

Effective Resource Mobilization: School Administrators Strategy for the Sustainability of Secondary Education in Calabar Education Zone, Cross River State, Nigeria

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Abstract

The study investigated effective resource mobilization as school administrators' strategy for sustainability of secondary education in Calabar Education Zone, Cross River State, Nigeria. Correlational research design was adopted for study. The population of the study comprised all principals in the 46 public secondary schools in Calabar education zone. Purposive sampling technique was used in selecting all the 46 principals as sample of the study. Data for the study was collected using an instrument titled "Effective resource mobilization and sustainability secondary education questionnaire (ERMSSEQ). The instrument was validated by two experts in test and measurement University of Calabar while the Cornbach alpha statistics was used for reliability testing. A reliability coefficient of 0.87 yielded which was considered appropriate for the study. Descriptive statistics and multiple regression analysis were used to analyze the data collected. Results revealed three key resources needed by educational institutions. Results also revealed that financial resources, human resources and material resources are significant predictors of sustainable secondary education. Based on the findings of the study, it was recommended among others that school administrators should explore other ways of mobilizing funds for their school instead of depending on allocation and imprest from government.

Key words: Resource mobilization, strategy, sustainability, secondary education

Introduction

Resources are important elements that give life to organizations. Every formal organization have peculiar types of resources that are exclusively needed for its functionality and sustainability. In the education system, resources of different kinds are also needed for its sustainability.

Sustainability is a term that refers to the practice of continual preservation of a resource to avoid exhaustion. It is widely used in different disciplines to describe how resources are to be efficiently used to avoid depletion. In the education sector, sustainability implies the actions and practices that ensure that quality education in its facts continue to exist for future generations. Sustainability of secondary education is therefore the practices and activities at different levels of the educational process that ensure the continuity of quality secondary education that meets the needs of present and future generation of children and the society. Quality education is one in which the curriculum is diversified to meet the needs of modern society and one with qualified teaching staff with the requisite expertise to implement the curriculum. Students and products of quality education are active citizens who are useful to themselves and to their immediate society (Mills, 2023).

Sustainability of quality secondary education is a target that visionary governments are currently pursuing (Webi, 2020). Achieving sustainable quality education is now the desire of various nations after the United Nations (UN) launched the vision 2030 sustainability goals in which quality

education is the goal number four (4). Developing countries such as Nigeria are resetting policies and programmes to make this dream a reality (Nakib, 2020). However, to achieve quality education at any level, the provision of educational resources should be paramount (Ide, 2020).

Educational resources are tangible and non-tangible assets available in the school environment that aids the entire educational process. These educational processes include; administrative processes, teaching and learning, guidance and counselling, records management students' evaluation, and other areas of activities (Nabgi, 2008). Resources are needed for the successful execution of these processes. To effectively carry out their duties in schools, school administrators, teachers, bursars and other non-teaching staff use various of resources to achieve success. Resources are therefore very important in the development of qualitative education (Anowi, 2010).

Educational resources are diverse. Anowi (2021) outlined the three main type of resources needed for quality education to include human, finance, and materials. Human resources are people who have trained in different disciplines and have special expertise in these unique areas. These people can be employed in schools to work as teachers, school administrators, bursars, guidance counsellors and other related jobs. Financial resources refer to money while material resources refer to all physical or tangible equipment and facilities that are utilized for various purposes in schools. Materials resources includes, laboratories, offices, classrooms, libraries, recreational facilities and ICT resources. ICT resources involve all electronic devices, software and materials that are used to acquire, process analyze, store and transmit information from one device to another. ICT resources include but not limited to computers, (desktop and laptop), projectors, printers, internet and modems. researchers from across the world agree that public schools are starved of various relevant school resources. Nnaji,et al (2023) noted that laboratories, libraries, recreational facilities, ICT facilities, classroom facilities and office facilities are essential school resources.

The major challenges facing educational institutions today is the inadequacy or total non-existence of resources. Education system of Nigeria has been in crises because of lack of resources such as funds and qualified teachers. Nathan (2021) remarked that most secondary schools across Nigeria do not have functional and adequate facilities that could foster effective teaching, learning and school administration. In some secondary schools, libraries and science laboratories are either non- existent or dilapidated. The few schools with existing library or laboratory buildings do not have current textbooks, chemicals and other component resources in them. The education system continues to dwindle in standard and quality because of lack of resources (Boah,2016). Wamako (2018) lamented that the government has failed in her responsibility of providing adequate resources in schools. This situation is hampering teachers job effectiveness in schools (Sohan, 2021). The inadequacy of resources in schools is limiting the efforts of teachers in the areas of lesson delivery, classroom management, students' evaluation, students record management and academic advising (Ajiab , 2020).

The provision of educational resources in public schools is the responsibility of the government. Unfortunately, the government is failing in her responsibility of providing adequate resources in secondary schools (John, 2022). Modern ICT facilities and other resources needed for quality teaching and learning is lacking in schools (Boah, 2016). Robert (2020) opined that since the government is failing in her responsibilities, school administrators at different levels of the education system should rise to the challenge by exploring alternative ways of funding their schools. School administrators should stop waiting for government funds in order to maintain their schools (Wobi, 2020). Mario (2022) noted that the solution to the crises and uncertainties in Nigerian schools is for school administrators to develop the entrepreneurial spirit and understand how best to mobilize resources for the survival of their schools. In the present of economic instability across the world, school management must learn how best to mobilize resources for the sake of their schools (Onah,

2022). Knowing how to mobilize and allocate resources can lead to long-term accomplishment of goals rather than short-lived success (Maputo, 2020).

Resource mobilization refers to all activities undertaken in securing new and additional resources for an organization. It also involves making better use of and maximizing existing resources (Seltzer, 2014). This implies that in addition to securing new resources, resource mobilization also involves efficiently maximizing the already available resources. Resource mobilization is important for organizations improvement. Mobilizing employees as resources can involve hiring new staff or developing training opportunities to improve the performance and output of current employees (indeed editorial teaching, 2023). Seeking diverse funding opportunities or momentary sources is a way an organization can use to achieve their goals (Tinro, 2023). In many cases, financial resources can be an important aspect of securing other resource types (indeed education, 2023). Mobilizing materials as resources may involve developing or acquisition of new physical facilities, equipment and infrastructure and the development of effective maintenance strategies for already existing ones. Availability of physical facilities such as classrooms, laboratories, libraries, staff offices, ICT and other resources will boost the standard of education and lead to the enhanced productivity of teachers (Sectzor, 2023).

Knowing how to mobilize and allocate resources effectively can lead to long term accomplishment of goals rather than short-lived success. Uko and Nnaji (2016) added that organizational leaders who succeed in transforming their organizations were able to harness and mobilize resources. Achieving sustainable education needs educational leaders who understands the principles of effectiveness and efficiency in handling the resources at their disposal. Achieving sustainability of secondary education may be determined by the effectiveness, ingenuity and innovations of school administrators.

Statement of the problem

Education has been in crises for many years. This is because of dwindling standards and poor quality of products produced by educational institutions. Many public secondary schools across Nigeria face the problem of shortage of qualified teachers, high teacher turnover, inadequacy and lack of classrooms, libraries, science laboratories, recreational facilities, modern ICT facilities and other resources that are needed for effective teaching learning and administration. Some of the buildings in many schools are dilapidated while the existing libraries and laboratories are filled with outmoded materials. School administrators also lack the funds to provide some of the needed resources that are required for advancing educational processes. In some secondary schools' students sit in broken chairs and overcrowded classrooms to receive lessons while teachers crouch in poorly ventilated offices. These has hampered teachers' performance and commitment to their duties while students have recorded high rate of failures in both internal and external examinations especially in science related subjects. Government have intervened by renovating few dilapidated buildings in few schools. In some urban schools where science laboratory equipment and ICT facilities were provided, the laboratory rooms were burgled by unknown persons and the laboratory resources carted away. Teachers job performance is still dwindling while students' poor academic performance still persists. It is against this backdrop that this study is poised to ascertain whether there is any linkage between resources mobilization by school administrators and sustainability of secondary education.

Research question

What are the key resources needed in educational institutions?

Hypothesis

Effective financial resources mobilization, human resource mobilization and material resources mobilization are not significant predictors of sustainability of quality secondary education in calabar education zone.

Methodology

The design adopted for the study was correlational design. The target population for the study were 46 school administrators (principals) in the 46 public secondary schools in Calabar Education Zone. Purposive sampling technique was used to select the 46 principals as sample of the study. Researchers developed instrument titled “Resource mobilization and sustainability of secondary education questionnaire” (RMSSEQ) was used for data collection. It consisted of two parts, A and B. Part A contained items that elicited respondents’ opinion on the key resources needed in educational institutions. Part B contained items that measured the three aspects of the independent variables and the dependent variable. Each of the subscale was measured with 6 items on a four-point scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). This gave rise to 24 items that measured the dependent and independent variables. For positively worded items, AS was assigned 4 points, agree (A) 3 points, disagree (D) 2 points while strongly disagree (SD) was assigned 1 point. Negatively worded items were scored in reverse order. The instrument was face validated by two experts in test and measurement in faculty of Educational Foundations, University of Calabar. The reliability of the instrument yielded a coefficient of 0.82 using Cronbach alpha test. The instrument was administered by the researchers to the respondents and retrieved immediately after completion. Forty-four (46) instruments were distributed and totally retrieved. Descriptive statistics (of the mean and standard deviation) was used in answering the research question while multiple regression analysis was used to test the formulated hypothesis at 0.5 level of significance.

Data analysis and results

Research question: What categories of resources are needed in schools?

Table 1

Descriptive statistics of the categories of resources needed by every school

S/N	Item	X	SD	Decision
1	Financial resources	3.23	0.63	Agree
2	Human resources	3.01	0.25	Agree
3	Material resources	3.52	0.25	Agree

Table one listed the various key resources needed in schools. The results show that the means score of the three items were above the criterion mean of 2.50 set for the study. This indicates that financial resources, human and material resources are key resources needed in schools.

Hypothesis

Effective mobilization of financial, human and material resources by school administrators are not significant predictors of sustainability of secondary education in Calabar Education zone.

Table 2

Multiple regress analysis of resource mobilization variables as predictors of sustainable secondary education

Source of variation	Sum of squares	Df	Mean square	F	Sig
Regression	72.323	4	15.150	62.08*	.000
Residual	15.661	42	.312		
Total	87.984	46			
	Unstandardized coefficient B	Std error	Std coefficient Beta	t	Sig
(Constant)	8.360	.422		16.211	.000
Financial resources	1.413	.143	.539	5.113	.002
Human resources	1.582	.150	.461	5.001	.000
Material resources	1.341	.138	.392	4.133	.003

a. Dependent variable: sustainable secondary education

R .921a
R square .831
Adjusted R square .821
Std. Error of the estimate .451
*P< .05, df=4,42 critical F = 2.47

Table 2 showed that the calculated F-ratio is 62.08 with significant value of .000. The calculated F-ratio is seen to be greater than the critical F-ratio and obtained significant value less than .05 level of significance used in the study ($p < .05$). With these results the null hypothesis is rejected based on the joint influence of the three aspects of the independent variable in predicting the dependent variable. This means that the four aspects of resource mobilization, financial resources mobilization, human resource mobilization and material resource mobilization have significant joint prediction on sustainable secondary education. The multiple R which is the correlation coefficient of the independent variables and the dependent variable is 0.92 indicating high and positive correlation between the three aspects of the independent variables and the dependent variable.

The coefficient of determination (R square) which explain the power of independent variables in predicting the dependent variable is 0.83. This showed that up to 83 percent of variance in sustainable secondary education is jointly explained in the three aspects of resource mobilization, vis: financial, human and material resources mobilizations. The standardized regression coefficient (Beta) and t-values which were used to determine the extent to which each predictor variable contributed to the variation indicates that at .05 level of significance, the three predictor variables were found to be significant. The higher the coefficient, the more effect the variable has in predicting sustainable secondary education.

Financial resources mobilization had significant t-value of 5.11 ($p < .05$) with beta value of .53 indicating about 53 percent contribution of the variable to the variation in the dependent variable. Human resources mobilization had significant t-value of 5.00 ($p < .05$) with beta value of .46 indicating about 46 percent contribution of the variable to the variation in the independent variable. Material resources mobilization had significant t-value of 4.13 ($p < .05$) with beta value of .39 indicating 39 percent contribution of the variable to the variation in the dependent variable. Assessing the level of contribution of each of the predictor variable to the variation explained in the dependent variable with the use of weights of Beta, financial resources mobilization had the highest contribution

followed by human resources mobilization and lastly material resource mobilization. The results lead to the rejection of the null hypothesis based on the relative or individual contribution of each of the predictor variable, meaning that it is accepted that there is relative contribution of each of the four variables of effective resource mobilization (financial resources, human resources and material resources) to the prediction of sustainable quality secondary education.

Discussion of findings

The result of the research questions had it that financial resources, human resources and material resources are key categories of resources needed by schools. This shows that every school need funds, qualified personnel and other physical facilities. Funds can also be generated initially through school businesses, donations from philanthropic groups individuals, endowing or government allocations. This finding is in line with Okon and Nnaji (2014) who stated that finance, personnel and physical infrastructure are indispensable to educational institutions at all levels. This finding also agrees with Dons (2023) who noted that the indispensable nature of funds is such that schools cannot afford to lack it. Finance is very essential because it can be used to procure other resources. This finding also agrees with Brown (2022) who remarked that qualified teachers with requisite qualification, skills and expertise are needed in every school. Obelem (2021) emphasized that qualified teaching staff is very vital resource for educational institutions. This finding also agree with Nnaji,et al (2023) who noted that laboratories, libraries, recreational facilities, ICT facilities, classroom facilities and office facilities are essential school resources.

The result of the hypothesis revealed that there is a significant positive relationship between effective mobilization of resources (in terms of financial resources, human resources and material resources) and sustainability of quality secondary education in Calabar education zone.

The implication of this result is that effective mobilization of qualified teachers and material resources such as laboratories, libraries, recreational facilities, ICT facilities, classroom facilities and office facilities will lead to the sustainability of quality public secondary education in Nigeria. This finding is in line with Mario (2022) who noted that the solution to the crises and uncertainties in the Nigerian school is for school administrators to develop the entrepreneurial spirit and understand how best to mobilize resources for the survival of their schools. This finding also corroborates Maputo (2020) who believes that knowing how to effectively mobilize and allocate resources can lead to long-term accomplishment of goals rather than short-lived success. The long-term goal of schools is sustainability which can be realized through effective resource mobilization by the effort of school administrators. When funds are effectively mobilized, it can be used for the procurement of other material resources such as laboratory facilities, library resources, ICT facilities, recreational resources and other teaching and learning resources. Recruitment of qualified teachers will also help in ensuring that teaching and learning is sustained in schools.

Conclusion

This study has established that the three key resources needed by secondary schools are financial resources, human resources and material resources. It has also been established that financial resources, human resources and material resources are significant predictors of sustainable secondary education. It is therefore concluded that the sustainability of quality public secondary education can be achieved if school administrators can effectively embark on mobilization of financial resources, human resources and material resources.

Recommendations

1. School administrators should explore other ways of mobilizing funds for their schools instead of solely depending on allocation and imprest from government.

2. School administrators should prioritize school needs in order to efficiently utilize available funds.
3. School administrators should always endeavour to solicit for assistance in both finance and material resources from alumni, philanthropic organizations and parent teachers' association
4. School administrators should always recommend teachers for periodic training and development programmes in order to strengthen their skills and their expertise maximized.
5. Schools should only select qualified staff (teachers and non-teachers) should be individuals with requisite skills and expertise.

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