IJAAR PUBLISHING®

Open Access Journal of Social Sciences Research | ISSN: 3027-1398
Vol. 2, Issue 2 (April-June, 2024) | www.ijaar.org

SCHOOL GOVERNING BOARD'S SOCIO-DEMOGRAPHIC FACTORS AND HUMAN RESOURCE MANAGEMENT IN PUBLIC SECONDARY SCHOOLS, OYO STATE, NIGERIA

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Abstract
The students' low performance in senior school certificate examinations conducted by West African Examination Council between 1999 and 2016, as indicated by the Oyo State government in 2016, led the Oyo State government to institute the School Governing Boards (SGBs) for all Public Secondary Schools (PSSs) in the State. This is with a view of remediating the management of public secondary schools (MPSSs) which has been mostly attributed to the general poor students' performance. Previous studies worked on effects of school facilities on students' academic performance, conditions and availability of academic buildings in public secondary schools, with little or no emphasis on the relationship between socio-demographic factors of SGBs and Management of Human Resources (MHRs) in PSSs in Oyo State, Nigeria. Hence, the study investigated SGBs' socio-demographic factors and management of human resources in PSSs in Oyo State, Nigeria. The study adopted correlational survey design while multistage sampling procedure was used to sample respondents. A total of one thousand, five hundred and eighty-five (1585) SGB members across the six educational zones in Oyo State, Nigeria were sampled for this study. Data were collected through self-structured questionnaire and were analysed with descriptive statistics and Pearson Product Moment Correlation at 0.05 level of significance. The study revealed that socio-demographic factors (age, educational qualification and marital status) of the SGB members had positive significant relationship with MHRs but gender did not. The *MHRs by the SGB was found to be low. Proper management of human resources in schools should be done by the SGB towards achieving the stated public secondary schools objectives.*

Key words: Human Resource Management, School Governing Board, Socio-Demographic Factors

Opadeye, B. O. (2024). School Governing Board's Socio-Demographic Factors and Human Resource Management in Public Secondary Schools, Oyo State, Nigeria. *Open Access Journal of Social Sciences Research*. *2*(2), 14-25.

Introduction

Management of human resources in public secondary schoolshas been an issue of concern to stake holders in Nigeria and particularly Oyo State. The perceived poor management of human resources in public secondary schools in the state cannot be over emphasized, hence, the institutionalisation of school governing board in the public secondary schools in Oyo State. Teachers among other personnel in schools are the pivot on which every other activities in the education system rest, and after the students, teachers constitute one of the most essential inputs in educational programme that influence to a greater extent the value of educational productivity. Despite of the roles teachers play in the school system, the issue of their shortfall, poor working condition, and poor remunerations among others in public secondary schools in Oyo State cannot be over-emphasised.

Teachers' shortfall was noticed and attended to by the former Oyo State Government in the year 2017 when teachers in the state's primary schools with first degree certificates were movedto public secondary schools to fill up some of the existing teachers' vacancies. Yet, this move did not fully address the prevailing issue of teachers' shortfall because some of these moved teachers did not actually read the deficient subjects needed in schools. Therefore, in most cases, major subjects like English Language, Mathematics, and some Sciences had to be taught by adjunct teachers employed by Parent-Teacher- Association or School Governing Board. Although, little number of teachers had recently been recruited into public secondary schools, yet, a lot of vacancies still exist in the various schools in some subjects. The findings of Odia and Omofonmwan (2007) attributed the ineffectiveness in the teaching-learning process to acute shortage of teachers. When shortage of teachers persists in schools, the institutions' management could be unpleasant, uneasy and possibly lead to non-achievement of school stated objectives.

The observed poor management of human resources in public secondary schools in Oyo State also manifested in the ways teachers were recruited over time. The recruitment procedure were characterised with different irregularities which has been an issue of worry to public secondary school stakeholders. Customarily, in some parts of Nigeria, teachers were employed through god fathers, political or religious affiliation, with minimal regard for their qualifications and competencies. Ohamobi, Osegbue and Manafa (2018) affirmed that politics had affected the management of staff personnel in the area of recruitment, posting, promotion and planning, among others. Some teachers in various public secondary schools in Oyo State seem to be professionally unqualified and lack basic pedagogical skills. Though, Nigeria Certificate in Education (NCE) is the minimum qualification for teaching in the Nigeria basic and post basic educational system (Federal Ministry of Education, 2014), it was observed that some teachers in the state PSSs are working without teaching certificates, while most N-Power volunteers, and National Youth Corpers posted to public secondary schools also teach with either Higher National Diploma (HND) Bachelor of Arts (B.A), or Bachelor of Science (B. Sc.) degree certificates.

This phenomenon therefore implied that, those teachers without requisite teaching certificates are not professionally qualified for the job. It has often been observed that teaching is being practised by people regardless of whether they are qualify or not, which is not allowed in the other professions like engineering, medicine and so on. Atanda (2009) commented that a school that has competent management body may not succeed, if larger percentages of the teachers are novice in the management of classrooms. This position borne out of the fact that, management of school begins with the classrooms. The understanding of this phenomenon cannot be disconnected from the reason Federal Ministry of Education issued a circular dated

6th July 2019, directed all principals to ensure that teachers in their respective schools without requisite teaching qualification be thrown out by 31st December, 2019.

Similarly, welfare of teachers in active service and those who have retired in the state appeared so poor. This is obvious as they have in several occasions suffered irregular payment of salaries, not until recently when the new government in power regularised payment of workers' salaries in the state. Furthermore, long before the current political era, promotions of teachers appeared not given as and when due and when it was finally approved, financial attractions were post-dated for collection. Furthermore, teachers in Oyo State were in the past exempted from the Health Insurance Scheme unlike other professionals in the state. Although, in the recent time, they have been made to register for the scheme but the service provision is not still optimal. All these aforementioned irregularities as related to Human Resources Management (HRM) in schools could not be disconnected from the consequential poor performance of students in public secondary schools in Oyo State, Nigeria.

Currentglobal events have compelled innovations, effectiveness and efficiency in the educational sector (Fasanye and Opadeye, 2023). This virtues can be achieved only if right personnel who are visionary, dedicated and committed through proper management are put in place. It could not be an exaggeration to say that human resources are the chief corner stone in a school system upon which other resources rest. Human resources in schools form a major part of school system and the way they are managed goes a long way in the achievement of the stated objectives. It is believed that, if they are well managed could enhance their outputs but if otherwise could deter their effectiveness which in the long run will jeopardize the hopes of the students and that of their parents.

In the same vein, socio-demographic factors of the School Governing Board membersis germane to management of human resources in public secondary schools, in Oyo State, Nigeria. In other to achieve effective management of human resources in public secondary schools in Oyo State, the influence of SGB's socio-demographic factors cannot be underestimated. Although, Raji (2019) found out that the factors responsible for poor school management and non-realisation of the set secondary education objectives in Oyo State include poor funding, poor infrastructures, and absence of library facilities, political interference and lack of furniture among others, yet the socio-demographic factors of the school managers is still a factor to reckon with. Nwakpa (2017) identified curriculum problem, poor finance, community interference, inadequate provision of infrastructure as the challenges confronting school management without any investigation into the socio-demographic factors that influence the management of human resources in schools.

Demographic characteristics can be described as age, religion, sex and place of residence of an individual that distinguish him or her from the other person. While sociological factors are more objective traits; these are organization membership, education level, household status, marital status, interest, values and social groups (Beckley, 2016).

The term "socio-demographic" refers to a group defined by its sociological and demographic features. These socio-demographic factors of SGB could be considered important in the management of public secondary schools in Oyo State. Therefore, socio-demographic factors of the School Governing Board members such as education qualification, social group, sex, religion, work experience, age, gender, and marital status among others could influence management of human resources in public secondary schools in Oyo State, Nigeria.

However, age, educational qualification, gender and marital status are the main focus of the socio-demographic factors in this study.

Age of every member of the SGB is perceived to be significant to the management of human resources in public secondary schools in Oyo State. Age could be termed as the length of time a man has lived from birth. In the context of Nigeria, age is considered more important when it comes to appointment of workers or staff into various offices both by the government and the private organisations. This is so serious to the extent that, job vacancies are often advertised with age limit attached to it. Ibukun (2011) asserted that age is important for effecting teachers' promotion to the position of principal,bearing in mind that age would influence such an individual in the discharge of his or her duty.

Age of school governing board members therefore, could influence their performance since age coupled with experience seem to go together. On the contrary, Janet (2015) found out that age of the principals and their functionality are not significantly related. Although, as leaders get older, they become astute and knowledgeable due to more exposure and experience, however, their strength could be diminishing and level of innovation in managing secondary schools may not be optimised. Based on this assumption, age of the SGB members is presumed to influence management of human resources in public secondary schools in Oyo State, Nigeria.

Furthermore, the educational qualifications of the school governing board members are another socio-demographic factor that could influence management of human resources in public secondary schools in Oyo State, Nigeria. Educational qualification means the diplomas, degrees, certificates or professional titles acquired either by private or public study, full-time or part-time study from educational institutions, professional bodies or examining bodies. Educational qualifications of the SGBs is anticipated to influence how some sensitive matters would be handled and this could either facilitate or obstruct management of human resources in public secondary schools in Oyo State.

Amadi and Allagoa (2017) found out that educational qualifications had tremendous effects on classroom management of teachers. Based on this, SGB members with high educational qualifications may be boundless in the way sensitive issues and matters are handled but members with lower educational qualification could lack basic skills in handling educational issues, hence, effective management ofhuman resources in public secondary schools might not be achieved.

Moreover, gender of school governing board is another factor that called for investigations under socio-demographic factor. Gender could be termed as the behavioural features distinguishing male and female in the society or organisation. It is an individual characteristic which could influencemanagement ofhuman resources in public secondary schools in Oyo state by School Governing Board.

Onyeonoru (2005), described gender as the distinction in roles between men and women which is different from sex. It is important to state that sex seems to be the natural variation between the roles of men and women. Despite the disparities in the ways biological sex is conceived, several contrasting views had risen over which gender does better in themanagement of public secondary schools.

Daresh and Males (2000) stated that female school administrators are more active and resourceful in school management because they spread out their motherhood roles to the school atmosphere as against their male counterparts. Uko (2015) noted that male school

administrators demonstrate pre-eminence over female ones as males often put on their bossy proficiencies to realise the school set objectives. In view of this disparity therefore, gender status of the SGB members could influence managements ofhuman resources in public secondary schools in Oyo State, Nigeria.

Marital Status (MS) of SGB is another factor which could have impact on the management ofhuman resources in public secondary schools in Oyo State Nigeria. It is the position of whether someone is married or not to a woman or a man (Amuda, Bulus, and Joseph, 2016). Marital status of SGB could therefore influence their commitment to duty,motivation and level of duty performance. The supposed maturity that accompanies being married could enable married SGB members to handlesome complex issues faced in schools very well. Being single as well could play a significant role in the ways and manners/issues are handled. Level of commitment to duties by SGB members as single people is also important as they tend to have more time for their personal use.

Objective of the study

The main objective of this study was to investigate the influence of SGBs' socio demographic-factors on human resources management in Oyo State, Nigeria. Specifically, the study examined the level of human resources management and foundrelationship between SGBs' socio-demographic factors (age, marital status, educational qualification, gender) and management of human resources in public secondary schools in Oyo State, Nigeria.

Research question

1. What is the level of human resources management in public secondary school in Oyo State, Nigeria?

Hypothesis

H_{01}:There is no significant relationship between SGBs' socio-demographic factors (age, marital status, educational qualification, gender) and management of human resources in public secondary schools in Oyo State, Nigeria.

Methodology

The study adopted the correlational survey design and focused on school governing boards in Oyo State, Nigeria.Population of this study comprised all five thousand, six hundred and forty-three (5643) members of the School Governing Boards in the six hundred and twenty-seven (627) PSSs in Oyo State, Nigeria. The detail was presented in Table 1.

Table 1: Population of School Governing Board Members (SGBM) in public secondary schools across zones in Oyo State, Nigeria.

S/N	Names of educational zones	Total number of public secondary schools in each zone	Number of SGB members per school in each zone	Total number of SGB members per zone in Oyo State, Nigeria
1	Oyo Zone	89	9	89 x 9 = 801
2	Ibadan Zone 1	165	9	165 x 9 = 1485
3	Ibadan Zone II	151	9	151 x 9 = 1359
4	Eruwa Zone	51	9	51 x 9 = 459
5	Ogbomoso Zone	84	9	84 x 9 = 756
6	Saki Zone	87	9	87 x 9 = 783
TOTAL		**627**		**5,643**

***Source*:** Oyo State Teaching Service Commission (TESCOM), 2023.

Multi stage procedure of sampling was adopted for this study. In the first stage, all the six educational zones in Oyo State were selected using total enumeration technique.In the second stage, proportionate to size sampling technique was used to select 50% of the public secondary schools per zone. In the third stage, the school principals were selected using purposive sampling technique as the mandatory secretaries to the board in each school together with four other SGB members who were randomly selected to make 50% of the School Governing Board members in each selected school. From this, a total of 1585 SGBMs were selected. This is presented in Table 2.

Table 2. Sample and sampling technique

S/N	Names of educational zones	Number of selected public secondary schools per zone		Number of SGB members in each selected school and percentage number of selected members in each selected schools		Total number of SGB members selected per zone
		Total	50%	Total	50%	
1	Oyo Zone	89	45	9	5 x 45	225
2	Ibadan Zone 1	165	83	9	5 x 83	415
3	Ibadan Zone II (Moniya)	151	76	9	5 x 76	380
4	Eruwa Zone	51	26	9	5 x 26	130
5	Ogbomoso Zone	84	42	9	5 x 42	210
6	Saki Zone	87	44	9	5 x 44	220
TOTAL		627	316			1,580

The instrument used for data collection from the respondents was titled; Management of Human Resources Questionnaire (MHRQ), and contained seven (7) items of questions. All the items were designed on a 4 - point likert-type rating scale with responses ranging from Very Low Level (VLL), Low Level (LL), High Level (HL), and Very High Level (VHL) where a respondents were allowed to tick one option where applicable. The scale used to assess management of human resources in public secondary schools indicated that when the assessment was between 1 and 1.4 it is regarded as very low, when it was between 1.5 and 2.4 it was regarded as low, when it was between 2.5 and 3.4 it is regarded as high and when it was above 3.5 it is regarded as very high.

The instruments was subjected to validity and reliability test, 30 copies of questionnaire were administered to different population that were not part of the study population and the information collected was subjected to reliability test using cronbach alpha method. A co-efficient of 0.86 and 0.82 was found for the management of human resources and socio-demographic factors respectively in PSSs in Oyo State, Nigeria. Research questions were answered using descriptive statistics of frequency count. Simple percentage, mean and standard deviation while Pearson Product Moment Correlation was used to test the hypothesis.

Results

Research Question 1: What is the level of human resources management in public secondary school in Oyo State, Nigeria?

Table 3: Level of MPSSs in Oyo State, Nigeria in the area of human resources

Items	1	2	3	4	Mean	Std.D
Human Resources						
Teachers who are qualified are on various subjects	567 (36.6%)	576 (37.2%)	243 (15.7%)	162 (10.5%)	2.00	0.971
Teachers' welfare is given a paramount consideration.	306 (20.6%)	468 (31.5%)	558 (37.6%)	153 (10.3%)	2.27	0.924
Teachers have necessary requirement for the teaching job	189 (12.8%)	243 (16.6%)	666 (45.4%)	369 (25.2%)	2.83	0.951
Service delivery of teachers is enhanced through training programmes organised for them.	333 (22.2%)	558 (37.1%)	423 (28.1%)	189 (12.6%)	2.31	0.954
Government gives promotions to the staff as and when due.	360 (23.7%)	549 (36.1%)	459 (30.2%)	153 (10.0%)	2.27	0.933
Leave allowances were paid by government as and when due.	378 (24.7%)	621 (40.6%)	369 (24.1%)	162 (10.6%)	2.21	0.933
Benefits of staff are provided by the government as and	414 (27.9%)	486 (32.7%)	477 (32.1%)	108 (7.3%)	2.19	1.147

when due						
Weighted Mean Remark	2.30 Low					

Source: field survey
Key: Very low level = 1, low level = 2, High level = 3, Very high level = 4

Table 3 presented the result on human resource management in the study area. The result revealed that 73.8% of the respondents agreed to a very low level that there were adequate teachers in various school subjects in the sampled schools while 26.2% agreed to a very high level (Mean=2.00, SD=0.97). Also, 52.1% of the respondents agreed to a very low level, that welfare of teachers was given a paramount considerations while 47.9% agreed to a very large level (Mean=2.38, SD=0.924). 25.4% agreed to a very low level that teachers had requisite qualification while 74.6% agreed to a very high level (Mean=2.83, SD=0.95). Again, 59.3% of the respondent agreed to a low level that training programmes were organised for teachers while 40.7% agreed to a high level (Mean=2.31, SD=0.95). From the result on human resources, it was observed that 40.2% of the respondents agreed to a high level that staff promotion were given as and when due compared with 59.8% that said it was not (Mean=2.27, SD=0.93). The result revealed further that staff leave allowances (Mean=2.21, SD=0.93) and benefits (Mean=2.24, SD= 1.15) were not provided as and when due. The weighted mean of 2.30 was found and revealed that the level of human resources management was below the threshold of 2.50. This implied that, there was low level of human resources management in PSSs in Oyo State, Nigeria. This result supports the findings of Ehigiamuse (2012) that there were evidences of inadequate human resources in terms of quantity and quality in schools which were likely caused due to low level of teachers' morale, poor remunerations and the unfavourable working conditions. This finding also aligned with the view of Ogbuanya, Nweke and Ugwoke (2017) where the identification of the school and educational objectives, mobilisation of the available human and material resources like teachers, school facilities, equipment and funds in the schools were found to aid attainment of school objectives.

Table 4: Gender, Age and Marital Status and Educational qualification of respondents

Socio-demographic factors		**Frequency (N=1566)**	**Percentage (N=100%)**
Gender	Male	909	58.0
	Female	657	42.0
Age	Under 40years	382	24.4
	40 – 49years	354	22.6
	50 – 59years	783	50.0
	60 years +	47	3.0
Marital Status	Single	319	20.4

	Married	1247	79.6
Highest Educational Qualification	Primary	319	20.4
	Secondary	86	5.5
	NCE	67	4.3
	OND	195	12.5
	HND	98	6.10
	B.Sc/B.Ed	645	41.2
	M.Sc/M.Ed	133	8.5
	Ph.D.	18	1.2
	Others	5	0.3

Table 4 showed that out of all the respondents sampled, 58.05% were male while 41.95% werefemale SGB members. This indicated that most of the respondents sampled were male SGB members. The table also revealed age distribution of the respondents as 24.4% of the sampled respondents were under the age of 40. Also, 22.6% were between the ages of 40 and 49, 50.0% were between the ages of 50 and 59, and 3.0% were 60 years and above. This meant that majority of the respondents were between the ages of 50 and 59 years. The average age of the respondents was 46 years.

Furthermore, the table 5 alsoshowed the distribution of the respondents by marital status. It was revealed in the table that a higher percentage of the respondents were married. This indicated that 79.6% were married while 20.4% were single. The table also showed that majority of the respondents were B.Ed/B.Sc holders with 41.2%. The Primary school certificate holders were 20.4%, OND certificates holders were 12.5%, M.Ed/M.Sc certificate holders were 8.5%, HND certificate holders were 6.3%, senior secondary school certificate holders were 5.5%, NCE holders were 4.3%, Ph.D were 1.2% and other certificate holders were 0.3% respectively. This revealed that majority of SGB members were first degree certificate holders.

Hypothesis 1

H_{o1}: There is no significant relationship between SGBs' socio-demographic factors (educational qualification, gender, age and marital status) and management of human resources in Oyo State, Nigeria.

Table 5: Correlation matrix on the relationship between socio-demographic factors (SDFs) of SGB members (educational qualification, gender, age and marital status) and managements of human resources in Oyo State, Nigeria

Variables	$X_{1,}$	X_2	X_3	X_4	X_5
$X_{1,}$	1				
X_2	-.042	1			
X_3	.512**	-.036	1		
X_4	.440**	-.145**	.580**	1	
X_5	-.094**	.007	-.106**	-.013	1

***$X_{1,}$** = Management of public secondary schools**, X_2**=Gender **X_3**=Age**, X_4**= Marital Status, X_5= Education Qualification.*

Table 5 showed the correlation matrix on the relationship between SDFs (educational qualification, gender, age, and marital status) and management of human resources in Oyo State, Nigeria. The result showed that educational qualification of SGB members had a significant relationship with management of human resources ($r = -0.94$, $P<0.05$), age of the SGB members had positive significant relationship with management of human resources ($r = 0.51$, $P<0.05$), gender of the SGB members had no significant relationship with management of human resources ($r = -0.42$, $P>0.05$), while, marital status of SGB members also had a positive significant relationship with management of human resources ($r = 0.44$, $P<0.05$).

The correlation values of age and marital status (socio-demographic factors) were found to be positive and significantly correlated with management of human resources but at different levels of relationship. Educational qualification had the highest level of relationship towards attainment of effective management of human resources in public secondary schools, followed by marital status. Age of SGB members significantly correlated at moderate levels with themanagement of human resources in public secondary schools.

Therefore, the null hypothesis that stated that there is no significant relationship between socio-demographic factors (education qualification, age, marital status) and management of human resources in Oyo State was rejected at 0.05 level of significance. However, gender of SGB was not rejected because it had no significant relationship with management of human resources in Oyo State, Nigeria. This implied that gender status of the respondents play lesser roles in their functionality, efficiency and effectiveness. The result of this study supports the findings of Amadi and Allagoa (2017) that educational qualifications had tremendous effects on classroom management of teachers. On the contrary, Janet (2015) found out that age of the principals and their functionality are not significantly related.

Conclusion and Recommendations

Human resources management was low in public secondary schools in Oyo State, Nigeria. School Governing Board's socio-demographic factors (age, gender and educational qualification) were potent tools for management of human resources in Oyo State, Nigeria. To this end, the study recommends that management of human resources should be improved upon in the areas of teachers' welfares, qualifications, training and re-training among others in public secondary schools in Oyo State by the school governing board towards achieving the stated secondary school education objectives.

Moreover, Socio-Demographic characteristics of the SGBs like age, marital status and educational qualification should be given premium for members' selection.

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