

AVAILABILITY AND UTILIZATION OF EDUCATIONAL RESOURCES FOR EFFECTIVE ADMINISTRATION IN PUBLIC JUNIOR SECONDARY SCHOOL IN ENUGU STATE

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ABSTRACT

This study investigated availability and utilization of educational resources for effective administration in public junior secondary school in Enugu State. The study adopted a descriptive design with a population of 295 principals and a sample of 170 along with four research questions and four hypotheses. A self-structured instrument titled “Availability and Utilization of Education Resources Questionnaire (AUERQ)” was designed by the researcher to answer the research question. To ascertain the reliability of the instrument, test-retest method was adopted using Cronbach alpha correlation coefficient and an index of 0.81 was established. Mean and standard deviation statistics were used to answer four research questions, z-test was used to test two null hypotheses at alpha $p < .05$. The result of the study showed that poor financial resources, fair utilization of educational resources, poor availability of educational resources hamper effective administration of junior secondary school in Enugu state. Also remedies to availability and utilization of educational resources for effective administration of junior secondary schools in Enugu State were revealed. The study concluded that corruption in the system has on most time encouraged under-funding of the junior secondary school system in Enugu State. Also School Personnel and Principals misuse the financial resources of the school either intentionally, ignorantly or due to lack of administrative know how. The study therefore recommend that the government and all stakeholders of the secondary school education should take proactive measures in curbing corruption in the education sector which cripple or reduce the availability of funds to purchase the needed physical resources meant for teaching and learning.

Keywords: Administration, Availability, Educational Resources, Utilization

Introduction

The growth and advancement in any country largely depends on its education level or efficiency. Usman (2016) disclosed that the quality of every society is largely predicted on the quality of its educational system. The battle for better education for every Nigerian child has gained more momentum in recent times as more qualified teachers and non-teaching staffs in the education sector are leaving no stone unturned to add better notions to educational growth. Education is an essential sector in all nations, being a major investment in human capital development, it plays a crucial role in long-term productivity and growth at both micro and macro levels.

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Kenrick et al, (2010) opined that, education has certain importance and major roles played by education in every country of the world include;

reduction in illiteracy, effective communication skills, rights of the child, improved learning skills, reduction in poverty, creation of jobs, public health awareness, impact on democracy, development of sound standard of human conduct and behaviour hence, creating a good and upright citizen and ensures economic growth through increased creativity and productivity. However, Ngure (2012) noted that, the importance of education in society includes but not limited to; creation of a happy and stable life, creation of money, provides equality, turns dreams into reality, makes a nation keep up with the rest of the world, helps one to understand his/her environment and the world we live in, makes one confident, respectful and saves one from being fooled or cheated. Basically, education is the process of teaching, training and learning (Hornby, 2011).

Basically, instructional resources are utilized by both the teacher and the learner. However, the teacher does instruct, direct and implement the utilization of teaching and learning resources or instructional resources in education. In similar reasoning, it is assumed that, public junior secondary schools are administered by principals and their vice principals (vice principal administration and vice principal academics). Udoh-Uwah (2015) admitted that, any formal effort geared towards the realization of set goals using human, material and financial resources is termed administration. Practically, administration is organization, field or institution concerned or inclined. Omerregie (2005) in Udoh-Uwah (2015) noted that, secondary school administration is the arrangement of human and material resources and programmes available to education for the attainment of educational objectives. Particularly, Udoh-Uwah (2015) noted that, administration of public junior secondary schools in Nigeria involves a systematic utilization of available human and material resources to implementing educational programmes within the guidelines of the nation's educational policies in order to achieve the goals of education. It is believed that, secondary school is an intermediate level of schooling or education which is an inevitable bridge between the primary school and tertiary education (Udoh-Uwah, 2015). However, the National Policy on Education (2004) remarked

that the secondary education is to prepare the learners for useful societal living and better preparation for higher education. The crux of the matter is that the poor and non-provision of educational resources such as school buildings, instructional materials, ICT facilities will pose a serious threat for improved school administration, suffice it to state that poor or low utilization of educational resource will adversely affect teaching and learning process and it will eventually result to inability to achieve some specific goals of the school system. Undoubtedly, the resources that are available in public junior secondary schools are not adequately utilized, in fact the situation of poor or low utilization of educational resources will result to dysfunctional in school administration and poor performance of students in internal and external examinations.

Aim and Objectives

The aim of the study was to investigate the availability and utilization of educational resources for effective administration in public junior secondary schools in Enugu State. However, the specific objectives of the study included:

1. Identify financial resources made available for effective administration of public junior secondary schools in Enugu state.
2. Examine the challenges to the utilization of educational resources for effective administration of public junior secondary schools in Enugu state.
3. Investigate the challenges to the availability of educational resources for effective administration of public junior secondary schools in Enugu State.
4. Determined the remedies to the challenges of availability and utilization of educational resources for effective administration in public junior secondary schools in Enugu State.

Research Questions

The following research questions guided the study.

- 1 What are financial resources available for effective administration of public junior secondary schools in Enugu state?
- 2 What are the challenges to the utilization

of educational resources for effective administration of public junior secondary schools in Enugu state?

- 3 What are the challenges to the availability of educational resources for effective administration of public junior secondary schools in Enugu State?
- 4 What are the remedies to the challenges of availability and utilization of educational resources for effective administration in public junior secondary schools in Enugu State?

Hypotheses

The following hypotheses were postulated and tested at 0.05 level of significance.

HO₁: There is no significant difference between the mean ratings of urban and rural principals on the financial resource available for effective administration in public junior secondary school in Enugu State.

HO₂: There is no significant difference between the mean ratings of urban and rural principals on the challenges in the utilization of educational resource for effective administration in public junior secondary schools in Enugu state.

HO₃: There no significant difference between the mean ratings of urban and rural principal on the availability of educational resources for effective administration of public junior secondary schools in Enugu State?

HO₄: There is no significant difference between the mean ratings of urban and rural principals on the remedies to the challenges of availability and utilization of educational resources for effective administration in public junior secondary schools in Enugu State.

Conceptual Review

Financial resources for effective administration

Financial resources are the funds required for the

smooth operations of a school and are regarded as the life-wire of any system. It is indeed a more critical facet with which other factors of administrations are created, maintained and sustained. In school administration, funds are necessary for the procurement of facilities, equipment, electronics and communication gadget needed for effective performance. Apart from this, funds are needed to pay the salaries of administrative, academic and non-academic staff. According to Usman (2016) a robust financial allocation for school administration would not only enhance goals attainment but its sustainability. Plan and policy implementation are responsive to funds availability. Funds are needed for the acquisition of fixed and current assets and to settle current liabilities and expenditures incurred in the course of administration.

Education resources are no doubt important in the development of a conducive teaching-learning environment. The use of these resources could give more valuable and powerful direction to the teacher than any personal efforts without the materials. In school administration, education resources are not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated and controlled by the school management team. This is in agreement with Blunt's (2019) opinion that: it is not the availability of these resources alone that guarantees effective performance of school, but their adequacy and effective utilization.

However, no matter how well packaged a school administration or a school system is at any level of education, without adequate and efficient utilization of the available resources, the system may fail to achieve its desired results. Adequate and apposite resources are vital in the administration of a school. The proper administration and use of these resources will not only boost the morale of human resources who coordinates other activities in the school system but also ensure the attainment of goals. Meanwhile, shortage or inadequacy of these resources is inimical to goal achievement of school administration. Education resources includes the teachers in the school, human beings in the community, real objects, specimen or

models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc. which the learners are expected to have at any point in time to facilitate learning (NOUN, 2009).

School physical resource administration has a direct bearing on the learning environment and is a key factor of educational outcomes. It is therefore critical that school physical resource management practices align with the school improvement plan by linking school assets to basic education service delivery standards and strategies. Facility maintenance entails providing clean and safe environment for teaching and learning. It also involves provision of adequate facilities for teaching and learning. Asabiaka (2008) suggested that the following type of maintenance should be adopted in the facility maintenance plan. These are preventive, routine, emergency repairs, and predictive maintenance.

Availability of educational Resources for effective administration

In the education industry, certain human and non-human variables are needed to accomplish the teaching, training and learning processes. Bala (2018) disclosed that, educational resources have been classified into four (4) groups namely; physical resources, material resources, human resources and financial resources. To him, the physical resources include school classrooms, offices, school plants, recreational facilities and entire school environment. The material resources are instructional aids, stationeries; education plans objectives and prescribed methodologies. However, the human resources are teaching and non-teaching staff, while the financial resources are the monetary input into the day to day running of the school.

For educational resources to be fully utilized, they must be available, in good condition, properly stored and cared for. John (2021) suggested that, the challenges to availability of educational resources of effective administration in schools are;

- Shortage of classroom buildings for teaching and learning
- In schools
- Corruption by staff
- Over population by students
- Poor funding of schools
- Negative attitude of most Nigerians towards education.
- Non-uniform welfare pack

Similarly, the utilization of educational resources is challenged as a result of several factors and prominent ones include; poorly trained teachers, examination malpractice, lack of modern teaching aids, lack of conducive teaching/learning classrooms, poor salary grade or take home by teachers, abuse of the teaching profession, poor computer or technological usage among teachers and inability to manage time. Kolawole and Ogbiye (2020) noted that, time efficiency (E_t) is the amount of time utilized

(Q_t) to time input (Q_i), i.e $E_t = \frac{Q_t}{Q_i}$.

Utilization of educational resources for effective administration

Human resource constitutes a vital vein of any institution. The human resource in the school system includes teachers, support staff in the school, students, parents, community members and a host of other interest and social groups. Human resources are responsible for planning, organizing, coordinating, controlling, manipulating and maintaining other forms of resources; its administrative and forecasting ability placed it ahead of other forms of resources. The availability of human resources is not only required in school administration, but their quality and quantity must be considered if effective and efficient administration is to be guaranteed. Likert (2019) posited that all activities of any institution are initiated by the persons that make up that institution. Plant, offices, computer, automated equipment and all inputs that an institution uses are unproductive except for human effort and direction. Elwood and James (2016) observed that in administering human resources, three major trends are typically considered, and these include

demographics, diversity, skill and qualification.

Time is a unique resource and is considered as one of the scarce resources known to man (Adedeji, 2018). Time is the most expensive of all resources due to its non-recoverable nature. Time utilization refers to the proper allocation of time to the various stages and tasks of administrative activities. The application of hours of duty to organizational activities is to ensure equal combination of time with other resources. The use of time is one of the parameters to measure an effective school administration. In a school system, time is managed through the use of a time table. Gabriel (2009) maintains that time administration stands as an effective tool necessary for the establishment's effectiveness in realization of set out objectives and aims.

Some of the information communication Technologies in school administration includes the global system for mobile communication, telephone, intercom, television, overhead and film projector, internet/radio, cable. All these enhance quality communication within and outside the school environment. Education policy makers and planners must first of all be clear with what outcomes are being targeted. These broad goals should guide the choice of technologies to be used and their modalities of use. The potential of each technology varies according to how it is used. Hadad and Drexler (2002) identified at least five levels of technology used in education namely; presentation, demonstration, drills & practice, interaction and collaboration. Information and Communication Technologies is potentially powerful tool for extending educational opportunities, formal and non-formal, to previously under served constituencies scattered

and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly through teleconferencing. Blunts (2019) opinion that: it is not the availability of these resources alone that guarantees effective performance of school, but their adequacy and effective utilization.

Methods

The study adopted a descriptive research design. The population of the study is two hundred and ninety-five (295) principals found in two hundred and ninety-five (295) public junior secondary schools in Enugu State (**source:** Department of Research and Statistics, Enugu state ministry of Education, 2019). The sample consisted of 170 Principals using simple random technique. A self-structured questionnaire was designed to gather data from the respondents titled 'Availability and Utilization Educational Resources Questionnaire (AUERQ)' with a modified four Likert-scale research instrument with options of 4 = Strongly Accepted (SA), 3 = Accepted (A), 2 = Marginally Accepted (D) and 1 = Accepted with change (SD). These marks were used to multiply the scores for mean and standard deviation calculations. The research instrument was validated by four research experts with their inputs; corrections were made and the instrument was deemed valid. To ascertain the reliability of the instrument, test-retest method was adopted using CronbachAlpha correlation coefficient and an index of 0.81 was established. To arrive at the intended investigation, Mean and Standard Deviation were used to test the research questions while z-test was used to test the hypotheses at $p < .05$. 2.50 served as the criterion mean for judgement.

Data Analysis

Research Question One: What are financial resources available for effective administration of public junior secondary schools in Enugu State?

Table 1: Mean and standard deviation on the financial resources made available for effective administration of public junior secondary schools in Enugu State

N=170; Criterion Mean=2.50

S/N	Financial Resources Provided	Mean	SD	Remark
1.	Donations from wealthy individuals in the community.	1.91	0.97	Not Accepted
2.	Government grants/impress provides money for school utilization.	2.24	1.02	Not Accepted
3.	Parent/teachers' Association donations provides financial resources to the secondary school.	2.81	1.09	Accepted
4.	Companies residing in the school community gives donation to the school for utilization.	1.60	0.87	Not Accepted
5.	Non-governmental organizations do provide financial aids to the school.	1.91	0.87	Not Accepted
	Grand Mean	2.09	0.96	Not Accepted

The data in table 1 above showed that respondents indicated that through donations from wealthy individuals in the community (Mean=1.91, SD=0.97), government grants/impress provide money for school utilization (Mean=2.24, SD=1.02), companies residing in the school community gives donation to the school for utilization (Mean=1.60, SD=0.87), non-governmental organizations do provide financial aids to the school (Mean=1.91, SD=0.87) disagreed that financial resources provided for effective administration, while parent teachers' association donations provides financial

resources to the secondary school (Mean=2.81, Std=1.09) agreed that the financial resources are made available for effective administration of public junior secondary schools in Enugu State. In light of the above analyses, it would be recalled that the items in table 1 are below the criterion mean of 2.50 except one, and it could be seen that the grand mean is 2.09. Therefore, the answer to the research question one is that donation, Government grant except PTA donation etc are low financial resources made available for effective administration of public junior secondary school in Enugu State.

Research Question Two: What are the challenges to the utilization of educational resources for effective administration of public junior secondary schools in Enugu State?

Table 2: Mean and standard deviation on the challenges to the utilization of educational resources for effective administration of public junior secondary schools in Enugu State
N=170; Criterion Mean=2.50

S/N	Challenges to the Utilization of Educational Resources	Mean	SD	Remark
1.	Lack of support from school authorities is a challenge to the utilization of educational resources in public junior secondary schools in Enugu state.	2.79	1.30	Accepted
2.	Financial constraints are a problem hindering the utilization of educational resources in public junior secondary schools in Enugu State.	3.21	1.02	Accepted
3.	Laziness of teachers is a challenge to the utilization of educational resources in the secondary schools.	2.31	1.06	Not Accepted
4.	Lack of skills and strategies are challenges to the utilization of educational resources in public junior secondary schools in Enugu state.	2.66	1.13	Accepted
5.	Students' non-compromising attitude and behaviour is a challenge to utilization of educational resources in the school.	3.21	0.97	Accepted
	Grand Mean	2.84	1.10	Accepted

The data in table 2 above showed that respondents indicated that lack of support from school authorities is a challenge to the utilization of educational resources in public junior secondary schools in Enugu State (Mean=2.79, SD=1.30), financial constraints are a problem hindering the utilization of educational resources in public junior secondary schools in Enugu state (Mean=3.21, SD=1.02), lack of skills and strategies are challenges to the utilization of educational resources in public junior secondary schools in Enugu State (Mean=2.66, SD=1.13), students' non-compromising attitude and behaviour is a challenge to utilization of educational resources in the school (Mean=3.21, SD=0.97) are all challenges to the utilization of educational resources for effective

administration. However, laziness of teachers is not a challenge to the utilization of educational resources in the secondary schools (Mean=2.31, SD=1.06) is to a marginally accepted the challenges to the utilization of educational resources for effective administration. The above analyses reveals that the items in table 2 are above the criterion mean of 2.50 except one, and it could be seen that the grand mean is 2.84. Therefore, the answer to the research question two shows that lack of support from school authorities, financial constraints, lack of skills, student's non compromising attitude and behaviour, except laziness of teachers are all the challenges to the utilization of educational resources for effective administration of public junior secondary school in Enugu State.

Research question 3: What are the challenges to the availability of educational resources for effective administration of public junior secondary schools in Enugu State?

Table 3: Mean and standard deviation on the challenges to the availability of educational resources for effective administration of public junior secondary schools in Enugu State

N=170; Criterion Mean=2.50

S/N	Challenges to the availability of educational resources for effective administration of public junior secondary schools in Enugu State.	Mean \bar{X}	Standard Deviation SD	Remark
11.	Shortage of classrooms for teaching and learning is a challenge to availability of educational resources in public junior secondary schools in Enugu state.	1.98	0.19	Accepted With change
12.	Corrupt practices by principals and teachers are challenges to availability of educational resources in public junior secondary school in Enugu state.	2.58	0.18	Not Accepted
13.	Over population of pupils is a challenge towards availability of educational resources in Enugu state.	2.83	0.18	Accepted
14.	Attitude of Nigerians toward education is a challenge towards availability of educational resources in Enugu State.	1.84	0.20	Accepted With change
15.	Poor funding of public junior secondary schools is a challenge towards availability of educational resources in Enugu State.	2.63	0.19	Accepted
	Grand mean	2.19	0.19	Not Accepted

Table 3 above show that respondents indicated that shortage of classrooms for teaching and learning is not a challenge to availability of educational resources in public junior secondary schools in Enugu state (Mean=1.98, SD=0.19), attitude of Nigerians toward education is not a challenge to the availability of educational resources in Enugu State (Mean=1.84, SD=0.20), corrupt practices by principals and teachers are challenges to availability of educational resources in public junior secondary school in Enugu state (Mean=2.58, SD=0.18), poor funding of public junior secondary schools is a challenge towards availability of educational resources in Enugu

State (Mean=2.63, SD=0.19). while over population of Pupils is a challenge to the availability of educational resources in Enugu state (Mean=2.83, SD=0.18) which affect effective administration of public junior secondary schools in Enugu State. The above analyses reveals that the items in table 3 are above the criterion mean of 2.50 except eleven and fourteen. However, the grand mean is 2.19 with SD=0.19. It imply that all the items are challenges to the availability of educational resources in Enugu state.

Research Question Four: What are the remedies to the challenges of utilization and availability of educational resources for effective administration in public junior secondary schools in Enugu State?

Table 4: Mean and standard deviation on the remedies to the challenges of availability and utilization of educational resources for effective administration of public junior secondary schools in Enugu State.

	Remedies to Challenges of Availability and Utilization of Educational Resources	Mean \bar{x}	Standard Deviation SD	Remark
16.	Government should build conducive classrooms for teaching and learning to modern standard	3.21	0.20	Accepted
17.	Corrupt practices should be shunned at all times.	2.98	0.19	Accepted
18.	Qualified teachers should be employed	2.93	0.18	Accepted
19.	Management should provide better available resources.	2.92	0.18	Accepted
20.	Modern teaching/learning aids should be put in all junior secondary schools in Enugu State.	2.88	0.18	Accepted
	Grand mean	2.98	0.19	

The data in table 4 above show that respondents indicated that the government should build conducive classrooms for teaching and learning to modern standard (Mean=3.21, SD=0.20), Corrupt practices should be shunned at all times (Mean=2.98, SD=0.19), qualified teachers should be employed (Mean=2.93, SD=0.18), management should provide better available resources (Mean=2.92, SD=0.18), modern teaching/learning aids should be put in all junior secondary schools in Enugu State (Mean=2.88, SD=0.18) All the items are accepted as the

remedies to the challenges of utilization and availability of educational resources for effective administration in public junior secondary schools in Enugu State. In the light of the above it could be seen that the items in table 4 are above the criterion mean of 2.50 and could also be seen that the grand mean is 2.98. Therefore, for the research question four which from 16-20 items are the remedies to the challenges of availability and utilization of educational resources for effective administration in public junior secondary schools in Enugu State.

Hypotheses

Z-test Analyses

HO₁: There is no significant difference between the mean ratings of urban and rural principals on the financial resource available for effective administration of public junior secondary school in Enugu State.

Table 5: Summary of z-test on the mean ratings of the urban and rural principals on the financial resources provided for effective administration in public junior secondary schools in Enugu State

School Location	N	\bar{x}	SD.	Df	z-cal	P-value	Remark
Urban	98	2.05	0.97	168	0.02	0.60	Accepted
Rural	72	2.15	0.96				

Table 5 shows the comparison of the mean ratings of 2.05 for urban and with the mean ratings of 2.15 for rural yielded a calculated z-test value of 0.02 which gave a P-value of 0.60 at 0.05 alpha level which was used in testing the null hypothesis. The

null hypothesis one is accepted. Therefore there is no significant difference between urban and rural principal on the financial resource available for effective administration in public junior secondary school in Enugu State.

HO₂: There is no significant difference between urban and rural school in their mean rating response on the challenges in the utilization of educational resource for effective administration in public junior secondary schools in Enugu state.

Table 6: Summary of z-test on the mean ratings of the urban and rural principals on the challenges to the utilization of educational resources for effective administration of public junior secondary schools in Enugu State

School Location	N	Mean	Std.	Df	z-cal	P-value	Remark
Urban	98	2.33	0.97	168	0.07	0.81	Accepted
Rural	72	2.34	0.98				

Table 6 shows the comparison of the mean ratings of 2.33 for urban and with the mean ratings of 2.34 for rural yielded a calculated z-test value of 0.07 which gave a P-value of 0.81 at 0.05 alpha level which was used in testing the null hypothesis. The null hypothesis two is accepted. Therefore, there

is no significant difference between urban and rural school in their mean ratings on the challenges to the provision of educational resources for effective administration in public junior secondary schools in Enugu State.

HO₃: There is no significant difference between urban and rural principals in their rating of the urban and rural principals on the challenges to availability of educational resources for effective administration in public junior secondary schools in Enugu State.

Table 7; Summary of z-test on the mean ratings of the urban and rural principals on the challenges to availability of educational resources for effective administration of public junior secondary schools in Enugu State.

School Location	N	\bar{x}	Std	Df	Z-cal	P-value	Remark
Urban	98	1.16	0.10	168	0.39	0.73	Accepted
Rural	72	1.03	0.09				

Table 7 show the comparison of the mean ratings of 1.16 for urban and the mean ratings of 1.03 for rural yielded a calculated z-test value of 0.39 which gave a P-value of 0.73 at 0.05 alpha level which was used in testing the null hypotheses. Therefore, the null hypotheses three is accepted.

Thus, there is no significant difference between the mean ratings of urban and rural principals on the challenges of availability and utilization of educational resources for effective administration of public junior secondary schools in Enugu state.

HO₄: There is no significant difference between urban and rural principals in their rating of the urban and rural principals on the remedies to the challenges of availability and utilization of educational resources for effective administration of public junior secondary schools in Enugu state.

Table 8: Summary of z-test on the mean rating of the urban and rural principals on the remedies to the challenges of availability and utilization of educational resources for effective administration of public junior secondary schools in Enugu state.

School Location	N	\bar{x}	Std	Df	Z-cal	P-value	Remark
Urban	98	1.58	0.10	168	0.75	0.84	Accepted
Rural	72	1.40	0.09				

Table 8 show the comparison of the mean ratings of 1.58 for urban and the mean ratings of 1.40 for rural which yielded a calculated z-test value of 0.75, with a P-value of 0.84 at 0.05 alpha level which was used in testing the null hypotheses. The null hypotheses four is accepted. Thus, there is no significant difference between the mean ratings of urban and rural principals on the remedies to the challenges of availability and utilization of educational resources for effective administration of public junior secondary schools in Enugu state.

Result and Discussion

For research question one, the mean responses on the financial resources made available for effective administration of public junior secondary schools in Enugu State revealed that majority of the respondents disagreed that financial resources made available for effective administration of public junior secondary schools in Enugu State with a cumulative mean of 2.09 and Standard deviation of 0.96. The null hypothesis one further revealed a z-test value of 0.02 and a p-value of 0.60 at 0.05 significance showing that there was no significance difference on the z-test on the mean ratings of the urban and rural schools on the financial resources provided for effective administration in public junior secondary schools in Enugu State. Thus, the null hypothesis was upheld. This is in agreement with Usman (2016) who opined that a robust financial allocation for school administration would not only enhance goals attainment but its sustainability thus plan and policy implementation are responsive to

funds availability. Funds are needed for the acquisition of fixed and current assets and to settle current liabilities and expenditures incurred in the course of administration.

For research question two, the mean responses on the utilization of educational resources for effective administration of public junior secondary schools in Enugu State revealed that majority of the respondents agreed that there is efficient utilization of educational resources for effective administration of public junior secondary schools in Enugu State with a cumulative mean of 2.84 and Standard deviation of 1.10. The null hypothesis two further revealed a z-test value of 0.07 and a p-value of 0.81 at 0.05 alpha showing that there is no significance on the z-test on the mean ratings of the urban and rural schools on the challenges to the utilization of educational resources for effective administration in public junior secondary schools in Enugu State. Thus the null hypothesis was upheld. This is in agreement with Udoh-Uwah (2015) who noted that, administration of public junior secondary schools in Nigeria involves a systematic utilization of available human and material resources to implementing educational programmes within the guidelines of the nation's educational policies in order to achieve the goals of education.

For research question three, the means responses on the availability of educational resources for effective administration of public junior

secondary schools in Enugu State reveals that the few of the responses accepted that availability of educational resources were not sufficient for effective administration of public junior secondary school in Enugu State with a cumulative mean of 2.19 and standard deviation of 0.19. The null hypotheses three further revealed that a z-test calculated is 0.39, p-value is 0.73 at 0.05 alpha level. Hence, there was no significant difference between the mean ratings of urban and rural principals on the challenges to the availability of educational resources for administrative effectiveness in public junior secondary schools in Enugu State. This is supported by the view of John (2021) who alerted that the challenges to availability of educational resources for effective administration in schools (public junior secondary schools inclusive) include shortage of classrooms for teaching and learning, corruption by staff, over population by students, poor funding of schools, and negative attitude of most Nigerians toward education.

For research question four, the means responses on the remedies to the challenges of availability and utilization of educational effective administration of public junior secondary schools in Enugu State reveals that all the respondents accepted that the remedies to the challenges of availability and utilization of educational resources for administrative effectiveness in public junior secondary schools in Enugu State are good for effective administration of public junior secondary schools in Enugu State with a cumulative mean of 2.98 and standard deviation of 0.19. The null hypotheses four further revealed that a z-test calculated is 0.75, p-value is 0.84 at 0.05 alpha level. Hence, there was no significant difference between the mean ratings of urban and rural principals on the remedies to the challenges of availability and utilization of educational resources for administrative effectiveness in public junior secondary schools in Enugu State.

Conclusion

This study concludes that most school administrators lack the capacity to command or attract financial support from institution, government and individuals. This is as a result of many challenges. Corruption in the system has on most instances encouraged under-funding of the

junior secondary school system in Enugu State. As a result, resources are usually not available to facilitate effective teaching process. School personnel and principals have often misuse the financial resources of the school either intentionally, ignorantly or due to lack of administrative know how. In some occasions, politicians hijacked resources allocated to education thereby starving the system of fund meant for it. This had culminated in inefficiency in the system. The quality and quantity of resources allocated to secondary education system is determined by the interest that incumbent political leaders have towards the system. Over the years, the “Kick-back” scenario that dominates approval of allocation among political leaders has not been going well with the secondary educational industry in Enugu State.

Recommendations

Based on the findings of the study, the following were recommended;

1. The government and all stakeholders of the secondary school education should take proactive measures in curbing corruption in the education sector which cripple or reduce the availability of funds to purchase the needed physical resources meant for teaching and learning.
2. The principals should seek the alternative means of making funds available by looking for well-meaning individuals, organizations and institutions in the society.
3. Government should ensure regular training and in-service training organized by educational stakeholders for educational administrators on the effective and adequate utilization of educational resources for effective administration in public junior secondary school.
4. Principals should exhibit resourcefulness and initiatives to generate resources outside government subvention/grants.

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