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MANAGEMENT OF EDUCATIONAL RESOURCES AND SECONDARY SCHOOL GOALS ATTAINMENT IN OGBARU LOCAL GOVERNMENT AREA, ANAMBRA STATE, NIGERIA

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ABSTRACT

This study investigated the management of educational resources and its relationship with the attainment of secondary school goals in public secondary schools in Ogbaru Local Government Area, Anambra State, Nigeria. Specifically, it examined the relationship between the management of digital resources, material resources, and the achievement of secondary school goals. Two null hypotheses were formulated to guide the research. Relevant literature was reviewed and discussed conceptually and empirically, based on the study's sub-variables. A correlational survey research design was adopted, with a population comprising all public secondary school administrators in Ogbaru Local Government Area, totaling 30 administrators (10 principals and 20 vice-principals) across 10 public secondary schools. A census sampling method was employed, including all administrators in the study. Data were collected using a 18-items questionnaire titled Management of Educational Resources and Secondary School Goals Attainment Questionnaire (MERSSGAQ), structured on a four-point scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Hypotheses were tested at a 0.05 level of significance using Pearson Product-Moment Correlation Analysis. The findings revealed a significant positive relationship between the management of digital resources, material resources, and the attainment of secondary school goals in Ogbaru Local Government Area. Based on these findings, the study concluded that the effective management of educational resources significantly contributes to achieving secondary school goals. It was recommended that secondary school principals efficiently utilize available and internally generated funds to procure essential learning facilities, thereby enhancing teachers' productivity and fostering the achievement of educational objectives.

Keywords: Management, Educational Resources, Digital, Material, Goals Attainment, Secondary School

Introduction

The importance of education to the overall development of a nation cannot be overemphasized. Secondary education occupies a strategic position in Nigeria's education system. The specific objectives of secondary education according to Federal Republic of Nigeria FRN (2004) is to

provide trained manpower in the applied science, technology, and commerce at sub-professional grades; inspire students with a desire for self-improvement and achievement of excellence; raise a generation of people who can think for, themselves, respect the views and feelings of others, respect the dignity of labor, among others. Furthermore, the attainment of these broad and specific goals was expected to transform the Nigerian society towards cohesion and global competitiveness (Ada et al., 2019).

School goals attainment refers to how well secondary schools achieve their predefined educational objectives and meet expectations. These goals encompass academic achievements, student performance, personal growth, and fulfilling the institution's overall mission and vision. Etor et al (2018) grouped secondary school goals into three main categories: creating opportunities for higher education, acquiring knowledge, and improving teaching/learning outcomes. The focus of school goal attainment is to ensure that the quality of output meets established standards. Achieving secondary goals offers various benefits beyond immediate results for students. They enhance productivity, reduce stress, and equip individuals with a range of skills to adapt to a constantly changing world.

Additionally, after completing their secondary education, most students typically transition to pursue careers in business, craftsmanship, white-collar jobs, or other endeavors to achieve self-reliance once they are no longer financially dependent on parents or guardians. Consequently, when the primary objective of secondary education, which is to prepare students for practical life beyond the school environment, is not achieved, how can these young school leavers become capable of contributing meaningfully to the nation's economy while being independent and self-reliant?

Therefore, efficiently achieving secondary school goals has become a major concern for researchers (Etoret al., 2018). Similarly, Nyong (2013) mentioned that many secondary leavers lack adequate vocational, technical, and entrepreneurial skills expected of students at their levels. According to Etor et al (2018), it is expected that during and just before a student leaves secondary school, he or she must have acquired adequate knowledge and skills that will make him or her admittable or employable. However, the unemployment crisis in Nigeria could be attributed in part to the failure of the school system to supply the tertiary level with good (durable) inputs; and in part, to the tertiary schools' failure to improve on the poor inputs received from secondary schools (Odigwe et al., 2018). Similarly, Ameaw, (2007) noted that one of the reasons for unemployment in Nigeria is producing people whose skills are at variance with the needs of the world of work against the philosophy of the 6-3-3-4 system of education. This underscores the importance of school management fulfilling its academic and administrative functions to efficiently attain secondary education goals. Ofem and Inah (2021) highlight the administrator's role in planning and

executing instructional programs for student and societal benefit.

Furthermore, Obona et al (2023) noted the poor work attitudes among teachers, including tardiness, absenteeism, lack of rapport with colleagues and students. Ekaette et al (2019b) mention many secondary school leavers are not enrolled in tertiary institutions. As a result, many of them are now drug addicts while others are highly engaged in cultism and gangsterism (Alumona and Amusan, 2019). Concern over students' poor learning outcomes and declining performance in external exams like the Senior School Certificate Examinations (SSCE) by the West African Examination Council according to Amuche et al (2014) is rampant.

The situation is the same in public secondary schools in Ogbaru Local Government Area of Anambra State. It was observed that many youths have graduated from secondary school without any form of trade for livelihood and sustenance. Others have been found to drop out because they lack the capacity to cope with the challenges of academic life. Thus, to earn a living, many secondary school leavers have become street boys, pickpocketers, harlots, criminals, and individuals living from hand to mouth.

It was also discovered that the attainment of secondary education goals in the area, has been hindered by some unfavorable conditions such as overcrowded classrooms, insufficient qualified teachers, high dropout rates due to inadequate facilities, lack of incentives, and unfavorable learning environment. Others are; outdated teaching materials, limited extracurricular opportunities, and inadequate career guidance which have left the students ill-prepared for holistic cognitive, affective, and psychomotor development. These setbacks which have impeded educational quality and goal attainment in the area, calling for urgent attention. Addressing these issues is critical because annual student graduations continue to produce individuals lacking essential reading, writing, spelling, and pronunciation skills, along with employability and life support skills necessary for job readiness. These situations have led to many students becoming burdens to their families instead of contributing positively to society.

The efficient attainment of educational goals is a function of many variables including the effective management of resources available to the institution of learning (Okon and Sule, 2006; Usman, 2016). Nwankwo (2014) corroborated that the degree of productivity and attainment in an institution depends on the sufficiency of the planning and usage of resources. Resources are those necessary inputs which an institution depends on for their survival and improvement. Resources management in education is defined as the rational utilization of capital, materials, human beings, information and time in teaching and learning process in order to accomplish the desired educational objectives. Babalola and Ayeni, Nwafor et al cited in Obi and Ogbuagu (2020) sees resource management is the organization of the resources existing in the education sector

with the aim of producing eminent graduates in the system. Educational resources according to Enaohwo in Asodike and Jaja (2014) are classified as physical and immaterial resources. The physical resources are human, substantial and economic, while the immaterial ones are time and objectives. However, this study focused on the management of digital resources and material resources.

Digital resources management in education involves leveraging technology to enhance teaching and learning experiences, improve administrative processes, and support the achievement of educational goals. According to Adeniran (2013), digital resources have the potential to increase students' academic performance by providing them with appropriate and up-to-date information items. Thus, it requires careful planning, coordination, and ongoing evaluation to ensure that digital resources are used efficiently and effectively to benefit students and educators alike.

Material resources management according to Obi and Ogbuagu (2020) involves the proper arrangement, maintenance and utilization of material resources for the services of the school and in accordance with the objectives of the school. They include tangible facilities such as school plant and facilities like furniture, buildings, play-ground, modern educational electronic gadgets, teaching aids, among others. Obona et al (2021) defined school physical facilities as those things that enable the teacher to do his/her work very well, helping the learners to learn effectively. To achieve set goals, secondary school administrators should intensify efforts at ensuring that routine maintenance of all school facilities is sustained in order to guarantee their safety and durability (Obona et al., 2021). The researcher is quite intrigued about this matter and sought to investigate if there is any nexus between resources management and goal attainment in public secondary schools.

Statement of the problem

Secondary schools are deemed effective when they achieve the objectives for which they were established. These objectives encompass students' academic performance in core subjects such as English, Mathematics, Science, and Language Arts. Key measures of success include standardized test scores, graduation rates, participation in extracurricular activities, and students' readiness for post-secondary education or the workforce.

However, attaining successful outcomes in secondary education has become a significant concern for researchers. Evidence suggests that secondary education goals in the area under study remain largely unmet. Challenges such as low academic performance—often attributed to overcrowded classrooms and a shortage of qualified teachers—are prominent. High dropout rates, driven by inadequate facilities, insufficient incentives, and an unfavorable learning environment, further exacerbate the issue. These barriers pose a significant threat to the quality of education in the region and, if left

unaddressed, will jeopardize the attainment of secondary education goals.

In response to these challenges, the state government has implemented various initiatives. These include revising the secondary school curriculum, enforcing a consistent academic calendar across all secondary schools in the state, ensuring the timely payment of teachers' salaries, renovating school infrastructure, and providing additional facilities. While these measures were expected to yield substantial improvements, progress has been limited.

This raises a critical question: Could the persistent challenges be linked to the management of school resources? This concern prompted the researcher to conduct the study, seeking to explore the relationship between the management of educational resources and the attainment of secondary school goals. The central question guiding this inquiry is: Is there a relationship between the management of educational resources and the attainment of secondary education goals?

Purpose of the Study

The main purpose of this study was to examine educational resources management and secondary school goals attainment in public secondary schools in Ogbaru Local Government Area of Anambra State. This study specifically examined the relationship between:

1. Digital resources management and secondary school goals attainment.
2. Material resources management and secondary school goals attainment.

Statement of hypotheses

The following null hypotheses were formulated to guide the study.

1. There is no significant relationship between digital resources management and secondary school goals attainment.
2. Material resources management does not significantly relate to secondary school goals attainment.

Literature review

Digital resources management and secondary school goals attainment

The term "digital resources" refers to information accessible through internet-connected devices. Examples include electronic journals, e-books, online and locally loaded databases, websites, CD-ROMs, electronic texts, e-news, e-images, and electronic music. Obona et al. (2024) highlighted that digital tools, such as software applications and technological platforms, can streamline tasks and processes electronically, enhancing efficiency and productivity. Digital resources are considered vital for students, as they provide current and relevant information on diverse subjects (Ternenge & Kashimana, 2019). Adeniran (2013) emphasized their potential to improve students' academic performance by offering up-to-date information that fosters active, independent learning and collaborative engagement.

Burk et al. (2013) explored the relationship between digital learning materials and student academic performance. Their study involved 919

undergraduate students in a first-year chemistry course at Carleton University. The research analyzed students' use of digital tools, including WileyPlus and WebCT, and their association with performance in midterm and final exams and overall course grades. Results showed that digital tools positively correlated with students' academic outcomes, particularly tools promoting task engagement, problem-solving, and course content interaction. In Nigeria, Olabode (2016) examined the influence of digital resources on the academic performance of undergraduate students at Federal University Oye-Ekiti. Using a survey methodology and a simple random sampling technique, 150 final-year students from social science, humanities, and science faculties participated in the study. Data collected through questionnaires (96% response rate) were analyzed using SPSS, and the findings revealed a positive impact of digital resource utilization on students' academic achievements.

Similarly, Okorie et al. (2018) investigated the effects of digital resources on HND students' academic performance at Federal Polytechnic, Nekede, Owerri. The descriptive study involved 385 Library and Information Science students, utilizing a questionnaire for data collection. Data analysis showed that students frequently used digital resources for academic tasks, particularly assignments and seminar preparation. Electronic books emerged as the most utilized resource, and the findings indicated a positive influence on students' seminar writing and presentation performance. Kipkosgei (2020) further explored the relationship between digital resource utilization and academic achievement among undergraduate Information Technology students at Jomo Kenyatta University of Agriculture and Technology (JKUAT). Using a descriptive survey design, 105 students were selected via stratified sampling. Data were gathered through closed-ended questionnaires and analyzed using univariate and multiple regression techniques. The study found that e-books, e-journals, and past online test papers had a significant positive impact on students' academic achievements.

Material resources management and secondary school goals attainment

One of the critical factors influencing the achievement of educational objectives is the availability of educational materials in the required quality and quantity. Physical resources, such as facilities, equipment, land, and other assets, play a vital role in supporting the teaching-learning process and enhancing institutional effectiveness. The significance of functional school facilities for achieving educational goals cannot be overstated. Obona et al. (2021) emphasized that maintaining school physical facilities is essential for sustaining the secondary school system during and beyond the COVID-19 pandemic.

In a study, Wagithunu et al (2019) explored the influence of physical resource management on trainees' academic performance in public primary teacher training colleges in Kenya. The target population was 22,279 respondents, and a sample of 372 was calculated using

Yamane's formula. Data were collected using questionnaires and interview guides and analyzed using SPSS Version 23 for quantitative data and thematic analysis for qualitative data. Results showed that effective physical resource management positively influenced trainees' academic performance. Amusa, Iyoro, and Olabisi (2013) investigated the relationship between work environments and the job performance of librarians in public universities located in South-West Nigeria. The study employed a survey research design, utilizing questionnaires to gather data from 189 academic librarians. Of the distributed questionnaires, 153 (81%) were completed and returned. Data analysis involved the use of frequency counts, percentages, and ANOVA at a 0.05 significance level, revealing a significant correlation between the work environment and librarians' job performance.

Similarly, Nwachukwu, Ezeh, Oshogbunu, Ogulu, and Naagbo (2019) explored the influence of the work environment on employee commitment in three selected institutions: Rivers State University, the University of Port Harcourt, and Ignatius Ajuru University of Education, all in Port Harcourt, Rivers State. This study adopted a descriptive research design and used simple random sampling to select participants, comprising 35 senior staff and 25 junior staff, for a total of 60 respondents. Structured questionnaires were employed to collect data, and the findings indicated that the organizational work environment significantly influenced employee performance.

The literature reviewed focused on theoretical and empirical studies related to digital and material resource management, demonstrating a significant relationship between these independent variables and school goal attainment. The review provided the researcher with valuable insights into existing knowledge, aiding the construction of instruments and the identification of research gaps. It also informed the selection of appropriate statistical techniques. However, notable gaps emerged from the review, particularly regarding variables, location, scope, and methodology. Most studies were conducted outside Cross River, Port Harcourt, Anambra, and Nasarawa States, or were foreign-based. Even though these studies were related, they employed different variables and lacked empirical evidence specific to the present study's focus. The methodologies, instruments, and procedures also differed. Consequently, this study was deemed necessary to investigate the management of educational resources and the attainment of secondary school goals in Ogbaru Local Government Area, Anambra State, Nigeria, to fill the identified gaps in the literature.

Research Method

Research design: The study adopted correlational research design. The design involves collecting data to determine whether and to what extent (degree) a relationship exists between two or more variables. Thus, in this study, correlational research design was useful because the

researcher investigated management of educational resources and secondary school goals attainment in Ogbaru Local Government Area in Anambra state.

Area of the study: The study area was the entire Ogbaru Local Government Area, Anambra state, South-east geopolitical zone of Nigeria with its headquarters in the town of Atani. It is located in the south western part of Anambra State, and lies between latitudes 5°42' and 6°08'N and Longitudes 6°,42' and 6°50E. It is bound in the north by Onitsha South Local Government Area, in the east by Idemili South, Ekwusigo and Ihiala Local Government Areas, in the west by Delta State and in the south by Rivers and Imo States. Ogbaru LGA is made up of several towns and villages which include Obeagwe, Oluta, Ochuche, Umunankwo, Okpoko, Odekpe, Atani, and Umuzu. The population is put at 318,200 inhabitants (Anambra State: Subdivision, 2022) with the majority of the area's dwellers being members of the Igbo ethnic group. The Igbo language is commonly spoken in the LGA while the religion of Christianity is widely practiced in the area. A number of colourful festivals are held in Ogbaru LGA and these include the Ogbaru Boat Regatta Festival while notable landmarks in the area include the Nigerian Navy Base, Ogbaru. Majority of the indignes of Ogbaru are farmers, traders, civil servants as well as known warriors from its history. The area has a Nigerian naval base, an industrial river harbor, a refinery, a federal road under-construction leading to Rivers State in Nigeria. Ogbaru is a projected link road to other parts of the southeast and south zones of Nigeria with construction of more inland link roads and the construction of a Second Niger bridge. This study location was chosen because the researcher's desire to investigate the management of educational resources and secondary school goals attainment.

Population of the Study: The population of this study comprised all the public secondary school administrators in Ogbaru Local Government Area of Anambra State. There are 10 public secondary schools in the area with a total of 30 school administrators (10 administrators and 20 vice administrators) respectively. This includes one principal and two vice administrators from each of the secondary school (Anambra State Post Primary Schools Service Commission, 2024). These numbers formed the study population.

Sampling Techniques: Census approach was used for the study. Census technique is used in situations where the population to be studied is small or manageable such that, all the elements in it could be studied in its entirety. Census approach was used to include all the 10 public secondary schools and administrators in the study. the approach was considered appropriate due to the manageable number of school administrators (10 administrators and 20 vice administrators) in the study area. However, purposively sampling technique was used to select a total of 20 teachers (2 teachers from each of the 10 schools) to obtain quality and reliable data on management of educational resources and secondary school goals attainment.

Sample of the study: The entire population of 30 secondary school administrators (10 administrators and 20 Vice Administrators) was included in the study using census method. Therefore, there was no sample for the study.

Instrumentation: The instrument used for data collection was 18-items questionnaire designed by the researcher on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), titled "Management of Educational Resources and Secondary School Goals Attainment Questionnaire (MERSSGAQ)." A questionnaire letter that explained the need for the study preceded the main questionnaire. The instrument was divided into three sections – Section A, B and C. Section A was designed to gather information on respondents' demographic data such as sex, age, marital and educational status of respondents. Section B was designed to elicit information on respondents based on the following sub variables: digital resources and material resources management**.** Section C measures secondary school goals attainment.

Validation of the instrument: Before administering the questionnaires, the items were submitted for vetting to three research experts in Educational Management, and in Measurement and Evaluation, faculty of Educational Foundation Studies, University of Calabar. All irrelevant items were either dropped or modified by the experts to suit the study. At the end, out of 24 items submitted, 18 items were modified and retained for the study.

Procedure for data collection: The questionnaire was the instrument used for data collection. The researcher recruited two research assistants to assist in the exercise. They were guided on how to conduct the exercise. Next, permission was obtained from the school authority. Afterward, the researcher with the assistants administered the questionnaire on the respondents. The task was accomplished in four working days.

Procedure for data preparation: The researcher first sorted out the collected questionnaire to ensure that all the items have been well responded to by the respondents. It was discovered that all the questionnaire copies were correctly filled and retrieved. The questionnaire was then organized in the order of the variables they were designed to measure. Positively worded items was scored as follows: Strongly Agree (SA) = 4point, Agree (A) = 3points, Disagree (D) = 2points and Strongly Disagree (SD) =1point. But for all the negatively worded items, the pattern was reversed. The scores of respondents on the respective sub-scales were summed and transferred to appropriate statistical packages for analysis.

Procedure for data analysis: Data analysis was done base on the null hypotheses that guided the study. Pearson Product Moment Correlation analysis was used to test the hypotheses at .05 level of significance and the results are presented in tables.

Presentation of results

Hypothesis one: There is no significant relationship between digital resources management and secondary school goals attainment in Ogbaru Local Government Area of Anambra State.

The two variables in this hypothesis are digital resources management and secondary school goals attainment. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 1. Table 1 showed the correlation coefficients between digital resources management and secondary school goals attainment. The correlation coefficients was statistically significant for secondary school goals attainment ($r = .65$, $p<.05$). Since p(.000) is less than p(.05), hypothesis one is rejected in terms of secondary school goals attainment. The result of the analysis implied that there was a statistically significant relationship between digital resources management and secondary school goals attainment in public secondary schools in Ogbaru Local Government Area of Anambra State.

Table 1: Test of correlation between digital resources management and secondary school goals attainment in Ogbaru Local Government Area of Anambra State (n=30)

Variables	$\bar{X}$	S.D	r	Sig.
Digital resources management	14.03	2.28		
Goals attainment	13.57	2.11	.65*	.000

*Significant at $p<.05$ df=28

Hypothesis two: Material resources management does not significantly relate to secondary school goals attainment in Ogbaru Local Government Area of Anambra State.

The two variables in this hypothesis are material resources management and secondary school goals attainment. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 2. Table 2 showed the correlation coefficients between material resources management and secondary school goals attainment. The correlation coefficients was statistically significant for secondary school goals attainment ($r = .62$, $p<.05$). Since p(.000) is less than p(.05), hypothesis two is rejected in terms of secondary school goals attainment. The result of the analysis implied that there was a statistically significant relationship between material resources management and secondary school goals attainment in public secondary schools in Ogbaru Local Government Area of Anambra State.

Table 2: Test of correlation between material resources management and secondary school goals attainment in public secondary schools in Ogbaru Local Government Area of Anambra State (n=30)

Variables	$\bar{X}$	S.D	r	Sig.
Material resources management	13.70	2.18		
Goals attainment	13.57	2.11	.62*	.000

*Significant at p<.05 df=28

Discussion of findings

The findings from hypothesis one indicated a positive and statistically significant relationship between digital resource management and the attainment of secondary school goals in Ogbaru Local Government Area, Anambra State. This outcome is not unexpected, as digital resources are among the most critical sources of information for both students and teachers when effectively managed. These resources include electronic journals, e-books, CD-ROMs, and locally loaded databases, which provide current and relevant information across various topics. Digital resources have the capacity to enhance students' academic performance by offering access to appropriate and up-to-date materials.

This finding aligns with the study by Burk et al. (2013), which examined the impact of diverse digital learning materials on students' academic achievement. Their data demonstrated that students utilized instructors' digital tools and resources, with many showing a favorable correlation with improved academic grades. This further highlights the role of digital resource management in fostering educational success. Similarly, the finding agrees with that of Okorie et al. (2018) that HND students used digital resources daily for academic objectives, such as assisting them with assignment and seminar paper completion. Also, the finding is in tandem with that of Kipkosgei (2020) that ebooks, e-journals, and online previous test papers have a good and substantial link with academic achievement. This implies that digital resources management can enhance the attainment of secondary education goals.

The findings of hypothesis two revealed a positive and statistically significant relationship between material resource management and the attainment of secondary school goals in Ogbaru Local Government Area, Anambra State. This outcome is not surprising, as school administrators play a pivotal role in advancing secondary school goals by ensuring the availability and proper management of essential infrastructure and tools required for effective teaching and learning. Access to resources such as textbooks, laboratory equipment, computers, and internet connectivity enables students to

engage deeply with the curriculum and conduct research. Additionally, well-maintained classrooms, libraries, and sports facilities create an environment conducive to learning, while teaching aids like interactive whiteboards and projectors enhance lesson delivery and improve student comprehension.

This finding aligns with the study by Wagithunu et al (2019), that efficient material resource management is integral to achieving secondary education goals. It is in harmony with that of Obona et al. (2021) who emphasized that maintaining school physical facilities is essential for sustaining the secondary school system. the finding is similar to that of Nwachukwu et al (2019) that the organizational work environment significantly influenced employee performance.

Conclusion

Based on the findings of this study, it was concluded that the management of educational resources has a significant relationship with the attainment of secondary school goals in Calabar Municipality, Cross River State. This suggests that the effective and efficient management of educational resources, including digital and material resources, plays a crucial role in facilitating the successful achievement of secondary education goals.

Recommendations

The study recommended the following:

1. Secondary school principals should efficiently and judiciously utilize available and internally generated funds to acquire essential learning facilities. This will enhance teachers' productivity and support the attainment of educational goals.
2. Principals should conduct regular assessments of material resource requirements and ensure the timely procurement of textbooks, laboratory equipment, and other essential learning materials to meet the needs of the school community.

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