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Managing Human And Financial Educational Resources For Private Secondary Schools Goals Attainment In South-South Geo-Political Zone, Nigeria

***Nlenee, Monday Deezia, Dr. L. C. Ojule & Prof, J. N. D. Meenyinikor**

Department of Educational Management
Faculty of Education
University of Port Harcourt, Port Harcourt, Nigeria
***Nlenee.Monday1@gamil.com**

ABSTRACT
This paper examined managing human and financial educational resources for private secondary schools goal attainment in South-South Geopolitical Zone of Nigeria. Two (2) research questions and two (2) hypotheses guided the study. The design was descriptive. The population of the study comprised 5,988 proprietors from all private secondary schools in the six states of the South-South Geopolitical Zone of Nigeria. the study sampled 379 proprietors from three states in the Geopolitical zone using proportionate random sampling technique. The instrument used was a 15 items questionnaire titled "Managing Human and Financial Educational Resources for Private Secondary Schools Goal Attainment (MHFERFPSSGA)" with a reliability index of 0.806 obtained using cronbach Alpha Statistical procedure. Mean (x) and standard deviation (SD) were used in answering the research questions while z-test was used in testing the hypotheses at 0.05 level of significance. The findings of the study revealed that there is no significance difference between the opinion of respondents on how human and financial educational resources is managed in private secondary schools for goal attainment in South-South Geopolitical Zone of Nigeria. Consequently, it was recommended amongst others that proprietors of private schools should seek financial aid from foreign donors and non-governmental organizations so as to attain educational goals.
Keywords: Education, Management, Human, Financial Resources, Goal Attainment

INTRODUCTION

The role of education as the cornerstone of socio-economic development cannot be overestimated, as adequate planning and effective management of educational resources enhances the attainment of organizational goal. In educational institutions resources are unique because they are required for the smooth running of the institution. Hence, the success or failure of any educational system largely depends on the quality and quantity of resources made available. Resources are input in the school system which are distributed, utilized, and managed by the school managers to enhance successful teaching and learning, in order to optimize school output and continuous school development (Obi and Ogbuagu, 2020). Resources refers to money, man and materials made available for the realization of organizational goal. Adetoro (2009) defines educational resources as the sum total of the input that goes into the educational system, which are used directly or indirectly for the purpose of supporting, facilitating,

influencing or encouraging the transmission or acquisitions of knowledge. Adetoro goes further to identify educational resources as human, financial, materials, physical symbolic and time. Managing educational resources entails using the various tools to empower institutions to organize, plan, and manage the resources they need to enable them make appropriate decisions. In furtherance to that, Olagboye (2004) opines that resource management, in education is the prudent utilization and maintenance of the human material financial and other available resources for the optimal attainment of a set of organizational goal.

In our school setting, lack of educational resources has not always been the problem drawing us back from attaining our set goal, but non-utilization of management proficiency, skills and effective use of the resources (Obi and Ogbuagu, 2020). Nwankwo (2014) corroborated this view that the degree of productivity and attainment of an institution goal depends on the sufficiency of the planning and use of the resources. It is on this note, that we are encouraging the school administrators ie principals, proprietors, head teachers and so on, to evolve a good interpersonal relationship with his/her staff for the realization of curriculum goal through appropriate instructional methodologies. He or she need to fashion out ways of maintaining the educational resources of the school for optimum returns to the educational system. Adequate management of school resources will boost teaching and learning which will also lead to improved performance of students in examination. To attain successful results the available resources must be well managed. Ekundayo (2009: 591) posit that, it is uncommon to have schools with good record of success still with limited, human and material resources at their disposal, whereas some schools record low levels of success even with abundant resources at their disposal.

Statement of the Problem

Educational resources are those capital equipment, materials, human being information and time that can be rationally used in teaching and learning process in order to accomplish the desired organizational goal and objectives. The teaching and learning process is enhanced by the availability, adequacy and effective management of the educational resources such as teaching personnel, infrastructures, finance and so on. The proliferation of private secondary schools in the south-south geo-political zone in recent years have risen to a high proportion, such that many proprietors operates without government approval and the quality and quantity of teachers, infrastructures and equipment are in doubt. Even most proprietors open schools in private residential homes, without meeting the approved minimum standards, most teaching and non-teaching staff are paid meager salaries and work for years without promotion and adequate remuneration. It appears that adequate attention is not been given to the management of educational resources, especially in motivating and retraining of staff, provision of basic infrastructures and equipment, which pose an impediment to the actualization of educational goal.

Aim and Objectives of the Study

The study examined Managing Human and Financial Educational Resources for Private Secondary School Goal Attainment in South-South Geo-political Zone of Nigeria. Specifically the following objectives guided the study:

(1) To examine the ways human resources are managed for educational goal attainment in Private Secondary Schools in South-South Geo-political Zone of Nigeria.

(2) To examine the ways financial resources are managed for educational goal attainment in Private Secondary Schools in South-South Geo-political Zone of Nigeria.

Research Questions

Based on the above objectives, the following research questions were raised to guide the study.

1. In what ways are human resources managed for educational goal attainment in Private Secondary Schools in South-South Geo-political Zone of Nigeria?
2. In what ways are financial resources managed for educational goal attainment in Private Secondary Schools in South-South Geo-political Zone of Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. There is no significant difference between the mean scores of proprietors of Rivers and Delta States private secondary schools on how human resources are managed for educational goal attainment in South-South geo-political zone of Nigeria.
2. There is no significant difference between the mean scores of proprietors of Rivers and Akwa-Ibom States private secondary schools on how financial resources are managed for educational goal attainment in South-South Geo-political Zone of Nigeria.

Conceptual Review

Human Resources Management for Educational Goal Attainment

Management on its own part is the process of directing, organizing and controlling something to attain success. Management exists in an institution to make resources fruitful in order that the organization may attain its objective (Ezeani, 2012). Nwankwo (2004) defines management of educational resources as the organization of resources (human, material, financial) available for education and judiciously utilizing them to attain educational objectives. Olagboye (2004) sees educational resources management as the prudent utilization and maintenance of human, material, financial and other available scarce resources for the optimal attainment of a set of educational goal. On his own part Adetoro (2009) infer that educational resource management is the efficient utilization of the available resources to attain the educational objectives.

Similarly, Ojo cited in Adetoro (2009) sees educational resource management as a set of education-oriented functions or activities that involve the effective acquisitions, use and maintenance of the educational resources in an educational system. This definition is significant in that it highlights the fact that resource management in education must focus on the needs, expectations, values and rights of people within the system. From the above views management of educational resources can be explained as the process of planning and deciding on how resources could be provided, managed, utilized as well as maintained for the improvement and realization of predetermined objectives of the institution.

According to Omebe (2014:19) a number of factors have contributed to ineffective management of educational resources, they include;

(1) **Poor Working Condition:** Teachers all over the country are poorly remunerated, those in private schools appear to be the worse hit as they do not have labour unions or acceptable condition of service. Most of the private school proprietors exploit teachers by engaging them in anti labour activities.

(2) **Problem of Staffing:** Due to lack of jobs in public service most private schools engage the services mediocres who may not deliver proper education.

Omebe identified other challenges facing educational resources management to include:-

- Poor maintenance
- Funding issues
- Lack of supervision monitoring
- Poor recruitment process

Importance of Managing Educational Resources

In the education sector, prudent and judicial management of resources results in the followings:

(1) **It Helps to Reduce Wastage in the Educational System:** In education wastage occurs as a result of high repetition rate, high drop out and low promotion rate. If education managers in schools and other support staff, carefully and efficiently manage educational resources, we would get better results.

(2) **It Enhances Quality Education:** If the school managers prudently and judiciously manage the resources made available to them, quality outputs from the education system will be produced.

(3) It Increases Productivity of Staff: Efficient management of educational exploiting resources leads to high productivity of staff (teachers). If teachers are provided with adequate

resources to carry out their duties, it enhances their productivity level through the transformation of inputs into output.

(4) **It enhances the Attainment of Sustainable Development:** In education with proper management of educational resources the educational system attains sustainable development through the production of high level manpower

(5) **It Increase Efficiency in the Education System**: Adeogun cited in Adetoro (2009) defines efficiency in education as the capacity of the system to turn out graduates with minimal waltage. This can be attained, if there is efficiency of resource allocation to the education sector and efficiency on expenditure.

(6) **It Helps to Reduce Educational Lost**. Proper management of educational resources helps to reduce cost which brings about the attainment of the objective of the institution

(7) **It Helps to Realize the Educational Goal and Objectives as Stated in the National Policy on Education:** When educational resources are properly managed in schools, it leads to the attainment of educational objectives which is the main aim of providing educational resources.

(8) **It Brings about the Production of Required Stock of Human Capacity:** Prudence and efficiency in the management of educational resources (human) helps to produce relevant and suitable human capital needed for national development.

(9) **It Leads to Maintenance Culture:** When educational resources are well managed, it accomplish learning outcomes, and enhances maintenance culture of material and physical facilities.

(10) **It creates a Sense of Direction:** Efficient management of educational resources leads to unity of purpose, dedication and commitment to duty among human resource personnel in the school system.

In summary, the prudent management of educational resources results to the realization of the educational goal and objectives of an institution.

Financial Resources Management for Goal Attainment

In education, one of the resources that must be harnessed and judiciously utilized for the accomplishment of educational goal and objectives, is the financial resources. Asodike and Adieme (2004) defines financial resource as the economic inputs available for and consumed in the education system. Adeogun (2003) infers that financial resources are the monetary inputs available for and expended on the education system. Finance is the basic requirement for the execution of any planned programme, hence, its management is designed to systematize its allocation and utilization and reduce cost of existing programmes and activities. Finance is the most important resource next to human resource in the education sector. It is used to acquire other resources, including man, technology, materials infrastructure and facilities among others (Onuku, 2009). Financial resource needed to be well managed because through it all other vital elements in the school can be obtained, such as school building, equipment, provision of furniture, facilities and so on. No wonder Mgbekem (2004) asserts that financial management is the overall maintenance of financial assets and liabilities of an organization, as shown in its records book for its existence, sustenance and survival. Therefore, effective management of financial resource is crucial, given the fact that it is inadequate in supply and a scarce commodity. In private educational institutions financing of education is solely the responsibility of the school proprietor, who source for funds plans and implement the school programmes. Financial management in private schools is predicted on the ability of the proprietors to prudently manage the funds made available to the school.

Financial management is one of the most fundamental practices in any enterprise or business including schools, and other educational institutes. Financial management essentially means planning, organizing, directing and controlling the financial activities in schools so that the financial resources are used in an efficient and effective manner (Fedena.com/blog, 2019). Financial management ensures that the

administration and management team are able to manage the budget in a better manner and make informed decision related to the school budget.

Sources of Funding Private School

Funding of private schools depends on who owns and manages the school; for instance, secondary schools are funded by missionaries, proprietors or proprietresses. Ogbonnaya (2005) identified the following as the sources of funds available to educational institutions.

Rationale for Effective Financial Management in Private schools

In educational institutions financial management refers to the processes concerned with decision on how to procure funds of an organization's financial resources, disburse and give account of funds provided for the implementation of educational programmes (Kirthika, 2022). Effective funds management ensures that all financial regulations and procedures are complied with all financial transactions accurately. The school proprietor should be very rational in the management of school fund, he need to have a good knowledge of accounting and economic principles for taking rational decisions. Nwakudu (2014) gave the following reasons for effective management of funds in schools;

(1) **Proper Accountability**: Financial management ensures that there is proper accountability of all funds available to the school

(2) **Mobilization of Funds:** School proprietors have the responsibility of ensuring that necessary funds needed for the school are raised legitimately from different sources

(3) **Effective and Efficient Allocation of Funds:** The financial resources are scarce and difficult to acquire, hence, school proprietors should ensure that funds are spent wisely and prudently to attain optimal utilization. Financial management in schools means planning, organizing, directing, and controlling the financial activities so that the financial resources are used in an efficient and effective manner.

Importance of Financial Resource Management

Kirthika, (2022:239) lists the importance of managing financial resources to include:

- It provides guidance in financial planning
- It assists in acquiring funds from different sources
- It helps in investing on appropriate amount of funds
- It increases organizational efficiency
- It cuts down technical costs
- It ensures proper use of funds
- It provides information through financial reporting

Scope of Financial Management

The financial management in schools covers the following areas:

- Budgeting
- Administration
- Generating income for implementation of educational programmes/projects procurement
- Controlling Financial Resources
- Staff Salaries
- Maintenance of Buildings
- Supplies including Textbooks, and Technology

(1) **Tuition Fees:** These constitute one of the major sources of funds for educational institutions. In private schools the tuition fees covers registration fees, hostel fees, development levy, caution fees, feeding fees and so on. These fees are paid per term by parents who agree on the method of payment.

(2) **Donation from Individuals and Charitable Organizations:** In private schools philanthropic individuals and charitable organizations can donate money, for the provision of relevant instructional materials and construction of classroom blocks.

(3) **Parents Teacher Association (PTA):** A well organized Parents Teachers Association (PTA) can assist private schools in the effective running of the school by providing money and some school facilities to enhance effective teaching and learning

(4) **Appeal Fund Raising:** The board of governors of the school could organize an appeal funds by inviting or writing to wealthy individuals to support the school carry out some developmental projects in the school.

(5) **Proceeds from School Activities:** The sales of students handcrafts, sales of farm products. Proceeds from sports activities, end of session activities represent another good source of financing private schools.

(6) **Payment for Extra Lesson:** Private school principals could organize extra lessons for students after the official school hours. The proceeds could be used to carry out one major financial need in the school, after compensating the teachers who taught the students during the extra lesson period.

(7) **Old Students Association:** Effective collaboration with old students association will enhance the growth and development of the school as they would support the school in the provision of necessary infrastructure and cash.

(8) **Endowment Fund:** Private schools could organize endowment funds where a particular educational project can be used as a source of the endowment fund. Endowment fund as Ogbonnaya (2012) puts it, represents money, property etc, given to a school to assist, solve its pressing financial needs.

Most private schools can attract endowment funds through wealthy individuals or corporate organizations.

METHODOLOGY

The study adopted a descriptive research design. The design provides the opportunity for an event, a situation, or an idea or phenomenon and delves into obtaining current and useful information about it so as to use the information to arrive at a valid conclusion. The population of the study comprised all Five Thousand Nine Hundred and Eighty-Eighty (15,988) private secondary schools in the six states of the South-South Geopolitical Zone. A sample of three hundred and ninety-seven (397) study participants representing 6.6% of the population were drawn from three states of Rivers Akwa-Ibom and Delta using proportional sampling techniques. The instrument for data collection was a self-structured questionnaire titled "Managing Human and Financial Educational Resources for private secondary schools Goal Attainment (MHFERFPSSGA)". The instrument was divided into two sections. Section A was used to collect demographic data, while section B comprises of the questionnaire items. The questionnaire items were structured based on the modified four-point likert type scale rating weighted as follows;

Strongly Agree (SA)	=	4 points
Agreed (A)	=	3 points
Disagreed (D)	=	2 point
Strongly Disagree (SD)	=	1 point

The instruments for this study were validated for face and content validity using the supervisors and three (3) experts in the field of educational measurement and evaluation. This enabled the researcher to obtain a critical assessment of the instrument in terms of appropriateness and adequacy. The suggestions from these experts were used to improve the content of the instrument. To determine the reliability coefficient of the research instrument, cronbach alpha method was adopted.

The researcher administered (30) copies of the instruments to respondents outside the sample and it yielded a reliability index of 0.806. The 397 copies of the research questionnaires were administered to the respondents by the researcher with the assistance of six research assistants. The researcher ensured that all the copies of the questionnaire given out were completed and returned promptly indicating a 100%

retrieval rate. Mean and standard deviation were used to answer the research questions, while z-test was used in testing the hypotheses at 0.05 level fo significance.

RESULTS AND DISCUSSION

Research Questions 1: *In what ways are human resources managed for educational goals attainment in private secondary schools in South-South Geopolitical Zone of Nigeria?*

Table 1: Summary of mean ($\bar{x}$) and standard deviation (SD) scores of proprietors of Akwa-Ibom and Rivers State private secondary Schools on how human resources are managed for educational goals attainment in South-South Geopolitical Zone of Nigeria

Variables	N	X	SD	Mean set	Z-cal	Z-cri	Decision
Akwa-Ibom State Proprietors	130	2.686	1.693				
				3.23	0.819	1.96	Ho Accepted
Rivers State Proprietors	141	3.779	1.670				

Data on table 1 revealed that the entire items listed as how human resources can be managed for educational goals attainment in private secondary schools in South-South Geopolitical Zone with an overall mean of 3.23 above the criterion mean of 2.50. This indicated that the respondents agreed on items listed as how human resources can be managed for educational goals attainment in private secondary schools in South-South Geopolitical Zone of Nigeria. This is because the aggregate mean is above the criterion mean of 2.50.

Research Question 2: *In what ways are financial resources managed for educational goals attainment in private secondary schools in South-South Geopolitical Zone of Nigeria?*

Table 2: Summary of mean ($\bar{x}$) and standard deviation (SD) scores of proprietors of Delta and Akwa –Ibom State private schools on how financial resources are managed for educational goal attainment in South-South Geopolitical Zone of Nigeria

Variables	N	X	SD	Mean set	Z-cal	Z-cri	Decision
Delta State Proprietor	126	2.526	1.589				
				2.61	0.819	1.96	Ho Accepted
Akwa-Ibom State Proprietors	130	2.686	1.693				

Data on table 2 revealed that the entire items listed as how financial resources can be managed for Educational Goal Attainment in Private Secondary Schools in South-South Geopolitical Zone of Nigeria with an overall mean of 2.61 above the criterion mean of 2.50. This indicated that the respondents agreed on the items listed as how financial resources can be managed for educational goal attainment in Private Secondary Schools in South-South Geopolitical Zone of Nigeria. This is because the aggregate mean is above the criterion mean of 2.50.

DISCUSSION OF FINDINGS

Human Resources Management for Goal Attainment

The study revealed the following as how effective human resources management can lead to achievement or attainment of goals. They are; management encourages the growth and development of staff, specific duties are assigned to staff based on their area of specialization, staff recommended for promotions and professional trainings, routine promotion of staff duly carried out, recruitment of highly qualified and motivated staff. Maintaining good relations by management and creating a positive organizational climate and effective staff monitoring and periodic appraisal for efficient job performance.

The findings of this study is in agreement with Nwankwo (2014) who sees management of human resources as the organization of human, material and financial resources available for education and judiciously utilizing them to attain educational goals and objectives. Olagboje (2004) who sees human resources management as the prudent utilization of the manpower and other key educational resources that are scarce for the optional attainment of a set of educational goal. Adetoro (2009) agrees that human resource is a set of people oriented function that helps in the attainment of education goals.

Financial Resources Management for Goal Attainment

The study revealed the following as how financial resources can be managed for Goal Attainment in schools; they are, Management development of functional financial plan policy procurement procedures strictly followed, accountability and good record keeping, effective accounting procedures through regular auditing, supervisor of collection of tuition fees, regular audit to streathen the financial base of the institution.

The findings of this study is in agreement Asodike and Adieme (2004) who defines financial resource as the economic inputs available for and consumed in the educational system. Adeogun (2003) who infers that financial resources are the monetary inputs available for and expended on the education system. Onuka (2009) who posited that financial resources needed to be well managed because through it all other vital element in the school can be obtained. Mgbekem (2004) who asserts that financial management is the overall maintenance of financial assets and liabilities of an organization, as shown in its records book for its existence, sustenance and survival.

CONCLUSION

The study concluded that human and financial educational resources in private secondary schools needs to be properly managed if educational goals must be attained.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are made.

(1) Proprietors of private secondary schools should seek financial aids form foreign donor agencies and non-governmental organizations to assist them in the challenges of providing adequate educational resources to schools.

(2) Government should also be involved in the management of affairs in private secondary schools so that staff are motivated and promoted as at when due.

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