

**COMPARATIVE ANALYSIS OF CASH AND INVENTORY MANAGEMENT
PRACTICES OF PUBLIC AND PRIVATE SECONDARY
SCHOOLS IN ANAMBRA STATE**

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Abstract

The main purpose of the study was to conduct a comparative analysis of cash and inventory management practices of public and private secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The population of this study was 867 principals of public and private secondary schools in Anambra State. This population consists of 263 principals of public secondary schools and 604 principals of private secondary schools in the six education zones of the State. The sample for the study was 434 principals of public and private secondary schools in Anambra State. This was made up of 132 public secondary school principals and 302 private secondary schools principals representing 50 percent of the population. The stratified random sampling technique was used to determine the study sample. A self-structured rating scale was used in collecting data from the respondents. The rating scale was validated by five specialists, two from the discipline of Educational Measurement and Evaluation and three from Educational Management of Faculty of Education, Imo State University, Owerri. The application of Statistical Package for Social Sciences (SPSS) version 21 using Cronbach Alpha reliability method on the obtained data yielded a score of .84 for internal consistency which was deemed reliable for the study. Mean, standard deviation and t-test was used for data analysis. The finding of the study revealed that public and private secondary schools in Anambra State apply cash management practices. However, findings showed that public secondary school principals do not apply inventory management practices while private secondary school principals apply inventory management practices. Further findings showed that public and private secondary school principals differed in their application of cash and inventory management practices. Based on these findings, the researcher recommended among others that Government at all levels and Proprietors of private schools should ensure that secondary schools have clearly defined inventory policy in schools.

Keywords: Cash Management, Inventory Management, Comparative Analysis, Practices, Secondary Schools

Introduction

Education is a veritable tool for facilitating learning and acquisition of skills and knowledge for self-reliance and improvement in the standard of living. Aliyu (2018) acknowledged that education helps positively in the development of human potentials, talents, intellect, attitude and skills. It is the tool for modernity, science and technology, which made all nations of the world accord immense priority to education. In Nigeria, secondary education is one of the levels of formal education.

Secondary education, according to the Federal Republic of Nigeria (2013), is the education that children get after completing nine years of basic education. It is the stage of education that occurs after primary school and before higher education. The goals of secondary education in Nigeria, according to Federal Republic of Nigeria, are to prepare learners for meaningful living in society and for further education. Secondary schools are owned by public and private individual or organizations.

Public secondary schools are owned by the government while private secondary schools are owned by others (religious organizations, non-governmental organizations and individuals). Public secondary schools, according to Joseph (2013), are federal or state-owned schools that are subsidized or financed by the Federal or State governments while private secondary schools are those that are governed and operated by non-governmental organizations, such as churches, private individuals, and

businesses (Ikediugwu & Ukeji, 2020). All secondary schools, irrespective of ownership, have common goals as identified by the Federal Republic of Nigeria (2013) in its national policy as preparing students for meaningful living in the society and for higher education. In secondary school, the principal is a primary leader with an obligation of overseeing the attainment of the laudable objectives of secondary school education as stipulated by the formulated policy on education. The school principal as the chief administrative officer of secondary schools in secondary schools in Anambra State directs, manages and provides direction in a way that meets the goals and objectives of secondary school education (FRN, 2013). Principals oversee the financial operations of their secondary schools. The principals are tasked with the responsibility of managing cash and inventory.

Cash management is a set of processes implemented by a company in order to maximize the value of its cash circulations. The primary reason an organization engages in cash management is to ensure that money is available when needed to improve an organization's operations. According to Osuji and Nyebuchi (2021), good cash management entails careful timing of expenditure decisions, having more accurate cash flow forecasts, and ensuring early revenue collection and banking. Cash management entails managing cash flow (into and out) of the firm, as well as cash flow within the firm and cash balances held by the firm at a given point in time. According to Frimpong (not dated), the school should develop strategies

for cash planning, managing cash flow, maintaining an optimal cash level and investing surplus cash. The basic goal of cash management is to keep cash investment as low as possible while keeping the firm running efficiently. Lienert cited in Geteri (2017) outlined the four main goals of cash management as: to ensure that there is always enough cash to cover expenditures when they are due; to borrow cash only when absolutely necessary and thus reduce government borrowing costs; to maximize profits from inactive cash and to manage risks effectively by investing temporary surpluses in activities that yield positive returns against adequate collateral (p. 34).

Cash management is the efficient sourcing, distribution, utilization and account for cash. In schools, this includes the ability or strategy a school employs to ensure that all money collected are safely stored. Schools can operate their cash management and payment systems in a variety of ways (Namasambu, 2014). Some schools handle the majority of their payments through their local government, utilizing electronic order and payment systems. In the same vein, inventory management just like cash management is a financial management practice.

Inventory is a very important provision in school financial management. Inventory can be defined as all the school's resources. These include food, stationery, instructional materials, computers, chairs and tables, sports facilities like footballs and

volleyballs among others (Okoye & Okorji, 2021). The process of ordering, handling, storing, and using an institution's non-capitalized assets are known as inventory management. Inventory management in school has to do with the record and stocking of school supplies. The responsibility of maintaining inventory is in the hands of the school head. There are different types of inventory systems in secondary schools such as the electronic and traditional inventory system. Electronic inventory system is seen as the most suitable to ensure efficiency. An electronic inventory system is a user-friendly school asset tracking system that helps to effectively manage the school assets (Kareem, 2018). In large schools, traditional inventory management techniques such as manually checking materials in and out using paper records are inefficient, inaccurate, and unmanageable. Electronic systems are faster and easier to use, allowing asset managers to drill down and discover where assets are and how they can be better utilized.

Based on the forgoing, it is expected that principals who are responsible for managing the school finances adopt suitable cash management and inventory management practices in their schools for improved performance. This is because the adoption of cash and inventory management practices are essential to the achievement of objectives in both public and private secondary schools in Anambra State. Secondary school principals are expected to strengthen the general school administration by ensuring that there is compliance to rules and regulations regarding cash and inventory

management policies and principles. However, it appears that the utilization of cash and inventory management practices in secondary schools in Anambra has remained a daunting task for school administrators especially in the public secondary schools. There seem to be a disparity in the way cash and inventory are managed in public and private secondary schools respectively. It is against this background that the researcher comparatively analyzed cash and inventory management practice of public and private secondary school principals in Anambra State.

Statement of the Problem

Field observation and experience by the researcher seem to suggest that public secondary schools in Anambra State appear to be hindered in their management of school finances as a result of shortage in school financing as a result of delay in remittance of funds for school administration. This trend seems to hamper the provision of basic school supplies in public secondary schools. In the same vein, the researcher observes that public secondary school principals and bursars seem to convert funds realized from the Parents Teachers Association, fund raisers, admission registration fees and donation from philanthropists to private purse. These funds are mostly not accounted for as long as long the erring officers raise fictitious vouchers to cover dubious act. The evidence of poor financial management is made manifest in the lack of school furniture for students, conducive classroom environment and lack of essential facilities such as pipe borne water, light and toilet

facilities. The researcher is worried that mismanaging school funds will ultimately result in the reduction in the quality of teaching and learning in secondary schools in Anambra. The problem of the study is that some researchers seem to have posited that private secondary school administrators are more prudent in school administration than their counterparts in public secondary schools.

Purpose of the Study

The main purpose of the study was to conduct a comparative analysis of cash and inventory management practice of public and private secondary school principals in Anambra State. Specifically, the study:

1. ascertained the mean rating scores of principals on the cash management practices of public and private secondary schools in Anambra State.
2. determined the mean rating scores of principals on the inventory management practices of public and private secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the mean rating scores of principals on the cash management practices of public and private secondary schools in Anambra State?
2. What are the mean rating scores of principals on the inventory management practices of public and

private secondary schools in Anambra State?

Hypotheses

The following null hypotheses were formulated and tested at .05 level of significance.

H0₁. There is no significant difference in the mean ratings of principals in public and private secondary schools on their cash management practices in Anambra State.

H0₂. There is no significant difference in the mean ratings of principals in public and private secondary schools on their inventory management practices in Anambra State.

Review of Empirical Studies

Okoye and Okorji (2021) carried out a study to determine financial management practices adopted by principals for effective administration of secondary schools in Anambra State, Nigeria. The findings of the study revealed among others that the budgeting practices adopted by principals for effective administration include; embarking on market survey to obtain facts before preparing the school budget, giving priority to the most pressing needs of the school in budget planning, making some monetary allocations for unforeseen expenditure of the school in the course of budgeting, estimating the expected income in the school budget, defend the budget in the presence of relevant authorities. It was also discovered that there is no significant difference in the mean rating of principals and bursars on the auditing

practices adopted by principals for effective administration of secondary schools in Anambra State.

Mbanugo and Ile (2021) determined the extent to which stores officers in public tertiary educational institutions in South-East, Nigeria applied inventory management practices. The results indicated that periodic inventory management practices were lowly applied by Stores Officers in public tertiary educational institutions in South-East Nigeria, while just-in-time inventory management practices were highly applied. Furthermore, the results showed no significant difference in the mean ratings of respondents regarding the extent of application of periodic and just-in-time inventory management practices based on years of experience.

Yizengaw and Agegnehu (2020) investigated the practices and challenges of school financial resource management implementation in Bahir Dar city administration. Findings showed that there is a statistically significant mean score difference between government and private secondary schools in financial resource management.

Bikisu (2018) ascertained financial management practices of secondary school principals in Kaduna State. The test of the two null hypotheses showed that there was no significant difference in the mean ratings of junior and senior secondary school principals on sources of funds for secondary schools, and there was no significant difference in the mean ratings of senior and junior secondary

school principals on how funds are managed in secondary schools in Kaduna State.

Owoaka (2016) conducted a comparative study of sources and utilization of funds in public and private secondary schools in Delta State. Findings in the study indicated among others that there was a higher rate of utilization of fund in urban private and public secondary schools than in rural private and public secondary schools in Delta State.

Research Procedure

The research design adopted in this study was descriptive survey. The study was conducted in Anambra State, South-East, Nigeria. The population of this study was 867 principals of public and private secondary schools in Anambra State. This population consists of 263 principals of public secondary schools and 604 principals of private secondary schools in the six education zones of the State. The sample for the study was 434 principals of public and private secondary schools in Anambra State. This was made up of 132 public secondary school principals and 302 private secondary schools principals representing 50 percent of the population. The stratified random sampling technique was used to determine the study sample. It was drawn from the list of principals in public and private secondary schools in the six education zones of Anambra State.

This sampling technique or procedure divided the population into sub groups on the basis of variables that is significantly correlated with the dependent variables. Each of

the sub-groups was treated as separate population from which a representative sample was obtained. According to Nworgu (2015) when a study consists of layers or levels in a population and each layer has some unique characteristics which make it different from the other layers, the characteristics have to be recognized in the study. Thus, the stratified random sampling was adopted in this study and took cognizance of two strata (public and private) secondary school principals respectively. Fifty percent each of principals of public and private secondary schools was selected through randomization from each stratum. This was realized by randomly selecting 50 percent of the public and private principals in each education zone.

A self-structured rating scale was used in collecting data from the respondents. The rating scale is titled "Financial Record Management and Auditing Practices of Secondary Schools Sale (FRMAPSSS)" and has two main sections- A and B. Section A contains one item on respondents' background information covering ownership of school. Section B contains 20 items arranged in two clusters. Cluster one contain 10 items on financial record practices and, Cluster two contain 10 items on auditing practices of secondary schools. The instrument is structured on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was subjected to face validation. The validations were ensured by giving the rating scales in addition to the purpose of the

study, research questions and hypotheses to five specialists, two from the discipline of Educational Measurement and Evaluation and three from Educational Management of Faculty of Education, Imo State University, Owerri for thorough scrutiny and vetting of the instrument in terms of simplicity, clarity of vocabulary, sentence structure, appropriateness and relevance of the instrument to the purpose of the study. Some of the corrections included the review of the item statements to make the more meaningful and the review of double barreled statements.

To establish the instrument's reliability, it was administered on a sample of 20 principals in public and private secondary schools in Enugu Metropolis, Enugu State who were not included in the population of the study. The application of Statistical Package for Social Sciences (SPSS) version 21 using Cronbach Alpha reliability method on the obtained data yielded a score of .84 for internal consistency which was deemed reliable for the study. As a result of the fact that the instrument is in two clusters, the researcher had to ascertain the reliability of each cluster using Cronbach Alpha reliability method which yielded coefficient values of .80 and .88 for clusters 1 and 2 respectively. These coefficient values indicate that the instrument is highly reliable.

Data for the study was collected by administering the questionnaires directly to

the participants in their respective schools. This was carried out by the researcher with the help of six research assistants. The research assistants were briefed on the mode of distribution and collection of research instruments. The researcher and the assistants visited the schools one month before administration of instruments to appeal to the participants and to solicit their support in completing, the questionnaires. This made it easier for administration and collection of instrument to be concluded within three weeks. After the retrieval of the questionnaires, it was discovered that out of 132 copies of questionnaire administered on principals of public secondary schools, only 114 were returned in good condition. Similarly, 294 copies of the questionnaire out of the 302 copies of questionnaire administered on principals of private secondary schools were returned in good condition. The data collected for the study were analyzed using descriptive and inferential statistics. The mean value was used to answer the research questions and it showed the relationship or differences in the ratings of public and private secondary school principals while the standard deviation was used to ascertain the homogeneity or otherwise of respondents' ratings. The decision rule was based on the real limits of numbers on the 4-point rating scale as shown below:

Response option	Values	Real Limit
Strongly Agree	4	3.50-4.00
Agree	3	2.50-3.49

Disagree	2	1.50-2.49
Strongly Disagree	1	0.50- 1.49

For the hypotheses, t-test statistic was used to test the null hypotheses at .05 level of significance. Meanwhile, a null hypothesis was rejected where the P - value is less than the stipulated level of significance (.05). Inclusively, if the p- value is greater than or equal to the stipulated level of significance (.05), the hypothesis was acceptable.

Results

Research Question 1: What are the mean rating scores of principals on the cash management practices of public and private secondary schools in Anambra State?

Table 1: Mean Ratings of Public and Private Secondary School Principals on the Cash Management Practices Applied in their School

S/No	Item Statement	Public SS Principals N ₁ =114			Private SS Principals N ₂ =294		
		\bar{X}_1	SD	Remarks	\bar{X}_2	SD	Remarks
1.	Proper accounting records on cash received	2.80	0.90	Agree	2.57	1.03	Agree
2.	Regularly depositing cash received in the bank	2.78	0.88	Agree	3.10	0.90	Agree
3.	The account section returns surplus cash to the bursary department after expenditure	2.75	0.74	Agree	3.06	0.88	Agree
4.	Ensuring that heads of departments account for cash disbursed to their offices.	2.79	0.70	Agree	3.20	0.80	Agree
5.	Ensuring that sound cash planning policies are maintained in the school	2.56	0.71	Agree	3.33	0.82	Agree

6.	Synchronizing cash inflows with cash outflows in the school account	2.55	0.78	Agree	3.21	1.00	Agree
7.	Forecasting for cash expenditures	2.57	0.86	Agree	3.16	0.98	Agree
8.	Rotating the staff handling school cash at intervals	2.00	0.76	Disagree	2.65	0.70	Agree
9.	Ensuring that cash collected are properly remitted to the officer in-charge of holding cash	2.60	1.01	Agree	3.32	0.97	Agree
10.	Organizing training programmes for staff members handling school cash	2.10	0.87	Disagree	3.11	0.87	Agree
Cluster Mean		2.55	0.82	Agree	3.07	0.89	Agree

Table 1 revealed that principals of public secondary schools agreed that they apply items, 11, 12, 13, 14, 15, 16, 17 and 19 with mean ratings ranging between 2.55 to 2.80 and standard deviation ranging between 0.70 to 1.01. However, they did not apply items, 18 and 20 with mean rating of 2.00 and 2.10 and standard deviation scores of 0.76 and 0.87. The standard deviation scores show that the respondents' opinions were close. The cluster mean of 2.55 indicate that principals of public secondary schools apply cash management practices in Anambra State.

Data also show that principals of private secondary schools strongly agreed on all the items, 11 to 20 with mean ratings ranging between 2.57 and 3.33 and standard deviation ranging between 0.70 and 1.03. The standard deviation scores show that the respondents' opinions were close. The cluster mean of 3.07 indicate that principals of private secondary schools apply cash management practices in Anambra State.

Hypothesis 1: There is no significant difference in the mean ratings of principals in public and private secondary schools on their cash management practices in Anambra State.

Table 2: Summary of t-test Analysis on the Cash Management Practices of Public and Private Secondary School Principals in Anambra State

Variable	N	\bar{X}	SD	df	α	t-cal.	p-value.	Decision
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Public Sec. School Principals	114	2.55	0.82	406	0.05	5.41	0.000	Significant
Private Sec. School Principals	294	3.07	0.89					

Data in Table 2 show that the p-value of 0.000 at 406 degree of freedom is less than 0.05 alpha level of significance. This shows that there is a significant difference in the mean ratings of public and private secondary school principals on the application of cash management practices in Anambra State, therefore the hypothesis was rejected.

Research Question 2: What are the mean rating scores of principals on the inventory management practices of public and private secondary schools in Anambra State?

Table 3: Mean Ratings of Public and Private Secondary School Principals on the Inventory Management Practices Applied in their School

S/No	Item Statement	Public SS Principals N ₁ =114			Private SS Principals N ₂ =294		
		\bar{X}_1	SD	Remarks	\bar{X}_2	SD	Remarks
11.	Clearly specifying the school's inventory management policy	2.07	0.87	Disagree	2.23	0.94	Disagree
12.	Avoiding excess inventories	2.05	0.90	Disagree	2.12	0.87	Disagree
13.	Having an inventory control system in place	2.02	0.83	Disagree	2.34	0.82	Disagree
14.	Periodically carrying out inventory checks in secondary schools	2.12	0.70	Disagree	3.00	1.02	Agree
15.	Utilizing technology in the management of school inventory	2.08	0.79	Disagree	2.44	0.77	Disagree
16.	Ensuring the school have standards for accepting inventories	2.00	0.73	Disagree	2.11	0.80	Disagree
17.	Properly checking inventories on arrival	2.64	0.86	Agree	3.44	1.00	Agree
18.	Constituting an inventory management team that manages the school inventories	2.09	0.77	Disagree	2.13	0.70	Disagree
19.	Building the capacity of school personnel in the management of inventory	2.18	0.84	Disagree	2.50	0.85	Agree
20.	Periodically assessing the inventory levels in the school	2.97	1.00	Agree	3.20	0.91	Agree

Cluster Mean 2.22 0.82 Disagree 2.55 0.86 Agree

Table 3 revealed that principals of public secondary schools agreed that they apply items, 27 and 30 with mean ratings of 2.64 and 2.97 respectively and standard deviation scores 0.86 and 1.00 respectively. However, they did not apply items, 21, 22, 23, 24, 25, 26, 28 and 29 with mean ratings ranging between 2.00 and 2.18 and standard deviation scores of 0.70 and 0.87. The standard deviation scores show that the respondents' opinions were close. The cluster mean of 2.22 indicate that principals of public secondary schools in Anambra State do not apply inventory management practices.

Data also show that principals of private secondary schools strongly agreed on all the items, 24, 27, 29 and 30 with mean ratings ranging between 2.50 and 3.20 and standard deviation ranging between 0.85 and 1.02. The standard deviation scores show that the respondents' opinions were close. The cluster mean of 2.55 indicate that principals of private secondary schools in Anambra State apply inventory management practices.

Hypothesis 2: There is no significant difference in the mean ratings of principals in public and private secondary schools on their inventory management practices in Anambra State.

Table 4: Summary of t-test Analysis on the Inventory Management Practices of Public and Private Secondary School Principals in Anambra State

Variable	N	\bar{X}	SD	df	α	t-cal.	p-value	Decision
Public Sec. School Principals	114	2.22	0.82					
Private Sec. School Principals	294	2.55	0.86	406	0.05	3.52	0.000	Significant

Data in Table 4 show that the p-value of 0.000 at 406 degree of freedom is less than 0.05 alpha level of significance. This shows that there is a significant difference in the mean ratings of public and private secondary school principals on the application of inventory management practices in Anambra State, therefore the hypothesis was rejected.

Discussion

The findings of the study revealed that public and private secondary school principals in Anambra State apply cash management practices. The findings of the study revealed that principals of public and private secondary schools apply proper accounting records on cash received, regularly deposit cash received in the bank, ensuring that heads of departments account for cash disbursed to their offices, ensure that sound cash planning policies are maintained in the school and synchronize cash inflows with cash outflows in the school account. However, principals of public secondary schools do not rotate the staff handling school cash at intervals and ensure that there is provision for impress account book. The finding is in line with Owoaka (2016) who reported that there was a higher rate of utilization of fund in urban private and public secondary schools than in rural private and public secondary schools. It is worth noting that the specific cash management practices employed by principals in public and private schools may vary based on the unique characteristics and operational requirements of each school. Nonetheless, the study's

findings emphasize the importance of cash management in both types of schools, underscoring the significance of responsible financial administration in the educational sector. In the same vein, Bikisu (2018) reported that principals utilize effective fund management practices in their schools. However, they appear to be some disparity on the extent cash management practices are applied in public and private secondary schools. This could be because of financial autonomy. Private schools often have greater financial autonomy compared to public schools. They rely on tuition fees, donations, and other private funding sources. As a result, private school principals may have more control over cash management practices, as they have more discretion in resource allocation and financial decision-making. Another reason could be because public secondary schools often have more complex administrative structures and larger student populations. Managing cash flows in such environments can be challenging, requiring additional systems and procedures to ensure accountability and control. Private schools, with potentially smaller sizes, may find it comparatively easier to implement cash management practices. The findings of the

study revealed that there is a non significant relationship in the cash management practices of public and private secondary school principals in Anambra State. This finding was in agreement with Okoye and Okorji (2021) who reported no significant difference in the mean rating of principals and bursars on the auditing practices adopted by principals for effective administration of secondary schools in Anambra State. This finding might have occurred because public and private secondary schools may have varying priorities when it comes to allocating funds. Private schools may prioritize investments in facilities, technology, or specialized programs to attract students and maintain their competitive edge, while public schools may need to allocate funds to meet broader educational mandates. Also, Public and private secondary schools may have different organizational structures and administrative processes. This can impact how cash management practices are implemented and enforced within each school type.

The findings of the study revealed that public secondary school principals do not apply inventory practices in Anambra State while private secondary school principals

apply inventory management practices in Anambra State. The findings of the study showed that public secondary school principals do not clearly specify the school's inventory management policy, avoid excess inventories, have an inventory control system in place, periodically carry out inventory checks in secondary schools, utilize technology in the management of school inventory and ensure the school have standards for accepting inventories among others. However, they properly check inventories on arrival and periodically assess the inventory levels in the school. In the same vein, the findings further revealed that principals of private secondary schools build the capacity of school personnel in the management of inventory, periodically assessing the inventory levels in the school, properly check inventories on arrival and periodically assess the inventory levels in the school. However, private secondary school principals do not clearly specify the school's inventory management policy, avoid excess inventories, have an inventory control system in place, utilize technology in the management of school inventory and ensure the schools have standards for accepting inventories among others. This finding is in

agreement with Mbanugo and Ile (2021) who reported that public institutions do not carry out proper inventory management. Public institutions typically operate within complex bureaucratic systems, which can impede the efficient implementation of inventory management practices. Lengthy procurement procedures, multiple layers of approval, and rigid regulations may hinder the timely acquisition and management of inventory.

The findings of the study revealed that there is a significant relationship in the inventory management practices of public and private Secondary School principals in Anambra State. This finding indicates that, regardless of whether the schools are public or private, the procedures and strategies used by principals in inventory management show substantial relationship. This was in contrast with Yizengaw and Agegnehu (2020) who reported a statistically significant mean score difference between government and private secondary schools in financial resource management. Public secondary schools often operate with constrained budgets and limited resources. This can hinder their ability to invest in advanced inventory management systems, tools, and staff training, leading to suboptimal inventory practices.

Conclusion

Based on the finding of the study, the researcher concludes that principals of public and private secondary school principals in Anambra State apply cash management practices. However, while public secondary school principals do not apply inventory management practices, private secondary school principals applied inventory management practices. It is therefore imperative that principals and stakeholder in the secondary school education system adopt measures for improvement.

Recommendations

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

1. Public secondary school principals should ensure that they rotate the staff handling school cash at intervals. Principals can form a finance committee comprising representatives from various stakeholder groups, such as teachers, parents, and community members. This committee can provide a tenure period for those handling school cash.
2. Government at all levels and Proprietors of private schools should ensure that secondary schools have

clearly defined inventory policy in schools. Principals of public and private secondary schools should ensure that they have an inventory control system in secondary schools. Furthermore, Principals of public and private secondary schools should constitute inventory management teams for effective inventory management in secondary schools.

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