

Resource Availability and Implementation of Educational Goals in Public Secondary Schools in Edo Central Senatorial District, Nigeria

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Abstract

The study investigated resource availability and implementation of goals in public secondary schools in Edo Central Senatorial District, Nigeria. A descriptive cum phenomenological research design was used. For the descriptive, the population consisted of all the 69 principals and 397 teachers of the 69 public secondary schools in the Senatorial District while for the phenomenological, the population comprised all the final year students in the senior secondary schools (SSS 3 class) in Edo Central Senatorial District. The purposive sampling procedure was adopted to select the principal of each of the two public secondary schools randomly selected from each of the five Local Government Areas in the Senatorial District under study. Ten teachers as well as two students were randomly selected from each of the sampled schools. Thus a total of 10 principals, 100 teachers and 20 students were used for the study. Two instruments titled "Resource Availability in Public Secondary Schools Descriptive Questionnaire (RAPSSDQ) and Constraint to Resource Provision Descriptive Questionnaire (CRPDQ) were used. They were validated and found reliable at $r = 0.78$ and $r = 0.80$ respectively at 0.05 level of significance. Four research questions were raised and only one hypothesis was tested. The first three research questions were answered descriptively while the fourth research question was answered qualitatively. The hypothesis was tested using inferential statistics of t-test. The results showed that there is high level of availability of non-teaching staff, while there is low level of teaching staff, financial, material and time resources. The result also showed that the level of implementation of goals of secondary education is low. The result of the phenomenological study further showed that the students have low personal and interpersonal skills with regard to desire for fairness and integrity, participatory leadership and not confident in themselves and would need financial support to enable translate their acquired creative and entrepreneurial skills into reality. Findings also revealed no significant difference between principals' and teachers' views on the level of implementation of goals of secondary schools in Edo Central Senatorial District. Based on the findings, the study recommended that Government and other provider of education should endeavour to provide adequate human, materials and financial resources for proper implementation of goals of secondary education in schools in Edo Central Senatorial District and that Quality assurance agencies should be instituted in schools to enhance effective use of the available resources and invariably quality pedagogical delivery of education for functional living within the society.

Keywords: *Resource availability, Implementation, Educational goals.*

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Background to the Study

The indispensability of educational resources, in teaching and learning process for individual and national development is incontrovertible. While the school is a place set apart for teaching and learning of citizenry for the realization of national objectives which is epitomized in the schools goals, the resource factor is key in the determinants of the implementation and indeed, actualization of school goals.

The school as a unique organisation houses the teaching and non-teaching staff as well as the students who constitute the energetic input and the unique client of the school. Modebolu (2014) observes that the school is an educational institution set aside to perform specific functions, producing men and women who, in addition to being able to make a successful living can also contribute to national development.

Government have, in realization of the potency of education to actualize the national aspiration, allocated to it a huge chunk of its budgetary allocation as well as formulating appropriate educational policy, the National Policy on Education (Federal Republic of Nigeria FRN, 2013) in line with national objectives. Nigeria as a nation has five major objectives as stated in the Second National Development plan namely: a free and democratic society; a just and egalitarian society; a united strong and self-reliant nation; a great and dynamic economy; and a land of bright and full of opportunities for all citizens.

From these broad policy objectives were derived the National Policy on Education which spelt out the philosophy of Nigerian Education. Each level of education derived its purpose from this philosophy. The broad aims of secondary education as stated in the national policy on education (FRN, 2013) are:

1. Preparation for useful living within the society, and
2. Preparation for higher education

The policy (FRN, 2013) further stipulates that specifically, secondary education shall:

- a. Provide all primary school leavers with opportunity for education of higher level, irrespective of age, social status, religious or ethnic background;
- b. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- c. Provide trained manpower in applied technology and commerce at sub-professional grades;
- d. Develop and promote Nigerian languages, art and culture in the context of the world cultural heritage;
- e. Inspire its students with a desire for self-improvement and achievement of excellence;
- f. Foster national unity with an emphasis on the common ties that unites us in our diversity;
- g. Raise a generation of people who think for themselves, respect the views of others and dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;
- h. Provide technical knowledge and vocational skills necessary for agriculture, industrial, commercial, and economic development.

The Federal Republic of Nigeria, in furtherance of the realization of the above stated goals came up with a Universal Basic Education (UBE) act 2004 which accommodate 12 core subject, 7 prevocational electives and 2 non-vocational electives, the objectives of the UBE in Nigeria, among other things were to provide 9 years free, compulsory and universal education to every Nigerian child of school-going age, reduce drastically, dropout rate from the formal school system and ensure acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for laying the foundation for life-long learning. In 2009, the senior secondary school curriculum too was reviewed. According to Obioma (2009), the new senior secondary school curriculum, is such that every student in the system must offer 5 compulsory subjects namely- English Language, General Mathematics, Computer Studies (ICT), Civic Education and one Trade and Entrepreneurship subjects out of the thirty five. The intent of the new curriculum for secondary education is to take care of the flaws of the old primary and Junior Secondary School (JSS) curriculum which according to Ikediugwu (2012) include, inability to achieve acquisition of entrepreneurial skills, functional literacy and numeracy, lack of provision for poverty reduction, wealth creation and job opportunities for graduates among others.

However, in spite of the introduction of the new subjects such as basic science, basic technology, trade or entrepreneurship, ICT and French and some other core subjects, it appears there is still a gap to be filled as some of the ills supposed to be addressed by the new curriculum are still in vogue. Hence, there is need for an examination of the state of resources which are supposed to be the ingredients of actualization of the new curriculum in the secondary school. It has been observed that the quantity and quality of educational resources present in the school system goes a long way in determining the end point that is the productivity in terms of implementation of goals and of the school.

Resources in education are the things that are used to support, facilitate or influence transmission and acquisition of teaching and learning process; resulting in the acquisition of knowledge and skills. Resources in education include human, financial, non-financial and material aspect of the school. The human resources consist of the teaching, non-teaching and student who constitute the energetic input of the school system. According to Adeboyeje (2000), educational resources could be categorized into five, thus; 1. Human, 2. Financial, 3. Instructional, 4. Physical (fixed assets) and, 5. Time

For the purpose of this study, however resources in education are viewed in the following five categories, human, (teaching and non-teaching), financial, material (equipment and facilities), information and time while the first of the two broad aims of secondary education, which according to FRN (2013) is preparation for useful living is considered in the level of implementation of goals of secondary education. Resource allocation to schools is dependent on certain conditions. According to the National Open University of Nigeria (2014), factors which affect resources allocation in education include; population of the school, the type and nature of the school; the curriculum; the philosophy of the government; the state of the economy; and the degree of importance or value attached to education.

Statement of the Problem

There has been an increasing outcry of the general public over the failure of the secondary education programme to produce self-reliant individuals who regrettably, cannot pursue academic programme in the university. Worse still, in spite of the introduction of universal basic education (UBE) and the modification of the curricula of the Junior Secondary School to accommodate Vocational and Technological programmes, and that of the senior secondary school to accommodate compulsory entrepreneurship subjects for students the actual realization of school goals seems to be a forlorn hope. Rather than having human capital development, worthwhile existence and invariably achieve national goals, There has been a sharp increase in students' enrolment resulting in a serious challenge to the available resources. Examination malpractice, poor dressing, rape, prostitution, cultism, theft and other forms of social vices have become the order of the day. This study therefore, investigated resource availability and implementation of goals of secondary education in Nigerian secondary schools with regard to preparation of citizens for useful living within the society.

Purpose of the Study

The study sought to:

1. Examine the level of availability of resources to implement educational goals in public secondary schools in Edo Central Senatorial District, Nigeria.
2. Find out the constraints to the provision of resources in public secondary schools in Edo Central Senatorial District, Nigeria;
3. Investigate principals' and teachers' perception of the level of implementation of goal of secondary education in Edo Central Senatorial District, Nigeria.
4. Examine the students' views on the implementation of goals of secondary education in Edo Central Senatorial District, Nigeria

Research Questions

The following questions were raised to guide the study:

1. What is the level of availability of resources for implementation of educational goals in public secondary schools in Edo Central Senatorial District, Nigeria?
2. What are the constraints to the provision of resources in public secondary schools in Edo Central Senatorial District, Nigeria?
3. What are principals' and teachers' perceptions of the level of implementation of goal of secondary education in public secondary schools in Edo Central Senatorial District, Nigeria?
4. What is the perception of students on the level of implementation of goals of secondary education in Edo Central Senatorial District, Nigeria?

Research Hypothesis

There is no significant difference between the mean perceptions of principals and teachers of the level of implementation of goal of secondary education in public secondary schools in Edo Central Senatorial District, Nigeria.

Significance of the Study

1. This study could help in ascertaining the level of availability of resources in the secondary school on the basis of which proprietors of schools, planners and policy makers could plan, organise, and formulate policies that would remove the constraints to supply of adequate resources to school system.
2. The findings of this study could provide required information to parents, individuals and organizations the need to assist the government in providing resources necessary in furtherance of the achievement of school goals

Method

The descriptive survey and qualitative research designs were adopted for study. The study was carried out in all the government – owned secondary schools in Edo Central Senatorial District, Nigeria. The population consisted of all the sixty – nine (69) principals and three hundred and ninety seven teachers as well as the final year students in senior secondary class three of the sixty-nine (69) public secondary schools in Edo Central Senatorial District as at 2016/2017 academic session. The purposive sampling procedure was adopted to select the principal of each public secondary school that were randomly selected from each of the five (5) local government areas (Esan Central, Esan North East, Esan South East, Esan West and Iguegben) that made up the Senatorial District, thus, ten principals were sampled from ten public secondary schools in the study. Also, ten teachers as well as two students were selected from each sampled school totalling 100 teachers and 20 students for the study.

The researcher designed three instruments for the descriptive analysis and a phenomenological method of Delphi technique for the qualitative aspect. For the descriptive analysis, “Resource Availability in Public Schools Descriptive Questionnaire (RAPSDQ); Constraints to Resource Provision Descriptive Questionnaire (CRPDQ); and Implementation of Education Goals Descriptive Questionnaire (IEGDQ) were employed while a blank sheet of paper wherein respondents (the sampled students) were required to describe in their own words, the extent of their exposure to creative and entrepreneurial skills, and personal, interpersonal and leadership driven skills. According to Leedy and Ormonod (2005), content analysis is appropriate for qualitative research because it enables the researcher to capture the words of respondents concerning the phenomenon being studied. The researcher would, in a Delphi manner synthesise the views of the respondents, allow them to see the conceptualise statements, then come up with the noted key concepts and form themes in verb-referent statement format such as personal and interpersonal skills, creative thinking skills practical skills and economic stimulation skills for useful living within the society. The researcher then gave a few respondents (students) copies of the analyzed questionnaire and findings to show whether these findings reflected their true perception of the level of implementation of educational goals in senior secondary schools.

For instrument 1 and 3 which covered the descriptive aspect, Likert format scale questionnaire of four scales; Very High (VH), High (H), Low (L) and Very Low (VL) was used. For instrument 2, another Likert format scale questionnaire of four scales 'Strongly Agree'(SA), 'Agree'(A), 'Disagree'(D) and 'Strongly Disagree'(SD) was used. The instruments were

validated and tested for reliability. A reliability coefficient of 0.78 was obtained for the first instrument while for instrument 2 a reliability coefficient of 0.80 was obtained. The instruments were administered by the researcher with the aid of a research assistant. It is worth nothing that the return rate was 100% as the entire administered questionnaire were retrieved. The respondents were asked to fill the questionnaire and submitted on the spot. Frequency counts, and mean were used to analyse the research questions used for the study. For the mean statistic, the decision rule was **2.50** obtained thus;

S.A OR V.H= 4 points A or H, = 3 points, D or L =2 points and S.D or VL = 1 point.

Thus; $4 + 3 + 2 + 1 = 10$

$10 / 4 = 2.5$

The interpretation was that any item with mean 2.50 and above represents agree, accept or positive and therefore high level while any mean below 2.50 implies disagree or negative and considered as low level.

Results

Research Question 1: What is the level of availability of resources to implement educational goals in Public Secondary Schools in Edo Central Senatorial District, Nigeria?

In providing answer to this research question, mean ratings of the respondents as shown in table 1 is instructive

Table 1: Mean Ratings of Respondents on Availability of Resources in Public Secondary Schools

SN	Items (resources)	Principal N = 10						Teacher N = 100						GRAND TOTAL	\bar{X}
		NH	H	L	VL	TOTAL	\bar{X}	VH	H	L	VL	TOTAL	\bar{X}		
1a.	Human resources (Teaching staff)	1	3	3	3	22	2.2	10	20	32	38	202	2.0	224	2.04
1b.	Human resources (Non-Teaching staff)	2	3	3	2	25	2.5	30	31	26	13	278	2.8	303	2.75
2.	Financial resources	0	1	4	5	16	1.6	03	19	40	38	187	1.9	203	1.85
3a	Material Resources (Facilities)	1	1	3	5	18	1.8	02	15	36	47	172	1.7	190	1.72
3b.	Materials Resources (Equipment)	1	1	4	4	19	1.9	10	18	32	40	198	2.0	217	1.97
4.	Information Resource	1	1	4	4	19	1.9	09	40	30	21	237	2.4	256	2.33
5.	Time Resources	1	1	4	4	19	1.9	09	40	30	21	237	2.4	256	2.33

Source: Field work (2017)

In the table 1, mean ratings of 2.50 and above were obtained by both principals and teachers for items 1b. This shows that the respondent was unanimous in their agreement as to the high availability level of non-teaching staff. However, in the remaining four items (1a, 2, 3a, 3b 4 and 5) in the table, were below 2.50 for both principals and teachers, suggesting low availability of Teaching staff, Financial resource, Material resource with regard to facilities and equipment, Information resources as well as Time resources.

Research Question 2: What are the constraints to availability of resources in public secondary schools in Edo Central Senatorial District, Nigeria?

To answer this question, responses of the respondents were subjected to mean

Table 2: Mean Responses on Constraints to Provision of Resources

SN	Items	Principals N = 10						Teachers N = 100						GRAND TOTAL	\bar{X}
		SA	A	D	SD	TOTAL	\bar{X}	SA	A	D	SD	TOTAL	\bar{X}		
1.	Poor Funding	3	3	2	2	27	2.7	32	30	28	10	284	2.8	311	2.83
2.	High cost of materials	2	3	3	2	25	2.5	28	32	30	10	278	2.8	303	2.75
3.	High population growth (Increasing in enrolment)	2	3	3	2	25	2.5	26	34	34	06	280	2.8	305	2.77
4.	Lack of regular maintenance	2	3	3	2	25	2.5	24	30	30	16	262	2.6	287	2.61
5.	Inaccurate personnel data	3	3	3	1	28	2.8	32	30	28	10	284	2.8	312	2.84
6.	Education wastage	1	1	3	5	18	1.8	2	15	36	47	172	1.7	190	1.73
7.	Misappropriation of funds	1	2	4	3	21	2.1	10	18	34	40	198	2.0	219	1.99
8.	Paucity of textbooks for the New Senior Secondary School curriculum	3	3	2	2	27	2.7	32	30	28	10	284	2.8	311	2.83
9.	Dearth of instructional material in the area of the newly introduced subjects	3	3	3	1	28	2.8	30	31	26	13	278	2.8	306	2.79
10.	Political, Religious or Ethnic consideration	3	3	3	1	28	2.8	32	30	28	10	284	2.8	312	2.84
11.	Bribery and corruption	2	3	3	2	25	2.5	25	29	30	16	263	2.6	288	2.62
12.	Poor supervision of ongoing Educational project	2	3	3	2	25	2.5	32	30	28	10	284	2.8	309	2.81

Source: Field work (2017)

Data in table 2 shows that education wastage and misappropriation of funds are not constraints to the provision of resources in the Public Secondary Schools as respondents (both principals and teachers) had the mean ratings below 2.50 in the items 11 and 12. However, mean ratings above 2.50 were obtained in ten items: (6, 7, 8, 9, 10, 13, 15, 16, and 17). This shows that both principals and teachers were unanimous in their agreement that poor funding, high cost of materials, high population growths, lack of regular maintenance, inaccurate personnel data, paucity of textbooks for new SSS curriculum, dearth of instructional materials in the area of the newly introduced subjects, political, religious or ethnic consideration, bribery and corruption and poor supervision of ongoing educational project are all constraints to the availability of resources in the secondary school.

Research Question 3: What is the level of implementation of goals of Secondary education in Edo Central Senatorial District, Nigeria?

To answer this Research Question 3, table 3 is instructive.

Table 3: Levels of Implementation of Goals of Secondary Education in Edo Central Senatorial District, Nigeria.

SN	Specific Objectives	Principal N = 10					Teachers N = 100					GRAND TOTAL	\bar{X}		
		VH	H	L	VL	TOTAL	\bar{X}	VH	H	L	VL			TOTAL	\bar{X}
1.	Teachers provide social and career guidance in order to Inspire students with a desire for self-improvement and achievement of excellence	1	1	3	5	18	1.8	10	16	30	44	192	1.9	210	1.91
2.	There is provision of technical knowledge and vocational skills necessary for agricultural, industrial commercial and economics/development in this school	1	3	3	3	22	2.2	16	30	28	26	236	2.4	258	2.35
3.	Interpersonal or people oriented Skills such as respect, integrity, and participatory leadership skills are always taught by teachers	1	2	4	3	21	2.1	08	40	30	22	226	2.3	247	2.25
4.	Teachers here always build in trait-induced skills to the content to equip learners as potential entrepreneurs	1	1	3	5	18	1.8	08	10	34	48	178	1.8	196	1.78
5.	Students are exposed to the technological know-how of solving life difficulties while at schools	1	3	3	3	22	2.2	08	39	28	25	230	2.3	252	2.29
6.	We always graduate trained manpower in the applied technology and commerce at sub-professional grades	1	3	3	3	22	2.2	14	28	30	28	228	2.3	250	2.27
7.	Develop and promote Nigerian languages, art and culture in the context of world cultural heritage	1	1	4	4	19	1.9	12	26	38	24	226	2.3	245	2.28
8.	Offer diversified curriculum to cater for the difference in talents opportunities and future roles	3	3	2	2	27	2.7	32	30	28	10	284	2.8	311	2.83
9.	Raise a generation of people who can think for themselves, respect the views of others and dignity of labour appreciate those value specified under our broad national goals and live as good citizens	0	1	4	5	16	1.6	02	15	36	47	172	1.7	188	1.71
10.	Foster national unity with an emphasis on the common ties that unite us in our diversity	1	2	3	4	22	2.2	10	18	32	40	198	2.0	220	2.00

Source: Field work (2017)

Table 3 above shows that the ten (10) items which capture the specific objectives of secondary education have mean scores of 1.8, 2.2, 2.1, 1.8, 2.2, 2.2, 1.9, 2.7, 1.6 and 2.2 respectively for principals. Also, teachers rated the items with mean scores of 1.9, 2.4, 2.3, 1.8, 2.3, 2.3, 2.3, 2.8, 1.7 and 2.0 respectively, implying that both the principals and teachers were unanimous in their view that the level of implementation of goals of secondary education in terms of specificity is low except questionnaire item 8 with the mean above 2.50 for both principals and teachers. The implication of this is that there is high implementation of secondary education

goals with regard to offering of diversified curriculum to cater for the difference in talent, opportunities and future roles.

Research Question 4: What is the perception of students on the level of implementation of goals of secondary education in Edo Central Senatorial District, Nigeria?

The derived themes from students' perception of level of implementation of goals of secondary education with regard to preparation for useful living within the society are reported below. Derived Themes from Students' Perception of the Level of Implementation of Goals of Secondary Education with regard to Preparation for Useful Living within the Society

Themes on Goals of Secondary Education (Preparation for useful living within the society)

1. Interpersonal and personal skills
 - a. My policy is survival of the fittest
 - b. holds integrity in low esteem
 - c. believes less in negotiation
 - d. not confident in self
 - e. emotionally unstable (quick to anger and not really composed)
2. critical, creative and entrepreneurial skills
 - a. likes to apply knowledge in practical ways
 - b. desires to have financial independence
 - c. prefers white collar jobs to self-employment if opportune
 - d. cannot earn a living with the chosen trade/ entrepreneurship subject
 - e. have innovative ideas which they can nurture to growth and sustainability

Research Hypothesis: There is no significant difference between the mean perception of principals and teachers of the level of implementation of goal of secondary education in public secondary schools in Edo Central Senatorial District, Nigeria

Table 4: Summary of Mean Difference between Principals' and Teachers' Perceptions of the Level of Implementation of goal of Secondary Education in Public Secondary Schools in Edo Central Senatorial District, Nigeria

Variable	\bar{X}	SD	df	t.cal	t.crit	D
Principals	2.088	.1172	108	.034	.856	*
Teachers	2.213	.1202				
Total	4.301	.2374				

* Significant

Source: Field work (2017)

Table 4 reveal that t.cal 0.034 is less than t.crit 0.856 at 0.05 level of significance. Hence, the hypothesis which states that there is no significant difference between principals and teachers

of public secondary schools with the implementation of goals of Secondary Education in Edo Central Senatorial District is upheld.

Discussion

The findings of this study showed that the level of availability of resources – human (Teaching staff, financial materials, Information and Time) is generally low. This is in agreement with the observation of Fabinu (2012) that inadequate supply of human and material resources occasion by UBE induced increment in students' enrolment is one major school problems bothering the society and stakeholders in Nigerian education industry. The finding also collaborates the views of Obe (2009), Alimi, Ehinola and Alabi (2012), and Asiyai (2015) that inadequate and decay infrastructural facilities in the face of increase in enrolment have gone so worse in Nigeria Secondary Schools that many of the classrooms and other facilities are not only inadequate but are unsafe for students' learning. However, it is shocking to observe in the study that the availability of the teaching staff aspect of the human resource is in the school system is high. This is a negation of the popular belief and comments to some scholars cited in the literature.

It is also revealed in the findings that the constraints to the availability of resources in the Public Secondary Schools include poor funding, high cost of materials, increase in enrolment, lack of regular maintenance, inaccurate personal data, paucity of textbooks for the new Senior Secondary School curriculum, dearth of instructional materials in the area of the newly introduced subjects, political, religious or ethnic consideration, bribery and corruption and poor supervision of on-going education projects. However, education wastage and misappropriation of funds are barriers to supply to resources in the school system. This finding confirms the findings of Omoregie (2005), Obe (2009) and Ahmed (2003), that most crises of various dimensions, ranging from poor funding, over-enrolment, dated and inadequate textbooks, political interference among others have riddled most Public Schools in Nigeria. It also confirms the position of Gabaden and Raimi (2012) in Oyetakin (2015) that inadequate funding of human resource development has negatively affected the implementation of entrepreneurship education curricula in Nigerian schools.

Furthermore, study revealed that the level of implementation of goals of secondary education in Edo Central Senatorial District is low. The finding corroborates the earlier finding of Agboola and Noah (2016) that the UBE aspect of the National Policy on Education (NPE) has not been fully implemented as stipulated in National Policy on Education (FRN, 2013). However, the phenomenological study revealed some salient human traits in a would-be graduate of senior secondary school which offer materials for reflection. The students indicated that they have low personal and interpersonal skills with regard to desire for fairness and integrity, participatory leadership and not confident in themselves. This finding is at variance with the spirit and intent of the national policy on education with regard to the seventh specific goal of secondary education which says that secondary education should aim at raising a generation of people who can think for themselves, respect the views of others and dignity of labour, appreciate those values specified under our broad national goals and live as good citizens (FRN, 2014). Furthermore, it is worth noting that most students stressed the

need for provision of financial support to enable them capable of translating their acquired creative and entrepreneurial skill into reality and live as responsible citizens in the society.

Finally, no significant difference was established between Principals and Teachers perceptions on the implementation of educational goals of Secondary schools in Edo Central Senatorial District, Nigeria. This finding confirms the veracity and indeed the validity of the claim that Public Secondary Schools in Edo Central Senatorial District, Nigeria are yet to achieve adequate implementation of the goals of Secondary education as stipulated in NPE (2013).

Conclusions and Recommendations

The following inferences were drawn from the study'

1. There is low level of resources availability to implement educational goals in public secondary schools in Edo Central Senatorial District, Nigeria.
2. Constraints to the provision of resources in public secondary schools in Edo Central Senatorial District include: poor funding, high cost of materials, high population growth, lack of regular maintenance, inaccurate personnel data, paucity of textbooks for the new senior secondary school curriculum, dearth of instructional materials in the area of the newly introduced subjects, political religious or ethnic consideration, bribery and corruption and poor supervision of on-going educational projects.
3. Education wastage and misappropriation are not constraints to resources provision in public secondary schools in Edo Central Senatorial District.
4. The level of implementation of goals of secondary education in Edo Central Senatorial District is low.
5. There is no significant difference between principals and teachers of public secondary schools in their perceptions of the implementation of goals of secondary education in Edo Central Senatorial District.

Arising from the findings of the study, the following recommendations are made:

1. Government and other provider of education should endeavour to provide adequate human, materials and financial resources for proper implementation of goals of secondary education in schools in Edo Central Senatorial District.
2. Quality assurance agencies should be instituted in schools to enhance effective use of the available resources and invariably quality pedagogical delivery of education for functional living within the society.
3. Government should provide financial support for graduating students from senior secondary education to enable them capable of nurturing their innovative ideas and chosen trade subject to growth and sustainability.

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