is to become computer literate. With the high demand for computer

literacy, the administrative activities, teaching and learning would be facilitated and improved.

### **Availability of Laboratory Facilities and Administrative Effectiveness of School Principals.**

In secondary schools today, laboratory facilities are very essential to teaching and learning. There can be no effective teaching and learning especially in sciences and vocational education programmes in the absence of laboratory facilities.

Laboratory facilities play a significant role in the teaching and learning process in science, vocational and occupational education programmes or subject areas. Researchers have found science laboratories to be central to the teaching of science in secondary schools (Adeyemi, (1998; Ige, (2000). Laboratories have been found to be the scientists' workshop where practical activities are conducted to enhance meaningful learning of science concepts and theories (Olubor and Unyimadu, 2001). They have also been found to be a primary vehicle for promoting formal reasoning skills and students' understanding, thereby enhancing desired learning outcomes in students (Jeske, 1990; Ogunleye, 2002). Illusanya (2005) opined that science subjects are highly complex and abstract to learners. As a result there is need for laboratories where students can go to for practical and experimental work for hand-on-task learning. Availability and use of laboratory promote in students the spirit of enquiry which is necessary for high achievement in science subject areas.

### **Purpose of the Study**

The main purpose of the study is to investigate the relationship between availability of school resources and administrative effectiveness of secondary school principals in Uyo Senatorial District of Akwa Ibom State. Specifically the study sought to:

1. Determine the relationship between availability of qualified teachers and administrative effectiveness of secondary school principals in Uyo Senatorial District of Akwa Ibom State.

2. Determine the relationship between availability of infrastructural facilities and administrative effectiveness of secondary school principals in Uyo Senatorial District of Akwa Ibom State.

### **Hypotheses**

The following hypotheses were formulated to guide the study:

**Ho<sub>1</sub>:** There is no significant relationship between availability of qualified teachers and administrative effectiveness of secondary school principals in Uyo Senatorial District of Akwa Ibom State.

**Ho<sub>2</sub>:** There is no significant relationship between availability of infrastructural facilities and administrative effectiveness of secondary school principals in Uyo Senatorial District of Akwa Ibom State.

### **Methodology**

The study used ex-post facto design to investigate availability of school resources and effective administration of school principals in Uyo Senatorial District of Akwa Ibom State. This design was adopted because the event had already occurred and the opinions of a cross section of the population were surveyed to establish cause and affect relationship without manipulating the variables.

The population of this study comprised of all public school principals and teachers in Uyo Senatorial District Akwa Ibom State numbering 84 and 3,316 respectively.

A sample of 42 schools/principals (representing 50% of existing number of principals) in public secondary schools was

used for the study. The multistage sampling approach was used for the study. First, schools were grouped into clusters according to the senatorial districts and Local Education Committees respectively. Secondly, schools/principals were selected using simple random sampling technique. For the purpose of rating the principals' administrative effectiveness, a minimum of three teachers per selected school/principal were purposely selected.

The study made use of questionnaire as the research instrument. Two instruments were used for the study. Resource Availability Inventory (RAI) and Principal Administrative Effectiveness

Questionnaire (PAEQ). It was divided into three sections. Section 1 elicited information on personal data of the respondents. For section 2 which is Resource Availability Inventory (RAI), a checklist was used to cover the four sub-variables – qualified teachers, infrastructural facilities, library facilities and Information and communication technology facilities. Five item checklist was used to measure each sub-variable making a total of 20 items for section 3.

Section 3 which is Principal's Administration Effectiveness Questionnaire (PAEQ), 20 items were used for teachers rating of the principals in each of the selected schools. Items were scored using 4-point rating scale. The respondents for section 2 (checklist) was presented with four alternative response options. In like manner, questionnaire for section 3 which was to measure principal's administrative effectiveness utilized a 4-point rating scale. The respondents (teachers) were presented with four alternative response options.

The instrument was subjected to face validity by two educational evaluators in the Faculty of Education, University of Uyo. From their input, amendments were made accordingly. To determine the reliability of the instruments, 20 teachers from schools in Uyo Senatorial District were used for part of the sample in the Senatorial

District. They responded to items on RAI and PAEQ once. The data obtained were analyzed using Cronbach's Alpha statistical formula to determine the internal consistency and reliability of the instrument.

## Results and Discussion

Presented below is a summary result of the data analysis

**Research Question/ Hypothesis 1:** What is the relationship between availability of qualified teachers and administrative effectiveness of secondary school principals in Uyo senatorial district of Akwa Ibom State?

**Table 1: Mean and Standard Deviation of Availability of Qualified Teachers and Administrative Effectiveness of School Principals.**

Variables	X	SD	Item Mean
Availability of qualified teachers.	10.81	0.823	2.19
Administrative effectiveness	21.89	0.845	1.09

Table 1 show that the availability of qualified teachers has a positive relationship with administrative effectiveness of principals in secondary schools. This is due to the fact that the item mean for availability of qualified teachers of 2.16 and that of administrative effectiveness of 1.09 are less than criterion mean of 2.50.

## Hypothesis 1

There is no significant relationship between availability of qualified teachers and administrative effectiveness of secondary school principals in Uyo senatorial district of Akwa Ibom State.

**Table 2: The Pearson Product Moment Correlation Analysis of the Relationship between Availability of Qualified Teachers and Administrative Effectiveness of Secondary School Principals in Uyo Senatorial District of Akwa Ibom State.**

N	Σx	Σy	Σx <sup>2</sup>	Σy <sup>2</sup>	Σxy	r-value	P	df	Decision
172	465	2825	5053	61941	58232	0.659	.05	170	Sig.

Critical value = 0.081

Table 5, presents the obtained r-value as 0.659. The value was tested for significance by comparing it with the critical r-value of 0.081 at .05 alpha level, and 170 degree of freedom, the calculated r-value of 0.659 is greater than the critical r-value of 0.81. Hence, the null hypothesis I (HO<sub>1</sub>) is rejected while the alternative one which states that, there is a significant relationship between availability of qualified teachers and administrative effectiveness of secondary school principals in Uyo senatorial district of Akwa Ibom State is retained.

This result is in agreement with Ukeje (2000), Aboyej (2003) and Ngada (2008) who posited that school administration is bound to achieve organizational goals with stable, suitable, qualified and experienced teachers. The findings is also in agreement with the assertion of the FRN (2004) that teachers represent a large population of the inputs of on educational system. Without the teachers as implementing factors, the goals of education can never be achieved.

The implication of this study's finding tends to the assumption that insufficient number of qualified teachers in the secondary schools led to the principal's administrative ineffectiveness. The study recommends that state education Board should employ more qualified teachers into the school system and discourage the employment of unqualified graduates teachers so that effectiveness can be enhanced.

The study assumption that the more qualified teachers available in the school system, the more effective the administration of the school was proved right through this findings.

**Research Question/ Hypothesis 2:** What is the relationship between availability of infrastructural facilities and administrative effectiveness of principals in Uyo senatorial district of Akwa Ibom State?

**Table 3: Mean and Standard Deviation of the Availability of Infrastructural Facilities and Administrative Effectiveness of School Principals.**

Variables	X	SD	Item Mean
Availability of infrastructural facilities	7.32	0.743	1.47
Administrative effectiveness	21.89	0.845	1.09

Table 2 shows that availability of infrastructural facilities in the school influences administrative effectiveness of principals in secondary schools. The item mean for availability of infrastructural facilities of 1.47 and that of administrative effectiveness of principals of 1.09 shows that both variables are positively related as their mean values are lower than the criterion mean of 2.50.

**Hypothesis 2**

There is no significant relationship between availability of infrastructural facilities and administrative effectiveness of secondary school principals in Uyo senatorial district of Akwa Ibom State.

**Table 4: The Pearson Product Moment Correlation Analysis of the Relationship between Availability of Infrastructural Facilities and Administrative Effectiveness**

**of Secondary School Principals in Uyo Senatorial district of Akwa Ibom State.**

N	Σx	Σy	Σx <sup>2</sup>	Σy <sup>2</sup>	Σxy	r-value	P	df	Decision
172	315	2825	4287	619412	51658	0.612	.05	170	Sig.

Critical value = 0.081

Table 6 presents the calculated r-value as 0.612. The value was tested for significance by comparing it with the critical r-value of 0.081 at .05 alpha level, and 170 degree of freedom. The calculated r-value of 0.612 is higher than the critical r-value of 0.081. hence, the null hypothesis 2 (HO<sub>2</sub>) is rejected while the alternative hypothesis which states that there is a significant relationship between availability of infrastructural facilities and administrative effectiveness of secondary school principals in Uyo senatorial district is retained.

The study assumption that availability of infrastructural facilities in the school system is a determinant for principal's administrative effectiveness was proved right through these findings.

This result is in agreement with Mbipom (2000), who stated that there is a relationship between facilities in schools and administrative effectiveness of principals. The result is also in agreement with. Akinsola, (2004), who observed that educational curriculum cannot be said to be sound and well operated with badly and poor managed school facilities. Therefore availability of infrastructural facilities enhances administrative effectiveness of secondary school principals.

The implication of this study's finding tends to assumption that insufficient infrastructural facilities led to the principal's administrative ineffectiveness.

The study recommends that the state education Board, the community in which the school is

located as well as NGOs should assist in providing enough infrastructures in the school.

**Discussion of the Findings**

The result of the analysis shows that there is a significant relationship between availability of qualified teachers and administrative effectiveness or secondary school principals in Uyo senatorial district of Akwa Ibom State. This is because the calculated r-value of 0.659 is greater than the critical r-value of 0.081 at .05 alpha level and 170 degree of freedom. This result is in agreement with Ukeje (2000), Aboyej (2003) and Ngada (2008) who posited that school administration is bound to achieve organizational goals with stable, suitable, qualified and experienced teachers.

The findings is also in agreement with the assertion of the FRN (2004) that teachers represent a large population of the inputs of educational system. Without the teachers as implementing factors, the goals of education can never be achieved.

The result of the analysis also shows that there is a significant relationship between availability of infrastructural facilities and administrative effectiveness of secondary school principals in Uyo senatorial district of Akwa Ibom State. This is because the calculated r-value of 0.612 is greater than the critical r-value of 0.81 at .05 alpha level and 170 degree of freedom. This result is in agreement with Mbipom (2000), who stated that there is a relationship between facilities in schools and administrative effectiveness of principals. The result is also in agreement with. Akinsola, (2004), who observed that educational curriculum cannot be said to be sound and well operated with badly and poor managed school facilities. Therefore availability of infrastructural facilities enhances administrative effectiveness of secondary school principals.

### **Conclusions**

Based on the results of the findings, the following conclusions are drawn.

The resource situation in public secondary schools in Uyo senatorial district of Akwa Ibom State is grossly inadequate. Principals of public secondary schools in Uyo senatorial district of Akwa Ibom State are generally ineffective in the performance of their administrative functions. As a lesson learnt from this study, it is clearly noted that the resource situation in any organization is a panacea for effective administrative practices in the organization.

### **Recommendations**

The following recommendations are made based on the conclusion drawn.

- ❖ The state secondary Education Board should post enough qualified teachers to school.
- ❖ The government as well as concerned individuals should provide enough infrastructures in public schools.
- ❖ The government, NGOs and well to do individuals in the community should furnish the school libraries with relevant books in all subject areas and laboratories with enough chemicals and equipment.

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