

**Principals' Perception of Physical Resource Management  
for School Effectiveness in Calabar South Local  
Government Area of Cross River State, Nigeria**

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**Abstract**

*This study assessed principals' perception of physical resource management for school effectiveness in Calabar South Local Government Area of Cross River State, Nigeria. Descriptive survey design was used. Three research questions were formulated to guide the study. The population of the study was 24 Principals (Principals, Vice Principals Academic and Vice Principals Administration). Thus the study was a census study since the entire population was studied. A Questionnaire entitled; Principals' Perception of Physical Resource Management for School Effectiveness Questionnaire (PPPRMSEQ) was used for data collection. The reliability of the instrument which was determined using Cronbach Alpha reliability indicated an index of 0.83. Descriptive statistics in terms of percentage was the statistical tool used for data analysis. The result of the study indicated among others that, enhancement of conducive teaching and learning environment, prolonging the life span of school physical resources and securing of school physical resources constituted reasons for physical resource management for school effectiveness. Misuse of the school physical resources, poor funding, mismanagement of available funds, inadequate storage spaces and security challenges were found amongst the constraints in the physical resource management for school effectiveness. The result also indicated adoption of appropriate types of maintenance, intensive inspection during repairs and replacement of school physical resources, setting up of school physical resource management committee, involvement of community in school physical resource management among others as strategies to enhancing physical resources management for school effectiveness. It was recommended among other that the government and other stakeholders in educational sector should ensure that school physical resources are made available and adequate to both teachers and the students for effective teaching and learning respectively.*

**Keywords:** Effectiveness, Management, Perception, Physical, Principals, Resources, Secondary School

## Introduction

Apart from human and financial resources in the school system, the role of physical resources in determining school effectiveness cannot be overemphasized. The physical resource like other resources (human and financial) in any educational institution constitutes instructional inputs that facilitate instructional delivery and transformation. The physical resources promote effective instructional communication, extra-curricular programmes/activities as well as effective school administration (Asuquo et al, 2018). To avoid wastage of huge amount of money in the procurement of physical resources, physical resource management becomes prerequisite. Management generally is a continuous process of planning, organizing, staffing, directing, coordinating and making budgeting for organizational resources including reporting to achieve its goals and objectives.

Physical resource management for school effectiveness is the administrative effort directed toward building, renovating, supplying, maintaining, utilizing, repairing and replacing of school physical resources to ensure that they are always functional to meet the needs of the users (Asuquo & Edet, 2019). The authors further stressed that every school administrator needs to ensure that the necessary physical resources are available, well utilized, maintained, repaired and replaced accordingly in order to boost the morale of both staff and students during teaching and learning. Physical resource management in this context, is the process of planning, organizing, directing, coordinating, staffing and budgeting carried out to ensure that the school ground, buildings and equipment/facilities are available for use, ready for use, sustained, secured and maintained (repairs and replacement) for teaching and learning processes including extra-curricular activities/programmes to thrive effectively in the school.

Effectiveness is a broad concept as seen been considered as the most discussed concept in educational management over the years. It is viewed in diverse ways by various writers and scholar. Effectiveness is the achievement of educational objective (Asuquo & Chuktu, 2016). Effectiveness is a continuous quality improvement in all aspects associated with the fulfillment institutional mission (Mckinney, 2011). In the school system, effectiveness is a reflection of students' creative, innovative thinking and actions that make them (students) job creators as opposed to job seekers in the society (Emeribe & Asuquo, 2020). The school as an educational organization is not regarded as being effective if the goals for which it was established to achieve are not actualized. It is common knowledge that management of both human and financial resources cannot serve as the only means to an end (achievement of educational goals), hence, the need for physical resource management in the school system. These resources are divided into school buildings, school ground and school equipment with their corresponding components as shown below:

**School Ground:** Football field, road network, courts for games like volleyball, handball and table tennis, farm land and car park constitute the school ground.

**School Buildings:** As the name implies, school buildings are classroom blocks, libraries, workshops, laboratories, staff rooms, administrative blocks, assembly hall/chapel, staff quarters, students' hostel, refectory etc.

**School Equipment:** This include teaching and learning facilities/materials, laboratories apparatus, generating plant, school vehicles to mention a few.

Evidence abounds in literature with respect to the importance of physical resource management in education organizations. Mgbekem in Asuquo et al. (2018) opined that management of school physical resources determines the quality of instruction and academic performance of students. Educational programmes and activities at any level cannot be implemented without physical resources such as school buildings, equipment, facilities, machines, playground and other physical items that facilitate classroom teaching, learning and extra-curricular activities (Asuquo & Edet, 2019). The authors stressed that, implementing educational programmes, meeting the needs of the students and staff as well as improving students' academic performance and achievement depend to a large extent on the school physical resources.

School physical resources are of great value to teaching and learning in schools, and as such, careful and efficient management of these resources is needed. The availability and prudent management of school physical resources determine the quality of instruction and performance of students in the school (Akpan, 2011). Collaborating this, (Agi & Eremie, 2018) averred that physical resource contribute to quality education delivery and also determine the quality of output for a nation growth and sustenance.

In a study to evaluate the influence of physical resources towards the implementation of inclusive education in Kenyan schools, significant relationships between physical resources and implementation of inclusive education was discovered from the study (Ireru et al., 2019). Obinga's (2014) study to establish the relationship between physical resources and internal efficiency of public secondary schools, found that the physical resources were inadequate and the available ones were in poor condition, there was no relationship between dropout rates and condition of physical resources, there was positive significant relationship between repetition, completion rates and condition of physical resources. It was however, concluded that physical resources are positively correlated with internal efficiency of public secondary schools in Tana River County. In another study by Wagithunu et al. (2019) it was discovered that availability and management of physical resources like libraries and lecture halls were very crucial in the attainment educational objectives.

Previous opinions and empirical studies have shown the relevance of school physical resources with respect to implementation of educational programmes, quality education delivery (quality of instruction), meeting the needs of the students and staff, improving students' academic performance and achievement as well as determining the general quality of educational output. The literature review has actually revealed the areas of coverage by previous studies and where a gap existed. The present study is unique because its' focus was on school principals' perception of

physical resource management in terms of reasons for physical resource management, constraints in the physical resource management and strategies to enhance physical resource management for school effectiveness.

### **Statement of the Problem**

In a bid to achieving secondary school education goals and objectives in Cross River State in general and Calabar South Local Government Area in particular, the State Government always shows commitment to ensure that teachers' welfare is not neglected. Principals are also not relented in their supervision of instruction, maintenance of staff and students discipline as well as improvement and sustenance of school community relations. All these efforts are directed towards enhancing effectiveness of school programmes, activities and service delivery. In spite of the aforementioned measures, complaints still abound in respect of school programmes and activities in public Secondary Schools in Calabar South Local Government Area of Cross River State, Nigeria.

The prevailing problems informed the reason why Asuquo et al (2018) observed that in spite of the State Government efforts toward attainment of educational goals, the following are observed to abound; high rate of failure in examinations, poor technical knowledge and vocational skills acquisition as well as many secondary school students' inability to pass qualifying examinations at one sitting to gain admission into tertiary institutions of their choice. To further aggravate the situation, incident abound where many parents get involved in influencing their children's admission into tertiary institutions. All these are negatively skewed from the attainment of the goals of secondary school (Asuquo & Emeribe, 2020). It is on the basis of the aforementioned problems that the present study was conducted to assess principals' perception of physical resource management for school effectiveness in Calabar South Local Government Area of Cross River State, Nigeria.

### **Purpose of the study**

This study generally assessed the principals' perception of physical resource management for school effectiveness in Calabar South Local Government Area of Cross River State, Nigeria. Specifically, the study sought to determine:

1. The reasons for physical resource management for school effectiveness.
2. The constraints in physical resource management for school effectiveness.
3. The strategies to enhance physical resource management for school effectiveness.

### **Research questions**

The following research questions guided the study:

1. What are the reasons for physical resource management for school effectiveness?
2. What are the constraints in the physical resource management for school effectiveness?

3. What are the strategies to enhance physical resources management for school effectiveness.

### **Methodology**

This study adopted a descriptive design. Asim et al (2017) stated that descriptive research has to do with the collection of data that provide description of situations and opinions held. In addition to using percentage and other measures of central tendency in a descriptive study, the researcher(s) cannot control the variables of a descriptive study but only report the situation as it is at the time of study. The above reasons justify adoption of descriptive design in this study. The study was carried out in public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria. It was a census study because all the twenty-four (24) Principals (Principals, Vice Principal Academic and Vice Principal Administration) from the eight (8) public Secondary Schools in the study area were the respondents.

The instrument for data collection was a questionnaire entitled; Principals' Perception of the Physical Resource Management for School Effectiveness Questionnaire (PPPRMSEQ). The instrument was designed by the researchers and was subjected to face and content validity by three experts in Measurement and Evaluation as well as other three experts in Educational Management all in the Faculty of Education, University of Calabar, Calabar. The instrument was designed in four (4) sections; A, B, C and D. Section A was designed to obtain demographic data of the respondents. Section B and C were designed with eight (8) items (1-8) each to measure reasons for physical resource management for school effectiveness and constraints in the physical resource management for school effectiveness respectively, while section D was designed with six (6) items (1-6) to measure strategies to enhance physical resources management for school effectiveness. The instrument has a total number of twenty-two (22) items. All the items in section B, C and D of the instrument (SPPPRMSEQ) were organized based on a modified four-point Likert Scale of Strong Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Responses under SA and A were combined and treated as A. D and SD responses were combined and considered as D. The reliability of the instrument was determined using Cronbach Alpha reliability *with an index of 0.83* which made the instrument to be considered good enough for data collection. The researchers sought the permission and co-operation of the Principals before final administration of the instrument to be responded to by the respondents. The rate of return of the instrument was one hundred percent (100%). The retrieved copies of the questionnaire were coded and the data were analyzed using percentage.

### **Results**

#### **Research question 1**

What are the reasons for physical resource management for school effectiveness?

Table 1: Percentages and numbers of school principals' perception of the reasons for physical resource management for school effectiveness. N = 24

S/N	Reasons for physical resource management	Agree A	Disagree D	No of respondents (N) = 24
1.	Enhancement of conducive teaching and learning environment	19 (79.2%)	5(20.8%)	24
2.	To prolong the life span of school physical resources	20(83.3%)	4(16.7%)	24
3.	To ensure security of school physical resources	19(97.2%)	5(20.8%)	24
4.	To facilitate availability of school physical resources	22(91.7%)	2(8.3%)	24
5.	To meet the needs of the contemporary instructional practices	19(79.2%)	5(20.8%)	24
6.	To promote the beauty of the school	20 (83.3%)	4(16.7%)	24
7.	For maximum utilization of school physical resources	19(79.2%)	5(20.8%)	24
8.	To enhance general school goals attainment	22(91.7%)	2(8.3%)	24
	Total Average A and D	20(84.6%)	4(15.4%)	

The result of the analysis in Table 1 shows that, the total average of agreed responses in number (20 Principals) and in percentage (84.6%) regarding reasons for physical resource management for school effectiveness are found to be more than the total average of disagreed responses in number (4 Principals) and percentages (15.4%). This result therefore is an indication that all the eight items are reasons for physical resource management in secondary schools for school effectiveness.

### Research question 2

What are the constraints in the physical resource management for school effectiveness?

Table 2: Percentages and numbers of school principals' perception of the constraints in the physical resource management for school effectiveness. N = 24

S/N	The constraints in the physical resource management	Agree A	Disagree D	No of respondents (N) = 24
1.	Misuse of the school physical resources	17 (70.8%)	7(29.2%)	24
2.	Poor funding	19(97.2%)	5(20.8%)	24
3.	Mismanagement of available funds	16(66.7%)	8(33.3%)	24



4.	Poor maintenance policies	22(91.7%)	2(8.3%)	24
5.	Inadequate storage space	16(66.7%)	8(33.3%)	24
6.	Security challenges	17(70.8%)	7(29.2%)	24
7.	Staff poor attitude toward handling of school physical resource at their disposal	18(75.00%)	5(20.8%)	24
8.	Act of vandalism by hoodlum/hooligan in the school community	20(83.3%)	4(16.7%)	24
	Total Average A and D	18(77.8%)	6(22.2%)	

The result of the analysis in Table 2 shows that, the total average of agreed responses in number (18 Principals) and in percentage (77.8%) with regards to constraints in the physical resource management for school effectiveness are found to be more than the total average of disagreed responses in number (6 Principals) and percentages (22.2%). With this result, all the eight items are regarded as the constraints in the physical resource management for school effectiveness.

### Research question 3

What are the strategies to enhance physical resources management for school effectiveness?

Table 1: Percentages and numbers of school principals' perception of the strategies to enhance physical resource management for school effectiveness. N = 24

S/N	The way forward to enhance physical resource management	Agree A	Disagree D	No of respondents (N) = 24
1.	Adoption of appropriate type of maintenance where necessary	18(75.00%)	5(20.8%)	24
2.	Intensive inspection during repairs and replacement of school physical resources	16(66.7%)	8(33.3%)	24
3.	Setting up of school physical resource management committee	17 (70.8%)	7(29.2%)	24
4.	Involvement of community in school physical resource management	16(66.7%)	8(33.3%)	24
5.	Adequate funding of school physical resources	20(83.3%)	4(16.7%)	24
6.	There should be a documented policies with respect to school physical resource management	17 (70.8%)	7(29.2%)	24
	Total Average A and D	17(72.2%)	7(27.8%)	

The result of the analysis of research question three in Table 3 shows that item 1-6 constitute the strategies to enhance physical resources management for school effectiveness. This is further confirmed by the total average of agreed responses in number (17 Principals) and in percentage (72.2%) which are greater than the total average of disagreed responses in number (7 Principals) and percentage (27.8%).

### **Discussion of findings**

The result of the study indicates that there for physical resource management for school effectiveness abound. These reasons as indicated by the principals include; enhancement of conducive teaching and learning environment, prolonging the life span of school physical resources, security of school physical resources, to facilitate availability of school physical resources, meeting the needs of the contemporary instructional practices, promoting the beauty of the school, maximum utilization of school physical resources and to enhance general school goals attainment. This result holds true because it is common knowledge that when school facilities and equipment are well managed, they will be available, accessible and properly utilized by both teachers and students for teaching learning processes. The findings of the study also corroborate the assertion by Akpan (2011) that availability and prudent management of school physical resources determine the quality of instruction and performance of students in the school. Also, the study outcome supports the observation of Agi and Eremie (2018) that physical resources contribute to quality education delivery and also determine the quality of output for a nation growth and sustenance. The result of this study is also in line with Wagithunu et al. (2019) that availability and management of physical resources like libraries and lecture halls were very crucial in the attainment educational objectives.

The result of data analysis for the second research question shows a number constraint in the physical resource management for school effectiveness. These factors as found in this study are misuse of the school physical resources, poor funding, mismanagement of available funds, poor maintenance policies, inadequate storage space, security challenges, staff poor attitude towards handling of school physical resource at their disposal and act of vandalism by hoodlum/hooligan in the school community. The findings of this study appear this way because public secondary schools most times suffer from under funding or poor funding. As such there is inadequate physical resource in many public secondary. The situation is also manifested in poor condition of school buildings (classroom blocks, workshops, laboratories, staff rooms, furniture, teaching and learning facilities/equipment. These constraints among others make achievement of school effectiveness a total mirage.

With regard to research question three, the identified strategies to enhance physical resource management for school effectiveness are adoption of appropriate type of maintenance, intensive inspection during repairs /replacement of school



physical resources, setting up of school physical resource management committee, involvement of community in school physical resource management, adequate funding of school physical resources and the need for documented policies with respect to school physical resource management. All these strategies are required to enhance physical resource management in secondary school system because without which, school effectiveness will be seriously compromised and the secondary school system will remain in a perpetual state of not being able to achieve its complete set goals.

### **Conclusion**

Implementation of educational programmes and activities in terms of classroom instructional delivery and extra-curricular activities depend to a large extent on available physical resources such school ground, school buildings and school equipment and facilities. Therefore, the need for management of physical resources in the school system cannot be overemphasized. Availability, utilization, monitoring, repairs, replacement and renovation of physical resources to facilitate implementation of school programmes and activities are indications of effective physical resource management.

### **Recommendations**

Arising from the findings of this study, the following recommendations were made.

1. The government and other stakeholders in educational sector should emphasize the reasons for physical resource management as well as ensuring that school physical resources are made available and adequate to both teachers and the students for effective teaching and learning respectively.
2. Efforts should be intensified by the government and other educational stakeholders to ameliorate the constraints associated with school physical resource management. Such intensified efforts should be in such areas as proper funding, effective maintenance policies, to mention a few.
3. The government, Parents Teachers Association (PTA), community members, religious organizations, Non-Governmental organization (NGOs) and Alumni Associations should not relent in their efforts towards ensuring adequate provision, proper maintenance, inspection, repairs, renovation and replacement of school physical resources.

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