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**ACCOUNTABILITY: STRATEGIC DEVICE FOR SECONDARY EDUCATION
DEVELOPMENT IN ABEOKUTA SOUTH LOCAL GOVERNMENT AREA OF
OGUN STATE**

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Abstract

Universally, accountability has been identified as the main fundamental of every organizational accomplishment. This study investigated Accountability: Strategic Device for Secondary Education Development in Abeokuta North Local Government Area of Ogun State. The descriptive survey design was used for this study. The study population consisted of all the public secondary schools in Abeokuta South Local Government Area (LGA) of Ogun State. Out of 40 public secondary schools in Abeokuta South LGA of Ogun State, 25 schools were randomly selected through simple random sampling techniques. In each school, one principal was selected for the study through purposive random sampling. A total of twenty five (25) principals were used. Designed instrument titled "Accountability and Strategic Device for Secondary Education Development Questionnaire (ASDSEDQ)" was employed in the study. The instrument was given to the experts in the field of evaluation and Teachers Education for scrutiny. Test-retest was adopted and a reliability co-efficient of 0.85 was obtained. Pearson Product Moment Correlation Analysis was used to analyse the two research hypotheses. It was revealed that there was significant relationship between principals' accountability and uses of physical educational resources ($r = .67$; $p < 0.05$); significant positive relationship between principals' accountability and supervisory roles ($r = .73$; $p < 0.05$) and there was significant relationship between principals' accountability and uses of weekly imprest/ school funding ($r = .012$; $p <$

0.05). *Based on the findings of this study, it is recommended that school administrators should adopt good supervisory tool for organizational success, school administrators need to embrace effective uses of available physical education resources and that school administrators should develop high sense of rational spending which would enhance productivity in the schools.*

Keywords: *Accountability, Strategic tool, Supervisory roles, Funding, Resources, Education development*

Introduction

Universally, education is seen as the corner stone of development. This is because it forms the basis for literacy, skills acquisition (Human capital), technological advancement as well as the harness the natural resources for development. Every organization including the schools are established and sustained essentially to achieve certain assured objectives. Thus, processes of education, just like manufacturing sector, is to transform the individuals from raw state into a refined state by bringing about desirable and relatively permanent changes in the outlook an abilities of the individual. The change is superior to these other change because it proceeds from the cognitive structure of the individual to the affective and psychomotor domains and has a sound rational basis (Edun, 2022).

In the education system, one of the vital mechanisms to be put in place towards achieving the goals of the school and ensuring quality service delivery to the society is accountability. Accountability etiquette tends to imply that performance is related to the organizational goals. It is therefore a goal-oriental activity viewed from the input perspectives, National Open University of Nigeria (NOUN, 2008). In the school system, accountability is usually linked to the management of the scarce resources of education to ensure prudent utilization of available resources for the accomplishment of the stated goals of education. The integration of accountability in the education management processes helps to improve service delivery and control indiscipline in the organization thereby increasing efficiency in the system. The administrator should recognize that accountability in education is an essential ingredient that is intertwined with

subordinates within the organizational framework (Nakpodia and Okeimute, 2011).

Over years in Nigeria secondary schools, problems of funding and most time mismanagement of funds have been largely blamed for the poor status of school physical and human facilities and poor academic achievement of students. The financial assistance given to schools by the government is inadequate to enable them achieve their goals. Schools are established in almost every town in Ogun State but many of the schools are in a deplorable state cause of issues in managing the available school funds (Okoye, 2004). This made the researchers decided to investigate the accountability as a strategic tool for secondary education development in Abeokuta South LGA of Ogun State.

It is obvious that the absence of adequate funding, teachers, plants, facilities, instructional materials and other resources make the realization of educational goals challenging. An evaluation using the quality assurance instrument for Basic and Secondary Education in Nigeria conducted in 102 secondary schools selected across the federation revealed that only 6 schools were rated good, 28 schools fair, 65 schools poor and 3 were rated very poor while the rating evaluation of leadership and management in the schools indicated that none of the schools was outstanding while 13 were rated good, 51 adjudged fair and 37 very poor (Ugochi, 2011).

According to Federal Republic of Nigeria, (FRN, 2014) in the National Policy of Education, secondary education is categorized under Post-Basic Education and Career Development. Education is a capital-intensive social service, which requires adequate financial provisions from all tiers of government for successful implementation of educational programmes (FRN, 2014; Section 10:150). Contrarily, the state of funding education in Nigeria is worrisome and disgusting. This is revealed in the allocation to education in the national budget over years. This constraint of funding is the major challenge of education system in Nigeria. The details is shown in Table 1

Table 1: Allocation to Education in the National Budget (2015- 2022)

Budget Year	National Budget (In trillions)	Education Allocation (in billion)	% of Education Allocation
2015	6.061	369.6 bn	10.7%
2016	7.444	555.0 bn	7.92%
2017	8.612	605.8 bn	7.4%
2018	9.12	605.8 bn	7.04%
2019	8.92	620.5 bn	7.05%
2020	10.8	671.07bn	6.7%
2021	13.08	742.5bn	5.68%
2022	16.39	1.29tri	7.9%

Source: Adapted from Vanguard (2020) and Premium Times (2022)

From table 1, poor funding of education is shown over years. Despite various needs of schools, the funding of education is not encouraging. This is due to low allocation accord education sector in the past years. For instance, the allocation of education budget in Nigeria is a far cry from the 15 to 20% recommended for developing countries by UNESCO in the EFA Global Monitoring Report (2006) and the Incheon Declaration (2015) in Edun (2022). Paradoxically, no other countries apart from Nigeria among the E9 and D8 countries allocates less than 20% of her national budget to education. Therefore, strengthening Nigeria governance frameworks and the skills of administrators at all levels, in order to entrench and promote a culture of accountability, effectiveness and efficiency in the management of public investment in education. FRN, 2014; Section 10:152(b).

It has long been recognized that the achievement of educational goals depends on adequate financial management. The issue of financial management is a very crucial one and demands serious attention by secondary school principals. The role of the school principal as a financial director includes organizing the business staff, preparing the school budget, administering capital outlay and debt services, administering school purchases, accounting for school monies and property, providing for a system of internal accounting. Above all, principals need to display accountability in schools financial management (Ofojebe, 2007). They need to provide a meaningful account on how the financial resources of schools are utilized.

Need for Accountability in Education

Accountability means being accountable or accounting for the spending of school finances. The principle of accountability makes it imperative for schools to devise a means of providing a statement of detailed income and expenditure of schools. Aderonmu (2000) in Adebayo (2019) stated that when funds are given out for the procurement-of-materials, care must be taken to see that the goods are purchased with the money spent on them. And receipts are expected to be issued for accounting purposes. Accountability also demands good record keeping. School finance officers record all items and amount of money approved to be used for every term.

Financial accountability, according to Woessmann (2004) enhances adequate functioning of the financial and business system and monitors the system in order to provide planning data to administrators. The importance of accountability in the management of education funds cannot be overstressed. According to Obanya (2002), most nations of the world regard education as an excellent instrument for engineering national development. To collaborate this, Fheazu (2005), described education as a very costly venture, which makes it difficult for most nations to sufficiently provide the financial resources needed for the education of her citizens. It is very vital that the available financial resources be effectively harnessed, managed and accounted for. Thus, need for accountability.

As a matter of fact, the principal is expected to ensure all activities in the school are well directed towards the attainment of these goals. He/she supervises the teacher to ensure that they follow the laid down rules and regulations towards the goals of an effective school system. The principal must engage in an inclusive management style that will involve all other staff in all the activities that will take place in the school. The principal must ensure that the teachers are well informed about the plans towards an effective school system so that they could implement them accordingly during teaching process in the school. In the secondary school, the principal supervises the vice-principals, head of departments, teachers and other non-teaching staff to achieve the pre-stated educational goals (Ayeni and Akinfolarin, 2014) in Adebayo (2019).

In a better way, the school principal ability to perform supervisory task would determine the level of teacher's success and

further importantly, the level of school proficiency. Also, Ugboka in Nnebedum and Akinfolarin (2017) in Adebayo (2019) stated that the school principals' responsibility is to provide varieties of supervision techniques for teachers to see the need for change, plan for change and practice new behavior for effective teaching and learning. Usman (2015) further observed that there are problems inherent in the school administrative procedures, instructional process and the product of the education system. Schools are no longer making the desired noticeable impact in achieving the set objectives of education and this constitutes a threat to the nation's aspiration toward development.

It has been observed lately that benefactors of education particularly parents are embittered with the outcome of the schools (especially government owned schools) to the extent that they now seek substitute for their children's education even in the face of free education programmes in some states like Oyo State. Thus, calls for accountability in the administration of schools in Nigeria have become imperative because of the need for school products that will meet the needs of the society. In the schools, administrators have been observed to neglect the essential task of grooming the future leaders for the hunt of other mundane activities for financial benefits rather than on their administrative functions.

Statement of the Problem

Over the years, there are various challenges facing secondary schools administration. Prominent among the problems that characterize the system are poor instructional quality, indiscipline among students, poor education facilities, flawed administrative procedures, lack of accountability in the school system, politicized employment and appointment of school heads, improper supervision and defective quality assurance and control mechanism.

It appears that schools principals who supposed to be answerable for all these supervisory roles in the secondary school are not performing as they should. Principals are saddled with the responsibility of funds. However, there have been reports of lack of prudence in managing funds, embezzlement of funds and inadequate financial accounting in secondary schools. Previous studies focused on funding accountability with little emphases on other school elements. To what extent do principals ensure accountability in managing schools

resources and funds under them? This study thus addressed the accountability: Strategic tool for secondary education development in Abeokuta South Local Government area of Ogun State.

Purpose of the Study

The purpose of the study is to investigate accountability: Strategic device for secondary education development in Abeokuta South Local Government Area of Ogun State.

The study specifically investigated:

1. the relationship between principals' accountability and uses of physical educational resources in public secondary schools in Abeokuta South LGA of Ogun State.
2. the relationship between principals' accountability and supervisory roles in public secondary schools in Abeokuta South LGA of Ogun State.
3. the relationship between principals' accountability and weekly imprest /School funding in public secondary schools in Abeokuta South LGA of Ogun State.

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- i. There is no significant relationship between principals' accountability and uses of physical educational resources in public secondary schools in Abeokuta South LGA of Ogun State.
- ii. There is no significant the relationship between principals' accountability (answerability/ responsibility) and supervisory roles in public secondary schools in Abeokuta South LGA of Ogun State.
- iii. There is no relationship between principals' accountability and weekly imprest /School funding in public secondary schools in Abeokuta South LGA of Ogun State.

Significance of the Study

This research work would be of benefits to all stakeholders in education: principals, teachers, parents, students, government and approaching researchers. The outcome of this study would provide the school administrators and vice-principals with insight regarding the school accounts hence promote prudency and accountability.

The Ministry of Education on the other hand in policy formulation, implementation, recruitment of teachers, training and development for teachers and principals in secondary schools would find it useful in their projections. Educational researchers would use it a basis for their futuristic projections.

Methodology

The descriptive survey design was used for this study. It was used for this because of its relevance in gathering information. The population for this study consists of all the public secondary schools in Abeokuta South Local Government Area (LGA) of Ogun State. Out of 40 Secondary schools in Abeokuta South LGA of Ogun State Area, 25 public secondary schools were randomly selected through simple random sampling techniques. (Ogun State Ministry of Education, Science & Technology, Dept. of Planning, Research & Statistics (2022). In each school, one principal was selected for the study through purposive random sampling. A total of twenty five (25) principals were used. Designed questionnaire titled "Accountability and Strategic Device for Secondary Education Development Questionnaire (ASDSEDQ)" was employed in the study. The questionnaire consists of sections A and B. The section A of the questionnaire consists of personal data such as Age, sex, etc. while Section B consists of 20 items, the four Likert scale was given (SA) Strongly Agree, (A) Agree, (D) Disagree, (SD) Strongly Disagree.

In consideration of content validity, the instrument was given to the experts in the field of evaluation and Teacher Education for scrutiny. Corrections were made before administration of the questionnaire. Test and retest method was employed in two schools that were not part of selected schools. A reliability co-efficient of 0.85 was obtained. Pearson Product Moment Correlation Analysis was used to analyse the two research hypotheses.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between principals' accountability and uses of physical educational resources in public secondary schools in Abeokuta South Local Government Area of Ogun State.

Table 2: Relationship between Principals' Accountability and Uses of Physical Educational Resources

Variables	N	M	SD	r	Remarks
Principals' Accountability	25	28.33	9.73	0.673	Significant
Uses of Physical Educational Resources		14.17	5.04		

Df= 23; P < 0.05

Table 2 reveals that there is significant relationship between principals' accountability and uses of physical educational resources in public secondary schools in Abeokuta South LGA of Ogun State. The correlation ($r = .67$; $df=23$; $p < 0.05$). Therefore, the null hypothesis 1 is not accepted. This implies that there is substantial connection between principals' accountability and uses of physical educational resources in the school system.

Hypothesis 2: There is no significant relationship between principals' accountability (answerability/ responsibility) and supervisory roles in public secondary schools in Abeokuta South LGA of Ogun State.

Table 3: Relationship between Principals' Accountability and Supervisory Roles

Variables	N	M	SD	r	Remarks
Principals' Accountability	25	12.08	8.11	0.726	Significant
Supervisory Roles		18.17	7.04		

Df= 23; P < 0.05

Table 3 shows that there is no significant positive relationship between principals' accountability that is answerability and responsible to supervisory roles in public secondary schools in Abeokuta South LGA of Ogun State. Since $r = .73$; $p < 0.05$). Thus, the null hypothesis 2 is not accepted. It means that there is significant relationship between

principals' accountability (answerability/ responsibility) and supervisory roles in the study area.

Hypothesis 3: There is no significant the relationship between principals' accountability and uses of weekly imprest/ School funding in public secondary schools in Abeokuta South LGA of Ogun State.

Table 4: Relationship between Principals' Accountability) and weekly imprest/ School funding

Variables	N	M	SD	r	Remarks
Principals' Accountability	25	9.03	8.84	0.012	Not
Uses of Weekly Imprest/ School Funding		12.68	4.20		Significant

Df= 23; P < 0.05

Table 3 shows that there is no significant positive relationship between principals' accountability that is answerability and uses of weekly imprest/ school funding in public secondary schools in Abeokuta South LGA of Ogun State. Since $r = .012$; $df = 23$; $p < 0.05$). Thus, the null hypothesis 3 is accepted. It means that there is significant relationship between principals' accountability and uses of weekly imprest/ school funding in the study area.

Discussion of Findings

From the outcomes, it was revealed that there is no significant relationship between principals' accountability and uses of physical educational resources in public secondary schools in Abeokuta South LGA of Ogun State. It was found that the school principal, who is also recognized as the chief coordinator of the school is in charge of all educational resources. He/ She is responsible for good management of and the uses of available physical educational resources. It was discovered that the principals concern made good uses of available educational resources, this has enhanced and assisted in achieving educational objectives.

This study is in line with Nakpodia and Okeimute (2011) who pointed that in the school system, accountability is usually linked to the

management of the scarce resources of education to ensure prudent utilization of available resources for the accomplishment of the stated goals of education. The integration of accountability in the education management processes helps to improve service delivery.

In the course of the study, it was found also that there was noteworthy affirmative relationship between principals' accountability and supervisory matters. Since supervisory roles is germane to achieving pre-stated objectives. It was revealed that the relationship between principals' duties in supervising the staff in the classroom was related. It was found that principals perform their duties as expected. Thus, the supervisory roles of principals' efforts was cordial. The level to which the school principal is able to perform supervisory task always determine the level of teacher's achievement and more importantly, the level of school success.

This study is in line with Ayeni and Akinfolarin (2014) in Adebayo (2019) that school administrator supervises the teacher to ensure that they follow the laid down rules and regulations towards the goals of an effective school system. In the secondary schools, the principal supervises the vice-principals, head of departments, teachers and other non-teaching staff to achieve the pre-stated educational goals. We found that the level to which the school administrators are able to accomplish his/her supervisory task dictate school success. Also, Nnebedum and Akinfolarin (2017) Adebayo (2019) stated that the school principals' responsibility is to provide varieties of supervision techniques for teachers to see the need for change, plan for change and practice new behavior for effective teaching and learning.

From the finding, there is no connection between principals' accountability and weekly imprest in public secondary schools in Abeokuta South LGA of Ogun State. It was found that in mostly all schools sampled for this study, poor funding was discovered and this has a lot of implications on the school administration particularly the principal functionality as the controller of finance. There was no or sometimes little funds for schools' running, thus, school smooth administration is being affected negatively.

This stand was established by Okoye (2004) that the financial assistance given to schools by the government is inadequate to enable them achieve their goals. Schools are established in almost every town

in the state but many of the schools are in a deplorable state cause of issues in managing the available school funds.

Conclusion

Accountability in education is faced with numeral of problems comprising incapability of the most schools to keep up with the innovations (ITC), adoption of new unsuitable method dictated by the contemporary universal trends, poor supervisory roles, inadequate educational resources, poor funding, poor administrative styles. The role of the school principal as a financial manager includes organizing the business staff, preparing the school budget, administering capital outlay and debt services, administering school purchases, accounting for school monies and property, providing for a system of internal accounting To improve accountability and management in the school system for better goal attainment, it is necessary to involve in regular supervision, adequate funding, adequate educational facilities, adequate teaching staff and proper records keeping. The issue of accountability is a very critical one and requires thoughtful consideration by secondary school principals before educational goals can be achieved.

Recommendations

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

- School administrators should adopt good supervisory tool for organizational success. He/ She needs to perform his/her duties without bias. This would promote better smooth administration.
- There is need for school administrators to embrace effective uses of available education resources. In their day-to-day administration, under-use and over-use of resources should be avoided.
- Also, school administrators should develop high sense of rational spending which would enhance productivity in the schools.
- More so, principals should ensuring that they continue to maintain contention to the schools' focus educational

goals. It is essential in achieving school organizational goals.

- For an organization to achieve the expected planned objectives, the school administrator should see accountability as his/her maxim (motto).

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