

UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.7;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355. January-June, 2021
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

ACADEMIC JOURNALS
expand your knowledge
http://www.academicjournals.org

APPLICATION OF ANDRAGOGY IN DIRECTING RESOURCE MANAGEMENT AMONG PRIMARY SCHOOL HEADS IN OGBIA LOCAL GOVERNMENT AREA OF BAYELSA STATE.

OBIAKOR, MariagorettiIjeoma
Department of Educational Management and Policy,
Nnamdi Azikiwe University, Awka Anambra State.
mi.obiakor@unizik.edu.ng. Phone: 07063842753

ABSTRACT
This study examined application of andragogy in directing resource management among primary school heads in Ogbia Local Government Area of Bayelsa State. The survey research design was opted for the study. Two research questions were formulated and two research hypotheses were tested. All primary schools were selected for the study as the number was manageable. Two research hypotheses were stated and tested in the course of the study. In the course of the study, 93 questionnaires were retrieved, collated and analyzed. Two analytical techniques were adopted namely, the simple percentage and chi-square statistical methods. The first was used to evaluate the research questions and objectives while the second was applied to test the two hypotheses formulated in the study. The results from the data analysis revealed among others that there is a relationship between Andragogy and resource management as they influence school heads in managing school's resources. The study recommends that Government should through the state ministry of education and other related agencies ensure adequate provision and effective management to material resources as they impact positively on students' performance in public secondary schools.

Keywords: Concept of resource, School human resource, School material resources, Management of school resources, Utilization of school resources and Role of Headmasters in school resource management

Introduction

Over the years, education institutions have developed into complex and functional field of endeavor from the previous simple experiences. Changes in technology, economic, social and political sectors have contributed immensely to this development. Therefore, for education institutions to stay abreast in this rapidly changing environment, they must adapt to the new technologies and the changing world. These issues pose many problems and challenges for school managers. Consequently, the management of physical and human resources in the school system are of the utmost importance in order to achieve the overall goals and objectives of the schools. For this reason, Andragogy is important to assist school heads in their managerial duties since school heads have not been doing effectively.

Andragogy refers to methods and principles used in adult education. It connotes the various techniques used in teaching adult learners. The adult learners are not seen as the regular students in class room that are taught with the normal routine teaching methods lecturers always adopt in teaching. The adult learners are non-arguably handled in a more sensible manner. In any country, democracy is meaningless and insignificant if the citizens of the country are not educated. It is not up to the army or police to keep up the law and order and security of the country but the citizens also possess the responsibility to uphold the security of their nation. The amount that they possess, the knowledge of affair that they have, their character, behavioral traits, sense of morality and discipline and their capacity to render effective participation in measuring the security of their country, all these aspects are an integral part of adult education (preserved article, 2011). The main aim behind using Andragogy in management is to prepare every adult in his contribution to democratic social order, by virtue of the impact which the technique must have had on adults, resulting to transformation in behavior. Andragogy can be imparted under two main aspects, firstly, adult literacy and continuation education (preserved article, 2011). Many scholars have given different meanings of Adult Education. Obiozo(2018) defines Adult Education as "anything that enlarges men's understanding, activates them, helps them to make their own decisions and to implement those decisions themselves." Adult Education includes training. It includes what is generally called agitation; organizations and

mobilization; it goes beyond these meanings to make them purposeful. Lindeman (1926 cited in Batra, 2013) perceived adult education as a concern for the educational everyday life; non-vocational ideals; situations not subjects; and people's experience. A fresh hope is astir. Consequently, all static concepts of education which relegate the learning process to the period of youth are abandoned. The whole of life is learning, therefore, education can have no ending. This new venture is called 'Adult Education' not because it is confined to adults (Obiozo, 2018). Adult Education begins at this point. Subject matter is brought into the situation and is put to work when need arises. Textbooks and teachers play a new and secondary role in this type of education. They must give way to the primary importance of the learner. The situation and approach to education means that the learning process is at the outset given a setting of reality. Intelligence performs its functions in relation to actualities and not abstractions. In reality, the resource of highest value in Adult Education is the Learner's Experience. If education is life, then life is also education and as such a proper resource management will suffice to guarantee its sustainability. Managing resource with Andragogy in the context of adult basic education has a number of dimensions. Managing people, administration and accountability in line with the values and ethos of adult basic education. It is important that the management style should reflect the guiding principles, and management committees should include the manager or organizer, students, tutors and other involved groups or individuals. The management structure will vary according to the context in which the adult literacy work takes place. Andragogy has a finishing touch when applied in industry/corporate situations. Human resource departments should also consider andragogical principle when designing their employee development programs, provided the organization whose management style is one that is represented by M.C. Gregor's theory Y. By replacing a value of training and development, employees will be motivated to learn new skills to help them in their career development.

Resource management is the efficient and effective deployment of an organization's resources when they are needed. Such resources may include financial resources, inventory, human skills, production resources, or information technology (IT). Also, resource management can include ideas such as making sure one has enough

physical resources for one's business but not an overabundance or making sure that people are assigned to tasks that will keep them busy and not have too much downtime.

Education resources include all movable and immovable materials, which are used for teaching, learning and other school activities. They are synonymous with school physical facilities, school material resources, school plant and school facilities. Olagboye (2004) in Obi, (2013) stated that education resources consist of instructional resources such as audio and visual aids, graphics, printed materials. display materials and consumable materials. They also include physical resources such as land, building, furniture, equipment, machinery, vehicles, electricity and water supply infrastructure.

Resource management is an integrated approach to operating, maintaining, improving and adapting the building and infrastructure of an organization in order to create an environment that strongly supports the primary objectives of that organization (Ikediugwu, 2018). Resource management can also be seen as the development, co-ordination and control of the specialist services necessary for an organization to successfully achieve its goals objective (American Library of Congress 1989, in Barrett, Ed, 1993). This definition incorporates the element of development as part of the functions of resource management, highlighting that it is part of a constantly changing environment in the core activities of an organization. It suggests that Resource Management provides a supporting management function to the core business of an organization; concentrates on the area of interface between physical workplace and people; and requires a multi-skill approach to integrate people, place, process and technology in executing its support functions. The function could be as complex as strategic planning and a range of services in between. According to Dekker and Lemmer (2008), the purpose of Adult Education graduate as primary school head is to ensure that the society grows. Social goals should have their origins in individual organizations formed by them and rise from there to become the goals of the entire society. These primary school heads/teachers create enabling environment for the learners and the community to operate in. Adult Education is relevant to schools because it helped to increase literacy and numeracy levels in whatever endeavor he/she finds his/her self, as

well as aids the primary school heads in maximizing the potential and in turn exercise a more informed judgment in managing the primary school as well as its resources.

In education institutions, facilities constitute essential inputs, which create favorable learning environment, facilitate interaction and enhance organizational performance (Oyesola, 2007). In essence, the school curriculum would not be meaningful and functional if required facilities are not provided in adequate quality and quantity at appropriate times through the headmaster's administrative finesse (Uko&Ayuk, 2014).The International Resource Management Association (2003), described resource management as the practice of coordinating the physical workplace with the people and the work of the organization by integrating the principles of Business Administration and Architecture with the behavioral and engineering sciences. This culminates in the collective and participative decision making process towards the selection, establishment and installation of school plants; design of school grounds, halls and spaces; upgrading, innovation and purchase of new machineries and equipment; choice, design and implementation of programmes and projects; backup and review of management policies, practices, rules and regulations.

Resource management in schools, play a pivotal role in the actualization of education goals and objectives by satisfying the physical and emotional needs of the staff and students. According to Oyesola (2007), physical needs are met through the provision of safe structures, adequate sanitary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play; while emotional needs are met by creating pleasant surroundings, friendly atmosphere and an inspiring environment. Supporting the need for effective resource management in schools, Fenker (2014), stated that it involves a planned process to ensure that the buildings and other technical systems support the proper discharge of operations and services within the school organization. In addition, there would be safety from danger, disaster and theft when resources are well managed, certain facilities, especially the ones in the laboratories, are delicate, dangerous, expensive and explosive. They need to be well managed in order to avoid the danger which would arise from their usage. Also, disasters such as flood and fire could be avoided if there is proper

planning for safety precautions (Asiabaka, 2017).

According to Uko (2011), effective management of school resources requires knowledge, skill and expertise in handling different facets of the school system. This according to Uko (2011), calls on the ability of the Headmaster to set required objectives, supervise resource usage, formulate plans for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system. The Headmaster as the manager of the school organization therefore has the enormous task of mobilizing available human resource to ensure a proper running of the school. Any organization that does not plan for its human resources will often find that it is meeting neither the personnel requirement nor its over-all goals effectively (Stoner, 1978 as cited by Osagie & Okafor, 2012). Another aspect of human resources management in the school is the workload of the staff. This is the amount of work assigned to a teaching position. Staff workload include teaching subjects, administrative duties, supervision of students and other activities. In the research findings on teachers‟ workload by (Nwankwo and Obiakor, 2020), teachers saw their workload increased because they spent fifty-three hours a week preparing their lesson notes for teaching and marking scripts. The teachers reported that they modified their teaching methods to enable them cope with the stress of the workload. When that happened, it was difficult for them to accomplish all their objectives because of the lack of time. Consequently, the performance of the teachers and the students was impaired.

The educational sector is made of three main sub-sectors (primary, secondary and tertiary). Secondary education which serves as a link between primary and tertiary levels, is vital to national development. Management of resources at this level is very vital to achievement of education objectives and appropriate management techniques would assist in taking care of all available resources. In other words, resources which might have suffered neglect as a result of carelessness, ignorance, lack of commitment and proper management, would receive attention from school administrators and inspectors. Also, school resources which are well managed are likely to be durable. This will save us the cost of replacement within a short period of procurement.

Bayelsa as a young growing state has witnessed the establishment of educational institution at all the various cadre of education from primary to tertiary. Education is a right as declared by the UN charter and has to be provided by the government complemented by the private sector. With the increase in the enrolment figure in our schools, teachers, administrators, institutional materials, textual materials, consumables and other materials or equipment have to be provided, as education is an investment that is of interest to all in the society.

Though the whole onus of providing education to her people lies with the government. To this, government should be commended for the building of new schools and providing both human and material resources needed for the smooth running of those schools. But with the prevailing economic condition globally, and as a requirement in any setup and investment, proper management of these resources provided by the government is needed for proper functioning of our schools. The required output from our schools might not be tangible or attained if school's resources are not properly managed. But the management of these resources has received little attention from our educational managers and society. They are either over utilized or under-utilized and not secured, especially in public schools. School management constitutes one of the major responsibility or task of our educational administrators.

This responsibility lies in the hands of principals, and headmasters in the primary and post-primary institutions respectively. It is the responsibility of the school heads to manage the resources (human and materials) available to them to achieve result. Therefore, they are expected to perform one of the primary duties of management, which include supervising and monitoring. This is a function of productivity, thus he or she (the head teacher) is expected to liaise with all for effective management of the resources at his disposal. Hence, it is expedient that a study is carried out in an effort to determine the effect of resource management on school heads. For this, Bayelsa which is a state in Southern Nigeria in the core Niger Delta region, between Delta state and Rivers state is the study area. Its capital is Yenagoa, with Ijaw languages such as Nembe, Epie-Atisa, Ogbia andIzon. as the main dialect. Bayelsa, is perceived by research to be one of the educationally retarded state in the country Nigeria. The pervasive level of endemic corruption

has significantly affected its educational institutions. This manifests in multiple front such as; the dearth of adequate educationally funding on the part of the government; misappropriation of educational funds on the part of resource managers, sabotage on the part of staff and students, disparity in resource management skills . In the light of this background, this study was carried out to determine the influence of resources management on school heads in Ogbia Local Government area, Bayelsa State.

Statement of the problem

There has been the cry of the fallen standard of education via-a-vise the state of infrastructure and lack of educational material in the school system. No individual, corporate organization or government has provided all the resources required for the operation of the institution. Availability of resources and its proper utilization is the essence of the existence of schools without which there cannot be development. Resources are therefore the most essential instruments for educational advancement. Resources properly managed help to motivate students towards good academic performance. More so, proper management of school resources helps to achieve results through their utilization.

In public primary schools, the responsibility of making appropriate resources available rests on the government, while the effective use of the resources in accomplishing educational purposes rests with the school manager or the headmaster. The failure or success at this level of education hinges on the latter. Therefore, school heads are expected to acquire managerial skills for effective management of resources.

However, among the multifarious problems confronting the primary schools today are the imbalances evident in acute shortage of school facilities, inadequate supply of teaching and non-teaching staff, overcrowded classrooms, poor maintenance culture, poor supervision, poor learning environment, incompetent leaders and low morale among teachers due to incongruence in basic conditions of salaries. There are also the problems of low quality of teachers, poor attitude to work, inaccurate statistical data, update of educational curriculum without a commensurate resource allocation, inadequate supervision of instruction, divided loyalty among staff, retention of unqualified staff, inadequate planning and incessant wage strikes. Other problems include headmasters'

relationship with subordinate staff, conflicts among teachers, time wastage, misappropriation of funds, government poor financial allocation to education which inhibits proper maintenance of human and non-human resources in the schools. These are major indicators that school resources are not properly managed. The aforementioned problem can also be related to the incompetence of the school head which can be addressed by training via andragogy to boost their affectivity and productivity.

A tour around our communities indicates the dearth of these materials. Littering of educational equipment either abandoned or destroyed with dilapidated building and other materials and the non-chalant attitude of the staff. It clearly indicates that these resources are not properly managed. This and others adversely hamper good performance among pupils in primary schools in the research area. What would then be the cause of this, when some resources have been provided but under-utilized? Then one is tempted to ask as if they are properly managed? This is the core of the matter, the management of resources in our schools.

Research questions

The following research questions are formulated to guide this study.

1. To what extent doesandragogy influence primary school heads in Ogbia LGA of Bayelsa state in resource managing?
2. How are the various material and human resources managed in primary school in Ogbia LGA via knowledge of Andragogy?

Research hypothesis

The following research hypothesis were formulated and tested in this study.

1. There is no significant difference in the opinion of headmasters and teachers on how andragogy has affected resources management in primary schools within Ogbia local Government Area.

Concept of resource

Resources are endowment and materials that can be used for the achievement of organizational set goals. Generally, resources are of two main types, which are human and natural resources. Human resources are the human beings that are endowed with skills, experience and other qualities that are needed to manage, organize, plan, direct and evaluate to achieve set goals. Natural resources are natural endowments that are physically put in place by nature. They are material resourses..

In the context of this study, resources are classified into human and material resources. The human resources consist of the staff, while the material resource are the other resources, both consumables and non-consumable needed and provided for the achievement of school educational goals.

School human resources

School human resources are classified into two main categories. These are, the staff and the students. One cannot do without the other. Nwachukwu (2018), regard all as personnel. The student human resource consists of all pupils that are officially registered within the school with the aim of learning, which is done by the other categories of human resources (staff). Schools are set up, primarily to serve the needs of the student. Therefore, it is an obligation for them to be properly managed. They should be seen as active members of the school system. Thus, in their management, they should be part of the decision making process. Therefore, their active participation should involve them in policy making/formulation; adoption, revision and improvement of academic programmes; evaluation and improvement of professional staff and finally in the planning and implementation of co-curricular programmes.

The other aspect of human resource in the school consists of the staff and other personnel. They are categorized into academic and non-academic staff. The academic staff consists of the school head and his deputies. The management of staff and personnel is an important aspect towards the achievement of set organizational goals, no school can grow above the quality of its staff. Therefore, to achieve the goals of education and those of the school and society, then human resource should be properly managed. In this case, it is the staff of the school. The teaching staff are those in charge if learning/instructional activities, while the non-academic staff are those that are in charge of the Laboratory, library, Security, cleaning and other essential activities within the school apart from teaching. It is the duty of the school administration to manage its staff well for optimum results, without which, the objectives of the school will not be achieved.

School Material resources

This covers all the material resources within the school that are not human. They are often called school plants. They consist of all physical facilities that

aid teaching and learning in schools. According to Abraham (2012), they include all buildings, furniture, laboratory equipment and even the grass. Ikediugwu (2017) refer to them as the school properties and facilities. He listed them to include:

a. The school and buildings
b. Furniture and fittings in the school
c. Audio-visual equipment
d. Laboratory equipment
e. Workshop equipment
f. Farm-garden equipment
g. Home economics equipment
h. Sports and games equipment
i. Automobiles.

School plant contributes significantly to the day to day functioning of the school particularly learning which is the primary function of the school and other administrative functions. Hunt and Pierce (1988), described school plant to include the school site, landscaping, playgrounds and sanitary facilities. Ikediugwu (2017), simply put school plant as consisting of school building such as classrooms, administrative block, libraries, laboratories, workshops, staffrooms, staff quarters, sick bay, cinema hall, assembly hall and dormitory equipment such as science-equipment, tools for wood work, gardens, playgrounds, orchards and swimming pool and transport facilities such as school bus, vans and boats. While Sokabi cited in Jones, Salisbury and Spencer (1960), defined school plant as an activity area where students go to participate in learning activities that can result in understanding, change of attitude and acquisition of skills, ideas and application of the idea enabling them to live as intelligent and informal social beings. He reiterated further that school is not only the largest but also the most important piece of teaching equipment necessary for an efficient school. To Obi(2013), school starts and ends with the pupils. To him, the plant should be designed to satisfy the people's physical and emotional needs. The physical needs are met by ensuring a safe structure, a satisfactory acoustic environment, sufficient shatter, space for his work and adequate facilities. Nwagwu (2004), and Adesina (1980) are of the view that what our children receives bear direct relevance to the availability or lack of physical facilities and the overall atmosphere in which learning takes place.

Maintenance of school resources

Maintenance is used here to mean those activities designed to repair or restore school resources (plant) to their original condition. The headmaster's goal for

such activity is the maximum restoration of depreciation caused by either wear or tear, obsolesce, physical delay as a result of weather condition etc. the increase in the need for maintenance activities such as cleaning, inspecting and making necessary repairs of the school vehicles, equipment, floor, roofs and others. Obi (2013), opined that instead of maintenance, government has been building and providing new buildings and equipment and abandoning the old ones. He defines maintenance of school resources as those activities which are concerned with keeping the grounds, building and equipment at their original condition or efficiency. He categories maintenance of school resources into four types, namely;

a. Long-term maintenance
b. Annual maintenance
c. Short-term maintenance
d. Emergency maintenance

Standard procedure should be followed in maintenance. Repair is most commonly used in the case of floor, doors, windows, plumbing, electrical equipment etc. many minor repairs can be done by the school engineer and other technical staff, but can be looked outside for, when it is beyond them. Nwankwo (2019), opined that nothing lasts forever but its maximum efficiency can be maintained through maintenance. The depreciation rate of school physical resources would vary due to the quality of material, rate of use, texture and care of the material. A rudimentary approach to proper plant maintenance begins with inculcating respect for school property. To carry out this, a condition to make them effective must be created. A well planned out school environment with good functional facilities will more likely command compliance with others. Those who take care of maintenance of school facilities are called fitters and repairmen, while operational personnel are called custodians.

In Nigerian, those who carry out operational services are referred to as cleaners, gardeners and messengers. These set of people are generally looked down upon in our school with their important role not recognized. Nwankwo (2019), remarked that to avoid suffering the regular maintenance and operation, programme of the school resources must be done by those who use these resources. It will be less problematic where the staff and pupils have school spirit and high load to a healthy school spirit and high morale.

Utilization of school resources

The general goal of good resource management in education is to maximize benefits from the use of resources at minimum cost where stakeholders provide them. The school alone may not make use of these resources, but the community hosting the school can also make use of these resources, thus the most important factor of utilization of a school resource in the type of service it will render to its primary and secondary users. An analysis of the supply and utilization of school facilities should be carried out by the school authority. When it is done, it will reveal the existing inaction in resource distribution, extent of utilization and the urgent need of these facilities. Obi (2013), observed that the daily use of school building is on exceptional good ones to the detriment of others.

This indicates that some school resources are under-utilized. Madumere (1990), identifies three indications used for judging the rate of utilization of school resources (building) and other equipment. They are times utilization rate and global utilization rate. Time utilization rate measures the percentage of effective hours of official use, space utilization rate measures the advantage use compared to the capacity of the resource, while global utilization rate measures the number of hour-place.

Piltenger (1951), identified two types of school plant utilization, these are capacity and functional utilization. The capacity utilization refers to the space, units, and pupil station in a school plant. The functional utilization refers to its use in out of school hours for community purpose (evening school, religious activities and adult education programmes).

Role of Headmasters in school resource management

It is a known fact that school Headmasters are the head of primary schools. This implies that they are in charge of the administration of the school, which management is an important aspect. Obi (2013), outlined the resource management functions of the Headmasters to include, planning facilities, utilization of the facilities, equipment maintenance and security of these resources. He, the Headmasters is expected to be at the forefront in the planning, thus is expected to provide educational services. Educational specifications refer to specific educational requirement for the teaching and learning. It consists of any material (resources) that facilitates teaching-

learning activities, Nwankwo (2019). Fredick (1973), itemized the function of the school head in the management of resources to include formulation of the statement of philosophy, emolument of staff and students, curricular programmes, planning instructional activities, utilization plans and teaching space requirement. Ikediugwu (2017), identified the following as the basic responsibility of the Headmaster to include:

a. Administrative and management responsibilities for custodial personnel/equipment and material.
b. Determine in co-operation with the supervisor, the personnel in long term and emergencies.
c. Confirming with custodian on workload and work force.
d. Checking and spelling the building, companies schedule with accomplishment and make suggestions for improvement.

The Headmaster is expected to manage and ensure the full maximization of both human and material resources available and provided. It involves regular submission of progress and problems to the appropriate authorities for action. Regular inspection by the head is therefore necessary, that has to be systematically carried with the aid of checklist.

Methodology

Research Design

The research design adopted for this study is the survey design. This is because, a survey design makes correlational research strategy possible. The survey research design is a non-experimental, descriptive research method. Surveys can be useful when a researcher wants to collect data on phenomena that cannot be directly observed. It also helps in predicting human behaviour. Furthermore, this helps in determining whether there are relationships existing between the key variables in a study.

Area of study

The area of study was Ogbia Local Government Area, Bayelsa state. The population of the study is the entire school heads within the confines of Ogbia Local Government Area, Bayelsa state. Currently, about 100 government primary school heads are in the study area. The school heads formed the population of the study because they are those that can provide appropriate information on the variable under study,

which is management and resources within the school and thus, this constitutes the study population.

No sampling was done, the total population of primary school heads was manageable and at such was used for the study.There are two broad methods that were applied in collecting data for this study. These are the primary and secondary techniques.

The questionnaire method is the main primary data collection techniques that were adopted in this study. Based on this, information was obtained through the administration of a self-designed questionnaire to respondents. 50 Questionnaires was distributed to the same number of respondents. The main instrument used for the collection of data for this study is the questionnaire. A questionnaire was structured into two parts, A and B. Part A focused on the demographic characteristics of the respondents which include school, position, educational qualification, age, sex etc. while part B focused on the variables under study. They were structured under the four point Likert scale of strongly agree (SA), Agree(A), Disagree (D), and Strongly Disagree (SD).

Secondary techniques of data collection for this study was largely dependent on extensive document reviews. In this light, information was sourced from related empirical works already published by other scholars. Consequently, textbooks, journals, magazines, the internet and related print materials was useful in this regard.The reliability of the instrument was tested using a sample of twenty (20) respondents who were not part of the number of the population for the study and a reliability coefficient value of 0.85 was obtained using Cronbach alpha reliability coefficient method. Experts in test and measurement and the supervisor will validate the instrument for the study. Their comments and corrections will then be incorporated into the questionnaire before administering to the respondents.

The researcher administered the survey questionnaire to the respondent personally. Instructions guiding the filling of the questionnaire will be explained to the respondents before issuing. A research assistant, on the grounds of proximity to some of the school will assist the researcher. The returned questionnaire will be scored and analyzed by the researcher.

In the study, the type of data analysis techniques that was opted to interpret the data is the simple percentage/frequency table distribution method which was used to analyse the research question and

to test the hypotheses. The formula applied is:

$$\frac{\text{Number of response (f)}}{\text{Total number of respondents}} \times 100$$

DATA ANALYSIS

Demographic characteristics

A total of 100 respondents were selected as respondent made up of headmasters and head teachers. Out of the retrieved questionnaires, 48 are headmasters while 45 are head teachers. From this data, it shows that 39 are women which constitute 41%, and the remaining respondents are male. Also, from the respondent 82 constituting 88% are graduates, 11are school certificate holders (WASC).

Evaluation of Research Questions/objectives

Question 1: To what extent do Andragogy influence primary school heads in ogbia LGA of Bayelsa state in managing resources?

Table 1: ***Extent Andragogy influence primary school heads in managing resources.***

Scale	Frequency	Percentage
Strongly agree	44	47
Agree	23	25
Disagree	07	8
Strongly disagree	19	20
Total	**93**	**100**

Source: Field Survey, 2021

The data distribution in table 1 above revealed that 44 representing 47% strongly agreed that Andragogy influences school heads in managing finance, 23 constituting 25% agree, 7 representing 8% disagreed while 19 respondents representing 20% strongly disagreed that Andragogy influences school heads in managing finance. Overall, the table show that 67 respondents constituting 72% which is above the 50% benchmark agree that Andragogy influences school heads as it relates to resource management.

Question 2: How are the various material and human resources managed in primary school in Ogbia LGA via knowledge of Andragogy?

Table 2: ***Extents material and human resources are properly managed via knowledge of Andragogy.***

Scale	**Frequency**	**Percentage**
Strongly agree	18	19
Agree	51	55
Disagree	1	1
Strongly disagree	23	25
Total	**93**	**100**

Source: Field Survey, 2021

The data distribution in table 2 above revealed that 18(19%) strongly agreed, 51(55%) agreed and an aggregate of 24(26%) either strongly disagreed or disagreed that the material and human resources are properly managed via knowledge of Andragogy. Overall, the table show that 69 constituting 74% above the cutoff mark of 50% Overall, the table show thatmaterial and human resources are properly managed via knowledge of Andragogy.

Test of hypothesis

Hypothesis one

H_0: There is no significant difference in the opinion of Headmasters and teachers on how andragogy has affected resources management in primary schools within Ogbia local Government Area. We shall use Chi-square $\mathbf{x^2}$for the calculation. This is necessary as it helps to validate the formulated hypothesis.

Applying that:

Chi-square $\chi^2 = \dfrac{\sum (Fo - Fe)^2}{Fe}$

Where: Fe = frequency observed
Fe = frequency expected.

The difference is obtained by applying;

DF = k - 1

Where: DF = Degree of freedom
k= Constant

Level of significance: the accepted level of significance is 0.05 which is 5%.

Statement of Decision Rule: we shall reject the null hypothesis, if the calculated value of $\mathbf{x^2}$is greater than the tabulated or table value index.

UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.7;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355. January-June, 2021
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

ACADEMIC JOURNALS
expand your knowledge
http://www.academicjournals.org

The data shown below in the table were obtained from table 1.

Responses	**SA**	**A**	**D**	**SD**	**Total**
Headmasters	23	9	4	8	**48**
Teachers	21	14	3	11	**45**
Total	44	23	07	19	**93**

Source: Field Survey, 2021

Computation of Chi-Square Table

Categories	**Fo**	**Fe**	**Fo– Fe**	**(Fo - Fe)^2**	**$\sum$ (Fo –Fe)^2 / Fe**
Strongly agree	44	46.5	-2.5	6.25	0.1
Agree	23	46.5	-23.5	552.25	11.9
Disagree	07	46.5	-39.5	1560.25	33.6
Strongly disagree	19	46.5	-27.5	756.25	16.3
Total	**93**			**61.9**	

Chi-Square χ^2 = 61.9

α = 0.05
df = k-1
= 4-1
Therefore, df=3

Decision rule: The generally accepted decision rule for the application of chi-square χ^2 test states that we accept null hypothesis if calculated value is less than the table value and reject hypothesis if the calculated value is greater than table value. At 5% significant level, i.e. = 0.05 and DF = 3, the theoretical table of **χ^2= 61.9** is>7.81. we reject the null hypothesis and accept the alternate hypothesis. Haven reject the null hypothesis and accepted the alternate hypothesis, the study concludes that there is a significant difference in the opinion of Headmasters and teachers on how andragogy has affected resources management in primary schools within Ogbia local Government Area.

Summary of findings

The major purpose of this study was to determine the relative importance of

Andragogy in directing resource management in primary schools. To accomplish that goal, it became necessary to meet some prerequisite objectives. Determining what Andragogy means and how that ideal is connected to an effective and efficient resource management. Related to that effort, it became necessary to gain an understanding on the subject matter via diverse related literatures to provide for the possibility that Andragogy is monumental to properly manage resource in primary schools. Once this fundamental step was achieved, this research was able to go forward. This chapter reports the conclusions and recommendations that resulted from this study.

Two sections of a questionnaire as a survey instrument was developed and administered to school heads all through the government primary school in Ogbia Local Government Area. The first section entailed the demographical statistics of the respondents while the second section housed the nexus between the two variables under study.

Finally, respondents were instructed to thick the correct answers, fill were necessary as well as and provide limited information about their managerial experience and perceptions. Through the use of the survey questionnaire developed for this study, data were collected which addressed the research problems posed in the first chapter of this project work. The analysis of data led to some findings which are briefly summarized below:

School heads leverage on the teachings of Andragogy in managing both material and human resources properly. There is a significant difference in opinions between the headmasters and teachers of the primary schools. The study recommended that Government should through the state ministry of education and other related agencies to ensure adequate provision and effective management to material resources as they impacted positively on students' performance in public secondary schools.

Discussion of Findings

There are several things that were discerned in the course of this study. The first finding is that there is a relationship between Andragogy and resource management as influence school heads in managing school's resources. The study revealed that Andragogy influences school heads in managing resources. The study also showed that show that material and human resources

are properly managed via knowledge of Andragogy. (See table 2).

It is important to note that while the finding showed that Andragogy has influence school heads in managing resources primary schools in Ogbia corroborates finding in a preserved article, 2011 that holds that "the main aim behind using Andragogy in management is to prepare every adult in his contribution in democratic social order, by virtue of the impact which the technique must have had on adults, resulting to transformation in behavior. this study went a little bit further to show that certain factors such as finance, insufficient manpower, sabotage and a host of others impedes against the proper management of the school resources.

Following the above finding, a significant difference was established between the opinions of the headmasters and teachers of the primary schools based on the results derived from the statistical test of research hypothesis one and two via the use of Chi square tests (see tables above). In addition to the above finding, the respondents also highlighted some measures and ways to improve on resource management in primary schools in Ogbia Local Government Area school. These findings informed the recommendations in the next section that follows.

Conclusion

The study examined the issue of Andragogy and resource management in primary school in Ogbia local Government Area, Bayesla State. Based on the findings, it concludes that the issue of resource management in primary schools requires a collective effort by all the stakeholders concerned. The sustainability of provided resources depends significantly the managerial philosophy, attitude and activities operational at a point in time. The Government should therefore imitate developed regions by providing support for education by providing the basic educational requirements for effective learning.

From this research, it can be clearly seen that the basic educational resources for learning are short in supply as the provision of resources to the schools is not uniform. Some have more resources than others and as such they dovetail to make effective and efficient resource management critical if the goal of the primary education is to be scored as well as sustained. Though the few resources provided are properly managed for effective delivery.

Recommendations

Based on the findings in this study, the researcher is of the opinion that from the

frontiers of our educational system to be more effective, the following should be looked in:

1. The study recommended that Government should through the state ministry of education and other related agencies to ensure adequate provision and effective management to material resources as they impacted positively on students' performance in public secondary schools.
2. School heads should be regularly trained on management skills as other civil servants.
3. Government should ensure uniform distribution of resources to all schools.
4. Government should stop the political establishment of schools, but rather equip the ones provided adequately to improve standard.

REFERENCES

Abraham, R.A. (2000). A practical approach to effective utilization and maintenance of physical facilities in secondary schools. In J.O. Fadipe& E.E. Oluchukwu (Eds.). Education planning and administration in the 21st century. Ondo: NIEPA.

Adesina, S. (1986) some aspect of school plant management. Nigeria, educational industrial limited.

Agenyi, E. (2012). The role of school administrators in the maintenance of school plants and national transformation. Makurdi, Nigeria Association for Education Administration and Planning (NAEAP).

Akomalafe, C. O (2013). Students" academic performance in secondary schools in Nigeria in Oni, S (ed.) challenges and prospects in African education systems. USA.: Trafford Publishers.

Aluta, R. I. (2012). Impact of School Facilities on Teaching and Learning in Nigerian Airforce Secondary Schools. Unpublished M.Ed Thesis, Ahmadu Bello University Zaria – Nigeria.

Asiabaka, I. P., &Mbakwem, J.N.(2017). A Fresh Look at the Indicators of Quality Assurance in the Middle Basic Education in Imo state. Paper Presented at the 20thAnnual Conference of Curriculum Organization of Nigeria (CON) held at Abia State University, Uturu, 19th to 22nd Sept. 2007.

BatraA, K (2013). Head teachers' Perceptions of Adult Education

Degree Graduate Teachers in The Copper belt Province.

Dekker, E. I., and Lemmer, M. (2008). Critical Issues in Modern Education Durban Heinemann Publishers (Pty). Limited.

Eze, U. (2006). Falling standard in education. Newswatch magazine. A 5-point strategy. Ibadan: Wisdom Publishers.

Fenker, M. (2004). Organizational change, representations and facilities. In facilities management: innovation and performance. Alexander, K (ed.) UK, Taylor Francis.

Ibrahim, H. P. (2013). Assessment of Provision of Facilities in Secondary Schools in Minna Metropolis, Niger State. A Dissertation Submitted to the Post Graduate School, UsmanuDanfodiyo University Sokoto, Nigeria.

Isaac, A. A. &Musibau, A. Y. (2010). School plants planning and students learning outcomes in S. W. Nigeria secondary schools. Ado Ekiti: Kamala Raj.

Knowles, M, Holton, S. (2005). Andragogy in action, San Francisco; Gulf publishing.

Lyons, K. (2012). "Do school facilities really impact a child's education?" An introduction to the issues. Schoolfacilities.com/pdf/school

Micahel, A. (2002). Healthy environment and enhanced education performance: the case. Washington DC.: Charles Young elementary school.

Nwankwo N.I. and Obiakor (2020). Issues and problems in education administration planning &implementation in Nigeria, in V. Peretomode (eds). Introduction to education administration, planning and supervision. Lagos: Joja Education Research & Publishers.

Ikediugwu.N. P. (2017). An Investigation into the Maintenance of School facilities in Ekiti State, Nigeria. Nigerian Journal of Educational Administration and Planning. Vol. 2

Ngoka, G. N. (2003). Concepts and issues in advanced education administration. Nsukka, University Press.

Nwagwu, N.A. (2004). Personnel Management. In N. A. Nwagwu., M. E. Ijeoma., C. C. Nwagwu (Eds). Organization and Administration of Education.

Perspectives and Practices, Benin City. Festa Printing Press Ltd.

Nyerere, J.K. (2008). Adult Education and Development. German Adult Education Association (DVV). Adult Education and development.

Obi, Emenike. (2013). Educational management theory and PracticeNigeria.Jamoe Enterprises (Nig) Limited.

Obiozo William (2018). Concept of Adult Education in Nigeria: University of Ife press Ltd.

Osagie, R. O. &Okafor, C. J. (2012). Relationship between Human Resources Management variables and students‟ academic performance in secondary schools in Egor Local Government Area, Edo State, Nigeria. European Journal of Education Studies.

Oyesola, G. O. (2007). Planning education building and facilities. Alphabetic building and facilities. Alphabetic list of Journal articles. Ilorin: http: www.ijeunilorin.net.

Peretomode, O. (2005). Human Resources Management. Principles, policies and practices. Lagos: OnosomegbohoOgbinaka Publishers Ltd.

Preserved Article, (2011); Andragogy for Adults. http://en.wikipedia.org.

Reo, W. N. (1961) school business management. New York. McGraw Hill book company Inc.

Udoh, C.O. &Grang, D. (1990). The theory and practice of education administration in Nigeria: Northern Publishers Company.

Uko, E. S. (2011). Effective management of school facilities in Nigerian secondary schools, Calabar. Education for today. Journal of faculty of education. Vol. 1

Uko, E. S.&Ayuk, A. A. (2015). The malaise that maligns the attainment of education goals bythe African child. The Nigerian experience. International Journal of education and research, 103. carrington street. Adelaide, Australia.