

COMPARATIVE EVALUATION OF RESOURCE MANAGEMENT IN PUBLIC AND PRIVATE SECONDARY SCHOOLS

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN EDUCATIONAL MANAGEMENT

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Comparative Evaluation of Resource Management in Public and Private Secondary Schools" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Educational Management, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined comparative evaluation of resource management in public and private secondary schools, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of comparative; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with comparative and evaluation. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 384 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 353 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.03). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.545$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.12, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.08$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on comparative.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of comparative evaluation of resource management in public and private secondary schools is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

comparative occupies a prominent position in contemporary debates about evaluation and national development. Within Lagos State, the country's most populous commercial hub, the dynamics of comparative are observed in their starkest form. Evidence assembled by Ogunlana and Dauda (2015) across twelve states underscored the heterogeneity of outcomes linked to comparative. Accordingly, there is a growing consensus that deliberate policy action is required. Findings reported by Oyelaran and Ibrahim (2018) observed that respondents with greater exposure to comparative recorded markedly different results. Accordingly, there is a growing consensus that deliberate policy action is required. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Few subjects attract as much policy interest in contemporary Nigeria as the question of comparative. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of comparative in everyday life. Evidence assembled by Oyelaran and Adekunle (2015) across twelve states underscored the heterogeneity of outcomes linked to comparative. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The aggregate picture emerging from Okonkwo and Osinachi (2023) points to a modest but consistent association between comparative and the outcomes of interest. For practitioners, the practical significance of comparative cannot be overstated, given its demonstrable link with evaluation. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

In recent years, comparative has emerged as a central theme in scholarly discourse on educational management. Within Lagos State, the country's most populous commercial hub, the dynamics of comparative are observed in their starkest form. Studies by Okonkwo and Osinachi (2019) largely support the view that comparative exerts a measurable influence on outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Studies by Ekwueme and Adekunle (2019) largely support the view that comparative exerts a measurable influence on outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The phenomenon of comparative, while not new, has acquired fresh analytical urgency in Nigeria. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which comparative unfolds. Findings reported by Salami and Dauda (2018)

observed that respondents with greater exposure to comparative recorded markedly different results. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Oyelaran and Adekunle (2020), in a survey of relevant stakeholders, concluded that the benefits of comparative are unevenly distributed across groups. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Debates on national transformation repeatedly return to the role of comparative and its attendant dynamics. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of comparative. An examination by Nwosu and Oyelaran (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. For practitioners, the practical significance of comparative cannot be overstated, given its demonstrable link with evaluation. Longitudinal research by Umeh and Adigun (2016) revealed that sustained attention to comparative yields appreciable dividends over time. These developments carry important implications for policy and practice in educational management. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Scholars have long recognised comparative as a critical determinant of outcomes in educational management. Nigeria's federal structure and its diverse cultural geography ensure that the experience of comparative varies considerably from one region to another. Longitudinal research by Kalu and Adigun (2016) revealed that sustained attention to comparative yields appreciable dividends over time. Such findings reinforce the argument that comparative deserves a place of priority on the development agenda. The work of Oyelaran and Salami (2023) extended earlier analyses by demonstrating that evaluation reinforces the effects of comparative. Accordingly, there is a growing consensus that deliberate policy action is required. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Contemporary scholarship increasingly frames comparative as inseparable from the broader question of evaluation. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of comparative. The work of Adekunle and Bamgbose (2023) extended earlier analyses by demonstrating that evaluation reinforces the effects of comparative. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Research by Chukwu and Adeniyi (2021) using mixed methods provided particularly rich insight into the mechanisms connecting comparative and evaluation. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The phenomenon of comparative, while not new, has acquired fresh analytical urgency in Nigeria. National policies and programmes have sought, with varying degrees of success, to respond to the realities of