

STRATEGIC PLANNING AND RESOURCE MANAGEMENT IN THE ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN OKIGWE EDUCATION ZONE, IMO STATE

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Abstract

The study investigated strategic planning and resource management in the administration of public secondary schools in Okigwe Education Zone, Imo State, Nigeria. A descriptive survey research design was adopted to obtain relevant information from the respondents. The study area comprised all public secondary schools in Okigwe Education Zone, and the population consisted of 466 school administrators. Due to the manageable size of the population, the entire population was studied without sampling. Data were collected using a self-structured questionnaire titled Strategic Planning and Resource Management Questionnaire (SPRMQ). The instrument was face validated by experts in the Department of Educational Administration, and reliability was established using Cronbach's Alpha, yielding a coefficient of 0.82, indicating high reliability. Data collection involved direct administration of the questionnaire to the respondents. Data were analyzed using mean and standard deviation, with a decision rule of 2.50 as the criterion mean. The findings revealed that administrators actively engage in strategic planning to set goals, review plans, and involve staff in decision-making. It was also found that human, material, and financial resources are effectively managed to enhance school performance and administrative efficiency. Based on the findings, it is recommended that school administrators should regularly monitor and evaluate strategic plans and resource utilization to sustain efficiency. The study contributes to knowledge by providing empirical evidence on the operationalization of strategic planning and resource management in public secondary schools in Imo State.

Keywords: Strategic planning, resource management, human resources, material resources

Introduction

Education is the foundation for national development and social progress. It plays a crucial role in building human capital and equipping citizens with the knowledge and skills necessary for societal transformation. According to Nwagwu (2020), the quality of education provided in any country is closely linked to the effectiveness of school administration and the ability of educational leaders to plan and manage resources efficiently. In Nigeria, the administration of public secondary schools faces several challenges that undermine educational goals, including poor planning, inadequate funding, and mismanagement of resources (Okafor, 2021). These issues make it difficult for schools to achieve their objectives and meet the learning needs of students. Strategic planning is an essential management process that enables school administrators to define their direction, set priorities, and allocate resources effectively. As noted by Ofojebe (2020), strategic planning involves identifying long-term goals, assessing internal and external environments, and designing strategies that will ensure the attainment of institutional objectives. In the context of school administration, strategic planning helps principals to anticipate challenges, make informed decisions,

and create a roadmap for school improvement. When properly implemented, it enhances organizational effectiveness and ensures that educational institutions operate with purpose and direction (Eze, 2021).

Resource management, on the other hand, refers to the effective and efficient utilization of available resources, human, material, financial, and time to achieve educational objectives. It is the process of planning, organizing, and controlling resources to produce maximum results with minimal waste. According to Udeh (2018), the success of any educational institution depends largely on how well its resources are managed. Poor resource management often leads to wastage, low productivity, and poor academic performance. Therefore, administrators must develop strategies to ensure equitable distribution, accountability, and sustainability in resource utilization. In the Nigerian education system, public secondary schools continue to experience significant administrative and resource-related challenges. In Imo State, particularly in the Okigwe Education Zone, many schools operate under conditions of limited funding, dilapidated infrastructure, inadequate instructional materials, and shortage of qualified teachers. These problems have been linked to poor strategic planning and ineffective resource management practices by school administrators (Nwachukwu, 2022). As a result, students' academic performance and the overall quality of education have continued to decline in the area.

Given these challenges, it has become necessary to examine how strategic planning and resource management influence the administration of public secondary schools in Okigwe Education Zone, Imo State. This study, therefore, aims to investigate the extent to which strategic planning and effective resource management practices contribute to efficient school administration and improved educational outcomes in the study area. Education is universally recognized as the cornerstone of national growth and human development. It provides the skills, knowledge, and values that enable individuals to contribute meaningfully to the progress of society. In achieving the goals of education, the roles of planning, resource utilization, and administrative effectiveness cannot be overemphasized. For schools to function efficiently, administrators must develop a clear sense of direction, manage resources wisely, and ensure that all school operations are well-coordinated. Within this context, the concepts of strategic planning, resource management, and administration become central to the effective functioning of public secondary schools, particularly in Okigwe Education Zone, Imo State.

Strategic planning is an essential process that gives purpose and direction to educational institutions. It provides a framework through which administrators anticipate future challenges, set priorities, and make decisions that guide long-term institutional success. Nwankwo (2019) viewed strategic planning as a deliberate process of determining an organization's long-term goals and developing methods to achieve them. In the opinion of Ofojebe (2020), it is a continuous effort by school leaders to assess internal and external factors that influence school performance and to design strategies for improvement. Eze (2021) described it as a proactive approach that helps institutions allocate resources efficiently, strengthen operations, and ensure progress toward established objectives. Ukeje (2020) emphasized that strategic planning in education promotes accountability and purposeful leadership by aligning activities with vision and mission statements. Similarly, Okorie (2022) maintained that strategic planning enables educational managers to anticipate future needs, organize human and material inputs, and evaluate progress toward desired outcomes. In this

study, strategic planning refers to the systematic process through which principals and educational leaders in public secondary schools within Okigwe Education Zone set objectives, design actionable programs, and evaluate their performance to enhance the overall effectiveness of their schools.

Closely related to strategic planning is resource management, which focuses on how available inputs are utilized to accomplish institutional goals. Effective resource management ensures that both human and material resources are used productively and sustainably. Udeh (2018) described resource management as the systematic coordination and control of resources to achieve maximum productivity. Egboka (2019) explained it as the rational and balanced use of school resources to improve teaching and learning outcomes. According to Okafor (2021), resource management involves the judicious allocation of funds, staff, and materials to promote efficiency and accountability. Nwachukwu (2022) asserted that the effective management of school resources reduces waste and ensures that educational objectives are achieved within available means. In the same vein, Nwosu (2020) observed that successful schools are those that manage their finances, facilities, and personnel effectively to sustain quality education. Operationally, resource management in this study denotes the capacity of school administrators in Okigwe Education Zone to plan, allocate, and utilize human, material, and financial resources in a manner that enhances teaching, learning, and institutional sustainability.

Resource management naturally connects to administration, since managing an educational institution requires a blend of planning, organizing, directing, and controlling all activities to achieve set objectives. Administration serves as the coordinating force that harmonizes all components of the school system. Nwankwo (2019) defined administration as the process of systematically arranging and directing human and material efforts toward achieving organizational goals. Ukeje (2020) explained it as the art of mobilizing resources and personnel through effective planning, organizing, and supervision to achieve the aims of education. According to Obi (2020), educational administration entails the process of designing, implementing, and evaluating school programs to promote efficiency and excellence. Okeke (2021) viewed administration as the coordination of all school operations, including human relations, finance, and instructional supervision, for improved institutional performance. Eze (2022) further noted that educational administration promotes teamwork, accountability, and goal-oriented practices that ensure school effectiveness. In this study, administration refers to the leadership and management processes through which principals and school heads in Okigwe Education Zone coordinate personnel, resources, and activities to maintain order, achieve efficiency, and promote academic excellence.

Therefore, administration integrates both strategic planning and resource management, serving as the platform upon which both concepts operate. While strategic planning provides the vision and direction for the school system, resource management ensures that the necessary inputs are adequately and efficiently utilized to realize those plans. The effective combination of these two elements determines the success of school administration and the quality of education in public secondary schools within Okigwe Education Zone, Imo State. Education systems worldwide have moved from routine, short-term decision making toward more deliberate, evidence-informed approaches that emphasize planning, accountability, and strategic use of scarce resources. Contemporary scholarship shows a shift to participatory and data-

driven strategic planning in schools, where school heads combine situational analysis, stakeholder engagement, and monitoring and evaluation to create actionable plans (Nwankwo 2019; Ofojebe 2020). Advances include the integration of information and communication technology into planning and resource tracking, greater use of school-based management and decentralised decision rights to improve responsiveness, and growing attention to public–private partnerships and community mobilization as mechanisms for resource mobilisation (Eze 2021; Okorie 2022). In resource management, recent work emphasizes transparent financial controls, systematic maintenance regimes for infrastructure, strategic human resource deployment, and results-oriented budgeting that ties inputs to learning outcomes (Udeh 2018; Nwosu 2020). Studies in the Nigerian context have begun to document how these global trends translate locally: some researchers report improvements when principals adopt strategic planning and accountability measures, while others point to persistent constraints such as irregular funding, weak implementation capacity, and poor follow-through on plans (Okafor 2021; Nwachukwu 2022).

Despite these developments, important limitations remain in the literature. First, much of the existing research is national or regional in scope and does not examine locality-specific dynamics; there is a paucity of rigorous empirical work focused on Education Zones such as Okigwe Education Zone in Imo State, where political, socioeconomic, and institutional contexts may shape both planning and resource management in distinctive ways (Nwachukwu 2022). Second, many studies describe the presence of strategic plans on paper but do not assess the fidelity of implementation or the causal link between planning practices and measurable school outcomes; there is scarce evidence connecting specific planning processes or resource management practices to changes in teacher effectiveness, student attainment, or infrastructure sustainability (Ofojebe 2020; Eze 2021). Third, methodological gaps persist: relatively few studies adopt mixed-method or longitudinal designs that capture implementation over time and the perspectives of multiple stakeholders (principals, teachers, parents, local education authorities). Fourth, limited attention has been paid to how information and communication technologies are actually used by school administrators in resource tracking and plan monitoring in under-resourced zones, and to what extent ICT adoption mitigates or exacerbates existing capacity gaps (Udeh 2018; Nwosu 2020). Fifth, there is inadequate analysis of equity dimensions and gendered effects of resource allocation decisions in public secondary schools, including whether resource management practices favour some schools or groups of students over others (Okafor 2021).

Therefore, this study addresses those gaps by providing locality-specific, empirical evidence from public secondary schools in Okigwe Education Zone, Imo State. It will move beyond documenting the existence of strategic plans to examine how planning processes are conducted, how resources are actually allocated and monitored, and how these practices influence observable administrative performance and educational outcomes. Using a mixed-method approach that combines structured surveys of school administrators and teachers with in-depth interviews and document analysis, the study will assess implementation fidelity, identify enabling and constraining factors (including human capacity, funding flows, and technology use), and surface stakeholder perspectives from the community and local education authorities. By linking planning and resource management practices to administrative indicators—such as timeliness of budget execution, frequency of maintenance

activities, teacher attendance, and basic student performance measures—the research will generate actionable recommendations tailored to the Okigwe Education Zone context. In doing so, the study contributes both to the empirical literature on school strategic planning and resource management in Nigeria and to practical policy conversation about strengthening school administration where resource constraints are acute.

Statement of the Problem

Education remains the bedrock of national development and an essential tool for societal transformation. For any school system to achieve its educational objectives, there must be effective planning, prudent management of resources, and efficient administration. Ideally, public secondary schools should operate within a well-structured framework guided by strategic planning and supported by sound resource management practices. Through effective strategic planning, administrators are expected to identify goals, assess challenges, allocate resources judiciously, and implement programs that promote quality teaching and learning. Likewise, resource management should ensure that human, material, and financial resources are adequately provided, equitably distributed, and efficiently utilized to sustain school operations and enhance students' performance. In such an ideal environment, school administrators would be visionary leaders who coordinate planning and resource management to achieve educational excellence. However, the real situation in many public secondary schools in Nigeria, particularly in Okigwe Education Zone of Imo State, presents a different reality. School administration in the area continues to face persistent challenges such as poor funding, inadequate infrastructure, shortage of qualified teachers, irregular maintenance of facilities, and ineffective supervision. Many schools lack clearly defined strategic plans, and where such plans exist, they are rarely implemented or reviewed. The absence of proper planning often leads to mismanagement of available resources, resulting in wastage, underutilization, and poor accountability. Most school administrators also lack adequate training in modern planning and management techniques, which limits their ability to align school activities with strategic objectives. These deficiencies contribute to the declining quality of education, low staff morale, and poor student achievement in the region. It is against this backdrop that the present study seeks to examine strategic planning and resource management in the administration of public secondary schools in Okigwe Education Zone, Imo State. The study intends to determine how effectively school administrators engage in strategic planning, how resources are managed and utilized, and how both factors jointly influence the overall effectiveness of school administration. By investigating these relationships, the study aims to identify the major constraints to effective planning and resource utilization and to provide practical recommendations that will enhance administrative performance and educational outcomes in public secondary schools within the zone.

Purpose of the Study

The main purpose of this study is to examine strategic planning and resource management in the administration of public secondary schools in Okigwe Education Zone, Imo State. Specifically, the study seeks to:

1. Identify how school administrators practice strategic planning in public secondary schools in Okigwe Education Zone, Imo State.
2. Assess how human resources are managed in public secondary schools in Okigwe Education Zone, Imo State.
3. Examine how material resources are managed in public secondary schools in Okigwe Education Zone, Imo State.
4. Determine how financial resources are managed in public secondary schools in Okigwe Education Zone, Imo State.

Research Questions

The following research questions guide the study:

1. How do school administrators practice strategic planning in public secondary schools in Okigwe Education Zone, Imo State?
2. How are human resources managed in public secondary schools in Okigwe Education Zone, Imo State?
3. How are material resources managed in public secondary schools in Okigwe Education Zone, Imo State?
4. How are financial resources managed in public secondary schools in Okigwe Education Zone, Imo State?

Methods

This study adopted a descriptive survey research design to investigate strategic planning and resource management in the administration of public secondary schools in Okigwe Education Zone, Imo State. The choice of this design was to enable the collection of first-hand information from the respondents on the topic of study. The study was conducted in all public secondary schools within Okigwe Education Zone, Imo State. The population of the study comprised 466 school administrators from the public secondary schools in the study area. Since the population was relatively small and manageable, the entire population was used for the study, and no sampling technique was employed. Data were collected using a self-structured questionnaire developed specifically for this study and titled Strategic Planning and Resource Management Questionnaire (SPRMQ), derived from the study topic. The instrument was validated by experts from the Department of Continuing Educational Management and one from Research, Measurement and Evaluation, Department of Science Education, all in the Faculty of Education, Enugu State University of Science and Technology, Enugu. The reliability of the instrument was determined using Cronbach's alpha, which yielded a coefficient of 0.82, indicating high reliability. Data collection involved the direct administration of the SPRMQ to all 466 school administrators in the study area. Respondents were guided on how to complete the questionnaire to ensure accuracy and completeness. The data obtained were analyzed using descriptive statistics, specifically mean and standard deviation, with a decision rule of 2.50 as the criterion mean for interpreting the responses.

Results

Table 1: Mean and Standard Deviation of Responses on How School Administrators Practice Strategic Planning in Public Secondary Schools in Okigwe Education Zone, Imo State

S/N	Item Statement	Mean (\bar{X})	Std Dev (SD)	Decision
1	School administrators set clear goals and objectives for school improvement.	3.42	0.81	A
2	Strategic plans are developed through collaborative efforts among staff.	3.36	0.76	A
3	Administrators periodically review and update school plans to meet new challenges.	3.29	0.84	A
4	The school's vision and mission guide administrative decisions.	3.18	0.79	A
5	Strategic planning is used to allocate resources effectively.	3.11	0.83	A
6	Staff are involved in decision-making during strategic planning sessions.	3.07	0.75	A
7	Monitoring and evaluation systems are part of the planning process.	2.98	0.80	A
8	Strategic planning enhances communication and teamwork among school staff.	2.94	0.77	A
9	Strategic planning helps identify priorities in academic and administrative tasks.	2.91	0.82	A
10	Administrators use feedback to improve future planning and execution.	2.87	0.74	A
Aggregate (Overall Mean & SD)		3.11	0.79	A

The data in Table 1 indicate that school administrators themselves report a high level of engagement in strategic planning activities. The aggregate mean ($\bar{X}=3.11$) and standard deviation ($SD = 0.79$) show that administrators consistently set goals, develop plans collaboratively with staff, and review these plans periodically. Since ($\bar{X} > 2.50$), it confirms that strategic planning is a regular practice in their administrative roles. The low standard deviation ($SD < 1.00$) suggests consistency in responses across administrators. Quantitatively, this demonstrates that strategic planning is operationalized as a managerial tool by the administrators themselves, enhancing structured decision-making, efficient resource allocation, and overall school management effectiveness.

Table 2: Mean and Standard Deviation of Responses on How Human Resources Are Managed in Public Secondary Schools in Okigwe Education Zone, Imo State

S/N	Item Statement	Mean (\bar{X})	Std Dev (SD)	Decision
1	Teachers are adequately motivated through promotions and incentives.	3.28	0.82	A
2	Staff development programs and in-service training are regularly conducted.	3.14	0.79	A
3	Teachers are effectively deployed according to their qualifications and subject specialization.	3.10	0.81	A
4	Staff performance is regularly monitored and appraised.	3.05	0.78	A
5	Administrators ensure staff welfare and resolve	3.02	0.80	A

	personnel issues promptly.			
6	Teachers are involved in decision-making concerning school policies.	2.97	0.77	A
7	Communication between administrators and staff is open and consistent.	2.93	0.75	A
8	Teachers' workload is fairly distributed to prevent burnout.	2.90	0.76	A
9	Staff meetings are conducted to discuss performance and improvement strategies.	2.88	0.74	A
10	Administrators provide constructive feedback to improve staff performance.	2.85	0.73	A
Aggregate (Overall Mean & SD)		3.09	0.78	A

Data in Table 2 shows that school administrators in public secondary schools within Okigwe Education Zone actively manage human resources. The aggregate mean ($\bar{X}=3.09$) and standard deviation ($SD=0.78$) indicate that administrators consistently implement strategies including staff motivation, professional development, performance appraisal, and fair workload distribution. Since ($\bar{X} > 2.50$), it confirms that human resource management is systematically practiced by administrators themselves. The low variability ($SD < 1.00$) demonstrates consistency in these practices across schools. Quantitatively, this suggests that effective human resource management enhances teacher productivity, strengthens staff commitment, and contributes positively to overall administrative efficiency (HRM \propto AE).

Table 3: Mean and Standard Deviation of Responses on How Material Resources Are Managed in Public Secondary Schools in Okigwe Education Zone, Imo State

S/N	Item Statement	Mean (\bar{X})	Std Dev (SD)	Decision
1	Classrooms and teaching facilities are adequately provided and maintained.	3.25	0.80	A
2	Libraries and laboratories are well-equipped and utilized effectively.	3.18	0.78	A
3	Teaching and learning materials are distributed according to need.	3.12	0.82	A
4	School administrators ensure regular maintenance of school infrastructure.	3.08	0.79	A
5	Equipment and instructional materials are efficiently monitored to prevent misuse.	3.05	0.77	A
6	Administrators supervise the use of school facilities to optimize utilization.	3.02	0.75	A
7	School inventory records are kept accurately and updated regularly.	2.98	0.74	A
8	Materials are allocated to staff and students based on priority and relevance.	2.95	0.76	A
9	Administrators ensure proper storage and security of teaching resources.	2.91	0.73	A
10	Periodic assessment of material resources is conducted for planning purposes.	2.87	0.72	A
Aggregate (Overall Mean & SD)		3.04	0.77	A

Data in Table 3 shows that school administrators in public secondary schools within Okigwe Education Zone actively manage material resources. The aggregate mean ($\bar{X}=3.04$) and standard deviation ($SD=0.77$) indicate that administrators consistently provide, monitor, and maintain teaching and learning facilities. Since ($\bar{X}>2.50$), it confirms that material resource management is systematically practiced by the administrators themselves. The low standard deviation ($SD<1.00$) suggests minimal variation in responses, indicating consistency across schools. Quantitatively, this demonstrates that effective management of material resources enhances teaching efficiency, optimizes utilization of facilities, and contributes positively to overall administrative effectiveness (MRM \propto AE).

Table 4: Mean and Standard Deviation of Responses on How Financial Resources Are Managed in Public Secondary Schools in Okigwe Education Zone, Imo State

S/N	Item Statement	Mean (\bar{X})	Std Dev (SD)	Decision
1	School funds are allocated according to priority needs.	3.30	0.81	A
2	Administrators prepare annual budgets for school activities.	3.25	0.79	A
3	Financial records are accurately maintained and updated regularly.	3.18	0.77	A
4	School administrators monitor expenditures to prevent wastage.	3.12	0.80	A
5	Funds are used transparently and accountably for school development.	3.08	0.78	A
6	School administrators ensure timely disbursement of resources to departments.	3.05	0.76	A
7	Financial planning considers both short-term and long-term needs of the school.	3.02	0.75	A
8	Administrators involve staff in budgeting and financial decision-making.	2.98	0.74	A
9	Financial reports are presented to stakeholders periodically.	2.95	0.73	A
10	Audits are conducted regularly to ensure proper financial management.	2.92	0.72	A
Aggregate (Overall Mean & SD)		3.08	0.77	A

Data in Table 4 shows that school administrators in public secondary schools within Okigwe Education Zone actively manage financial resources. The aggregate mean ($\bar{X}=3.08$) and standard deviation ($SD=0.77$) indicate that administrators consistently engage in budgeting, allocation, monitoring, and transparent use of school funds. Since ($\bar{X}>2.50$), it confirms that financial resource management is systematically practiced by administrators themselves. The low standard deviation ($SD<1.00$) demonstrates uniformity in responses across schools. Quantitatively, this indicates that effective financial management enhances accountability, optimizes resource utilization, and contributes positively to overall school administrative effectiveness (FRM \propto AE).

Discussion of Findings

The findings of the study revealed that most school administrators in public secondary schools in Okigwe Education Zone engage in strategic planning, but their practices are not consistent or systematic. Many administrators prepare school development plans and set educational goals, yet these plans are often not effectively implemented or reviewed periodically. The findings are in consonance with the study of Eze (2021), who posited that strategic planning remains a critical tool for guiding educational decisions and improving school outcomes when properly executed. Similarly, Ofojebe (2020) found that strategic planning enables schools to anticipate challenges, allocate resources effectively, and align their objectives with educational policies, though many Nigerian schools still struggle with poor plan implementation due to inadequate administrative capacity. The current study therefore supports earlier assertions that while awareness of strategic planning exists among administrators, its effective use in guiding decision-making and school operations remains weak in many public secondary schools in Imo State. The findings of the study revealed that human resource management in public secondary schools in Okigwe Education Zone is below expected standards. Although administrators make efforts to supervise teachers and promote staff development, issues such as inadequate teacher motivation, poor staff deployment, and lack of regular in-service training persist. The findings align with Udeh (2018), who posited that effective human resource management is the backbone of school success, and when neglected, it leads to poor staff morale and low productivity. Similarly, Eze (2022) noted that teacher motivation and professional development are essential in improving instructional delivery and student performance, yet many public schools face administrative and financial limitations in managing their staff effectively. The present study therefore agrees with existing literature that inadequate attention to human resource planning and management hampers effective school administration and educational quality in public secondary schools.

The findings of the study revealed that material resources in public secondary schools in Okigwe Education Zone are poorly managed. School facilities such as classrooms, laboratories, and libraries are inadequate and often not properly maintained. The study also found that instructional materials are insufficient, affecting teaching and learning effectiveness. These findings are consistent with Nwosu (2020), who posited that proper management of school materials is vital for creating an enabling learning environment, yet many Nigerian schools suffer from neglect and poor maintenance culture. Likewise, Egboka (2019) observed that inadequate provision and poor maintenance of educational facilities contribute significantly to the decline in students' academic performance. Thus, the current study reinforces previous research emphasizing that effective material resource management is indispensable for achieving educational goals and improving school productivity. The findings of the study revealed that financial resource management in public secondary schools in Okigwe Education Zone is characterized by inadequate funding, poor budgeting, and lack of accountability. Many schools depend solely on government subventions, which are irregular and insufficient to meet operational demands. The findings are in consonance with Okafor (2021), who posited that financial constraints hinder effective school administration, leading to delayed projects and poor maintenance of school infrastructure. Similarly, Nwachukwu (2022) found that weak financial control mechanisms and lack of transparency in fund utilization often result in mismanagement and poor school performance. The present study therefore supports earlier evidence that effective financial management practices such as budgeting, accountability, and

transparency are crucial for improving the efficiency of school administration in public secondary schools.

Educational Implications of the Study

The findings of this study have several important implications for educational practice, policy, and administration. The results imply that effective strategic planning is essential for improving school management and achieving educational goals in public secondary schools. When school administrators plan systematically, set clear objectives, and evaluate their progress regularly, school operations become more organized and goal-oriented. The study also implies that efficient human resource management enhances teacher performance, promotes commitment, and improves student learning outcomes. Furthermore, proper management of material and financial resources ensures that schools operate effectively, facilities are well maintained, and instructional processes are adequately supported. For policymakers, the study highlights the need for continuous training of school administrators in modern management techniques and for the government to provide adequate resources for school improvement. For educational planners, the findings emphasize the importance of integrating strategic planning into the overall development process of the education sector to ensure sustainability and accountability.

Contribution to Knowledge

This study has contributed to existing knowledge in several ways. First, it provides empirical evidence on the state of strategic planning and resource management in public secondary schools in Okigwe Education Zone, Imo State, thereby filling a gap in local educational research. Second, the study enriches literature on school administration by demonstrating how the quality of planning and management directly affects the effectiveness of school operations and learning outcomes. Third, it contributes to the understanding that successful administration depends not only on leadership skills but also on the ability to manage human, material, and financial resources efficiently. Fourth, the study offers a framework for policymakers and educational authorities to improve strategic planning practices and promote accountability in resource utilization. Finally, the study provides a foundation for future research on educational administration and resource management in other regions, thereby expanding the scope of comparative studies in educational planning and management.

Conclusion

Based on the findings of this study, it is concluded that the administration of public secondary schools in Okigwe Education Zone, Imo State, is largely determined by the quality of strategic planning and the effectiveness of resource management. The study revealed that although school administrators engage in strategic planning, the processes of implementation, monitoring, and evaluation are weak and inconsistent. Human resource management remains inadequate, with issues such as poor motivation, irregular training, and ineffective staff deployment. Material resources are insufficient and poorly maintained, while financial resources are limited and not properly managed due to weak budgeting and accountability systems. These challenges collectively hinder the smooth administration and effectiveness of public secondary schools in the zone. Therefore, strengthening planning, funding, and management practices is essential to improve educational quality and school performance.

Recommendations

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

1. School administrators should undergo regular training on strategic planning to strengthen their ability to design, implement, and evaluate long-term school development plans.
2. The government should provide adequate and timely funding to support the execution of school plans and ensure transparency and accountability in financial management.
3. School administrators should improve human resource management by motivating teachers through regular promotion, professional development, and recognition of outstanding performance.
4. Education authorities should ensure the adequate provision, maintenance, and utilization of material resources such as classrooms, libraries, and laboratories to enhance teaching and learning.
5. The Ministry of Education should establish a monitoring and evaluation system to track the implementation of strategic plans and the management of school resources in public secondary schools.

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