

Head Teachers' Resource Mobilization and Public Primary School Goals Attainment in Odukpani Local Government Area of Cross River State, Nigeria

Ekere, Scholastica Cyril¹, Oduntan, Adewale Babatope²

Department of Educational Administration and Planning, Faculty of Education, P.M.B 1115, University of Calabar, Calabar, Nigeria

Abstract: *The study investigated the relationship between head teachers' resource mobilization and public primary school goals attainment in Odukpani Local Government Area of Cross River State, Nigeria. Three null hypotheses were formulated to guide the study. Survey research design was adopted for the study and simple random sampling technique was used to select a sample of 330 teachers from a population of 940 teachers for the study. A self-developed questionnaire entitled "Head teachers' Resource Mobilization and Primary School Goals Attainment Questionnaire (HRMPSGAQ)" was used for data collection. The instrument was a 4-point response scale. The instrument was trial tested on 33 teachers who were not part of the actual sample for the study, but had characteristics similar to the ones used in the study. Cronbach Alpha reliability method was used to obtain a reliability coefficient of .93 which was proved to be good enough to measure what it was purported to measure. Pearson's Product Moment Correlation Statistics was used for data analysis and the results tested at .05 level of significance. The findings of the study revealed that financial, physical and human resource mobilization significantly related to primary school goals attainment. It was concluded that head teachers' resources mobilization with reference to the sub-variables had a significant positive relationship with primary school goals attainment. Based on the results of the study, it was recommended among others that head teachers' should as a matter of urgency look beyond the expectations of government funding of primary schools alone and think on other viable sources of mobilizing resources that would make for effective and efficient goals attainment in schools.*

Keywords: Head teachers', resource mobilization, primary schools, goals attainment

1. Introduction

The basic and most fundamental aim of education is to bring about desirable change in behaviour through the acquisition of appropriate skills, attitudes, competencies and imaginative/reflective thinking. This is why education clearly denotes intrinsic worthwhile activities. It is a process of being initiated into knowledge and understanding which in turn regulate the recipients' attitudes, emotions, wants and actions. Education has been globally recognized as an effective and essential instrument for economic, social and political emancipation of any given nation. However, it should be noted that the nation's technological advancement, innovations and human comfort are all achieved through imparting appropriate skills and competencies as well as mental dispositions that are crucial for moving a society from a state of underdevelopment to that of development. But the quality of education in Nigeria and particularly at the primary level has been an issue of debate for decades. This has been so because, one would commonly find primary schools without dilapidated buildings, leaking roofs, broken windows, inadequate urinal and latrines, and inadequate seats to mention a few. One then begins to wonder how pupils can learn in such an academic environment that lacks the required infrastructural facilities that could foster learning and promote the achievement of school goals.

Primary education is seen as a sowing ground for all other levels of education. Quadri (2001) noted that Section 4, page 12 of the National Policy on Education (2004) described primary education as the education given to children between the ages of 6 years and 11 years. The primary

education level is key to the success or failure of the whole educational system because the rest of the educational system is built upon it. The Federal Republic of Nigeria (2004) likened primary education to the key which opens to success or failure of the whole educational system.

In recognition of the importance of primary education, the Federal Government of Nigeria (2004) stated clearly the goals of primary education to include:

- a) The inculcation of permanent literacy and numeracy and the ability to communicate effectively;
- b) The laying of a sound basis for scientific and reflective thinking;
- c) Citizenship education as a basis for effective participation in and contribution to the life of the society;
- d) Character and moral training and the development of sound attitudes;
- e) Developing in the child the ability to adapt to his changing environment;
- f) Giving the child the opportunities for developing, manipulative skills that will enable him function effectively in the society within the limit of his capacity;
- g) Providing basic tools for further educational advancement including preparation for trades and crafts of the locality.

Primary schools are faced with the challenge of brilliance learning outcomes. This is evidenced in the production of low quality learners that many cannot easily read, write and even have the ability to think and reflect. These pupils cannot be of relevance to the society to the expected level of school leavers. It has been observed by the researchers that

parents and other educational stakeholders have persistently cried out on the inability of public primary schools to live up to their expectation in the actual discharge of their responsibilities towards ensuring that pupils attain high academic feat and become useful to self and society. This is even more worrisome because, pupils who are supposed to become effective in communication, get prepared for further educational advancement and develop manipulative skills which would assist them after leaving school nor prepare them for trades and crafts of the locality which are all the prime goals of the institution have still not gotten there. The identified problem in this regard may not be unconnected with the poor resource mobilization by head teachers. Educational resource mobilization remains the springboard for the attainment of school goals and objectives for all education level. Primary education where pupils are to be prepared for useful living and for further educational advancement has not been able to realize its objectives as the pupils' desire for achievement and transition to other educational levels are gradually becoming a mirage. It is common to find a primary school where pupils sit on bare floor with poorly ventilated classrooms, leaking roofs, poor urinals and inadequate latrines. One therefore begins to wonder how school goals can be attained in such poor and dilapidated facilities. It appears the head teachers charged with the mandate of mobilizing the available but scarce resources to achieve the school goals and objectives are not competent. This shortcomings has raised serious concern as parents consistently complain on the inability of schools to perform their expected responsibilities toward ensuring that pupils meet up with the stipulated goals and objectives as enunciated in the nation's National Policy on Education.

Mugure (2012) averred that teaching is a complex and demanding task that requires highly specialized skills, knowledge and resources so as to influence student learning significantly. Students learning outcome is greatly influenced by appropriate management of school resources. Nevertheless, investing in educational resources is the key to ensuring that schools become institutions where students work in unity, gain knowledge from each other and benefit from a supportive school environment, and consequently capitalize on student learning so that all students achieve their full learning potentials. Abayomi and Olukayode (2006) noted that students learning outcomes in schools are largely dependent on availability and appropriate management of educational resources, because students acquire relevant skills using these resources. These resources include physical facilities such as classrooms that are well ventilated and spacious, adequately equipped laboratories, assembly halls, counselling rooms, staff offices, urinals and latrine, health centre, farm land, sports ground and well-stocked libraries. The human resources include the teachers, students (learners) and parents. The financial resource involves funds that are used and mobilized to execute and procure the needed facilities in the school system. These resources plays a vital role in the realization of the goals and objectives by fulfilling the physical and emotional needs of the staff and students.

Bausch and Ault (2008) defined educational resources as materials that give help, support or aid to the teaching learning process. The authors noted that educational

resources are materials or items which aid and support the teaching learning process in educational institutions. Similarly, Ayeni (2005) opined that the success or the failure of any education system depends on the quality and quantity of resources made available to it and the use to which such resources are engaged. Allwright (2000) posited that resources should teach student to learn, and that they should give teachers rationale for what they do. The success of failure or any organization, business or enterprise depends highly on the proper management of human, functional and material resources. Effective resource mobilization increases productivity. Ayeni (2005) averred that management would enhance the achievement of organizational goals with minimum cost if it is effectiveness. The author observed that the main causes of apparent failure of school system is lack of real or and poor management. The resources for education are always very scarce; the leaders are untrained while the formulated policies haveoften times notgained implementation. These and many more might be the possible constraints to the effective resource mobilization and thereby bedeviling the goals attainment of public primary schools in Odukpani Local Government Area of Cross River State, Nigeria. Hence, the researchers interest in carrying out the study.

2. Literature Review

Ekok (2014) carried out a study to investigate the influence the resource mobilization skills of principals and their administrative effectiveness in Ikom Education Zone of Cross River State, Nigeria. Five (5) null hypotheses derived from the research questions was posed to guide the study. Survey design was adopted for the study while purposive sampling technique was used to draw a sample size of eighty-six (86) principals in the 86 public secondary schools. Data collected was coded and analyzed using One-Way Analysis of Variance (ANOVA). The result of the study revealed a significant influence of resource, financial, work environment, physical facilities and library resource on their administrative effectiveness than those who lowly mobilized them. It was recommended that the Ministry of Education, State Education Board, principals and other educational stakeholders should ensure that sufficient human resource, funds, conducive work environment, enough physical facilities and well equipped libraries be provided to ensure administrative effectiveness of principals in the secondary schools.

Adesina (2011) conducted a study on the perceived impact of primary education on the attainment of Nigeria Vision 20:2020. Survey design was adopted for the study. Six hundred (600) primary school teachers were randomly sampled from Oyo Local Government Area of Oyo State. A self-designed 20 items questionnaire validated and trial tested with reliability of 0.83 was used to collect data. Three hypotheses were tested at 0.05 level of significance using t-test statistical tool. The findings revealed that the primary education standard have impact on the nation attainment of Nigeria Vision 20:2020 (Cal-t=10.73; Crit-t=1.96, df=598) and that the standard of primary education id hampered by the level of funding and facilities availability at school (Cal-t=11.06; Crit-t=1.96, df=598). Also it was found that the level of teachers qualification at the primary school

significantly influence the standard of primary education in the country (Cal-t=4.66; Crit-t=1.96, df=598). It was therefore recommended that along proper funding and facilities provision for primary level of education, liberalization should be encouraged for better qualified teachers to handle foundational classes in order for the nation to achieve her Vision 20:2020.

Ilechukwu (1991) investigated the level of funding and the quality of educational facilities such as skilled teachers, textbooks, laboratories, teaching aids, seats and classrooms in Anambra State College of Education. Questionnaire, interview and information from existing college records were used for the study. Two of the three Anambra State Colleges of education namely: College of Education, Awka and Nsugbe were used to elicit information for the study. Three hundred and forty-five (345) students and one hundred and thirty-five (135) lecturers were sampled. In addition, eleven (11) comprising the bursars, some lecturers and students were interviewed to corroborate the finding of the study. The data obtained were subjected to the chi-square statistical test. The finding revealed that chi-square of over 75% of the items were significant at alpha 0.05 critical level. The result indicated that the level of funding was low and the some vital facilities were lacking and that the number of teachers was not sufficient. Based on the findings, it was recommended that budget should dwell on the college past funding history and the present student enrolment.

Ayoti, Koteng and Odhiambo (2016) carried out a study to establish the financial determinants of management of educational resources for enhancing students' performance in secondary schools in Vihiga County. A descriptive survey design was adopted. The study population composed of 112 head teachers, 1,120 teachers, 4,480 students and 9 Country Quality Assurance and Standard Officers. Simple random sampling method, stratified sampling technique, saturated sampling technique and purposive sampling method were used to select samples. Questionnaires and in-depth interview guides, observation schedules and document analysis were used to collect data. Pearson's product moment correlation coefficient was used to establish relationships between variables. Findings of the study revealed that the inadequacy of financial resource in school in Vihiga County had a negative impact on acquisition of relevant and adequate educational resources and this also impacted negatively on performance of students in KCSE examinations. It was concluded that procurement of resources mainly depend on fee collection, proceeds from income generating activities, fund raising activities, bursaries, donation and government subsidies which is never attained in time thereby having a negative influence on performance of students in KCSE examinations. From the findings of the study, it was recommended that schools in the County should strategize on way of getting funds to enable them acquire adequate educational resources. The findings of the study are expected to guide the County policy makers in the formulation and implementation of policies that ensure proper educational resources management in secondary schools.

In the same vein, Mobeji, Ondigi and Obura (2010) noted that the issue of finance is crucial to retention and the

provision of quality education since it determine the quality of physical facilities, teaching and learning materials, quality of physical facilities, teaching and learning materials, quality of teacher motivation and teachers employed in the time of shortage. Generally, for schools to perform excellently in examination, they need adequate and relevant educational resources which can only be provided when the school is financially stable. Though there is a positive relationship between financial determinants of educational resources management and performance of students, the financial resource in school in Vihigi County seem to be brought in when it is late. This therefore seems to have ramification on acquisition of relevant educational resources there by impacting negatively on academic performance of students in KCSE examinations.

Tijani, Gbadeyan and Eimuhi (2016) conducted a study to examine utilization of physical resources for goal achievement in the Teacher Training Institute, Kwara State, Nigeria. The study adopted a descriptive survey design. The target population comprised all management staff, facilitators and were selected using stratified random sampling technique. The hypotheses were tested using Pearson Product Moment Correlation statistics at 0.05 level of significance. The findings revealed a high level of internal efficiency with adequate utilization of physical resource which enhanced attainment of teachers' training institute goals. It was concluded that effective utilization of available physical resource would assist in the training of more quality teachers in Nigeria. The study recommended efficient utilization of facilities such as internet, libraries and laboratories which are underutilized by both facilitators and students of the National Teacher Training Institute.

Salisu (2001) in a study on the influence of school physical resource on students' academic performance concluded that there is a significant difference in the academic performance of students in the schools with adequate facilities and those with inadequate facilities. The author noted that the acute scarcity of physical resource had constrained educational systems from responding more fully to new demands. Similarly, Ozogi in Irungu (2014) noted that one of the administrative function of the head teacher is the mobilization of physical facilities in the school. The head teacher should plan for the facilities bearing in mind that school population keeps on changing, change in programmes and modernization. Thus, modern designers of school facilities must make them highly flexible.

Adeogun (2002) postulated that rapid increase in both primary and secondary schools enrolment without a corresponding increase in the mobilization of physical facilities have contributed to the poor performance of students in education. The availability of adequate buildings, classrooms, chairs, desks, laboratories and other physical facilities are necessary for the accomplishment of any educational goals and objectives. Likewise, Idiaghe (2004) asserted that adequate facilities in schools were determinants of assessing academic performance of students beside teachers' qualifications. For this purpose, accessibility or non-accessibility of facilities in schools affect the academic performance of students.

3. Statement of the Problem

Primary schools are faced with the challenge of brilliance learning outcomes. This is evidenced in the production of low quality learners that many cannot easily read, write and even have the ability to think and reflect. These pupils cannot be of relevance to the society to the expected level of school leavers. It has been observed by the researchers that parents and other educational stakeholders have persistently cried out on the inability of public primary schools to live up to their expectation in the actual discharge of their responsibilities towards ensuring that pupils attain high academic feat and become useful to self and society. This is even more worrisome because, pupils who are supposed to become effective in communication, get prepared for further educational advancement and develop manipulative skills which would assist them after leaving school nor prepare them for trades and crafts of the locality which are all the prime goals of the institution have still not gotten there. The identified problem in this regard may not be unconnected with the poor resource mobilization by head teachers. Educational resource mobilization remains the springboard for the attainment of school goals and objectives for all education level. Primary education where pupils are to be prepared for useful living and for further educational advancement has not been able to realize its objectives as the pupils' desire for achievement and transition to other educational levels are gradually becoming a mirage. It is common to find a primary school where pupils sit on bare floor with poorly ventilated classrooms, leaking roofs, poor urinals and inadequate latrines. One therefore begins to wonder how schools goals can be attained in such poor and dilapidated facilities. It appears the head teachers charged with the mandate of mobilizing the available but scarce resources to achieve the school goals and objectives are not competent. This shortcomings has raised serious concern as parents consistently complain on the inability of schools to perform their expected responsibilities toward ensuring that pupils meet up with the stipulated goals and objectives as enunciated in the nation's National Policy on Education. There is urgent need for the nation to minimize illiteracy, ignorance, unemployment and poverty as well as stimulate and accelerate the pace of national development, political consciousness and national integration for efficient and effective attainment of primary education goals. It is in view of the above premise that this study seeks to find out what relationship exist between head teachers' resource mobilization and public primary schools goals attainment in Odukpani Local Government Area of Cross River State, Nigeria.

4. Purpose of the Study

The main purpose of this study was to find out the relationship between head teachers' resource mobilization and public primary schools goals attainment in Odukpani Local Government Area of Cross River State, Nigeria. Specifically, the research study aimed at finding out whether:

- Financial resource mobilization has any relationship with primary school goals attainment
- Physical resource mobilization has any relationship with primary school goals attainment

- Human resource mobilization has any relationship with primary school goals attainment

Statement of hypotheses

- There is no significant relationship between head teachers' financial resource mobilization and primary school goals attainment
- There is no significant relationship between head teachers' physical resource mobilization and primary school goals attainment
- There is no significant relationship between head teachers' human resource mobilization and primary school goals attainment

5. Methodology

The study adopted a survey research design. The design was found suitable because the researchers were interested in the collection of data to accurately and objectively describe existing phenomena at the time of investigation. The population of the study consisted of 940 public primary school teachers in sixty-five (65) primary schools in Odukpani Local Government Area of Cross River State, Nigeria. A simple random sampling technique was used to select thirty-three (33) public primary schools which represented 50 percent of the entire schools in the area. A sample of 330 teachers were drawn using simple random sampling technique from 33 public primary schools. The instrument used for data collection was a questionnaire entitled "Head teachers' Resource Mobilization and Primary School Goals Attainment Questionnaire (HRMPSGAQ)" and was validated by three research experts in Test and Measurement in the Faculty of Education, University of Calabar, Calabar. The instrument contained 18 items which was responded to using a modified 4-point Likert rating scale of Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD). The instrument was trial tested using 33 teachers that were not part of the actual study sample but had a characteristics similar to that of the actual subjects. A reliability coefficient of 0.93 was obtained using Cronbach Alpha reliability method which proved the instrument to be reliable and suitable to measure what it was purported to measure. A total of 330 instruments were administered by the researchers to the subjects of the study and retrieved on the same day with two research assistants. After collation, it was discovered that 326 copies of the instrument were returned which indicated 99 percent returned rate. Of the 326 copies collected 320 were correctly completed and used for data analysis, while the other 6 were treated as attrition for not being properly completed by the respondents.

6. Results

Hypothesis one

There is no significant relationship between financial resource mobilization and primary school goals attainment. To test this hypothesis Pearson product moment correlation statistic was used for data analysis and the result is presented on Table 1.

Table 1: Pearson product moment correlation analysis of the relationship between head teachers’ financial resource mobilization and primary schools goals attainment (N=320)

Variable	\bar{X}	SD	r-val
Financial resource mobilization	8.76	1.81	0.63*
School goals attainment	26.81	4.366	
*Significant at .05; df = 318; critical at 0.113			

The result of analysis presented in Table 1 revealed that the calculated r-value of 0.63 is greater than the critical r-value of 0.113 with 318 degrees of freedom at .05 level of significance. The result of the analysis indicated a strong positive relationship between financial resource mobilization and primary school goals attainment. This means, financial mobilization can improve the way schools go about executing programmes within the school. The significant positive (r) value implies that the more head teachers are up to the task of mobilizing finance for the school, the better the attainment of goals. The positive relationship indicates that school goals attainment increases with adequate financial resource mobilization. Hence, the null hypothesis was rejected while the alternate hypothesis was upheld.

Hypotheses two

There is no significant relationship between physical resource mobilization and primary school goals attainment. To test this hypothesis Pearson product moment correlation statistic was used for data analysis and the result is presented on Table 2.

Table 2: Pearson product moment correlation analysis of the relationship between head teachers’ physical resource mobilization and primary school goals attainment (N=320)

Variable	\bar{X}	SD	r-val
Physical facilities resource mobilization	8.75	3.723	0.66*
School goals attainment	26.81	4.366	
*Significant at .05; df = 318; critical at 0.113			

The result of analysis presented in table 2 revealed that the calculated r-value of 0.66 is statistically greater than the critical r-value of 0.113 with 318 degrees of freedom at .05 level of significance. The result revealed a significant positive relationship between physical resource mobilization and primary school goals attainment. That is, physical mobilization improves the attainment of school goals. The positive (r) value denotes that when physical facilities are adequately mobilized, the attainment of primary school goals will not be far-fetched. The positive correlation indicates that physical resource mobilization go a long way to assist schools attain their goals. Thus, the null hypothesis was rejected while the alternate hypothesis was upheld.

Hypotheses three

There is no significant relationship between human resource mobilization and primary schools goals attainment. To test this hypothesis Pearson product moment correlation statistic was used for data analysis and the result is presented on Table 3.

Table 3: Pearson product moment correlation analysis of the relationship between head teachers’ human resource mobilization and primary school goals attainment (N=320)

Variable	X	SD	r-val
Human resource mobilization	11.7	2.453	0.58*
School goals attainment	26.81	4.366	
*Significant at .05; df = 318; critical at 0.113			

The result of analysis as presented in table 3 revealed that the calculated r-value of 0.58 is statistically greater than the critical r-value of 0.113 at .05 level of significance with 318 degrees of freedom. This result indicates a positive relationship between financial resource mobilization and primary school goals attainment. The significant positive (r) value implies that the more head teachers are up to the task of mobilizing finance for the school, the better the attainment of goals. The positive relationship indicates that school goals attainment increases with adequate financial resource mobilization. Therefore, the null hypothesis was rejected while the alternate hypothesis was upheld.

7. Discussion of Findings

The results of the study indicates that there is a significant relationship between financial resource mobilization and school goals attainment. The finding of this study agrees with the finding by Ayoti, Koteng and Odhiambo (2016) that the inadequacy of financial resource in schools had a negative impact on acquisition of relevant and adequate educational resources and this also impacted negatively on performance of students in examinations. The finding of this study corroborates with the finding by Adesina (2011) that the standard of primary school education is hampered by the low level of funding and facilities availability at schools. The finding of this study also lend credence to the findings by Ilechukwu (1991) who posited that the level of funding was low and some vital facilities were lacking and that the number of teachers was not sufficient.

Another finding of the study revealed that there is a positive relationship between physical resource mobilization and school goals attainment. The finding of this study is in line with the finding by Tijani, Gbadeyan and Eimuhi (2016) that revealed a high level of internal efficiency with adequate utilization of physical resource which enhanced the attainment of teachers’ training institute goals. The finding of this study is in congruence with the finding by Idiaghe (2004) who asserted that adequate facilities in schools were determinants of assessing academic performance of students beside teachers’ qualification. This study’s finding is in agreement with the finding by Adeogun (2002) who postulated that rapid increase in both primary and secondary schools enrolment without a corresponding increase in the mobilization of physical facilities have contributed to the poor performance of students in education.

A third finding of the study shows that there is a significant relationship between human resource mobilization and schools goals attainment. The finding of this study is in line with the finding by Nakpodia (2010) who submitted that the success of every educational system depends on the quality and quantity of its factors of production-human and material resources. This study also concurs with the finding by

Ogunsaju in Ekok (2014) who asserted that principals should as a matter of urgency see that adequate and qualified staff are employed and proper monitoring system for developing this human effectiveness.

8. Conclusion

Based on the findings of the study, it was concluded that head teachers' resource mobilization with reference to financial, physical and human resource mobilization significantly relate to primary school goals attainment. This infers that when resources are adequately mobilized, the chances of attaining school goals are realistic and vis-à-vis.

9. Recommendations

Premised on the results of the study, it was recommended that:

- 1) Head teachers' should look beyond the expectations of government funding schools alone and think on other viable sources of mobilizing resources that would make for effective and efficient goals attainment in schools.
- 2) Head teachers' should be encouraged to develop method of prudent resource mobilization to increase the efficiency in the use of available resources.

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