



Principals' Management of School Material Resources and Secondary Education Goal Attainment: A Case Study of Secondary School Managers in Akwa Ibom State, Nigeria

James E. Okon (Corresponding Author)

Department of Educational Management, Faculty of Education, University of Calabar, Calabar-Nigeria

Email: dreteteokon987@gmail.com

Festus O. Arop

Department of Educational Management, Faculty of Education, University of Calabar, Calabar-Nigeria

Rosemary O. Osim

Department of Educational Management, Faculty of Education, University of Calabar, Calabar-Nigeria

Nse N. Ukpong

Department of Educational Management, Faculty of Education, University of Calabar, Calabar-Nigeria

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Abstract

The main thrust of this study was to examine principals' resources management and goal attainment in public secondary schools. Three null hypotheses were formulated following the specific purposes of the study. This study was tailored to follow the ex-post facto research design. The population of this study consisted of 681 secondary school administrators (227 principals and 454 vice principals) distributed across 227 public secondary schools situated in Akwa Ibom State, Nigeria. Census technique was adopted in studying the entire population. A self-structured and administered questionnaire titled, "Principals' Resources Management and Goal Attainment Questionnaire (PRMEAQ)" was used as data collection instrument. The null hypotheses of the study were all tested at .05 level of significance using the Pearson Product-Moment Correlation Analysis. Findings of the study indicated that financial management, management of school libraries and school records management all have a partial significant relationship with goal attainment in secondary schools. In line with this finding, relevant policy implications were discussed. It is recommended, among others, that secondary school principals should effectively and prudently utilize available material resources as well as internally generated funds for judicious purposes.

Keywords: Principals; Resources; Materials; Management; Goal attainment; Secondary education.

1. Introduction

The development of human and material resources has been the focus of concern of some recent studies (Arop *et al.*, 2018b; Arop *et al.*, 2019; Mbon *et al.*, 2019; Owan and Ekaette, 2019) with implications for national growth, development and sustainability (Ekaette *et al.*, 2019a; Odigwe and Owan, 2019; Offem *et al.*, 2017). This is because the growth of the tangible capital stock of a nation depends, to a considerable degree, on human capital development. In the absence of adequate investment in developing the material and human resources of the education sector, the possibility of the growth of any nation might be hampered (Ekaette *et al.*, 2019a; Odigwe and Owan, 2019). Education is a vital instrument for social and economic mobility at a personal level, an instrument for the transformation of society at the national level. The secondary educational level, which serves as the link between primary and tertiary levels, play a very unique role. It receives inputs from the primary schools and transforms them into semi-finished goods for tertiary production in institutions of higher learning.

Therefore, secondary schools have dynamic roles to play in equipping learners with the needed skills to thrive and function effectively in the 21st century. Considering that no economy in the world can witness rapid economic growth and development when much of the populace cannot read and write (Arop *et al.*, 2018b), secondary schools have a contributory role to play in shaping the lives of individuals and developing consequently, all sectors of the economy. The goal of secondary education in Nigeria is to prepare individuals for useful living in the society and prepare them to become good inputs for the tertiary education level (Federal Republic of Nigeria FRN, 2004).

According to Federal Republic of Nigeria FRN (2004), the specific objectives of secondary education is to ensure that all primary school leavers are provided with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background; offer diversified curriculum to cater for the differences in talents, opportunities, and future roles; provide trained manpower in the applied science, technology, and commerce at sub-professional grades; develop and promote Nigerian languages, art and culture in the context of the world's cultural heritage; inspire students with a desire for self-improvement and achievement of excellence; foster National unity with an emphasis on the common ties that unite us in our diversity; raise a generation of people who can think for, themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values

specified under our broad national goals, and live as good citizens; provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial, and economic development.

The attainment of these broad and specific goals was expected to transform the Nigerian society towards cohesion and global competitiveness (Ada *et al.*, 2019). Secondary schools can only achieve these stated objectives through effective schools where principals, teachers, and students are playing their expected or anticipated roles, meeting their expected targets (Bassey *et al.*, 2019a; Owan, 2019). One area of central focus to scholars, stakeholders, and society, in general, is the attainment of school goals (Arop *et al.*, 2018a; Omorobi *et al.*, 2020; Usman, 2016). This is because many secondary schools do not seem to be achieving the goals spelt out in the National Policy on Education (Ajeyalemi and Ogunleye, 2009). Keen observation has further revealed that many secondary leavers lack adequate vocational, technical, and entrepreneurial skills expected of students at their levels. The unemployment crisis in Nigeria generally (Nyong, 2013) and Akwa Ibom State specifically (see <https://bit.ly/2VfmIrw>), could be attributed in part, to the secondary education setup – which has failed 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).

The situation in Akwa Ibom State is worrisome because many secondary school leavers are not enrolled in tertiary institutions (Ekaette *et al.*, 2019b). As a result, many of them are now drug addicts while others are highly engaged in cultism and gangsterism (Alumona and Amusan, 2019). Many youths in Akwa Ibom State are school drop-outs without any form of trade for livelihood and sustenance (Alumona and Amusan, 2019; Contemporary Nigerian cultist groups: Demystifying the “Invisibilities” IFRA-Nigeria Working Papers Series, 2019). As a means of earning a living, many of them end up becoming street boys, pickpockets, harlots, criminals, and individuals living from hand to mouth (Contemporary Nigerian cultist groups: Demystifying the “Invisibilities” IFRA-Nigeria Working Papers Series, 2019). The problem has generated a lot of concern among parents, teachers, government and other interested stakeholders. This calls for urgent attention because some scholars have documented also that there seems to be a mismatch between secondary education goals (that are clearly stated) and the observed output produced from schools (Arop *et al.*, 2018b; Bassey *et al.*, 2019b; Ekaette *et al.*, 2019a; Offem *et al.*, 2017). The researcher is quite intrigued about this matter and sought to investigate, to determine if there is any nexus between principals’ management of school material resources and goal attainment in public secondary schools.

Principals’ management of school material resources was considered in this study because the availability and effective management of human and material resources by the school principals should enable students and teachers to equip themselves effectively towards promoting effective performance and productivity. Success in education is a function of many variables including the quality and effective management of human, materials and physical facilities available to the institution of learning (Okon and Sule, 2006; Usman, 2016). The management and utilization of available resources in school is the sole responsibility of the school principals. Therefore, failure and ineffective management could meet the progress and attainment of institutional goals. Educational resources are classified into two categories human and materials resources (Mbon *et al.*, 2019; Sharma, 2015).

The human resources of the secondary school are the individuals or groups of individuals who are directly involved in the administrative process, teaching and learning process to achieve the pre-determined goals and objectives. Materials resources, on the other hand, are classified into financial and non-financial resources financial resources are money used in acquiring learning facilities to enhance effective teaching and learning. Non-financial resources are physical facilities like school building, library, laboratory and school records. The inadequate and poor management of human and material resources may mar or jeopardize the attainment of educational goals, which may also lead to poor student academic performance and low staff productivity. To solve this problem, principals must acquire competent skills in managing human and material resources. To Woods *et al.* (2010), durable educational resources need to be maintained through repairs, regular servicing and timely replacement of worn-out resources to enhance the attainment of the set goals and objective of institutions. Consequently, this study was designed to assess principals’ management of financial resources, school library resources and school records and their respective relationships to goals attainment in secondary education.

2. Literature Review

2.1. Management of Financial Resources and Goal Attainment

Finance is highly considered as the heart of any enterprise which is used for the procurement and processing of learning facilities, hiring of competent personnel, purchase and maintenance of equipment to enhance effective teaching and learning (Amafullun, 2013). The scholar added that if the school administrator lacks the needed skills to effectively manage financial resources, then the available funds would be carelessly spent (Amafullun, 2013) which may hinder institutional goal attainment in the educational sector. Although, over the years, funds allocated for education has not always been spent judiciously, culminating in inadequate provision of educational infrastructure and services to schools. Poor management of funds leads to the inability to rehabilitate broken-down facilities, inadequate investment in teacher education, poor development, ineffective teaching and learning and poor attainment of educational goals (Akpan, 2016). Also, Omolade (2009) stressed that inadequate and poor management of finance in the educational sector has continued to be a major obstacle limiting the educational progress in the country. As a way out, scholars have suggested that proper and efficient management of funds by the school administrators be ensured to uplift the status of schools towards the attainment of educational goals (Odebiyi and Aina, 2009).

Furthermore, Ozigi (1977), observed that lack of inadequate financial and poor management activities of any educational institution may affect the attainment of educational goals because no organization (school) can thrive

without efficient and proper management of finance. Consequently, [Mgbodile \(2008\)](#) advised that school administrators should ensure that finances allocated to them are spent wisely towards the achievement of stated educational goals and objectives. This is because it is the inescapable duty of the school administrator to prove that spending is wisely directed towards promoting educational purposes for the best interest of the learners ([Mgbodile, 2008](#); [Odigwe and Owan, 2019](#)). Having gained an understanding of the benefits of financial management in the school system, an exploration of empirical studies becomes pertinent. To identify related studies and open up gaps for the present study.

In a study, [Nwankwo \(2010\)](#) investigated the impact of financial management on staff productivity in public secondary schools in Abia State. The study adopted an ex-post-facto research design. The sample consisted of 1200 multistage, stratified and simple random sampling technique was used to select the actual sample. Data collected were analyzed using the Pearson product-moment correlation statistics. The three null formulated hypotheses were tested at 0.05 level of significance. The findings revealed that effective utilization and management of funds by the school principal would enable him/her to acquire learning facilities which would aid to enhance teacher's productivity ([Nwankwo, 2010](#)). The finding of this study, even though quite interesting, did not address the problem of poor goal attainment in secondary schools. The study did not also examine the association between financial management and school goal attainment (nor the extent of such relationship), but only tried to explain the benefits of financial management. While it can be argued that the findings of this study have implications for goal attainment, through school effectiveness, a specific study is required to explore the relationship between the two variables.

In another study, [Okihy \(2008\)](#) investigated the effect on funding secondary school education on students' academic performance in Ekiti state. The study adopted survey research designed. The population of 12,150 and sample 620 was selected using satisfied random sampling technique, simple regression analysis was used to test the data collected for the study. The two null hypotheses formulated were tested at 0.05 level of significance. The findings revealed that there is a significant relationship between the availability of effective management of financial and student's academic performance. It is glaring that this study was an attempt to connect school funding to students' performance.

The study of [Okihy \(2008\)](#) cannot be relied on wholly because it does not fit all situations. The dependent variable of the study was students' performance and not goal attainment; students' performance does not directly mean the same thing as goal attainment. Although, following the school system effectiveness model ([Bassey et al., 2019b](#)), it can be argued that students' performance is an indicator of an effective school; an effective school is likely to attain goals, but not in all situations. Therefore, the present study is highly necessary and of immense relevance in uncovering the link between financial management and performance. From the literature review in this section of the present study, it is very clear that there is a scanty rate of available empirical studies. Available literature contents in this area have focused more on explaining the benefits of financial management from a theoretical perspective than empirical. This means that there is a need for researchers in the field of educational management to channel their research attention towards the area of financial management and goal attainment at the secondary school level. This study was designed in this light based on the prevailing gap discussed above.

2.2. Management of School Library Resources and Goal Attainment

The importance of the school library and its resources cannot be overemphasized. A library is an important source of knowledge to students and teachers in any school ([Mbon et al., 2019](#)). The school library is the focal point for effective teaching-learning and research that is expected to provide standard information resources ([Anunobi and Okoye, 2016](#)). Libraries help to improve students' academic performance and teachers' productivity ([Anunobi and Okoye, 2016](#)), which are good indicators of school system effectiveness ([Bassey et al., 2019a](#); [Owan and Ekpe, 2018](#); [Owan, 2019](#); [Usman, 2016](#)). It has been revealed that the poor management of school libraries by some principals has contributed to poor students' academic performance and low teachers' productivity ([Fowowe, 2014](#)). A good school library must be up-to-date, possess new books and non-books materials to enable students and teachers embark on intensive reading and research for the attainment of educational goals and objective ([Fowowe, 2014](#)). Proper management of school libraries would ensure the availability of adequate resources, especially books and other materials which are a sine-qua-non for the attainment of high academic achievement ([Yusuf, 2011](#)). It must be noted that school libraries may not be effective if not properly managed by principals ([Forombi, 2008](#)). Poor management of school libraries would continue to spell dooms for hundreds of secondary schools academically speaking ([Adio, 2017](#)).

[Popoola \(2017\)](#), maintained that effective management of the school library by principals facilitates the work of classroom teachers and ensures that each student has equal access to resources which would lead to the attainment of educational objectives. The proper management of school library would provide and promote say, quality fiction to develop and sustain in students, the habit of reading for pleasure and to enrich students intellectual, aesthetic, cultural and emotional growth which lead to the attainment of educational goals and objective ([Ani and Edem, 2008](#)).

Furthermore, [Ani and Edem \(2008\)](#) maintained that school libraries, nowadays, are referred to as poor in many secondary schools owing to the difficulty in accessing several collections of books and non-book materials. Effective management and utilisation of school libraries, among other material resources, may directly or indirectly affect the attainment of goals ([Usman, 2016](#)). This is a position that needs clarification based on evidence from empirical studies. Empirically, ([Adeola, 2016](#)) investigated the role of academic libraries in undergraduate programmes in Fountain University Osogbo, Osun State. Findings revealed that the academic libraries play a significant role in providing current textbooks which enhance student's academic performance and improve teacher's productivity.

Findings further revealed that the academic library contains both print and electronic information resources which lend improvement to teacher productivity and uplift the status of the institution (Adeola, 2016).

The effect of the school library on students' academic performance and teacher's productivity in public secondary schools Abia State was also assessed by Ajibeor (2014). Findings revealed that school libraries help in improving teacher's productivity and students' academic performance (Ajibeor, 2014). A study found that school library services have a positive impact on students' academic achievement and staff productivity (Chan, 2008). The study of Mbon *et al.* (2019) revealed that instructional delivery is negatively affected by the low quality of school libraries. Having examined the few available empirical works of literature, it is quite revealing that much is also required in this area. Previous studies have shown evidence linking school libraries and instructional delivery, academic performance or teachers' productivity. Nothing is yet to be known about the relationship between the management of school library resources and school goal attainment. The present study was designed to fill this gap and suggest future paths for prospective studies.

2.3. School Records Management and Goal Attainment

Records management is the application of systematic and scientific control of recorded information that is required for the operation of the school (Bassey, 2017). Such control is exercised over the distribution, utilization, retention, storage, retrieval, protection, preservation and final deposition of all types of record within the school (Odigwe *et al.*, 2020; Owan and Bassey, 2018;2019). The management of school records is a vital responsibility of the school administrator given the indispensable role which records play in the effective day-to-day running of the school (Akpan, 2011). Records management aim to achieve the best storage, retrieval and exploitation of records in the school system towards the improvement of the efficiency of school administration (Lemeed, 2016). Effective management of school records would improve the administration of the school and make the school administrators be in a well-directed path (Atanda, 2012). School records which are not properly and regularly kept would be incomplete and misleading. Badly kept records can hinder the progress of the school (Atanda, 2012).

School records can only be properly maintained if school administrators employ desirable strategies for improving their quality (Idoko, 2015). These strategies include placing a priority on the supply of necessary school records, desiring fund earmarked for record management, providing an opportunity for staff development through in-service professional training and timely supply of school records for planning (Akabue, 2001; Idoko, 2015). The management of records in secondary schools, like any other organization, is a cyclical process involving the principal, teachers, students, messengers, cleaners and other categories of staff (Uyanga, 2009). However, the bulk of records are handled by principals which are often kept manually for easy processing, retrieval and effective utilization (Amanchukwu and Ololube, 2015; Uyanga, 2009). It is documented that the poor quality and quantity of manpower in records management in the school system can hinder the attainment of educational goals and objectives (Iwhwhu, 2015).

Data and information generated from an effective and efficient record management programme, would usually aid the school to plan and make useful decisions, and present facts and figures for future references, thereby enhancing the efficiency and effectiveness of the organization and administration of schools. This would lead to the attainment of educational goals (Bassey, 2017). Adequate provision of quality manpower, funds and equipment would ensure the optimum management of school records. However the inadequacy or non-availability of these resources would bring about problems and challenges in the management of school records (Ajibeor, 2014; Bassey, 2017). In Kano State, the study of Gama (2010) explored the records management practices in secondary schools revealing that different kinds of records are found in different schools. It was also discovered that serial and subject matter classification were applied in 70 percent of the schools studied.

It was also revealed that various storage channels such as cupboards, cabinets, and drawers were used by 56.5 percent of the schools (Gama, 2010). It has also been discovered through a survey that many records managers in secondary schools make use of the alpha-numeric classification but lack the retention schedule for trashing unwanted records (Allahmagani, 2014). Shortage of qualified staff has been identified as one of the challenges facing the effective management of school records (Allahmagani, 2014; Gama, 2010). The results of another study revealed that effective management of school records in public secondary improves the administration of the school (Nwankwo, 2010). Although related to the study, the study of Nwankwo (2010) did not associate school records management to goal attainment. This implies that the present study has a unique and valuable contribution to make to the already existing body of knowledge.

2.4. Hypotheses

The following null hypotheses were formulated by the researcher:

1. There is no significant relationship between financial management and goal attainment in public secondary schools.
2. There is no significant relationship between the management of school libraries and goal attainment in public secondary schools.
3. School records management has no significant relationship to goal attainment in public secondary schools.

2.5. Methods

The research design used for this study was the ex-post facto design. The design was considered appropriate for this study because the variables, such as financial management, school records and school library management (which are under investigation) were not subjected to any manipulation. Data were obtained based on phenomena

which have already occurred and cannot be further manipulated. Census technique was used in studying the entire population of 681 secondary school administrators (227 principals and 454 vice principals) distributed across 227 public secondary schools situated in Akwa Ibom State, Nigeria. A questionnaire was considered by the researchers as the most appropriate instrument for the collection of data. Consequently, the researchers developed a self-structured questionnaire tagged "Principals' Management of School Material Resources and Goal Attainment Questionnaire (PMSMRGAQ)". The instrument was designed in two parts – A and B.

Part A was designed to elicit the demographic data of respondents, while Part B was designed with 24 items to elicit information from respondents based on the variables under investigation. Part B of the PMSMRGAQ was designed on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Respondents were expected to indicate by ticking the extent of their agreement or disagreement with the statements. The instrument (PMSMRGAQ) was subjected to face and content validity to ensure that the items selected for the study were capable of eliciting relevant responses needed for valid analysis. In achieving this, the designed questionnaire was presented to five experts (three psychometrists and two Educational Managers). These experts ensured that every item used, measured what they were intended to measure. Relevant suggestions were also made which were used to improve the overall quality of the instrument.

The reliability test of the instrument was performed to check for its internal consistency using the Cronbach Alpha. The reliability coefficient of 0.863, obtained after the analysis of data, was considered high enough to warrant the use of the PMSMRGAQ. Primary data were obtained directly from respondents through the administration of the PMSMRGAQ designed for data collection. The researchers embarked on a visit to the various secondary schools in the area of study to administer copies of the questionnaire. The data obtained from respondents were scored based on the variables of the study. The responses were scored for positively worded items as follows: Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 points, Strongly Disagree (SD) - 1 point. Responses were scored in a reverse order for negatively worded items. The codes of all responses were summed to have scores for each variable required for data analysis. All computations were carried out through the use of SPSS version 26 statistical package.

3. Results

3.1. Hypothesis one

There is no significant relationship between financial management and goal attainment in public secondary school. This hypothesis was tested at the .05 alpha level using Pearson Product Moment Correlation (r) statistical technique. The result of the analysis is presented in [Table 1](#).

Table-1. Summary of Pearson Product Moment Correlation Results of the relationship between financial management and goal attainment (N = 681)

Variables	\bar{X}	SD	Cal. r.	Sig.
Financial management	13.71	5.021		
			.440*	.046
Goal attainment	16.95	5.380		

*. Correlation is significant at the .05 level; Df = 679

The results in [Table 1](#) indicates that principals' financial management had a mean response rate of 13.71 and a standard deviation of 5.021; while the mean response rate and standard deviation for goal attainment are 16.95 and 5.380 respectively. A close look at the calculated r-value of .440 shows that principals' financial management is moderate and positively correlated to goal attainment in secondary schools. It was also discovered that the p-value of .046 as presented in [Table 1](#), is less than the alpha level of .05 at 679 degrees of freedom. Based on this evidence, the null hypothesis was rejected while the alternate hypothesis which states that there is a significant relationship between financial management and goal attainment in public secondary schools was retained.

3.2. Hypothesis Two

There is no significant relationship between the management of school library resources and goal attainment in public secondary school. In testing this null hypothesis, the Pearson Product Moment Correlation statistical technique was employed given that the two sets of variables were both measured continuously. The hypothesis was tested at the .05 level of significance and the result of the analysis is presented in [Table 2](#).

Table-2. Pearson Product Moment Correlation result summary showing the relationship between the management of school library resources and goal attainment (N = 681)

Variables	\bar{X}	SD	Cal. r.	Sig.
Management of School library resources	12.81	4.557		
			.599**	.004
Goal attainment	16.95	5.380		

** . Correlation is significant at the 0.01 level; Df = 679

As shown in [Table 2](#), the management of school library resources was rated with a mean of 12.81 and a standard deviation of 4.557, while goal attainment was rated with a mean of 16.95 and a standard deviation of 5.380. The strength and direction of the Pearson r value of .599 indicate that the relationship between the management of school library resources and goal attainment is moderate and positive. Furthermore, the p-value of .004 is observed to be

less than the alpha level of .05 at 679 degrees of freedom. With this result, the null hypothesis was rejected while the alternate hypothesis was retained. By implication, there is a significant relationship between the management of school library resources and goal attainment in public secondary schools.

3.3. Hypothesis Three

School records management has no significant relationship to goal attainment in public secondary schools. In testing this null hypothesis, the variables in this hypothesis were both measured continuously at the interval scale of measurement. The statistical tool used in testing this null hypothesis at the .05 alpha level is the Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 3.

Table-3. Summary of Pearson Correlation results showing the relationship between school records management and goal attainment (N = 681)

Variables	\bar{X}	SD	Cal. r.	Sig.
School records management	15.05	4.738		
			.647**	.002
Goal attainment	16.95	5.380		

** Correlation is significant at the 0.01 level; df = 679

The results of the analysis presented in Table 3 shows that school records management has a mean rating of 15.05 with a standard deviation of 4.738; while goal attainment had a mean rating of 16.95 with a standard deviation of 5.380. It was also discovered following the r-value of .647 that there is a moderate positive relationship between school records management and goal attainment. A cursory look at the p-value of .002 disclosed that it is less than the .05 alpha level at 679 degrees of freedom. Based on this result, there was a sufficient statistical reason to discard the null and retain the alternate hypothesis. Therefore, school records management has a significant relationship to goal attainment in public secondary schools.

4. Discussion of Findings

The first finding of this study showed a significant relationship between financial management and goal attainment in public secondary schools. This finding is well justified because the efficient management of financial resources can enable school administrators to provide quality services, facilities, and other material resources necessary for the smooth running of the school. The effectiveness of the financial system in the school could promote teachers' and students' effectiveness, thus, leading to an effective school system management (Basse *et al.*, 2019a). This finding aligns also, with the position of Odebiyi and Aina (2009) that due to poor management of finance by school administrators no effective programmes can be carried out and no procurement of learning facilities to enhance effective teaching and learning which hinder the attainment of educational goals and objectives. The finding also agrees with the results of Nwankwo (2010) which revealed that proper and effective utilization and management of funds by the school principal would enable him/her to acquire learning facilities which would aid to enhance teacher's productivity and attainment of educational goals and objectives.

It was established through the second finding of this study that there is a significant relationship between the management of school library resources and goal attainment in public secondary schools. This finding is not surprising since the school library serves as an important resource for students' utilisation in the acquisition of appropriate knowledge and competence. The management of school library resources would make books and other resources readily available and equally protect them against damage. Thus, the problem of inaccessibility or unavailability of library materials would be eliminated when the school library is effectively managed. This will also improve the overall quality of teaching (by providing teachers with opportunities to access instructional materials) leading to increased chances of goal attainment. This finding corroborates the results of previous studies (e.g., Adeola, 2016; Ajibeor, 2014; Chan, 2008) which maintains that academic library plays a significant role in providing current textbooks which enhance student's academic performance and improve teacher's productivity.

Through the third finding of this study, it was discovered that school records management has a significant relationship to goal attainment in public secondary schools. The position of this finding was expected because records provide a basis for appropriate decisions to be made in the school system. Records which must be managed are statutory and non-statutory including financial records, students' admission register, attendance register, staff movement book, logbook, time book, and so on. These records can enable the principal to identify effective teachers or students from the ineffective ones. The effective ones could be rewarded or motivated while the ineffective ones may be disciplined to institutionalise improved service delivery and the increased chances of goal attainment. The finding tallies with the results of Nwankwo (2010) who discovered, through a study, that that effective management of school records in public secondary schools would improve the administration of the school which would engender the attainment of educational goals and objectives.

5. Conclusion

Based on the findings of this study it was generally concluded that principals' management of school material resources has strong ties with the attainment of school goals in public secondary schools. Secondary schools' principals who are aware of this link would be better disposed to maintain and manage resources entrusted to them for better quality service delivery. For teachers' and students' performance to remain positive in secondary schools, principals must effectively manage financial resources, library resources and records in schools. It is the

performance of teachers, and most especially, students that can be used to evaluate the extent to which schools have attained stated goals. On the contrary, schools where there is the poor management of finances, libraries and records would find goal attainment a struggle. The study has implications for the prospective management of school material resources generally and places a call on all personnel in the secondary school system to collectively work hard towards entrenched goals realisation.

Recommendations

Based on the conclusion of the study, the following recommendations were made:

1. Secondary school principals should effectively and prudently utilize available and internally generated funds for judicious purposes. This would enable them to acquire learning facilities that would aid and enhance teacher's productivity and attainment of educational goals.
2. Secondary school principals should ensure that school libraries are properly maintained and protected against theft, rain, or insects etc. This would help prolong the lifespan of library resources, thus, making them readily available and accessible for use.
3. School records and data generated in the course of the execution of legitimate functions in schools should be kept and managed properly for reference and appraisal purposes.

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