Good Governance Issues in Education System and Management of Secondary Schools in Kwara State, Nigeria

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Abstract
This study investigated good governance issues in education system and management of secondary schools in Nigeria. The objectives of this study are to examine the relationship between resources management, accountability, participatory decision-making, and management of secondary schools in Nigeria. Three hypotheses were formulated and tested. Quantitative research design was used for the study. A self-constructed questionnaire titled "Good Governance and Management of Secondary Education Questionnaire" (GGMSEQ) was used to collect information for the study. The population of this study comprised all 310 principals and 6,894 teachers in public senior secondary schools in Kwara State, Nigeria. The sample of 175 principals and 364 teachers, totaling 539 participants, was selected with the use of Research Advisor's (2006) table of determining sample size of a known population, stratified random sampling technique was used to select principals and teachers from the sample schools. Thus, ensuring that all categories of principals and teachers were given an equal chance of being selected. The data collected were analyzed using Pearson Product Moment Correlation statistical analysis. All hypotheses were tested at 0.05 level of significance. The result revealed that there was a positive and significant relationship between resources management, accountability, participatory decision-making, and management of secondary schools in Nigeria. It was recommended that government should continue to ensure effective management of the resources, accountability, as well as fostering the voice of citizens through participatory decision-making towards the realization of effective management of secondary schools in Nigeria.

Keywords: Good Governance, Education, Management, Secondary School, Nigeria.

Introduction
Governance is the process by which government makes and implements policy decisions that influence the finance and delivery of education to citizens of a nation. It also implies the way and manner of how power is exercised through a country's economic, political, social and civil society

to use the country's resources for socio-economic development which have an impact on each household, individual or nation.

Good governance is an act by which political process translates to the will of the people into public policies by establishing rules that will give room for efficient delivery services to all citizens of the country. Good governance can be seen as full respect of human right, participation of people in decision making, transparency and accountability, resources management, equity, access to knowledge and the likes that foster responsibility towards the realization of goals and objectives.

Good governance in this study is a set of responsibilities and procedures exercise by an institution or government to provide strategic direction to ensure educational objectives are achieved through effective and efficient use of resources, accountability, and participation of people in decision-making. Good governance in education is concerned with how a school system composes policies, produce funds and expend funds, teacher preparation for teaching, scheming curricula and administration of school population (Khalique, 2010). This means school governance is responsible for school effectiveness, quality, and accountability.

Education means more than mere academic literacy. It is the development of that complex of knowledge, skills, attitude, and value by which people may improve their lots and sustain their nation. Educational management is the process of utilizing available resources in such a way to promote efficiently and effectively in the development of human qualities (Mishra, 2008). Educational management refers to the managerial process through which efforts of people in the educational system are coordinated, organized, controlled, directed and supervised towards the accomplishment and realization of educational goals and objectives (Abdullahi, 2018).

Good governance is a major factor in improving the quality of education. It is common knowledge that all those who have a stake in the educational system know too well the crises facing the present-day formal education. These issues include political instability in the country since its independence, shortage of funds, facilities such as classrooms, equipment teaching materials, and the likes, brain drain, youth population expansion, the rising cost of education, inadequate information, the politicization of education, shortage of education personnel, students unrest, and examination malpractice among others. Poor governance gives rise to many of the problems in the educational system of developing countries. Good governance in this study is the availability of resource, accountability, as well as participatory decision-making.

Accountability is a fundamental requirement of a good governance. It is process of expecting each member of an organization to answer to someone for doing specific tasks according to specific plans. Accountability in education is the movement geared toward ascertaining the extent of the goals and objectives of education. Accountability demands sound management of decision, policies, constant supervision and monitoring of education system. It also requires adequate record keeping, periodic evaluation of performance as well as feedback to stakeholders in the organization (Okunamiri & Ajoku, 2010).

Participatory decision-making is a situation whereby all men and women have a voice in decision-making, either directly or through an intermediate institution that represents their opinion. Participatory decision-making also refers to the way of involving people through using institutions that serve as a channel of articulating their interests in the decision-making process regardless of

gender, religion, ethnic group and the likes (Alabi, 2002). Another form of participatory decision-making in school is the Parent Teachers Association which decides on issues relevant to a class of students and the whole school. Some of these issues are related to the school code of conduct, use of materials, curriculum, adaptation, and student performance among others.

Several studies have been carried out in the area of good governance and education. Yusuf and Afolabi (2014) conducted an investigation on the effective management of tertiary education in Nigeria as a panacea to good governance and national security. Muhammad, Muhammad, Farooq, Farhan and Shazia (2015) conducted a content analysis of education and good governance in public schools of Pakistan. Amanchukwu (2011) carried out the challenges of quality education and good governance in a developing economy.

Israr and Muhammad (2014) investigated the effective management of education through good governance in Pakistan. A sample of 66 head of institutions, lectures, administrators, planners and examination experts, and 60 students from three universities were selected for the study. The findings show that there is a relationship between transparency and management of higher education.

Sumy and Giridharan (2016) carried out the implementation of good governance in secondary schools of Bangladesh. The findings of the study were obtained from qualitative data and analyzing the content of the study schools. The research clearly emphases the negative impact of corruption on education sectors especially, secondary schools due to lack of a head teacher, distortion of the decision–making process. There are several areas on good governance and education that are yet to be covered by these scholars. These include good governance, management of education, especially secondary schools in Kwara State, Nigeria. Also, these scholars left lots of gaps in that they did not look as resource management, accountability, and participatory decision-making as a critical variable to measure good governance towards enhancing effective management of education. This study on good governance in the education system and management of secondary schools in Nigeria, therefore, endeavor to fill part of these gaps yet to be covered.

The following objectives have been formulated to achieve the aim to:
   a) Investigate the relationship between resources management and management of public senior secondary schools.
   b) Examine the relationship between accountability and management of public senior secondary schools
   c) Determine the relationship between participatory decision-making and management of public senior secondary schools.

Theoretical framework
The theoretical framework of this study is based on system theory of management. The system theory was postulated by Parson (1977) as cited in Abdullahi (2018). Abdullahi (2018) viewed the system as a collection of elements unified to accomplish an overall stated goal and objective. If one part of the system is missed or removed, the others are changed as well. System focuses on the relations between the parts and how they work together as a whole. A system has various inputs such as (raw materials, money, people, technologies), processes (through planning, organizing, directing, motivating, coordinating, controlling), outputs (products, profits, satisfaction, services)

are secure by transformation through the managerial function of service providers and feedback (realized quality of life or productivity for clients). Feedback is what allows a system to attain its desired state. There are two types of feedback. The first is a negative feedback in which information on which the system reacts after the error has occurred. The second is called feed forward control or positive feedback. It is anticipatory in nature. This theory can be applied in the school system in that, a school as a system also has various inputs that are processed to produce outputs with feedback as represented in figure 1.
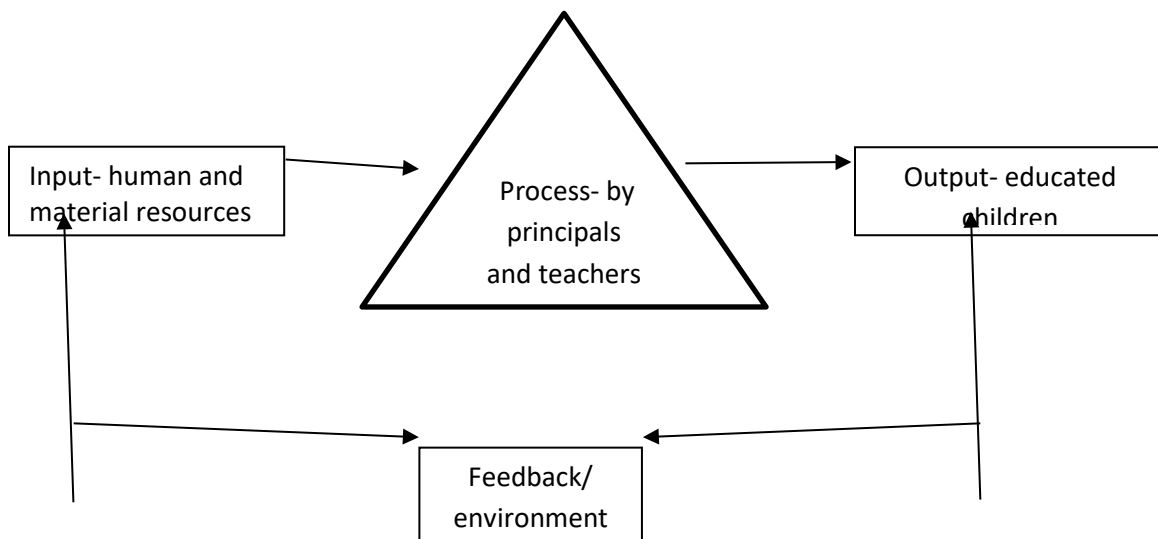
Figure 1: Theoretical framework of the General System Model Source: Adapted from Abdullahi (2018 p.25).

Every school system requires money and other resources such as building(s), desks and chairs, textbooks, black or whiteboards, water, and electricity. These are among the inputs that the school use in their daily operation in order to be able to function. In most cases, the government is responsible for supplying these inputs through the agency or a provider organization dedicated to education. Education service providers (principals, teachers, and school) process school inputs by transforming the available resources, most especially students for future services (educated children), which becomes the output of the school. Information regarding feedback and environment will concern the outputs and external environment of the school.

This study is anchored on the system theory. This is because, effective management of education depends on the availability and management of resources, accountability and participatory decision-making (good governance) towards the realization of educational goals. Good governance is one of the keys for achieving educational objectives because it comprises the responsibilities of government (policy makers), education leaders, education service providers, students, parents, and citizens. Policy makers jointly determine the policies, goals, and funding for education. Education leaders (minister) may be charged with the responsibility of achieving the goals of education and be held accountable for meeting the goals. In this regard, education leaders then put the wheel of bureaucracy in motion to allocate the resources needed and to implement the programs required to realize the stated educational goals and objectives. Principals and teachers are those that will process the input and be held accountable to parents, governing bodies, and the

ministry of education among others. The system theory is therefore applicable in this study because good governance cannot be over emphasized in the effective management of secondary schools as an open system.

Research Questions
The following research questions were raised to guide the conduct of this study:
(1)   How does management of resources enhance management of public senior secondary schools in Kwara State?
(2)   Does accountability bring about effective management of public senior secondary schools in Kwara State?
(3)   Does participatory decision-making improve management of public senior secondary schools in Kwara State?

Research Hypotheses
The following hypotheses were formulated and answered:
(1)   There is no significant relationship between management of resources and management of public senior secondary schools in Kwara State.
(2)   There is no significant relationship between accountability and management of public senior secondary schools in Kwara State.
(3)   There is no significant relationship between participatory decision-making and management of public senior secondary schools in Kwara State.

METHODOLOGY
Research Design. The qualitative research design was used in this study. The design was considered appropriate because of opportunity to obtain the opinion of the sample population, analyze the data collected with the use of appropriate data analysis technique and reach a reasonable conclusion about the population from the findings of the study.

Population and Sampling. This study focused on public senior secondary schools in Kwara State, Nigeria. The target population of this study comprised all 310 principals and 6,894 teachers in public senior secondary schools in Kwara State. A sample of 175 principals and 364 teachers constituted the total of 539 participants were selected with the use of Research Advisor (2006) table of determining sample size of a known population. Stratified random sampling technique was used to select the sample of 175 principals and 364 teachers, thus ensuring that all categories of principals and teachers were given an equal chance of being selected.

Instrumentation. A self-constructed questionnaire titled "Good Governance and Management of Secondary Education Questionnaire" (GGMSEQ) was the instrument used for data collection. The instrument had two sections; section A elicited personal information of principals and teachers, while section B elicited information concerning good governance and management of secondary education. The principals and teachers responded to the items on a four (4) point Likert-type scale as follows: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The criterion mean is given thus: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean depicts any item that is above or equal to the criterion mean value of 2.50 is agreed while the one below the criterion mean value is disagreed by the participants.

Validity and Reliability. To ensure the validity of the instrument, draft copies of the instrument were given to three experts in educational management and two experts in measurement and evaluation. Relevant adjustment and corrections were made based on their observations and recommendations. Also, 20 corrected copies were further administered to principals and teachers who are part of the sample to examine their understanding of the items wording, instructions and understandability of questions and scales in order to detect if there are any difficulties in filling the questionnaire. Therefore, some of the suggestions made were implemented appropriately before sending out final copies of questionnaire.

Reliability of the instrument was ensured by using Cronbach's alpha. The instrument's reliability index was .76. The corrected questionnaires were distributed with the help of four research assistants to the principals and teachers of sample schools in order to ensure higher rates of returns.

Data Collection Process. The researcher with the help of four research assistants personally administered the instruments to the principals and teachers of the sample senior secondary schools. The researcher and the research assistants waited for the principals and teachers to answer the questions and collected the answer scripts immediately when they had responded to the items in the instruments. Then, the instruments were retrieved and scored. Effective administration of questionnaires was also aided by the cooperation of colleagues and friends in the sample schools. In line with the guideline provided by Stanley and Wise (2010), this study emphasized the ethical issues in assuring anonymity and confidentiality of participant responses.

Data Analysis. The data gathered were analyzed using Statistical Packages for Social Science (SPSS, version 22). Descriptive analyses were used to answer the research questions. For the interpretation of the 4-point Likert scale, the composite mean for each item was collapsed into two levels namely agreed and disagreed. Whereby below 2.50 is interpreted as Disagreed and above 2.50 Agreed. The data collected for the study were analyzed using Pearson Product Moment correlation statistical analysis. The data was screened before analysis. Missing data was not an issue in this study because the researcher, with the help of research assistants administered the questionnaire to the participants and made sure the questionnaire was filled appropriately in the process of collecting. The research questions were answered using mean and standard deviation while Pearson Product Moment correlation statistical analysis was used to answer the hypotheses at (0.5) level of significance to determine the rejection or acceptance of the hypotheses.

Findings

This section discusses the result of the findings. The findings were organized based on research objectives.

Resources Management. Descriptive statistics were used to analyze the data collected from 539 participants in public senior secondary schools in Kwara State. The analysis yielded results shows in Table 1.

Table 1: Resources Management

S/N	Resources Management	Participants Response		Decision
		Mean	SD	
1.	Improving the status and working condition of teachers help in achieving educational goals	2.87	0.973	Agreed
2.	Development of information communication technology in school improve education quality.	2.93	0.932	Agreed
3.	Maintenance of school facilities such as school building, drinking water and furniture help in enhancing educational objectives.	2.91	0.977	Agreed
4.	Creating income within the school help in enhancing educational objectives.	2.84	1.037	Agreed
5.	Keeping record of resources generated from donors for effective management enhance the achievement of educational goals and objectives.	2.85	1.015	Agreed
	Grand mean	2.88	0.987	

(Mean ≥ 2.50 Agree, Mean < 2.50 Disagree)

As shown in Table 1, the grand mean principals and teachers' perception of resources management is 2.88 (SD = 0.987). This could be interpreted that participants agreed that resources management enhancing management of secondary schools. The results of the analysis for each item on resources management indicated that four out of five items showed a higher mean than the grand mean value. The items are *improving the status and working conditions of teachers help in enhancing quality education* ($M = 2.87$, $SD = 0.973$), follow by *development of information and communication technology in school improve quality education* ($M = 2.93$, $SD = 0.932$), *maintenance of school facilities such as school building, drinking water and furniture help in enhancing quality education* ($M = 2.91$, $SD = 0.977$) and *keeping record of resources generated from donors for effective management enhance the achievement of educational goals and objectives* ($M = 2.85$, $SD = 1.015$).

Meanwhile, the other one items- *creating income within the school help in enhancing educational objectives* ($M = 2.84$, $SD = 1.037$) showed lower mean than the grand mean of resources management. Therefore, all the five items of resources management have mean values (2.84) which shows higher mean than the criterion mean of (2.50) that are interpreted as agreed. This shows that the participant agreed that resources management enhance management of secondary schools in Kwara State, Nigeria.

Accountability. The second research objective is about the relationship between accountability and management of secondary schools as shown in the following.

Table 2: Accountability as Responded by Participants

S/N	Accountability	participants Response		Decision
		Mean	SD	
6.	Establishment of clear and transparent rules for the appointment of educational managers bring about effective realization of educational goals.	2.89	0.974	Agreed
7.	Appropriate safeguarding of public fund and properties from abuse enhance effective educational system.	2.93	0.954	Agreed
8.	Allowing parents receive an annual report on the finance and academic performance of the school enhance quality learning.	2.88	0.477	Agreed
9.	Effective allocation of scarce resources in education enhance quality learning.	2.85	1.026	Agreed
10.	Effective record keeping and updated usually bring about quality education.	2.86	.997	Agreed
	Grand mean	2.88	0.886	

(Mean > 2.50 Agree, Mean <2.50 Disagree). Researcher field work

The second research objective is about accountability as shown in Table 2, the grand mean for principals and teachers' perception of accountability is 2.88 (SD = 0.886). This could be interpreted that participants agreed that accountability brings about effective management of secondary schools. The results of the analysis for each accountability indicated that three out of five items of accountability showed a higher and equal to the grand mean value. The items are *establishment of clear and transparent rules for the appointment of educational managers* (M = 2.89, SD = 0.974), follow by *appropriate safeguarding of public fund and properties from abuse enhance effective educational system* (M = 2.93, SD = 0.954), *allowing parents receive an annual report on the financial and academic performance of the school enhance quality learning* (M = 2.88, SD = 0.477)

Meanwhile, the other two items – *effective allocation of scarce resources in education enhance quality learning* (M = 2.85, SD = 1.026) and *effective record keeping and updated usually brings about quality education* (M = 2.86, SD = .997) showed lower mean than the grand mean of accountability. However, all the five items of accountability have mean value of 2.88, which is higher than the criterion mean value of 2.50 which was interpreted as agreed. This shows that participants agreed that accountability brings about effective management of secondary schools in Kwara State, Nigeria.

Participatory Decision-Making. Descriptive analysis of the data on participatory decision-making in public senior secondary schools in Kwara State, as shown in Table 3.

Table 3: Participatory Decision-Making

S/N	Participatory Decision-Making	Participants Response		Decision
		Mean	SD	
11.	Facilitation of all procedures to allow civil society and private sector to participate in the educational process improve quality education.	2.87	0.973	Agreed
12.	Provision of decentralization as a means of increasing grassroots participation will improve quality of education,	2.95	0.932	Agreed
13.	Effective and active participation of stakeholders helps in generating essential resources for the school.	2.77	0.977	Agreed
14.	Allowing students and board of trustees to play their roles in planning, implementation, monitoring and evaluation for better enhancement of quality education.	2.84	1.037	Agreed
15.	Develops a sense of belongingness which helps to achieve the needed cooperation and co-ordination in the implementation of the decision.	2.86	1.015	Agreed
	Grand mean	2.86	0.987	

(Mean > 2.50 Agree, Mean < 2.50 Disagree) Researcher field work

As shown in Table 3, the grand mean for principals and teachers' perception on participatory decision-making is 2.86 (SD = 0.987). This could be interpreted that participants agreed that participatory decision-making improve management of secondary schools. The results of the analysis for each participatory decision-making indicated that three out of five items of participatory decision-making showed a higher and equal mean to grand mean value. The items are *facilitation of all procedures to allow civil society and private sector to participate in the educational process improve quality of education* ($M = 2.87$, $SD = 0.973$), followed by *provision of decentralization as a means of increasing grassroots participation will improve quality of education* ($M = 2.95$, $SD = 0.932$), *develops sense of belongingness which helps to achieve the needed cooperation and co-ordination in the implementation of the decision* ($M = 2.86$, $SD = 1.015$).

Meanwhile, the other two items – *effective and active participation of stakeholders helps ingenerating essential resources for the school* ($M = 2.77$, $SD = .977$) and *allowing students and board of trustees to play their roles in planning, implementation, monitoring and evaluation for better enhancement of quality education* ($M = 2.84$, $SD = 1.037$) showed a lower mean than the grand mean of participatory decision-making. However, all the five items of participatory decision-making have mean values (2.86) higher than the criterion mean value of 2.50. This shows that participants agreed that participatory decision-making improves effective management of secondary schools in Kwara State, Nigeria.

Hypotheses Testing. The analysis method applied in the course of this research work was the use of Pearson Product Moment correlation coefficient to test the set hypotheses.

H01: There is no significant relationship between resources management and management of secondary schools

Table 4: Resources Management and Management of Public Senior Secondary Schools

Variable		N	$\bar{x}$	SD	df	Cal-r	*p*-value	Decision
Resources management		539	11.53	3.739				
					1077	0.90	.000	Rejected
Management secondary schools	**of**	539	2.88	.987				

Table 4 indicates that the calculated *r*-value = .90 and *p*-value is .000 at 0.05 level of significance. This shows that there is a positive and significant relationship between resources management and management of public senior secondary school schools. Therefore, the hypothesis that states there is no significant relationship between resources management and management of public senior secondary schools is rejected.

H02: There is no significant relationship between accountability and management of public senior secondary schools.

Table 5: Accountability and Management of Public Senior Secondary Schools.

Variable		N	$\bar{x}$	SD	df	Cal-r	*p*-value	Decision
accountability		539	12.08	3.777				
					1077	0.90	.000	Rejected
Management Secondary schools	**of**	539	2.88	.886				

Table 5 indicates that the calculated *r*-value = .90 and *p*-value is .000 at 0.05 level of significance. This shows that there is a positive and significant relationship between accountability and management of public senior secondary schools. Therefore, the hypothesis which states that there is no significant relationship between accountability and management of public senior secondary schools is rejected.

H03: There is no significant relationship between participatory decision-making and management of public senior secondary schools.

Table 6: Participatory Decision-Making and Management of Public Senior Secondary School

Variable	N	$\bar{x}$	SD	df	Cal-r	*p*-value	Decision
Participatory decision-making	539	11.88	3.84				
				1077	0.89	.000	Rejected
Management of secondary schools	539	2.90	2.132				

Table 6 indicates that the calculated r value = .89 and p-value is .000 at 0.05 level of significance. This shows that there is a positive and significant relationship between participatory decision-making and management of secondary schools. Therefore, the hypothesis which states that there is no significant relationship between participatory decision-making and management of public senior secondary schools is rejected.

Discussion
The result of question one analysis and findings in Table 1 shows that effective management of resources is necessary for appropriate management of secondary schools in Kwara State, in such that improving the status and working conditions of teachers help in achieving quality education, development of information and communication technology in schools improves the quality of education. Maintenance of school facilities such as school buildings, drinking water, and furniture help in enhancing quality learning, creating income within the school, help in enhancing educational objectives as well, as keeping a record of resources generated from donors for effective management of school. Results from hypothesis one revealed that there is a positive and significant relationship between resources management and management of public senior secondary schools in Kwara State, Nigeria. These findings agreed with Israr and Muhammad (2014) that the utilization of physical and human resources through cooperative efforts of planning, organizing, directing and controlling improve effective management of education. These findings conform to Ogunu (2000) that adequate financial input is very important to the success of any educational system because the provision of any facilities and equipment such as payment of staff salaries, procurement of materials and the likes is dependent upon the availability of fund. These findings germane to Ofojebe (2007) that inadequate resource allocation presented constraints to efficient management of the education system.

The findings in Table 2 show that accountability brings about effective management of secondary schools in Kwara State, Nigeria. These are: establishment of clear and transparent rules for the appointment of educational managers, appropriate safeguarding of public funds and properties from abuse to enhance an effective educational system, allowing parents to receive an annual report on the financial and academic performance of the effective allocation of scarce resources in education to enhance quality learning, as well as effective record keeping and updates. These usually bring about quality education. The result from the hypothesis two analysis showed that there is a positive and significant relationship between accountability and management of the public senior secondary school. These findings agreed with Sumy and Giridharam (2016) that good governance could serve as an entry point to raising institutional performance in the delivery of education services. These findings conformed to Durosaro (1998) that accountability in education is a means to an end for the

efficiency of educational management. Thus, this becomes a pragmatic way of assessing education outcomes.

Question three analysis and findings in Table 3 show that participants agreed with the view that participatory decision-making improves effective management of secondary schools in Kwara State, Nigeria. These are: facilitation of all procedures to allow civil society and the private sector to participate in the educational process improve the quality of education, provision of decentralization as a means of increasing grassroots participation will improving quality education, effective and active participation of stakeholders as they help in generating essential resources for the school, allowing students and board of trustees to play their roles in planning, implementation, monitoring and evaluation for better enhancement of quality education as well as develop a sense of belongingness which helps to achieve the needed cooperation and co-ordination in the implementation of the decision. The result from hypothesis three shows that there is a positive and significant relationship between participatory decision-making and effective management of public senior secondary schools. These findings conformed to Joshua's and Samuel's (2013) research whereby the participatory decision-making system influences students' performance as the teacher, students, and other stakeholders provide a number of inputs that lead to academic improvement. These findings conformed to Ojokuku and Sajuyigbe (2014) that participation in decision-making has been recognized as a managerial tool for improving organizational performance. These findings are also germane to the finding of March (2010) who indicated that participatory decision-making in school results to optimal management of education system. Therefore, resources management, accountability, and decision-making are the inter-related elements that serve as a system for realizing proper management of public secondary schools in education.

Implications and Recommendations
The findings of this study would be of great benefit to the government, stakeholders in education, such as Ministry of Education, principals, teachers and the beneficiaries of education (students and parents) and the community at large. This study would help the government and Ministry of Education to provide resources and ensure appropriate management of the resources in order to achieve effective management of secondary education. The findings of this study will also help the government as an educational planner to strengthening external accountability by providing information on budget allocation to the public as a way of displaying good governance towards the achievement of proper management of secondary education. Perhaps the findings of this study would help the principals and teachers to effectively manage the resources provided by the government so as to ensure efficient and effective realization of educational goals. Also, this study would encourage parents and students to understand their roles in supporting and involving in educational policy in order to achieve educational goals and objectives. Finally, it would serve as a useful guide and reference point for future researchers in the field of education. Based on the findings of this study, it was recommended that government should continue to provide appropriate and adequate educational resources and ensure effective management of the resources towards the realization of quality learning through adequate maintenance of school facilities, keeping a record of resources generated from donors, improving the status and working conditions of teachers, as well as development of information and communication technology in schools. Effort should also be made to strengthen external accountability by improving access to information on education for stakeholders (parents and civil society) regarding budget allocations and disbursement in order to

ensure effective allocation of scarce resources, effective record keeping and update, appropriate safeguarding of public funds and properties from abuse, as well as allowing parents to receive an annual report on the financial and academic performance of the schools. The voice of citizens should be fostered through the involvement of those that are directly affected by education policy to contribute their opinion in planning and decision-making in order to facilitate participation in civil society and participate in the educational process, allowing students and boards of trustees to play their roles for better enhancement of quality education, effective and active participation of stakeholders in generating essential resources for schools, provision of decentralization as a mean of grassroots participation towards ensuring good governance for effective management of secondary schools. It develops a sense of belongingness which helps to achieve the needed cooperation and co-ordination in the implementation of the decision towards realization of effective management of secondary education in Nigeria.

Conclusion
This study like other study has limitations. For example, further research can expand this study by looking into different variables of measuring good governance apart from resources management, accountability, and participatory decision-making. Also, this study can be carried out in primary schools and tertiary institutions. Furthermore, this study can be carried out in other countries as well as using different statistical methods apart from the one using in this study.

The primary goal of secondary education in Nigeria is to produce the required skill and trained manpower needed for management of the economic, social, and political systems and contribute immensely to good governance. This level of education is effectively managed through effective management of resources, accountability, and involving stakeholders in decision-making. Good governance is a sure way to prepare an individual to render quality services to the nation. Management of secondary school can be achieved by providing resources for the welfare of the students, provision of accountability and transparency, recognizing the feeling of the people and involving and involving them in the decision pertaining to educational policy in order to achieve educational goals and objectives. Therefore, the participants of this study agreed that resources management, accountability, and participatory decision-making enhance effective management of secondary education.

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