



Research Paper

## Influence of Supervision in The. Management of Resources in Selected Secondary Schools in Chikun Local Government Area of Kaduna State, Nigeria.

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### Abstract

This study is on "influence of supervision in the management of resources in selected secondary schools in Chikun Local Government Area of Kaduna state Nigeria". This study was set to find out how human, financial, material, time, resources and curriculum contents were provided and managed in this area. The research was limited to 10 public schools in Chikun Local Government Area of Kaduna state, Nigeria with a total of 300 Teachers, 10 Principals and 5 Ministry of Education Officials from which a sample of 125 Teachers, 5 Principals and 5 Ministry of Education Officials were drawn. Stratified random sampling procedure was employed. The researcher reviewed relevant literature to establish the theoretical and conceptual base of the study. Descriptive survey method was adopted for investigation and Data collection. The instrument used for data collection for the purpose of this study was a structured questionnaire which was administered on one hundred and twenty five (125) teachers, five (5) principals and five(5) Ministry of Education Officials. A total of one hundred and thirty five (135) copies of questionnaire were administered to the respondents.

The instrument was validated, the face and content validity of the instrument was determined by expert opinions comprising the researcher's supervisor in the field of administration and planning and a statistician in Ahmadu Bello University, Zaria. Their criticisms and comments improved the item structure and format. The Cronbach's Alpha, Spearman - Brown and the Guttman Split half method were used to determine the reliability co-efficient for the study. The result gave reliability index for the Cronbach's Alpha value part 1 as .746 which has 24 number of items, and part 2 value as .458 with a number of 25 items, giving total number of items as 49. The correlation between forms was .571. The spearman - Brown co-efficient equal and unequal length was .727 on the other hand, Guttman Split - half co-efficient was .698

Major finding reveal that human resources such as staff are evaluated, mentored and coached by supervisors, financial resources are generated and accounted for, material resources are maintained and monitored, there is optimal time utilization, curriculum content is accessed and implemented in secondary schools in Chikun Local Government Area of Kaduna state. Based on the finding it was recommended that human resources, should have regular feedback and development opportunities, financial training, regular maintenance of material resources, time management training and development of curriculum implementation plan. in secondary schools in Chikun Local Government Area of Kaduna state in Nigeria.

**Keywords:** Management, Supervision, Human, Material, Financial, and Time resources

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### I. Introduction

Effective supervision is crucial in ensuring efficient management of resources in secondary schools. This paper aims to investigate the influence of supervision on resource management in selected secondary schools in Chikun Local Government Area of Kaduna state, Nigeria. It is important that school managers carry out a comprehensive supervision of the resources to determine areas of need. This type of assessment will assist in policy formulation as it relates to resources management in schools (Ofogbe (2024). Without trained, skilled and competent supervisors to supervise the human resources, material, financial, time and curriculum contents, even when they are available, their output will be of little or no significance to the school. Since education is very necessary in our country and an indispensable ingredient of development and a fundamental right of every individual, a catalyzing agent which provides mental, physical, ideological and moral training to individuals so

as to enable them have full consciousness of their purpose in life, supervision for effective management of resources in the school must be given high priority in order to achieve objectives and goals of education (Rao, 2001).

Secondary schools in Nigeria have suffered several setbacks which primarily are attributed to poor supervision, inadequate resources and mismanagement. These evidences are glaring in the face of inadequate human, financial, material, mismanagement of time and inadequacy of curriculum content delivery in most public Secondary Schools in Nigeria. Secondary education whose objectives include 'useful living within the society and higher education' as advocated by National Policy on Education (2004) requires proper supervision and adequate management of resources for its effective and efficient functioning.

The responsibility of supervision in management of resources requires collective efforts. Management processes which involve planning, organizing, co-coordinating, decision making, leading and controlling are applied in resources management (Abraham, 2003). Broadened educational goals and objectives as a result of changes in socio-economic development have necessitated the involvement of experts to carry out constant and proper supervision in order to ensure that resources are well managed. The role of the school managers is of paramount importance in harnessing the resources and ensuring that they are regularly supervised. In doing this, the managers require administrative abilities and initiatives, good leadership qualities, good communication skills, commitment and expertise. The quality of performance of managers determines the survival as well as the success of the school organization. The government must ensure that resources such as human, material, financial, time, and curriculum contents work independently and interrelated towards achieving desired goals and also ensuring that educational standards are established and sustained. The success or otherwise of the school system is attributed to the roles played by both the principal and government in supervision in order to ensure that resources are well utilized. Resources effectively supervised and managed will promote positive outcome which may include commitment of teachers to duty, motivation, transparency/accountability of school plants and finances, maintenance culture, effective time usage and curriculum contents delivery. On the other hand, resources not effectively supervised and managed result in negative effects such as inadequate staff, lack of maintenance culture, time wastage, misappropriation, corruption, low morale of teachers, dilapidated buildings, indiscipline, overcrowded classrooms, and preference for personal business during school hours among others. Ineffective supervision and mismanagement of resources in the educational sector is the cause of most educational crisis in Nigeria (Ibadin, 2010).

Supervision is one among the many responsibilities of an educational administrator. It is a way of stimulating, guiding, refreshing and encouraging teachers (human resources) with the hope of achieving the educational set goals. 'Supervision is an age long devise for improving the effective and efficient management of school resources' (Ogunsaju, 1993). In addition, it deals with the basic needs of school and it helps in provision, maintenance, assisting and proper placement of both human and non-human materials in school.

Management of resources in secondary schools refers to the effective, efficient and judicious utilization of all available resources found in the organization for the achievement of set goals and objectives aimed at quality output. Resources are of great significance because they occupy a very important place in the day-to-day administration of the school. 'Since resources are scarce and limited, there is need for them to be effectively supervised for the effective and efficient management of schools (Peretomode, 2007).

Supervision plays a unique role in the educational system. Equally as enrolment in our educational system in Africa in general and Nigeria in particular increases on a daily basis, the available human and material resources may become over stretched. The insufficient human and material resources in school may well be wasted if their utilization is not properly supervised (Ololube, 2013).

Areas where supervisors assess in school include its human, material, financial, time and curriculum contents among others. These are vital areas which schools cannot function effectively without them. 'Therefore, it is of necessity that adequate attention be paid to these areas in order to achieve objectives and goals of education in Nigeria. From the discussion above, it can be deduced that supervision is significant for the effective management of school resources in order to achieve the objectives of secondary education. This has informed the topic of the study 'Influence of Supervision in Management of resources in Selected Secondary Schools in Chikun Local Government Area of Kaduna State.

### **Statement of the Problem**

As a result of inadequate and improper supervision of resources in most public schools, teaching and learning is not effectively carried out. Ogunu (2000) opined that schools are graduating half baked graduates because there is inadequate facilities, poor maintenance culture, inadequate staff and also the curriculum content are not given maximum attention, coupled with the increasing enrollment of students and inadequate planning. A careful observation in the type of teaching and learning carried out in school shows that there is need for this research in order to study the influence of supervision in the management of resources. Schools are facing a lot of challenges which has promoted the research to find out if inadequate supervision of resources is one factor among other causing problems in schools.

### **Objectives of Study**

The general/broad objective of this study is to ascertain the influence of supervision in the management of resources such as human resources, financial resources, material resources, time and curriculum content in selected secondary schools in Chikun Local Government Area of Kaduna State. The study was set to determine :

1. The influence of supervision on the management of human resources in secondary schools in Chikun local government area of Kaduna state.
2. The influence of supervision on the management of financial resources in secondary schools in Chikun local government area of Kaduna state.
3. The influence of supervision on the management of material resources in secondary schools in Chikun local government area of Kaduna state.
4. The influence of supervision on the management of time resources in secondary schools in Chikun local government area of Kaduna state.
5. The influence of supervision on the management of curriculum content in secondary schools in Chikun local government area of Kaduna state.

### **Research Questions**

Does supervision have influence on the management of:

1. Human resources in secondary schools in Chikun local government area of Kaduna state
2. Financial resources in secondary schools in Chikun local government area of Kaduna state.
3. Material resources in secondary schools in Chikun local government area of Kaduna state.
4. Time resources in secondary schools in Chikun local government area of Kaduna state.
5. Curriculum content in secondary schools in Chikun local government area of Kaduna state.

### **Research Hypotheses**

There is no significant difference in the opinions of principal, teachers and ministry of education officials on their influence on the management of:

1. Human resources in secondary schools in Chikun local government area of Kaduna state.
2. Financial resources in secondary schools in Chikun local government area of Kaduna state.
3. Material resources in secondary schools in Chikun local government area of Kaduna state.
4. Time resources in secondary schools in Chikun local government area of Kaduna state.
5. Curriculum contents in secondary schools in Chikun local government area of Kaduna state.

## **II. Methodology**

The design of this study was descriptive survey. Best and Khan (2006) as quoted by Olayiwola (2007) opined that survey research design involves a clearly defined problem and definite objectives. This method was adopted because it is concerned with the collection and analysis of data for the purpose of describing, evaluating, comparing current and prevailing practices, events or occurrences.

A research population is all the existing elements of the group for whom the result of the investigation could be generalized (Yabo, 2007). The population of this study comprised 10 principals of public secondary schools in Chikun Local Government of Kaduna, 300 teachers and 5 supervisors in the Ministry of Education. For most study that requires data from a wide and diverse population size, rarely do researchers cover the whole population. The normal practice is to draw sample from the target population. For the purpose of this study the stratified random sampling procedure was employed. From each stratum within the five metropolitan areas different categories of secondary schools were selected. (Chuan, 2006) defined a sample as a set of respondents selected from a larger population for the purpose of survey. One (1) school was sampled from each of the schools in the five (5) Metropolitan areas with the total population of 125 teachers, 5 principals and 5 supervisors (officials of Ministry of Education).

The instrument used for data collection for the purpose of this study was a structured questionnaire, which was administered by the researcher. Questionnaire is a technique commonly used to collect data from a large dispersed group of respondents. Afolabi (1993) opined that questionnaire reveals what a person knows, likes or dislikes (value and preference). The questionnaire comprised 50 questions, the five point Likert scales of Strongly Agree, Agree, Undecided, Disagree and strongly Disagree was used to get responses from the respondent. The questionnaire is divided into six (6) sections A-F.

The first section contained information on the biographical data of the respondents. The second level consists of questions which solicited for the influence of supervision on management of Human resources in secondary schools. The third section asked questions about the influence of supervision on management of financial resource in secondary schools. Section four sought to find out the influence of supervision on management of material resource in secondary schools. The fifth section contains questions on influence of

supervision on management of time resource in secondary schools. The sixth section contains questions on the influence of supervision on management of curriculum contents in secondary schools.

### III. Result

Presentation of the social Demographics Variables of the respondents.

A total of 135 respondents made up of the Ministry of Education Officials, principals and teachers were involved in the study . This is shown in table 1.

**Table 1** Respondents

Category	frequency	percent
Teachers	125.	92.6
Principals.	5.	3.7
Officials of Ministry of Education (MOE)	5.	3.7
Total.	135.	100.0

Table 2 reveals the gender status of respondents. Among the respondents 30 or 22.2 percent were males while 105 or 77.8percent were females . This classification clearly revealed the inclusion of both sexes in the group. This took care of any gender consideration that might be involved in the supervision and management of resources relating to the selected secondary schools in Chikun Local Government Area of Kaduna .

**Table 2:** Gender of Respondents

Category.	Frequency.	Percent
Males.	30.	22.2
Females	105.	77.8
Total.	135.	100.0

Table 3 reveals the educational qualification of the respondents as having 75 or 55.5 percent NCE holders, 35 or 25.9 percent respondents having HND qualification and 25 or 18.6 percent respondents having First degree. The greater percentage (55.5percent) of the group had at least NCE qualification. Therefore, one could conclude that the group was professionally prepared to supervise and manage the affairs of secondary schools in Chikun Local Government Area of Kaduna State.

**Table 3** Educational qualification of Respondents

Category	Frequency	percent
NCE.	75.	55.5%
HND.	35.	25.9%
First Degree.	25.	18.6%
Total.	135.	1000%

Order to ascertain response of respondents with regard to years of working experience , table 4 was analyzed in preferences and percentage. The table reveals that 11 or (8.r%) had worked between 0-5 years,90 (70.4%) had worked between 6-10 years and 29 (21.5%) had worked between 11-15 years. This shows clearly that a large number of the respondent totaling 95 or (70.4%). had worked for between 6-10 years and are sufficient experienceel and competent in the Job.

**Table 4** years of working experience of Respondents.

Category.	Frequency.	Percent
0-5 years.	11.	8.1%
6-10 years.	95.	70.4%
11-15 years.	29.	21.5%
Total.	135.	100.0%

Influence of supervision on management of human resources in secondary schools in Chikun Local Government Area of Kaduna State.

This section is on the influence of supervision on management of human resources in secondary schools in Chikun Local Government Area of Kaduna State. The section relates to items 1-9 in the questionnaire. Respondents opinions were collection and analyzed in a table.

**Table 5: Opinion of Respondents on the Influence of Supervision on Management of Human Resources in Secondary Schools in Chikun Local Government Area of Kaduna State, Kaduna State.**

S/N	ITEM STATEMENT	Respondents	MEAN
1.	Through supervision English language teachers are evaluated in the school	Principal	4.20
		Teachers	3.44
		MOE	4.00
2.	Through supervision mathematics teachers are evaluated in the school	Principal	4.20
		Teachers	3.43
		MOE	3.44
3.	Through supervision enough science teachers are developed in the school	Principal	4.20
		Teachers	3.62
		MOE	4.00
4.	Through supervision enough Art subject teachers are developed in the school	Principal	3.20
		Teachers	3.75
		MOE	3.80
5.	Through supervision social science teachers are trained in the school	Principal	3.80
		Teachers	3.70
		MOE	4.00
6.	Through supervision vocational teachers are trained in the school	Principal	3.80
		Teachers	3.64
		MOE	4.00
7.	Through supervision non- academics teachers are mentored in the school	Principal	3.60
		Teachers	3.45
		MOE	3.44
8.	Through supervision laboratory technicians are mentored in the School	Principal	3.40
		Teachers	3.88
		MOE	3.80
9.	Through supervision all human resources stated above are well disciplined, coached, mentored, trained, developed and evaluated in the school by supervisors	Principal	2.80
		Teachers	3.48
		MOE	3.80

The Grand Mean is 3.70

Table 5 shows the mean of the responses of the respondents on item statements. This indicates that the human resources are evaluated, developed, trained and mentored by the supervisors. The mean for English language and mathematics teachers being evaluated shows the importance of these subjects as they are basic requirements for admission into the university. Influence of supervision on management of financial resources in secondary schools in Chikun Local Government Area of Kaduna State. This section is on the influence of financial resources in secondary schools in Chikun Local Government Area of Kaduna State the section relates to items 1-9 in the questionnaire. Respondents opinion was collected and analyzed in a table this table 6 gives the details.

**Influence of Supervision on Management of Financial Resources in Secondary Schools in Chikun Local Government Area of Kaduna State, Kaduna State.**

**Table 6: Opinion of Respondents on the Influence of Supervision on Management of Financial Resources in Secondary Schools in Chikun Local Government Area of Kaduna State.**

S/N	Item Statement	Respondents	MEAN
1.	Through supervision funds are budgeted to the school by the Ministry of Education	Principal	3.4
		Teachers	3.64
		MOE	3.6
2.	financial supports are raised for the school by wealthy individuals	Principal	0
		Teachers	3.4
		MOE	0
3.	Through supervision there is adequate financial resource allocation and prioritization by supervisors	Principal	4.00
		Teachers	3.11
		MOE	2.60
4.	Through supervision adequate financial supports are given to the school by Parents Teachers Association	Principal	3.80
		Teachers	3.36
		MOE	2.83
5.	Through supervision there is adequate financial reporting and accountability by supervisors	Principal	3.40
		Teachers	3.20
		MOE	2.40

6.	Through supervision there is cost control and reduction by supervisors .	Principal	3.40
		Teachers	3.40
		MOE	2.40
7.	Through supervision the school is able to generate enough funds from school fees	Principal	3.60
		Teachers	3.16
		MOE	2.83
8.	Through supervision there is adequate grant management by supervisors	Principal	2.50
		Teachers	3.56
		MOE	2.40
9.	Through supervision all the financial resources are well planned and managed by supervisors	Principal	3.60
		Teachers	3.44
		MOE	2.80

Grand Mean is 2.90

Table 6 shows the mean of the responses of the respondents on the item statements. This indicates that there is financial reporting and accountability fund raising and grant management, budget planning, cost control and reduction of financial resources by the supervisors.

Influence of Supervision on Management of Material Resources in Secondary Schools in Chikun Local Government Area of Kaduna State.

This section is on the influence of supervision on management of material resources in secondary schools in Chikun Local Government Area of Kaduna State . The section relates to items 1-9 in the questionnaires. Respondent opinions were collected and analyzed in a table. Thus table.7 gives the details

**Table 7: Opinion of Respondents on the Influence of Supervision on Management of Material Resources in Secondary Schools in Chikun Local Government Area of Kaduna State Kaduna.**

S/N	ITEM STATEMENT	Respondents	MEAN
1.	Through supervision teaching facilities are maintained in the school	Principal	0
		Teachers	4.4
		MOE	3.4
2.	Through supervision enough learning facilities are maintained in the school	Principal	4.20
		Teachers	3.68
		MOE	3.40
3.	Through supervision there is upkeep of recreational facilities in the school	Principal	4.20
		Teachers	3.92
		MOE	3.80
4.	Through supervision there is inventory management of health facilities in the school	Principal	4.00
		Teachers	3.80
		MOE	4.00
5.	Through supervision welfare facilities are monitored in the school	Principal	4.00
		Teachers	3.84
		MOE	3.40
6.	Through supervision game facilities are controlled in the school	Principal	3.40
		Teachers	3.80
		MOE	3.40
7.	Through supervision water facilities are maintained in the school	Principal	3.40
		Teachers	3.62
		MOE	3.40
8.	Through supervision light facilities are controlled in the school	Principal	3.40
		Teachers	3.73
		MOE	3.60
9.	Through supervision all facilities are planned, developed and managed in the school	Principal	2.80
		Teachers	3.72
		MOE	3.60

Table 7 shows the mean of the responses of the respondents on the item statements, the Grand Mean is 3.68 , supervisors are responsible for maintenance, inventory management, monitoring stock control, safety, security upkeep planning and development of material resources in the school.

**Influence of Supervision on Management of Time Resources in Secondary Schools in Chikun Local Government Area of Kaduna State.**

This section is on the influence of supervision on management of time resources in secondary schools in Chikun Local Government Area of Kaduna State. The section relates to items 1-10 in the questionnaires. Respondent opinions were collected and analyzed in a table. Thus Table 8 gives the details

**Table 8: Opinion of Respondents on the Influence of Supervision on Management of Time Resources in Secondary Schools in Chikun Local Government Area of Kaduna State.**

S/N	Item Statement	Respondents	MEAN
1.	Through supervision I there is enough achievable goals in lesson planning of English language	Principal	3.60
		Teachers	3.14
		MOE	2.80
2.	Through supervision there is enough achievable goals in lesson planning of mathematics	Principal	4.00
		Teachers	3.74
		MOE	4.00
3.	Through supervision enough time is allocated to teaching of science subjects	Principal	0
		Teachers	0
		MOE	4.00
4.	Through supervision there is sufficient e allocation for teaching of Arts subjects	Principal	3.80
		Teachers	3.71
		MOE	3.60
5.	Through supervision there is optimal time utilization in teaching social science	Principal	3.80
		Teachers	3.60
		MOE	3.60
6.	Through supervision there is optimal time utilization in teaching vocational subjects	Principal	3.80
		Teachers	3.72
		MOE	3.60
7.	Through supervision there is resource utilization for practicals.	Principal	3.60
		Teachers	3.72
		MOE	3.60
8.	Through supervision there is resource utilization for games and recreational activities	Principal	3.60
		Teachers	3.85
		MOE	4.00
9.	Through supervision it is ensured that teachers cover their syllabus before the end of the term	Principal	4.00
		Teachers	3.40
		MOE	3.48
10	Through supervision principals attend to visitors without wasting time..	Principal	3.60
		Teachers	3.60
		MOE	3.80

Table 8 shows the mean of the responses of the respondents on the item statements. Grand Mean is 3.43. This indicates that there is scheduling, creating and management of timetables ensuring optimal time utilization, lesson plan supervision, punctuality, meeting of dead lines and time optimization of time resources by the supervisors.

**Influence of Supervision on Management of Curriculum Contents Resources in Secondary Schools in Chikun Local Government Area of Kaduna State.**

This section is on the influence of supervision on management of Curriculum Contents resources in secondary schools in Chikun Local Government Area of Kaduna State. The section relates to items 1-9 in the questionnaires. Respondents' opinion were collected and analyzed in a table. Thus Table 9 gives the details.

**Table 9: Opinion of Respondents on the Influence of Supervision on Management of Curriculum Contents Resources in Secondary Schools in Kaduna Metropolis, Kaduna State**

S/N	Item Statement	Respondents	MEAN
1.	Through supervision curriculum of English language is implemented	Principal	3.40
		Teachers	3.61
		MOE	3.40
2.	Through supervision curriculum of mathematics is implemented.	Principal	2.37
		Teachers	3.77
		MOE	4.00
3.	Through supervision curriculum of science subjects are reassessed	Principal	3.60
		Teachers	3.75
		MOE	3.80
4.	Through superviscin curriculum of Art subjets are assessed	Principal	0
		Teachers	0
		MOE	3.80
5.	Through supervision curriculum of social science is evaluated	Principal	4.00
		Teachers	3.72
		MOE	3.40
6.	Through supervision curriculum of vocational subjects are evaluated	Principal	4.00
		Teachers	3.72
		MOE	3.40
7.	Through supervision the scheme of work of every subject is implemented	Principal	3.57
		Teachers	3.68
		MOE	3.00
8.	Through supervision the subject teachers are provided with current scheme of work	Principal	3.80
		Teachers	3.66
		MOE	3.16
9.	Through supervision curriculum resources provided are well implemented	Principal	4.00
		Teachers	3.73
		MOE	4.00

The grand mean is 3.76

**Table 9 shows the mean of the responses of the prondent on the item statements. This indicate that the supervisors play a role in curriculum development and implementation, textbook and resources selection, instructional coaching and support and also assessment and evaluation.**

### RESEARCH HYPOTHESES

The study formulated the following hypothesis in line with the research questions.

HO<sub>1</sub>: There is no significant difference in the opinions of principals, teachers and MOE official on the influence of supervision in the management of human resources in secondary schools in Chikun Local Government Area of Kaduna state.

HO<sub>2</sub>: There is no significant difference in the opinions of principals, teachers and ministry of education officials on the influence of supervision in the management of financial resources in secondary schools in Chikun Local Government Area of Kaduna state.

HO<sub>3</sub>: There is no significant difference in the opinions of principals, teachers and MOE official on the management of material resources in secondary schools in Chikun Local Government Area of Kaduna state.

HO<sub>4</sub>: There is no significant difference in the opinions of principals, teachers and ministry of education officials on the influence of supervision in the management of time resources in secondary schools in Chikun Local Government Area of Kaduna state

HO<sub>5</sub>: There is no significant difference in the opinions of principals, teachers and ministry of education officials on the influence of supervision in the management of curriculum content in secondary schools in Chikun Local Government Area of Kaduna state.

### IV. MAJOR FINDING OF THE STUDY

1. The study reveals that supervision is an essential toolt ensure effective management of resources in secondary schools supervision evaluate the teacher and receive feedback, they develop,train,mentor and Coach them. They also discipline and resolve conflict.



2. There is budget planning, financial reporting and accountability, fund raising, grant management, cost reduction and cost control of financial resources by the supervisors.
3. Material resources such as computer, libraries etc are maintained there is inventory management, safety, security management facility planning and development by the supervisors.
4. There is optimal time utilization scheduling, creating and management of timetable, lesson plan monitoring, student supervision, teacher supervision, meeting of deadlines for time optimization by the supervisors.
5. Supervisors ensures curriculum development and implementation textbook and resources selection instructional coaching and support, assessment and evaluation.

## **V. DISCUSSION OF FINDINGS**

This study is based on influence of supervision on management of resources in secondary schools in Chikun Local Government Area of Kaduna state. The resources discussed one human, financial, material, time and curriculum content. five hypotheses formulated along the objectives and research questions of the study were tested. The following are the discussion of the opinions of respondents on issues related to the five hypotheses.

The test of the first hypothesis using analysis of variance procedure showed there is no significant difference in the opinions on management of human in secondary schools in Chikun Local Government Area of Kaduna state. The null hypothesis was refrained, principals, teachers and ministry of education officials were of the opinions that through supervision human resources were evaluated, developed, trained, mentored, coached and disciplined in secondary schools. Peretromode (2007) maintained that the success of every education system depends on the quality and quantity of it's factors of production.

In hypothesis two, difference in the opinions of respondents on the influence of supervision on management of financial resources in secondary schools in Chikun Local Government Area of Kaduna state, were tested with the analysis of variance procedure. The results revealed that there is a significant difference in the opinions of the respondents. The null hypothesis was therefore retained. The study found that through supervision there is budget planning and management resources allocation and prioritization, financial reporting and accountability, fund raising and grant management also cost control and reduction. Education is a capital-intensive venture which requires huge sum of money to run. Besides since 1980s to the present time education has not been able privately funded by the government due to scarce resources, (Afolabi,2008) This finding is in line with (Obadara,2011) who observed that supervision is very necessary if the limited financial resources available to schools are to be effectively and efficiently used.

Hypothesis three tested for no significant difference in the opinions of respondents on the influence of supervision on management of material resources in secondary schools in Chikun Local Government Area of Kaduna state. The analysis of variance was used for the test. The results revealed no significant difference in the opinions of respondents. The null hypothesis was therefore rejected. Through supervision there is maianance of teaching and learning facilities, upkeep of recreational facilities, inventory management, facility planning and development also safety and security management. According to the National policy on education, (2004) teaching facilities make learn be easy for the students and such must be employed by the teachers to facilitate the teaching and learning to process.

For hypothesis four, difference in opinions of respondents on the influence of supervision on management of time resources in secondary schools, in Chikun Local Government Area of Kaduna state were tested with the analysis of variance and the results revealed no significant difference in the opinions of respondents. The null hypothesis was refrained. It was observed that supervisors ensure scheduling involving creating and managing timetable to ensure optimal time utilization, lesson planning, time allocation, time optimization, meeting deadlines, student supervision, teacher supervision and punctuality. Thereby managing time resources.

The finding agrees with the submission of the National open university of Nigeria (NOUN)(2008) on effective use of time. It outlines that effectiveness in the use of time misunderstanding and confusion, creates a sense of direction,unity of purpose and commitment, reduce conflicts in schedules, activities and interpersonal relations and enhances efficiency in the use of time and other resources.

The study also reveals that through supervision time is provided for principals to attend to visitors.it is believed that such visitors are not distractors but supervisors from Ministry of Education on supervisory mission of the resources available in the secondary schools. This finding reflects the report of Nakpodia, (2010) that the success of every educational system depends on effective utilization and management of time.

Hypothesis five tested the difference in opinion of respondents using analysis of variance and the results revealed that there is no significant difference between the respondents on the influence of supervision on management of curriculum content in secondary schools in Chikun Local Government Area of Kaduna state. The null hypothesis was refrained. Findings from the study revealed that supervisors ensure curriculum development and implementation, instructional coaching and support assessment and evaluation such as professional development planning. This finding reflect the report of Olivia (1997) that curriculum is that which is taught in schools, a content, a set of subjects, a programme of studies, a set of materials, a sequence of courses, set of

performance objectives a course of study, everything that goes on within the school including extra activities, guidance and interpersonal relationships, everything that is planned by school personnel and that which an individual learner experiences as a result of schooling and as such must be properly supervised and managed for our educational objectives to be achieved.

## **VI. RECOMMENDATION**

1. The human resources should have regular feedback and evaluation, mentor ship programs professional development opportunities, open communication channels, recognition and reward of excellence, teacher well-being of support fostering of collaboration and team work.
2. For the financial resources, there should be budget frame work development, accountability enhancement, implementation of Lost reduction strategies, fostering transparency, financial, training, regular auditing, and financial discipline encouragement.
3. There should be regular maintenance schedule for material resources conduction of regular inspection, implementation of inventory management, promotion of sustainable practice like energy conservation, prevision of training, support, monitoring evaluation and fostering collaboration.
4. There should be time management training, lesson planning and monitoring, master schedule development, regular classroom observation evaluation and establishment of clear expectations.
5. There should be monitoring and evaluation of curriculum implementation. Fostering collaboration and communication, ensuring resources availableility and assessibility, conduction of need assessment, development of curriculum implementation of on-going professional development.

## **VII. Conclusion**

1. This study concludes that supervision significantly influence resources management in secondary schools. effective supervision ensures the optimal management of resources, leading to improved educational outcomes.

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