

**ASSESSMENT OF RESOURCE MANAGEMENT IN GOVERNMENT SECONDARY
SCHOOLS IN THE FEDERAL CAPITAL TERRITORY
(FCT) ABUJA, NIGERIA**

BY

**ADENIGBA Olubunmi Titi
P13EDFC8047**

MARCH 2018

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
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REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL
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AHMADU BELLO UNIVERSITY,

ZARIA, NIGERIA

MARCH, 2018

DECLARATION

I declare that this research is my work. It is submitted in fulfilment of Master's Degree programme in Educational Administration and Planning at the Ahmadu Bello University Zaria, Nigeria. This work has not been submitted before for any degree or examination in any other university.

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Date

CERTIFICATION

This Dissertation titled “**Assessment of Resource Management Practices in Secondary Schools in the Federal Capital Territory Abuja**” has met with the regulations governing the award of Master’s Degree in Educational Administration and Planning of the Ahmadu Bello University Zaria, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

I dedicate this work to my husband, Surv. Ade Ogunleye, who has made tremendous contribution to my education and my children, Bolu, Tolu, Temi, and Ini the sky is your starting point.

AKNOWLEDGEMENTS

I would like to express my sincere gratitude to God Almighty the Author and the Finisher of my faith, for the gift of life and wisdom to go through this research study and to all the people who interacted, supported and assisted me throughout this study, my husband Surv. Ade Ogunleye who through the period stood by me, encouraged and sponsored me all through. To my parents Mr and Mrs TaiwoOgunbolude for their encouragement and care for my kids while in school, to my kids: Bolu, Tolu, Temi and Ini, for your understanding, endurance and patience while I needed to be school and my siblings Akinwunmi, Yetunde and Yinka Ogunbolude thanks so much for been there always, may God in His Infinite mercy lift you up in all your doings. To my supervisor's Dr Idris Harbau and Prof. B. Maina, I must say a big thank you. To my able lecturers and co-supervisors;Dr. E.I. Makoju, Dr.A.A. Igunnu, Dr Dada and Dr A.M. Jumare, this work wouldn't have been a success without their help and assistance. To my course mates Abu, Bukky, Joy and Mr Jerry to mention a few, for encouraging me and taking out time to put me through I am grateful. Thanks

ABSTRACT

The study examined the Management of Resources in FCT Government Secondary Schools Abuja, Nigeria. The objectives of the study are to evaluate the management of human, facility, funds, curriculum and time resources. Five research questions were raised while five hypotheses were tested in the study which adopted the descriptive survey as the design. The population of this study comprised the 56 Government Secondary Schools located in the six Area Council in Federal Capital Territory (FCT), Abuja with 168 school heads and 3422 teachers from all the schools, from which a sample of 51 school heads and 383 teachers was drawn using purposive sampling technique. Respondents of the study responded to the instrument titled, 'Assessment of Resource Management in Secondary Schools' (ARMSS) with the reliability index of 0.78. The instrument was designed by the researcher in the modified Likert 5-point scale. Mean score and standard deviation were used in answering the research questions while the t-test was used in testing the hypotheses at 0.05 level of significance. Findings revealed that human resources and school funds were not well managed in the FCT secondary schools while the facilities, curriculum and time resources were well managed by the school heads. Based on the findings, the researcher recommended that school heads should motivate their staff (teachers) so as to bring out the best in them, Also to create a good organisational climate such that there will be good culture and rapport among members of staff and school heads. Proper accountability procedures should be developed for better utilisation of school funds.

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OPERATIONAL DEFINITION OF TERMS

- I. **Management** -Management is the way things are done using the available resources to achieve the organisational goals and objectives.
- II. **Assessment**- this is the evaluation or the appraisal of the school heads efforts in handling the available school resources.
- III. **School Heads**- this refers to the leadership of the school based on this research they are the school Principal, vice principal Administration and vice principal Academics.
- IV. **School Resources** - School Resources refer to the educational resources that are used to achieve the secondary school educational objectives, they include human, material, finance, time and curriculum.
- V. **Human Resources Management**-- refers to the act of getting school heads and teachers together to accomplish desired goals in schools
- VI. **Material Resources management** —refers to the maintenance of school facilities and instructional materials.
- VII. **Time Resources Management**— refers to the allocation and utilization of time to instructional activities.
- VIII. **Financial Resources Management** — refers to the utilization and control of school funds in achieving the set educational objectives.
- IX. **School** – refers to all the Government Senior Secondary Schools in the FCT Abuja

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

The need for improved service delivery in the secondary school system has necessitated the need to improve on the educational resources which is expected to positively impact on the FCT secondary schools; this can only be achieved by effective management of the school resources. Adedeji, Olaniyan and Owoeye (2001) opined that the quality of management of school human and material resources have a very strong relationship to the students' academic performances; therefore human resources in education should be seen as assets in an educational institution.

Management exists in an organisation to make resources productive in order that the organisation can achieve its goal. Onwuchukwa 1998 in Ezeani 2012 said, management is the organisation and mobilization of all human and material resources in a particular system for the achievement of identified objectives. It determines the organization's outcome either positive or negative, therefore in secondary schools the school heads are responsible for the management of the schools despite the fact that government are responsible for the management of secondary schools in terms of provision of funds, school regulations, discipline, innovation, provision of houses for staff, school plant management, promotion of school health etc.

Educational management involves the application of management principles in designing, developing, and effecting resources towards the achievements of educational goals. Okwori and Edem (2012) were of the opinion that school administrator is one saddled with the responsibility of administering and managing school by making things happen and by organising human, financial, and material resources in order to achieve the objectives of the institution within the targeted period. The post of a school administrator is the most

challenging assignment that faces the school managers, due to this highly complex and demanding task, the administrator is required to possess professional skills and competent management techniques in order to achieve the educational goals of the school. Adetoro (2009) says resources management in an organisation is the effective and efficient deployment of an organisation's resources when needed, effectiveness here is judged by the extent to which the secondary school administrator acquire necessary instructional materials including teachers, and how they provide a congenial organizational climate and generally meeting the expectations of the society within which they are established.

The successful implementation of school curriculum and other programmes depend largely on the management ability to carry out the task or assignment effectively. (Edem, 2012) Oluremi (2014) says education involves the teachers and the learners as well as the use of certain resources; management of these resources is germane to the sustainable development of educational system. The success of any educational system therefore depends on the availability of resources and how the resources are effectively and efficiently managed. Good educational managers must carefully and effectively handle educational resources put under their custody (Babalola, 2006)

Good learning facilities are precondition for student learning, a growing body of research has linked students behaviour and performance to the physical building condition. The conditions of school facilities are significant factors that influence students learning. Material resources management is the process of acquisition, use and maintenance of school materials towards achieving the set goals and objectives. Material resources in these context refer to physical resources which include every moveable and immovable properties, physical structures, instructional materials, and educational assets belonging to an educational institution to enhance teaching and learning process.

However to achieve educational objectives, school administrators are expected to apply appropriate management skills which will enable them achieve the set educational goals because they are responsible for the provision of instructional activities by coordinating curricular activities such as lesson notes, scheme of work and teaching aids towards achieving academic performance. Therefore a good school administrator is in the position to supervise, monitor, evaluate, and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them and to ensure school activities are carried out in such a way that things work effectively and efficiently.

Secondary school is the link between the primary and tertiary education in Nigeria, they are either owned by government or non-government. It is at this level of education that students are prepared for the tertiary institution. Within the framework of the New National Policy on Education (2004), secondary education shall last for six years, broken into two distinct parts that are perfectly correlated with the ground works of the first three years – Junior Secondary School (J.S.S.) – dovetailing into the next three years of Senior Secondary School (S.S.S.), but presently its now nine (9) years in basic education class (I.e. six years of primary school including the first three years of secondary school which is the junior secondary school) and three years in the secondary school. According to the National Policy on Education the broad aims of secondary education in Nigeria are:

- (i) Preparation of students for useful living within the society, and
- (ii) Preparation of students for higher education. In specific terms, the secondary school system is geared towards realizing the following objectives:
 - (a) Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background.
 - (b) Offer diversified curriculum to cater for the differences in talents, Opportunities and future roles;

- (c) Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- (d) Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage.
- (e) Inspire students with a desire for self improvement and achievement of excellence;
- (f) Foster National unity with an emphasis on the common ties that unite us in our diversity;
- (g) raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;
- (h) Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic developments. The aims and objectives of secondary education make it clear that the future of any nation depends quite considerably on the quality of education it provides for its citizens.

The Federal Capital Territory (FCT) Abuja consists of about 56 government Secondary Schools which include both day and boarding Schools in all the six Area Councils. It has been observed that most of the resources available in the schools are not properly managed by the various school administrators and the body governing the secondary schools. The management and administration of the Nigeria education system is by law in the hands of the three tiers of government which are the federal, state and local governments although it is complemented by private individuals or missionaries. Based on this research, the researcher focused on the management skills of school heads in managing school resources by planning school activities, supervising instructional activities, maintaining school facilities, organising teaching activities, and controlling school funds. In the school system, the Secondary School Education Board oversees the management of government secondary schools in FCT, they are responsible for recruitment, appointment,

promotions, and discipline of staff, disbursement of funds, undertaking new capital projects, training and retraining of teaching and non-teaching staff, posting and deployment of staff including inter-state transfer and setting up of an effective supervisory unit.

To achieve these objectives, school heads that are also seen as the instructional leaders are in good position to supervise, monitor, maintain, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them. The school principals are the intermediary and interpreter of policy, aims and objectives between the school and the community, government, the public and private agencies. School heads should be more efficient and spend most of their time in organizing learning activities in schools, maintaining effective school supervision, school facilities, coordinating school teaching and learning activities and controlling school funds.

Education involves the teachers and the students/learners as well as the use of certain educational resources. Management of school resources are relevant to the sustainable development of educational system because it effectively develop and manage facilities, policies, procedures, processes, human and material resources and evaluate their effectiveness. Babatola (2006) noted that good educational managers must carefully and effectively handle the educational resources kept under their custody. The principal's position and his managerial effectiveness indicate the school prospect in achieving the educational goals and objectives.

1.2. Statement of the Problem

There are available resources in secondary schools of the Federal Capital Territory, Abuja and its evidence on its availability and utilization in the classrooms. (Aderomu, Akinsola, and Ogunkola; 2002) In a research study on the effective management of resources in the secondary schools, despite the availability of resources, some school heads

are lacking leadership competencies, resulting in low quality of instruction, indiscipline among staff and students (Aina, 2011) It appears that competencies here refer to the ability to supervise, appraise, develop, train and retrain, reward, and promote staff accordingly and most importantly meet up with their needs (welfare)all these lies at the efficiency of the organisation.

However every organisation depends mainly on human resources for the execution of their programme or activities in order to achieve the set goals and objectives. The importance of human resources cannot be over emphasized because the quality of staff in any organisation/ educational system determines the quality of the system or organisation itself. Professional staffs however, are relevant to the successful implementation and interpretation of the educational policies and programmes. Ofojebe (2010) stated that teachers are the major human resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. Therefore teachers are the aid to learning and the interpreters of the curriculum, According to Omojunwa (2007) teachers are the ultimate interpreters and implementers of educational policy as represented in the school curriculum which is designed to actualise educational goals. Maintaining and improving educational standard is only possible through teachers therefore poor management of teachers reduces the extent to which the curriculum can be delivered effectively. It is in this light that Oduma (2012) noted that a manager who underrates the critical roles and underplays the importance of people in goals achievement can neither be effective nor efficient.

There have been steady decline in teachers' instructional task performance and students' academic performance which depicts non-realization of educational goals and objectives in secondary schools (Adeniji 2002). This has been largely attributed to gaps in teachers' competence, curriculum instruction, learning facilities and resources, funding and

institutional management. Mpokosa said the challenges to effective management is a s a result of a weak management system and decision making, weak management for the recruitment and deployment of teachers and administrators. It is important know that the effectiveness of school heads in curriculum implementation and also the maintenance of school facilities is based on the management of school resources, It is not enough to provide school facilities but how these facilities are been maintained and replaced by the school heads and teachers. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. Different research study has linked student achievement and behaviour to the physical building conditions and overcrowding. The conditions of school facilities is considered a significant factor that influence learning, Craig (2009) said that there is a positive relationship between the quality of school facility and the quality of educational activities that takes place within the school. Therefore, maintenance of school facilities keeps them in its original sate of wholeness, regular maintenance of facilities ensures that facilities remain operational even under adverse weather condition and prevents future cost of repairs and major renovations are reduced.

There is less money to spend on secondary education in Nigeria and other levels of the education, the Education Boards are complaining of underfunding while the governments are complaining of inefficient utilization of the available resources, more over there are complains about the poor standard of education, incessant strikes of the secondary school teachers due to the inability of the government to pay the new salary scheme which have really affected the sector. It is in this light that the researcher has decided to assess how the secondary school funds are been utilised towards achieving the set goals and objectives. Aja. N.S.(2015) emphasize that the education sectors are not well managed, education managers charged with the responsibilities of utilizing the money fall short of their

expectations. It is in this light that Alu, Odo, Ede, and Ugu (1997) in Aja (2015) also lamented that as government and good spirited individuals try to build up education sector, some greedy individuals work hard to pull these efforts down through financial fraud. It is based on these that the researcher decided to assess how school's funds are been managed by the various school heads.

Time is a resource which is available to all at equal amount; it all depends on the efficient utilization of time by individuals that makes achievement differ from each other. Time cannot be accumulated nor replaced like other resources such as human, material/facilities, curriculum and funds. Time is a precious resource which must be well managed along with the other resources to achieve the goals and objectives of the school (Ajayi 2007) the researcher is therefore concerned with the efficient utilization of time by the various school heads in the FCT secondary schools. Obi (2003) said that time management involves tasks to be performed, scheduling organisational activities, prioritising such activities, allocating time to the task according to their degree of importance in enhancing productivity. Therefore, the researcher tends to investigate the efficiency in managing time by the school administrators in the FCT secondary schools.

1.3. Objectives of the Study

The was set to:

- 1) evaluate the management of human resources in secondary schools in Abuja;
- 2) assess the management of facilities in secondary schools in Abuja;
- 3) examine the management of time as resource in secondary schools in Abuja;
- 4) find out the management of financial resources in secondary schools in Abuja; and
- 5) assess the management of Curriculum as instructional resources in secondary schools in Abuja.

1.4 Research Questions

Based on the statement of the problem and objectives of the study, the study was guided by the following research questions;

- 1) How are the human resources in secondary school of the FCT managed?
- 2) How are facilities in FCT secondary schools maintained?
- 3) How is time resource managed in secondary schools of the FCT?
- 4) How are school funds managed in FCT secondary schools?
- 5) How are instructional resources managed in FCT secondary schools?

1.5 Research Hypotheses

The following research hypotheses were formulated to guide the study

- 1) There is no significant difference in the opinions of school heads and teachers in the utilisation of teachers in FCT secondary schools;
- 2) There is no significant difference in the opinions of school heads and teachers in the maintenance of school facilities in FCT secondary schools;
- 3) There is no significant difference in the opinions of school heads and teachers in the utilisation of time in FCT secondary schools;
- 4) There is no significant difference in the opinion of school heads and teachers in the utilisation of school funds in FCT secondary schools; and
- 5) There is no significant difference in the opinions of school heads and teachers in the utilisation of instructional resources in FCT secondary schools.

1.6 Basic Assumptions

The study is on the assumptions that:

- 1) human resources in secondary schools in FCT Abuja are well managed.
- 2) school facilities are well maintained in all the FCT secondary schools.

- 3) time resource is effectively managed in order to achieve the set educational objectives in the FCT secondary school.
- 4) school funds are well utilized to achieve the set educational objectives in the FCT Abuja.
- 5) all the available instructional resources are well utilized by the various schools in the FCT Abuja.

1.7 Significance of the Study

The research will be of importance to all the educational stakeholders like the Government, Secondary Education Board, National Education Research and Development Council, School heads, teachers and the society at large in the following ways;

The National Education Research and Development Council (NERDC) in May, 1986 made a nine point recommendation to enhance educational standard, among the recommendation was adequate teaching aids and funds to provide other infrastructural facilities. It is hoped that the research study will help to raise the standard of education in schools having made useful suggestions on how to improve the management of school resources.

This study will hopefully reveal to the government the importance of planning, organising, monitoring, supervising, maintaining and evaluating the available school resources. It will also help them to develop skills to encourage their staffs so as to put in their best and also to give room for teachers' growth and development by organising programmes, seminars that will help to broaden their knowledge.

To the Secondary Education Board, it is hope that the research study will help them to identify the need for effective management on all the secondary schools in the FCT thereby encouraging school heads to make use of their management skills to direct and utilise the resources given to them and also monitoring of secondary schools in terms of finance, curriculum, maintenance of facilities and development of human resources at specific periods of time, this will help them to know the need for consistency in their work.

To the Administrator it will help them to identify the areas where they are lacking and how to improve on it towards achieving the set educational goals thereby increasing the standard of education. It also helps them to understand the need for school management and to develop maintenance culture on all the available school resources.

To the school management, it will help to improve on their management strategies so as to achieve the goals and objectives by taking appropriate actions with modification when goals are not achieved or when improvement is desired. It will also help the researcher herself to know how effective and efficient educational resources are managed in the various secondary schools.

To the society at large, which include the teachers, learners and parents the research study will help their mentality on how to manage and maintain school resources rather than the 'I don't care attitude' in which they are use too. Finally, it will also serve as a base line data and source of concern for other future researchers.

1.8 Scope of the Study

This research focuses on assessment of resource management in secondary schools in FCT Abuja. In doing this, the study focused attention on the importance of management on the available school resources (Human, material, finance, time and curriculum).The research was narrowed to FCT Government secondary schools to enable the researcher minimize the cost of covering a large number of schools and to enable the researcher conduct a meaningful study within the short possible time as permitted for the programme.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

The Nigerian government is responsible for the provision of quality secondary school education in the country through the allocation of resources, provision of trained teachers and the establishment of quality assurance department for the development of the schools and achievement of educational goals and objectives. Many research study and literatures focuses on the availability of school resources in the FCT secondary schools and neglected the management of the available resources. Therefore it is not only in the provision of resources but the management and utilization of the resources that determines quality performances in the secondary schools. Management in secondary schools refers to the application of management principles in designing, developing, and effecting resources towards achievement of educational goals. (Okumbe, 2001).

Resources constitute a very important factor in the functioning of the educational system as the success of the system depend on the manpower and material resources made available (Oni, 1995 in Akinsolu 2012) School resources are classified as human, materials, financial, time and curriculum. According to Fabunmi (1997) in a research study by Akinsolu (2012), resources in an educational establishment include students, personnel, physical facilities, curriculum and finance. They are the major variables that determine the rate of educational development in a given country. The efficiency and effectiveness of these available resources depends on how they are been utilized and managed. The role of school administrators cannot be under estimated according to Udochukwu (2003) they perform roles of managers which are decision making and implementation, they are the link between the government and the school.

The management of secondary school is the onerous task of the principal; they are the pivot around which all major school activities revolve. Therefore the effectiveness of the principal often determine the extent to which teachers do their work well and the extent to which teaching and learning are carried out effectively. However school managers can be judged not just by their own performances but also by the results achieved by their subordinates and the school at large. This chapter therefore will review related literatures on the following sub topics which are

- 1) The conceptual frame work
- 2) The concept of management
- 3) The management of Human Resources in an organisation
- 4) The Management of facility Resources in an organisation
- 5) The management of School funds
- 6) The Management of time resources in an organisation
- 7) The management of school curriculum

2.2. Conceptual frame work

The conceptual frame work of the study will be discussed under the subsequent subheadings; Management, Educational Management, Educational management of resources and how managerial functions are applicable in the management of secondary school resources the FCT, Abuja by the various school administrators.

2.2.1. Meaning of Assessment

According to the online dictionary, assessment simply means to determine the value, significance or the extent of or an appraisal of something. Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development. It is a process of gathering and discussing information from multiple and diverse sources in order to develop understanding of what we

know, and can do with the knowledge as a result of their educational process culminates when assessment are used to improve subsequent learning.

Assessment may also refer to in education as any procedure or activity that is designed to collect information about the knowledge, attitude or skills of learners, workers, or the system at large. It is a process of obtaining information that is used to make educational decision about the educational system, teachers or students. It also gives feedback about the progress, strength, and weaknesses, to judge instructional effectiveness and curricular adequately.

The main purpose of an assessment is to reach a judgement about the effectiveness of the school and to reach a judgement about the adequacy of the performance of education system or part of it. Assessment is one of the reliable ways of identifying problems, whether at the system level, school or concerned individuals. Assessment can therefore be said to be a systematic method of gathering data under a standardized condition and reaching conclusion regarding the effective management of resources in secondary schools.

2.2.2. The Concept of Management.

Management to Henry Fayol is “to forecast and plan, organise, to command to coordinate and control”. Yalokwu (2002) in his view sees management as “the process of planning, organizing, leading, and controlling the effort of organisational members using all other organisational resources to achieve goals for the organisation”. To Mary Parker Follet (1868-1933), “management is the art of getting things done through people”. Management is a process by which we achieve desired results through efficient utilization of human and non-human resources. (Bedeian, 1993) Management therefore is the process of planning, organising, directing, controlling and evaluating to accomplish the set goals and objectives of an institution through the effort and use of both human and non-human resources. It is the act of getting people to accomplish desired goals; it comprises planning, organizing,

resourcing, leading/directing and controlling an organisation for the purpose of accomplishing a goal. It also encompasses the deployment and manipulation of human resources, financial, technological, and natural resources towards the attainment of the set educational goals and objectives.

The American Institute of Management says, "Management can be used to designate a group of functions or the personnel who carries them out", "to describe either an organisation official hierarchy or the activities of men who compose it", "to provide autonomy to either labour or ownership".

Educational management on the other hand is defined by Akpakwu (2005) as the ability of the educational managers to judiciously utilize the human, material, financial and time resources towards the efficient and effective achievement of objectives of educational institutions. Nwanko (2014) also defines educational management as the arrangement of resources (human, materials, and information) available for education and carefully using them systematically to achieve educational objectives. However educational management can be said to be a set of functions directed at the efficient and effective utilization of resources in the pursuit of educational goals. It is a systematic process of rationalizing the provision, use and maintenance of these resources within the educational institution to ensure their optimal utilization and achievement of educational objectives. Therefore it can be concluded that educational management involves the achievement of set educational goals i.e. the secondary school Managers or Administrators are to achieve the set goals and objectives of the schools.

Resource management in any educational institution or school system is the effective and efficient set-up of the educational resources in order to achieve the set goals and objectives. In the school system, resources are derived from the federal ministry of finance, personnel, materials and curriculum. These resources enable them to deliver the

curriculum effectively to all students of the school and to achieve the set educational goals and objectives. It is in this light that Olagboye (2004) describe school resource management as the prudent utilization and maintenance of the human, material, financial and other available scarce resources for the optimal achievement of set educational goals.

Adeogun (2002) also sees education resources as financial, material, and physical resource centres which are the sum total of the input that goes into the education system. It is the effective acquisition, utilization, and maintenance of the supplies needed in the educational system (Banjoko 2002). The management of these resources involves proper planning, coordinating the activities of the concerns so that all works towards the achievement of the set goals. Management is the organisational process that includes planning, organisation allocation, evaluating, recording and storing of information for effective and efficient utilization of resources for optimal performances. It is a process by which we achieve desired result through efficient utilization of human, material, finances, and time resources.

Akpan (2012), in a research study agreed with Adetoro (2009) that, the potential inputs of the institution are the human, material and financial resources that enable the institution to achieve its set objectives. To him they are the preconditions for successful implementation of school programme and whenever this condition is not fulfilled the ability of teaching staff to perform his/her duty will be greatly hampered. Therefore the success of any educational system depends on the availability of resources and how the resources are judiciously and prudently managed.

According to Okunola (1986) and Agun (1988) defined educational resources as the sum total of everything that goes into the educational system to encourage, support, promote, and facilitate the teaching and learning process; the researcher therefore concludes that educational resources can be said to be the entire input which include administrators,

teachers, students, finance, curriculum and time allocated and utilized for the effective and efficient management of educational institution for the purpose of achieving effective and efficient teaching and learning processes.

Good educational quality and standard of schools largely depend on the provision, utilization and management of educational resources at the appropriate time in order to achieve the set objectives. It is in respect to this that Ugwulashi (2013) in his research study believes that time management philosophy tends to x-ray importance and appropriate utilization of time as a resource in accomplishing organisation objectives and goals. Consequently effective time management is important in achieving good educational quality and standard easily with the available limited resources. From the various perspectives of educational resource management, the researcher concluded that education resources management is the efficient utilization and mobilization of all school resources toward the achievement of set educational goals and objectives over a specific period of time.

Managing school resources in education needs competence, professionally trained administrator and planners equipped with techniques of educational management so as to achieve the goals and objectives of education. The efficiency with which an organisation can perform depends to a large extent how human resources can be managed and utilized. Therefore every manager must be able to solve the various problems the management of people entails.

2.2.3. Meaning of Resource Management

Management according to Wikipedia (2016) in an organisation is the function that coordinates the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. **Management** is the efficient and effective development of an organization's **resources** when they are needed. Such **resources** may include financial **resources**, human skills, materials, and time. In organizational studies,

resource management is the efficient and effective development of an organization's **resources** when they are needed. Such **resources** may include financial **resources**, inventory, human skills, production **resources**, or information technology

Management according to the Business Dictionary (2016) is the process of using a company's resources in the most efficient way possible. These resources can include tangible resources such as goods and equipment, financial resources, and labour resources such as employees. Resource management can include ideas such as making sure one has enough physical resources for one's business, but not an overabundance so that products won't get used, or making sure that people are assigned to tasks that will keep them busy and not have too much downtime.

2.3. Human Resources Management in an Organisation

A good organisational structure alone cannot guarantee enhanced performance and increase productivity but a well managed personnel. People are the core of every organisation, without staff an organisation cannot exist. It is therefore important that organisations considers and improve how to develop and take care of their staff. Human resource management is the process of accomplishing work through the efforts of human. It also refers to the process of managing people in organisation in a structured and thorough manner. This refers to the recruitment, deployment, training, transfer, safety and retirement of employees from schools. According to Ogunsaju (2006), personnel management is the effective mobilization of human resources based upon an appropriate recruitment, selection, training and placement of appointed staff in order to achieve organisational set goals and objectives. Personnel management is obtaining and maintaining a satisfied work force, it is a significant part of management concerned with teachers and other supporting staff at school and their relationship within the school. It is an administrative discipline of hiring and developing teachers so that they become valuable to the school.

Good human resource management is essential if the organisation wants to attract and retain good staff. If people sees that an organisation values its staff they are more likely to apply for job with the organisation and more likely to stay once they are recruited. In the secondary school system, the Federal Ministry of Education is responsible for the recruitment, deployment, training, transfer and retirement of employees from government secondary schools. According to their set standard in the year 2004, a teacher of secondary school must possess a degree certificate in education and the ratio of teacher to student is 1:40 i.e. to say that a teacher is expected to teach forty students at once for effective teaching and learning process.

Castletters (1976) in his view said that no organisation can perform or function properly without adequate and qualified personnel, he further said quality of personnel determines the quality of school products, therefore adequate provision of Human Resources in schools will help to produce quality students and promote good school Administration. No wonder Fafunwa (1994), said that the quality of students produced in institutions is a direct reflection of the calibre of teachers. It is in this note that Adeogun (1999) also describes adequacy in Human Resources as having the right quantity and quality of staffs in an organisation. It's also supported by Lassa (2000) in his research study; adequacy in the number of teaching staff in relation to students' population has primary influence on the overall efficiency and effectiveness of an educational institution.

Teachers are the most important part of Human Resources in the educational Institutions; it is the efficient and effective utilization of these resources that assures quality and quantitative functional Education in Nigeria. They are the life wire of Educational system because they involve in planning, organising, directing, co-ordinating, implementing and controlling the use of other available educational Resources for the achievement of educational goals and objectives. Teachers are considered as a medium to convey and model

knowledge, skills, and examples to their students, the quality of teachers' lies on how the school management utilize stakeholders to strive for excellence.

Education is an important factor in improving individual success; teachers are recognized as one of the crucial component in developing well rounded students, therefore teachers need to be updated with the new development around in order to provide useful information knowledge and skills to the students. According to Ibrahim (2001) teachers need to be effective, knowledgeable, to have skills and attitude to meet the clients need. According to Ibrahim (2001) teachers or an educator needs to be alert and responsive to the current practices of leadership management of resources and to achieve the education mission.

Therefore there is a need for effective and efficient management of human resources in the educational institution with the help of good Principal in order to achieve educational goals and objectives. According to Adeogun (2002), effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goals. It is with efficient and effective management that educational managers can plan, formulate policies, identify programmes, organize staff, facilities and finance, control, coordinate and direct the activities and affairs to achieved predetermined goals of the educational institution. (Akpakwu, 2012) However the management function of an Principal or school head is to manage the human and non-human resources, supervise, staff development, effective communication, public relations and the determination of school mission, goals and objectives. The Wallace Foundation (2001) believes that principal (administrators) can no longer function simply as building managers tasked with adhering to district rules, carrying out regulations and avoiding mistakes but they should become leaders of learning who can develop a team delivering effective instruction.

Good human resource management depends on the organisation having a clear vision, objectives, and values. The vision is needed to motivate staff while the purpose is to ensure that staffs are all working towards the same goal. Without a mission it is impossible for the organisation to know what work that needs to be done and job description.

2.3.1. Functions of Human Resource Management

As an organisation cannot build a good team without the Human Resource Management, the functions of human Resource Management are recruitment, remuneration, staffing and training and development.

- 1. Recruitment**→ this is the core function of Human Resource management, it refers to the overall process of attracting, selecting and appointing suitable personnel for the jobs. The Human Resource department in any organisation is responsible for choosing individuals for the available positions while in education, the school system, the Board (SEB) is responsible for the recruitment process of their staff.
- 2. Remuneration**→this is the compensation that a staff receive in exchange for the work done or service rendered. This refers to the monetary reward which is known as wages or salary. It is given to staff at the end of their service delivery it can be daily, weekly, or monthly basis depending on the agreed manner and period of payment. In the secondary school, the Board is responsible for staff remuneration, this is done on a monthly basis and this increases as the number of years the staff stay with the board or the higher the education qualification gained.
- 3. Staffing**→ this is one of the functions of Human resource Management, staffing is the process of placing people or staff in the appropriate position based on their qualification and skills.
- 4. Training and development**→this yet another function of Human Resource Management is concerned with organisational activity aimed at improving the performance of staffs in

the organisational settings. Training and development can be referred to as the educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of the employees.

2.3.2. The Role of Principals in Human Resource Management.

Human resource management in education is a set of practices and methods of integrating and maintaining the teaching staff in the school so as to enable them achieve their purposes and the goals for which they were established. The following are the roles of principals in Human Resource Management in education are

1) **Staff maintenance**→ staff maintenance is creating a conducive environment for workers, pertinent practices which include promotion, and transfer, motivation, staff safety, and security and health services. It is pertinent that educational establishment have sound policies in respect of staff transfer and promotion to ensure that justice and fairness prevail in dealing with staff. As work to be performed in the school is important, the mood of the man to perform the job is equally important.

2) **Staff Relations**→ there must be a good communication network in the school to enable workers to be constantly informed of the progress being made in school. Workers should be encouraged to participate in planning and decision making in the school. Workers should be encouraged by recognizing the staff as human beings with feelings, interest, needs and emotions and treating them as such with fairness and respect.

3) **Staff development**→ the school principal plays an important role in any change that takes place in the school, however the principal cannot perform his role without being trained in order to be more efficient, it is however necessary to train principals and teachers thoroughly on how to carry out their duties effectively and to adapt to change in the system.

Staff development is the process of appraising staff performances and identifying their keys and skills and competence that need development or training to improve their skills for better performance. It involves providing development programme and training courses that are suitable for the programme. The success of educational organisation hinges on the strength and quality of the staff members. There is need to change through training and to improve and grow in competence. This can be done through in-service training, conference, workshop and seminars.

2.4. Management of Facility Resources in an Organisation

A good environment would foster desirable behaviour, creativity, harmonious relationship and problem solving skills among students. (Akubue, 1981) Material Resources are inputs which can generate favourable learning environment to facilitate interaction and enhance the achievement of educational resources. It makes education meaningful and functional if they are effectively utilized

Good quality and standard of school depend largely on the provision, adequacy, utilization and management of school facilities. Educational facilities or materials resource are all materials used for teaching, learning, and all other school activities, they are all the physical materials or facilities that enhance teaching and learning process. Akinsolu, (2004) asserted that educational curriculum cannot be sound and well operated with poor and badly managed school facilities, school facilities are therefore seen as physical resources that facilitate effective teaching and learning process. They include the building, machineries, furniture, and laboratories, instructional materials (visuals, audios, and audio-visuals), electricity, water, etc. Ojedele, (2004), identified three components of educational facilities as school infrastructure such as buildings and playgrounds, instructional facilities (teaching materials, equipment and furniture) and school physical environment, (beautification of the school environment).

Material resources according to Olaleye, Florence and Oluremi; (2014) in a research study are the usable and consumable things needed to achieve the educational goals, these includes books, libraries, geography rooms, equipments, home economics laboratory, art rooms and other machineries. Castaladi (1994) sees Material resources are any material thing or services that facilitate teaching and learning process. Therefore all these available materials resources need to be properly managed to ensure optimal productivity and longevity. Instructional management are those events and procedures involved in the decision to initiate a specific activity for individual student. It is a decision making process which mediates the activities of students and learning environment.

School facilities are materials that enhance teaching and learning hereby making the process meaningful and purposeful. According to Adeboyeje (2000) and Emertarom (2004), school facilities are physical and spatial enablers of teaching and learning which will increase the production of results. “School material resources entails the making and carrying out of decisions by individuals and groups in building school facilities according to need, operating and using it effectively, efficiently and ensuring that it is in a functional state as the educational programme is been implemented”, (Igunnu, 2014). Therefore for the secondary school facilities to be in an efficient and effective functional state; there is a need for effective management and maintenance of school facilities.

School facilities management involves records of the facilities, supervising the facilities, planning for the facilities, motivating students and teachers to participate in facilities maintenance and evaluating the available resources. Material resource management ensures that school building and grounds, equipment, technical, materials and other services system facilitate and support the provision of the education by the school.

Facility management is a process that ensures that building and other technical system support the provisions of the secondary school education. Material resources management is

a systematic process of rationalizing the provision, use and maintenance of these resources within an educational institution to ensure their optimal utilization and achievement of educational objectives. It is a process that involves rationally:

- I. Determining which facilities are required to achieve the school goals.
- II. Providing facilities of advantage in terms of resource use.
- III. Monitoring to ensure optimal use of educational facilities provided.
- IV. Maintaining the facilities regularly to ensure longevity.
- V. Reviewing the provision of these facilities to ensure that it continues to meet both the changing educational needs in the advantageous manners.

The conditions of Government secondary schools facilities have strong effect on the academic performance of the students. It has been observed that government secondary schools facilities are not been properly maintained by the various school administrators and their depreciation. Administrators often spend more time on infrastructural planning, curriculum development, personnel department and community relations believing that management and maintenance of government secondary school facilities are solely meant for the government. According to Adegboye (2006), schools within a coordinated school plant planning and maintenance practices, records better students' performances while Durosaro (1998) in his research study concluded that schools that plan and maintain their facilities have higher students retention and are more effective than others. Therefore secondary school plant maintenance entails ensuring that the school facilities are kept in their original state of completeness. Olaghioje, (1998) sees school plant maintenance as any work carried out on any component of the plant with a view of keeping it at good working condition. School facilities ought to be kept in good condition and in their original state of completeness by the secondary school administrators but it appears that administrators are neglecting their roles of school facilities management and maintenance. It is in this light that

Igunnu (2015), describe the following as the stages in facility management in a sequential order.

- i) Identification of learning needs,
- ii) Inventory survey of the existing stock of educational facilities.
- iii) Facilities utilization analysis,
- iv) Establishment of educational facilities master plan,
- v) Site selection and acquisition,
- vi) Preparation of educational specification,
- vii) Educational project design,
- viii) Implementation of educational project supervision
- ix) Maintenance of school facilities.

2.4.1. Maintenance of School Facilities in Senior Secondary Schools of the FCT, Abuja.

Maintenance of school facilities is an issue that involves all level of education in Nigeria; it is an aspect of school management that is overlook by school administrators. Most of the facilities are obsolete while some are affected by the weather condition which therefore makes them not to function well for education; this is as a result of lack of maintenance culture. Facilities tend to depreciate as soon as they are provided and put to use, therefore there is a need for maintenances through repairs, servicing of components in order to restore their physical condition and sustain their working capacity. School managers and teachers who make use of school facilities regularly lack the attitude towards facility maintenance and fail to integrate facility maintenance into the management process of the school. Negligence in the maintenance of school facilities has many negative consequences, when school facilities are not well managed and maintained they constitute hazard to pupils and teachers who use the facilities. (Asiya, 2012)

Steady decline in educational performance of students in secondary schools in African nations is evident from cross sectional studies and this steady decline has being traced to the growing concern about adequate provision, maintenance and management of school facilities. (Godfrey and Chuks 2010) therefore there is a need for proper maintenance of school facilities/materials for effective teaching and learning, Facility maintenance entails providing clean and safe environment for teaching and learning, it is also involves the provision of adequate facilities for teaching and learning. (Asiabaka 2012) it is in this note that Akpan (2011) stated that the general appearance of school facilities constitute the basis upon which members of the public passes their judgement about the academic performance going on in the school. Good facilities appear to be an important precondition for student learning, provided other conditions are met which support a strong academic program in the school.

School plant maintenance provides for the repairs, replacement and renewal of failed infrastructure element. To Ukeje, Akpagboju and Ndu (1992) maintenance of school plant are the activities connected with keeping the building, equipment and surroundings at their original or best condition of completeness and efficiency either through repairs or replacement. Wilockson (1994) Lawal (1996) Ajayi (1999) and Owoyeye (2000) in Asiya (2012) opined that school facilities are important in teaching and learning while inadequacy, deteriorating and lack of maintenance of these facilities will spell doom for the teachers and students in teaching and learning activities. Therefore Asiya (2012) concluded that availability and maintenance of school facilities will enhance teaching and learning process and in turn improves academic performance of students. Maintenance however enhances performances and durability of school facilities that enables them last long and efficient for education.

Maintenance enables us to pay less now instead of wasting more at a delayed point in time in the future. (Enawhwo, 1990) therefore the available school plant facilities need to be properly maintained for effective teaching and learning process, however school need to imbibe and assimilate maintenance culture so that facilities can maintain their level of completeness. School facility is much more than a passive container of the educational process; it is rather an integral component of learning condition. Principal are accountable for maintaining all school facilities and must;

- 1) Arrange annual building/site inspection
- 2) Maintain building (internally and externally) so that they meet occupational health and safety requirements.
- 3) Deal with urgent repairs
- 4) Maintain all essential services
- 5) Arrange the schools' maintenance requirement within an annual defined budget.

In developing effective school maintenance program school administrators must consider the following

- i) A commitment on the school board and senior staff to facility maintenance
- ii) Development of a comprehensive preventive maintenance program.
- iii) Adequate funding for both preventive maintenance and capital improvement.
- iv) A willingness to consider new ideas for construction and maintenance of facilities
- v) Continual search for new and different ways to pay maintenance and construction needs
- vi) Careful review of school goals and policies to ensure facility management receives appropriate funding in the annual budget'
- vii) A plan to link academic programs or awareness to facility needs.

For maintenance of facility to be effective in any school, the following must be exhibited by;

1) The School Administrator

- ⇒ Recognize that facility maintenance contribute to the physical and financial well-being of the school.
- ⇒ Understand that school facilities maintenance affects building appearance equipment operation, students and staff learning health and learning.
- ⇒ Appreciate that facility maintenance requires funding.
- ⇒ Acknowledge that strategic planning for facility maintenance is a team effort that requires input from all the school stakeholders.
- ⇒ Coordinate facility maintenance activities throughout the school.
- ⇒ Demand appropriate implementation and evaluation of facilities maintenance plans.

They also need staff who

- ⇒ Understand the wide range of facility operations issues.
- ⇒ Receive training to improve their knowledge and skills related to facility maintenance.
- ⇒ Educate school and community administration about facility operations.
- ⇒ Teach other staff how they can help with facility maintenance.
- ⇒ Cooperate effectively with policy makers and budgetary decision makers.
- ⇒ Appreciate that facility maintenance decision is influenced by instructional activities.

2) To the teachers

- ⇒ Recognize that facility maintenance supports students learning.
- ⇒ Educate students about how to treat school facilities appropriately.
- ⇒ Communicate their expectations for facilities as they relate to enhancing students learning.

⇒ Treat facilities with respect.

3) To the Students who

⇒ See school facilities as their learning environment.

⇒ Treat facilities with respect.

4) To Parents/Community Members

⇒ Recognize that school facilities are the training grounds for future citizens' and leaders.

⇒ Respect decision-making regarding school facility and maintenance.

⇒ Contribute to school facility maintenance decision making as requested.

⇒ Consent to the financial obligation associated with good facility maintenance.

2.4.2. Types of Facility Maintenance

1. Preventive Maintenance → this is a type of maintenance carried out on school facilities to avoid break down, failures, unnecessary production loss and ensure performance of the facility. Preventive maintenance are all necessary actions which have the objective of retaining or restoring facility in a state in which it can perform its required function. It is a process of keeping facility in a good condition that it may be in continuous use, its original state, its designed capacity and efficiency for its intended purpose.

2. Routine Maintenance → this is carried out periodically as scheduled by the school administrator facility may be served week, monthly, and quarterly or even annually depending on the agreed schedule time by the maintenance officers so as to keep the facility in a working order. Manufacturers' most times gives information on the nature and maintenance for each facility in the manufactures guides or manuals. Complying with these helps and guides the facility from breakdown.

3. **Emergency Repairs**→ this is very common with school administrators in an environment where maintenance culture is not established especially in the FCT secondary schools. This takes place when a facility breaks down and urgent measures or steps had to be taken to solve the problem. At this situation collective decision making may not be possible due to the limited time and urgency therefore immediate action is taken because of lack of maintenance most times are usually expensive because it has to do with replacement of the facility or the cost of repair
4. **Predictive Maintenance**→ predictive maintenance is a technique designed to help determine the condition of in-service equipment or facilities in order to predict when maintenance should be performed. It involves the use of computers software to predict equipment failure based on age, users, demands and performance measure. The aim of predictive maintenance is to determine when equipment failure may occur and to prevent occurrence of failure.
5. **Corrective Maintenance**→ this is performed to return equipment to a proper working order or condition, it is situation where equipment is maintained after break down, it involves replacement or repair of the damaged components of the facility. This type of maintenance is often most expensive because worn out equipment can damage other parts and cause multiple damages.

2.5. Management of Time Resources in an Organisation (school)

Every productive person usually have one or two things they would like to do or need to do than they have time, same goes for the school administrators' who are responsible for time intensive task of managing school operations, instructional programs, building relationship among staff etc. to become productive in this field given limited time resources, managing time effectively is the way to achieve ones goal.

There is no specific definition for time, it varies with individual perception. Based on this research study, time is a limited resource, every activity is time consuming, and all activities are competing such that the use of time for an activity means a deprivation of all other activities. Time is a self consuming resource, irrespective of how it's been understood as a resource for human activities; Time is either used rationally, efficiently or permanently wasted. Time consumption is not optional but mandatory in a school system and how it's been utilized to achieve the set goals and objectives.

Time is a measuring system used to sequence events, to compare the durations of events and the intervals between them and to quantify rates of change such as motions of objects. (Ugwalashi, 2012) it can also be defined as the planning, organising, scheduling and budgeting ones time for the purpose of generating more effective work productively. Time management appropriately adopted by school administrator helps to improve poor situations, leads to value and above all harmonize organisation focus; therefore an improving school administrator requires time to provide all it takes to make a quality school; however improper use of time is an attribute of poor administrative style of any administrator handling organisational task.

Time is one of the most valuable resources and it's important that managers (school administrator) utilize time to the maximum advantage. (Mullins 2015) it is therefore necessary for school administrators to see time as scarce resources so as to achieve results before it runs out. Time is a very crucial and important resource to be considered in school resources management, time is a major determinant for the success or failure of the completion of task (school activities). It is important to note that every school following due process is facilitated by appropriate time allocation. Time however determines the instants of other resources in accomplishing the school set goals and objectives. Therefore without appropriate time management, school managers may not be effective and efficient in the use

of all other school resources. Managing time resources leads to higher accomplishment of defined schools goals and objectives. The quality of a successful school manager or quality of subordinate staff depends on one essential underlying criterion which is the effective use of time. In other words the different between a successful and unsuccessful administrator is the appropriate utilization of time to achieve the set goals and objectives. Time is an effective tool for achieving the set school goals and objectives.

Time management helps improve job efficiency by enabling professionals to allocate time to their jobs most important task, by taking control of time, school administrator are able to stay focused on their task, thereby leading to higher efficiency and effectiveness. Planning of school time is a means by which school activities are arranged for efficient and effective performance in realization of school objectives. Planning school time involves scheduling of time according to activities in order to enhance performance and accomplishment of task within a stipulated period of time. School administrators allocate time to activities based on the set objectives and goals of the school of which they intend to achieve. All school activities are schedule towards the achievement of the predefined goals and objectives there by directing all other school resources towards achieving it within the specified periods. Therefore school requires proper time management for good teaching and learning to take place.

Good school administrator must have specific goals and objective in which they intends to achieve, it is this that enables them to plan school resources towards the realization of the goals and objectives. Time is planned in such a way that other available school resources are organised to enable the achievement of the goals and objectives. Planning helps to avoid conflicts among the use of resources hence all resources are limited. It helps the administrators to organise school activities ahead of time, a well planned and organised school time indicate the following such as school calendars that indicates the

resumption and closure of the term, public holidays, and examination periods. Mid-term break etc, while the time table shows all the instructional activities on a daily basis, there also duty roster that shows teachers responsibilities on a daily or weekly basis.

In an educational institution, there is an institutionalised work time for each work or activity of the school curriculum in order to achieve the goals and objectives this is known as the school time table. This is drawn and strictly structured by the school management; it is scheduled and controlled in terms of duration and manner of distributing the time allocated for each subject or learning activity of the school. Time table is a specific arrangement of time according to activities. (ugwalashi 2012) time table shows planned and organised time for classes, recreation, labour, examination, opening and closing of the school. The purpose of time table is to create simultaneous activities to be implemented without conflicts like classroom allocation to various periods and subjects. It also ensures complete mobilization of well planned activities according to schedule time.

Every other resources are subject to the effective management of time resources, time allocated to school learning activities does not implies optimal performance but on how time is effectively and efficiently utilized and managed. Every productive efforts should be measured by accurate time and standard established for the work to be done therefore time management aim at achieving an effective use of time while performing certain goal-directed activities, (classens, 2007)

Time management helps improve job efficiency by enabling professionals to allocate adequate time to their job and most important task. By taking control of time, school administrators are able to stay focused on their task which in turns lead to higher efficiency and effective utilization of school resources. Effective time management also improves inspection and supervision of school activities thereby bringing in more needed quality. School administrators who make effective use of time supervises school activities to bring

out good quality within the stipulated time for the school section. Classens (2007) and Moncan(1994) suggest that one can use time efficiently and productively by setting short-term and long-term goals keeping time logs, prioritizing task making to do list, scheduling and organising ones work space.

A short term goals is the ability to set out and organise task in a short run e.g. within a day or weeks while a long terms goal is the capacity to manage task over a longer horizon or periods e.g. quarterly or yearly by setting goals, keeping track of important dates and limiting procrastinations. Setting goals and priorities, making do list and scheduling preference for organisation can be said to be the components of time management.

According to Claudia (2013) quoting Cristea, S. (2) P. 372. The following are the principles to be considered in the allocating of time.

- I. Distributing the duration reserved to each study discipline depending on the specific pedagogical objectives adopted at the level of the school curriculum.
- II. Dividing the subject into didactical units which can be referenced to time units.
- III. Altering the school activities with primarily intellectual objectives to those with primarily moral, technological, aesthetic, psychophysical objectives and of formal training activities to non-formal training activities.
- IV. Finalizing the syllabus depending on the real possibilities and interest of the pupils, objectives under the concrete conditions of the schools and study discipline.
- V. Achieving a rigorous and coherent planning frame work from the perspective of the necessary correlation between the teacher and the pupil.
- VI. Valuing the pedagogical resources existing at the level of the school organisation under specific to a computerized culture.

2.5.1. Organising Instructional Activities in Senior Secondary Schools of the FCT Abuja.

This is the management function which follows planning, it is a function in which the synchronizing and combination of human, physical and financial resources takes place, all these three resources are important to get results. Organising function helps in the achievements of results which are of importance for the functioning of the FCT secondary schools. According to oyedeji (1998) in Muraina (2014) defined organising to relate the grouping of people and activities into specific units and trying to establish relationship between them. It is a function by which the school administrator is able to define the role of teachers and the instructional activities in terms of scheme of work, lesson note, class size, time table, etc and also to co-ordinate between authority and responsibilities in order to get results.

Organisation refers to organising school activities based on differentiation of task and Integration of differentiated tasks by assigning activities and responsibilities to teachers. It can also be seen as a systematic process of arranging instructional activities and other learning experience according to the school time, therefore coordinating activities in a logical and meaningful order. In secondary school, human and non-human resources must be organised for teaching and learning to effectively take place. Edem (1992) stated that organising is the building up of human and material resources needed for the successful attainment of the goals of an enterprise. It in this note that Ukwuhe (1995) believes that organising human and resources in their various classifications does not only make management easier but promote illusion of reality and as well as provide a common frame work of experience. Consequently the control of the school depend largely and solely on the school administrator. They however make use of their organisational skill effectively and efficiently co-ordinate right teachers to do the right thing at the right place and at the right

time for the effectiveness of the school and the accomplishment of the objectives of the secondary schools.

Organising in school management is very crucial because it enhances school activities such that all activities are organised on a time table or school calendar in terms of days and weeks, such that all subjects taught within the stipulated time on the timetable, which includes both the curricular and extra-curricular activities.

2.5.2. Importance of Organising Instructional Activities on a Time Table

- 1) **Effective Administration**→ the school administrative structure is helpful in defining the job positions, the roles to be performed by different teachers and other staffs are clarified. Specialization is achieved through division of work, this in turn leads to efficient and effective administration.
- 2) **Well Defined Job**→ each responsibility is well defined along with positions and powers, it should be clarified in order to avoid misuse of powers in the school. A well defined responsibility helps in bringing in efficiency into the educational system, this leads to the improvement of instructional activities.
- 3) **Co-ordination**→ organisation is a means of well created co-ordination among different departments of the school, it creates clear relationship among positions and ensures mutual co-operation among individuals. All instructional activities are well coordinated and efficient thereby no time is wasted and all activities are carried out appropriately.
- 4) **Scope For New Change**→ where the roles and responsibilities to be performed by every teacher and other staff in the school are clear, spelt out and performed, it gives room for the school administrator to bring in new ideas into the running of the school in order to achieve the predetermined educational objectives, hence the system is well

structured and organised. It makes administrators' less busy and stress free which in turn helps to develop talents and flourish his knowledge.

According to Bello (2013) in his research study quoted Nwuzor (1982) on the things needed to be done in carrying out an effective organisation.

- 1) The administrator should examine and make sure he is very clear about the objectives and total task of the Institution.
- 2) He must break the services which the institution has to render to achieve the goals into units such as Administrative work, Academic, Maintenance, library and expert or advisory services.
- 3) He should break down instructional activities into different departments of teaching units.
- 4) He must also think about the personnel that will fit into the various jobs and to whom he will assign positions or post to play their role or render services expected of them.
- 5) further breaks the units into definable jobs and task, for example administrative work may be defined into personnel matters, catering services, accounting responsibilities, academic work can also be broken.

Abraham, Adenike, and Mallam (2004) in Muraina (2014) further say that organising as a process deals with the following;

- i) Determining grouping and structuring.
- ii) Dividing and allocating roles arising from the grouping and restructuring of activities.
- iii) Assigning accountability for results.
- iv) Determining detailed rules and systems of working and conflict resolution.

School administrator should spend most of their time in organising learning activities in school, organisation is one of the keys time management, great time managers are

organised and effective. Instructional activities are organised according to the planned school time table. A time table is the frame work within which the instructional activities of the school are been carried out. It is the instrument through which the purpose of the school functions is carried out in an organised and systematic order. It shows the hour during which lessons is taught, what subject is to be taught during each period of the day the number of minutes to be used by the teachers taking the subjects and the appropriate teacher in charge for a particular period.

A well organised school time table signifies the following;

- 1) working hours of the school
- 2) time of beginning and ending of each day along with break time
- 3) time of beginning and ending of each class lessons, periods and other activities
- 4) Names of the subjects taught, and teachers in charge at each specific period.
- 5) Venue of the class
- 6) Length of lesson periods
- 7) Time for assembly, attendance and co-curricular activities.
- 8) The schedule days which school works

2.5.3. Importance of Secondary School Time Table

- 1) To ensure smooth and efficient functions of the school
- 2) To eliminates wastage of time and resources.
- 3) Bring the school into life
- 4) Informs the students and teachers in advance about each activity of the day.
- 5) Helps teachers to make advance preparation for each teaching and learning process and also classroom organisation.
- 6) Ensures that attention is given to each academic subject along other activities.
- 7) It also ensures equal distribution of teaching activities.

- 8) It also enable allotment of teaching periods according to the level of the subject, importance of the subject, difficulty of the subject and the amount of the content in subject.
- 9) Ensure the overall efficiency of the school in achieving the school aims and objectives also the effective utilization of the available resources towards achieving the aims.
- 10) It makes the teachers work efficiently and effectively.

2.6. Management of Financial Resources in an Organisation

The effective management of school resources and the school at large depends on the availability and the effective use of school funds. School fund is the monetary value/aspect of school resources which is used to plan, direct, monitor, maintain, organise and control other available school resources to achieve the predetermined educational goals. Therefore it can be said that financial resources is the wheel for the effective and efficient run of any Government secondary schools in the FCT.

Financial management is therefore the planning, directing, monitoring, organising and controlling of school resources (funds) it refers to the efficient management of money (funds) in such a manner as to accomplish the objectives of the educational organisation. It is the specialised function directly associated with the management. (Wikipedia 2015) financial management means planning, organising, directing and controlling the financial activities such as procurement and utilization of funds of the school, it means applying good management principles to financial resources of the school.

Financial management is important to the general development of the secondary schools in the FCT Abuja. The school administrator (principal) is responsible for collecting and accounting for school funds in the school hence they are the representative of the Ministry of Education and the secondary school education board, they therefore needs to

acquaint themselves with the principles governing sound management of school funds. As the financial controller as well as the accounting officer of the school, the head teacher is responsible for all revenue and expenditure made on behalf of the school. The principal are overall in charge of all matters pertaining to budgeting and accounting of school funds, record keeping and maintenance of facilities and supplies. According to Mohanry (2002) head teachers (principals) have to make budgets, correspondence accounting verification, checking up to date entries in the registers and documents of the school.

For the school finance to be effectively managed there is a need for budget, a budget in an educational programme which is expressed in financial terms, it is a quantitative expression of a plan for a defined period of time. A budget for an educational organisation has an educational plan with which an estimate of the amount of money to be received and the amount to be spent in order to achieve the educational objectives. A budget plan is made for a given period of time usually one year, a well formulated school budget consisting of an education plan, expenditure and revenue plan (okumbe1999). Budget guides and control the school's income and expenditure plan while fulfilling the educational objectives of the school. It also provides a means for those providing the funds to measure whether the head teacher (principal) who is the custodian is worthy of their trust and confidence. It also provides an instrument for controlling expenditure and evaluating performance.

Financial accounting is concerned with the maintenance of records in which financial transactions of an educational organisation are summarized. An adequate financial system ensures effective operation in an educational organisation. Teachers should be able to manage and deploy school resources efficiently, guides curriculum implementation and create professional implementation change. Head teachers (principal) are therefore the overall in charge of the school, they supervise the whole school programme and bear the

ultimate responsibility for the school performance, proficiency and effectiveness including the competency of all school programme. (wango, 2009)

2.6.1. Control of Funds in Senior Secondary Schools of the FCT, Abuja.

Funding is a critical factor in the provision of functional education in Nigeria, there has been the issue of poor funding of education in the country, the inability of Nigerian government to meet up with the twenty-six percent (26%) of their annual budget as recommended by UNESCO is worrisome, the annual budget for education in Nigeria is less than 10% of the whole budget, the financial assistance given to schools is inadequate to enable them achieve their goals, which in turn is not good for a functional education in the country. Government are responsible for funding of all government secondary schools in the country and the FCT government secondary schools inclusive, 95% of the funds expended by the schools are received from the government in the form of grants, this is not sufficient for the running of the schools effectively but with a well managed government funds and other alternative source of funds, the school administrator can achieved its predetermined goals and objectives.

Management implies judicious use of all available resources for the attainment of defined goals, management of funds deals with the provision, custody and disbursement of financial resources needed for the running of the government secondary schools in the FCT. Management of secondary school funds is a very crucial and delicate aspect of school resources; it exposes the weaknesses and strength of those who controls it. However the achievement of any educational goals and objectives depend largely on adequate financial management, therefore the school administrators' are the major element on which school resources especially finance depend on. The responsibility of the accuracy of the financial records lies with the school administrator even if he/she does not have the task of maintaining the financial records on a regular basis. Ezeocha (1990) include financial

management as one of the task of school principal (administrator) and stated that ‘whether a school administrator has a bursar or not, he/she has the duty of seeing that adequate financial provision is made in the school budget’, he also noted that effective school management demands that proposals be prepared before any new session. They are responsible for the effective and efficient use of resources to meet the objectives of their schools. Effectively managing school funds is critical to the ongoing viability of FCT government secondary schools and in turn contributes to the provision of better quality of education.

Effective management of resources is necessary so as to avoid mismanagement of school financial resources, where the school administrator is weak and ineffective in managing school resources, success will be very difficult to achieve. Poor management of school funds in post primary schools had created a lot of lapses which have affected the achievement of desired educational goals. (Ogbonanya 2002)

Financial management refers to the capacity of the school administrator to deploy the financial resources of the secondary schools with maximum effectiveness and efficiency for the benefits of the learners. They are also responsible for the control of funds kept in their custody therefore they are required to make budget for the school, keep financial records, prepare financial statement and mobilize resources for the attainment of the predetermined objectives. The success of a school can hinge in the quality of its financial management. However a sound financial management ensure that school resources are effectively used to achieve the school objectives and improve the school performances. Effective financial planning and utilization can enhance learners’ education if school fund are efficiently maximized.

2.6.2. Aims of School Financial Management

The purpose of financial management in the secondary schools is to raise funds and ensure that funds are mobilized, utilized effectively and efficiently directed towards achieving the predetermined aims and objectives of the schools. However it should be noted that resources are scarce therefore school administrators should ensure optimal utilization of funds.

Secondly financial management assist educational administrators to supervise cash receipt, payment and safe guard cash balance and to keep proper records of their financial income and expenditure for the benefit of the government, administrators, teachers, parents and community at large.

And lastly, financial management assists administrators' in managing government and non government funds properly to ensure the appropriate use of resources under their custody.

2.6.3. Scope of School Financial Management

- a) The procurement and rising of funds.
- b) The allocation of financial resources to different departments of the school.
- c) The effective utilization of funds.
- d) Supervision of cash receipt and payments.
- e) Safe guarding of cash balance.

2.6.3. Roles of Administrators in Financial Management

- 1) Accountability → effective accountability necessitates good record keeping of the money and other resources in the administrators' custody I.e. the school administrator should keep proper records of all resources kept in their custody and how they have been utilized. They should be able to give or explain reasons for every action and take responsibility for it. It also involves physical verification of the existence of the items

upon which expenditures are claimed. This is the ability to justify the administrators' actions in financial management.

- 2) Transparency → this refers to honesty and openness in the administrators' actions. Making it clear to others what he/she is doing and why doing it. This helps to develop trusts and promote partnership with other staff, teachers, students, parents and community at large.

The following are the duties performed by the school administrator in financial management.

- i) Understanding the initiation and financial flexibility of the school, setting goals and formulating appropriate financial management strategies having in mind the available resources and the needs of their students.
- ii) Approving school budgets.
- iii) Reviewing income and expenditure regularly to ensure that resource deployment is in line with the school development plan and caters for the need of students.
- iv) Formulating financial management criteria and procedure to avoid conflict of interest and the misuse of available resources.
- v) Putting in place adequate budgetary control and good accounting reporting system to monitor the financial situation of the school.
- vi) Giving detailed report of the use of school funds (income and expenditure) to all stakeholders.

2.6.4. Sources of School Funds

Secondary school funds refer to sum of money saved or made available for a particular purpose. We have two types of secondary school funds which are government and alternative school funds.

- a) Government funds (grants) => we have two types of grants which recurrent and non-recurrent grants.

Non-recurrent grants

- ⇒ Grant for repairs
- ⇒ Maintenance and school improvement projects.
- ⇒ One-off grants or induction grants for special programmes/activities.

Re-current grants

- ⇒ Salaries grants
- ⇒ Operating expenses block grants
- ⇒ Composite furniture and equipment grant

b) Alternative/other major income

- ⇒ Tuition fees
- ⇒ Donations or proceed from fund raising
- ⇒ Proceeds from trading operations
- ⇒ Extra-mural lesson fees
- ⇒ PTA levy.

2.7 Management of school curriculum

Curriculum is the academic system that imparts knowledge and skills to students in a school environment. It is a written document meant to be taught and tested at different students' levels in specific subject areas.

Management is the science of leadership, it refers to a set of concepts and methods that when recognised and implemented it enables most leaders to increase their effectiveness in managing school system curriculum. In managing the school curriculum, the first step is to establish the mission of the school to make it accessible and replicable. Management is the effective and efficient usage of the available resources in the school system to accomplish the mission and the use of feedback to make adjustment or changes in order to keep the mission.

Curriculum management is in the care of the school. If the curriculum is managed well, quality teaching is equitably provided to all students and learning occurs. Curriculum management also refers to the provision of effective leadership and supervision by head teachers and other education managers of the activities of teaching staff in order to maximise the effectiveness and efficiency with which the curriculum is developed. The purpose of curriculum management is to ensure that quality teaching and learning is being provided and to ensure that all students get the most out of their education. This is responsibility of all education managers especially principals to ensure that it happens hence all students are meant to use all the knowledge and skills learned to contribute to the society in a meaningful and beneficial way.

Curriculum management have direct impact on the quality of teaching and learning in schools therefore curriculum management determines quality teaching and learning. Beare, Caldwell and Millikan (1989:55) identify three requirements for curriculum management as

- i) Curriculum manager must work with other principal to develop a common vision of excellence in teaching.
- ii) The leader has a vision for excellence in teaching i.e. the leader must have the organisational vision necessary to guide the school into the future and an ability to articulate this vision. There should be clarity of vision o his staff.
- iii) Curriculum managers and their staff have the knowledge and skills to ensure that the vision becomes a reality.

2.7.1. Features of a Curriculum

The following are the characteristic of a secondary school curriculum

1. A learning programme of planned activities.
2. Content
3. Specific activities and experience that lead to learning.

4. Specific learning results.
5. An instrument for social reconstruction where values and skills are acquired which may help to improve the community.
6. The cultural reproduction of a community reflecting its relevant culture.
7. Designed to set out task and concept which must be achieved or a predetermined purpose e.g. the mastery of a new task or an improvement of a previous task.
8. The focus is on the person so that self discovery may take place through activities and the person may get to know himself. I.e. understanding of one self.

2.7.2. Principal and Curriculum Change Management

Change refers to the adjustment or total reform that occurs in the secondary school curriculum as a result of change in the education system, technology or educational policy. Change management entails the process of bringing about innovations, ideas, new approaches and ensuring a successful implementation of the curricular change in the organisation.

Principal and teachers normally have different attitude towards change, the manner in which change in curriculum is disseminated determines how acceptable a new curriculum will be for the principal and teachers, however the success or the failure of the implementation of any change in the curriculum is determined by the principals. The ability of the principals to adapt to the change and communicate it to their staff and organisation at large is what is called curriculum change management.

The principal has the ability to initiate and innovate and to make things happen in the school, they are the instructional leaders who strengthen the school curriculum by giving clear information that the teachers take responsibility for their own professional growth and development, therefore the role of a principal cannot be over emphasized. It is however necessary to train the principals thoroughly on how to adapt to the change in curriculum.

2.7.3. Roles of Principals in Managing the Curriculum

How the school principals respond to challenges and demands of the curriculum depends solely on the role the principals plays, therefore we will be looking at the roles of the principals in managing the curriculum.

- 1) The major role of the principal in the management of school curriculum is to ensure that learners receive quality teaching both inside and outside the classroom.
- 2) The principal is also an evaluator of teachers thereby supervising and appraising them. For this to be done efficiently and effectively, the principals need to acquire academics and professional training and skills in curriculum management.
- 3) The principal is also responsible for coordinating the curriculum to ensure the implementation of the educational policy.
- 4) Principals should also assist teachers in interpreting the curriculum as instructed by the National Educational Research and development Council. (NERDC) and the Secondary Education board.

However the principal can coordinate secondary school curriculum in the following ways,

- I. Ensuring that curriculum content is consistent with both learning outcomes and the assessment used to measure the attainment of the outcomes.
- II. To ensure that learning and teaching support materials used in their schools are consistent and reinforcing.
- III. To establish curriculum evaluation procedures and ensure that these evaluations occur on a regular basis.
- IV. Organising staff meetings so as to provide forum for reassessing curriculum outcomes and activities, monitoring curriculum activities and modifying it. Through

this curriculum issues can be identified and solutions are determined before it becomes crises.

- V. They must ensure that curriculum are implemented according to the specification prescribed by the NERDC
- VI. To ensure unity among staff i.e. team building so as to produce good results and attaining the sets objectives.

2.7.4. Steps in Curriculum Management

1) Curriculum Mapping→ this is often confused with curriculum management but they are not the same thing, curriculum mapping is really the first step in curriculum management. It is a process of tagging and linking the structural elements of the school curriculum, (phases, years, courses, session etc) with each other and with learning outcomes and content areas.

Curriculum mapping is essential to curriculum management because it transforms the curriculum from a series of documents and experiences into a searchable database that is an accurate representation of your curriculum. Without this first other steps in curriculum management are less valuable.

2) Content and Structure Analysis → once the curriculum is mapped out, we then start to analyse and assess whether the content are still relevant or not. The following are common ways of doing it.

a) Gap/Redundancy Analysis→ this looks at the curriculum to find gaps/redundancy in the content of the curriculum. For example redundancy may occur because of particular topic is taught in different subject areas. Gap may also occur if one of the topics is not well represented in the early year of the curriculum.

b) Teaching Type Analysis→ it is a report that looks across a segment of the curriculum to provide an overview of the teaching type and the consistency of the program used. This

is to ensure that the curriculum program stays true to its pedagogical foundation i.e. students are given opportunities to have different types of learning experience and most especially that contents are taught in most appropriate way.

c) Sequencing Analysis→ it is a report that shows how topics are sequenced throughout in the curriculum. It shows how the contents are been sequenced. Content and structure analysis are therefore important to curriculum management in order to avoid drift in the curriculum. If used regularly it helps to identify missing, inappropriate and stale content that can be replaced with something more appropriate or relevant.

3) Students Assessment→ result is the ultimate outcome of the curriculum because of this they provide an important input into the curriculum management process. Students' assessment is important because results give insight into the curriculum problems that may not show up in other areas although not all assessment problems are curriculum problems.

4) Program evaluation→ this is important in curriculum management in the same way as students assessment is. Program evaluation provides staff and teachers feedback about the curriculum, for example asking question about content sequencing on a teaching evaluation form, one will have a good source of curriculum feedback to use.

5) Research, Review and Revise→ finally one need to take all the data gathered from the content and structure analysis, students assessment results and program evaluation feedback and decide whether or not the curriculum changes are needed or not. This is mainly the job of the curriculum management committee. The results or information gathered will require further research or review in order to decide how to proceed.

2.8. Empirical Studies

Nakpodia (2010) carried out a research titled Human Resource Management in school Administration in Delta State. The purpose of the study was to examine the usefulness of Human Resource management in the administration of Secondary Schools in Nigeria. A descriptive survey research was used in carrying out the investigation and the instrument used to gather information from 1,063 staff was the questionnaire. The information gathered was analysed using percentage and Z-Test statistic. The findings revealed that Human Resources undergo different forms of training and that there is significant difference in the performance of Human resource in relation to Students academic Performances. The Researcher emphasize on training of the Human Resource than their utilization. The research work is of relevance to my research work hence it has pointed out at the relevance of training to Human Resources rather than its utilization this has further given me the insight on what to evaluate on while carrying out my research.

Olaleye (2014) (159-164) examined a topic titled Managing Education Resources for Optimal Productivity in Nigeria Schools. The objectives of the study was to examine whether Material Resources available in some selected secondary schools in Ekiti State were properly maintained and managed for effective performance of teachers in schools. The researcher made use of a descriptive design and the instrument used to gather information for the research was a questionnaire tagged Resource Management Questionnaire. (RMG) this was used to elicit information from 120 respondents. The data collected were analysed using frequency count, percentages and the mean. Findings showed that in Managing School Resources such as Human and Material Resources, Principals of schools need specialised skills such Technical, Human, and Professional Skills. This research is of importance to me as a researcher because it has points out the relevance of Material Resource in schools if properly managed by the school Administrators, therefore I

intend to evaluate the management of Material Resources in FCT secondary Schools to know how they are being managed.

Onuselgu (2012) examined a topic titled Analysis of Principals Accountability in Managing Secondary Schools' Funds in Anambra State. The purpose of the research was to investigate how principal ensure accountability in managing secondary schools funds and the problem that limits the Principals' accountability in managing the funds. The researcher made use of a descriptive survey research design and the instrument used by the researcher in gathering information was the questionnaire which was administered to 443 respondents. The statistical tools used in the analysis were the mean Score, Standard Deviation, and Analysis of Variance. The findings of the study indicated that the principal did not display acceptable levels of accountability in managing their School funds also inadequate allocation of resources and funds for school activities, non availability of guidelines on school financial accounting were the problems that limits the principal's financial accountability.

2.9. Summary

This chapter provided the Review of Related Literature on the Management of School Resources in the Secondary Schools. The management of school resources is within the competence of the school administrators, i.e. the principals. Managing school resources effectively depend largely on the role of the school administrators. This chapter emphasize on the functions of the school administrators on the effective management of school resources. The functions of the school administrators discussed in this chapter include Planning, Organising, Supervision, maintenance and control of school funds. It was therefore concluded that for a school administrator to exercise these functions competently, he/she must first have a mission and vision from which he/she draws goals and objectives to be achieved in the school. Having set the goals and objectives; planning, Organising,

supervision, maintenance and control of school funds will be geared towards achieving the predetermined goals and objectives.

This chapter also discussed the various types of school resources as Human (school heads and Teachers) materials, school funds and time. Effective and efficient management of these resources helps in achieving secondary school educational goals and objectives in the secondary schools of the FCT, Abuja and Nigeria at large. It is obvious that the human resources interact and control the non-human resources; therefore it is the effective management of other resources by the human resources that determine the efficiency of the resources. It was noted that all resources are limited but time is relatively scarce and very crucial in achieving the predetermined goals and objectives therefore it was concluded that management of resources is at its best when it is effectively and efficiently managed within the stipulated period of time. However it is important for the school heads to set out goals and objectives that can be achievable within a specific period of time, it can be for a long/short time. Also considering time as a scarce resource other school resources will be well planned, organised, supervised, maintained and directed towards achieving the school objectives within the time scheduled.

The research methodology will be discussed in chapter three for the researcher to further explain the research method that will be used to reach a reliable conclusion of the research study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The research methodology is the blue print which the researcher employed for the purpose of the study (Afolabi 1991). In this chapter therefore, effort is made to describe the research methodology under the following sub-headings:

1. Research Design;
2. Population of the Study;
3. Sample and Sampling Techniques;
4. Instrumentation;
5. Validity of the Instrument;
6. Pilot study;
7. Reliability of the Instrument;
8. Method of Data Collection; and
9. Method of Data Analysis.

3.2. Research Design

The research design adopted for this study was a descriptive survey design. A descriptive survey design is a process of collecting data from a specified population in order to determine the current status of the population using one or more variables. The method involves sampling from the target population of the study and generalizing the findings obtained from the analysis of the sample data. This design is appropriate for this study because the researcher collected data from secondary school heads and teachers from the senior secondary schools in the FCT. Therefore for this study, the views of secondary school heads and the teachers were sought on assessment of management of resources in secondary schools in Federal Capital Territory (FCT), Abuja.

3.3. Population of the Study

The population of the study consists of 56 government senior secondary schools in the FCT Abuja, which are located in the six Area councils of the FCT with a population of 3590 comprising of 168 school heads and 3422 teachers. The research study targeted population comprised the principals, vice principals and teachers in the senior secondary schools in FCT Abuja. The rationale for involving teachers and principals in this study is because the principal are in charge of the management of the secondary school resources and its their duty to manage both the human, materials, finance, time and curriculum resources in the school through the application of their management skill, while the teachers are part of the human resources of the school and also interact with and make use other resources of the school. The table below shows the population of the study used for the research.

Table 1: Numbers senior government secondary schools, number of school heads and teachers with their location in the FCT

Name of FCT Area Councils	Number of schools	Number of school heads	Number of Teachers
Abaji	4	12	141
Bwari	11	33	743
Gwagwalada	8	24	551
Kuje	6	18	286
Kwali	6	18	184
Municipal	21	63	1517
Total	56	168	3422

Source: Secondary Education Board (SEB) Orlu street Area 3, Garki Abuja.(as at july2015)

3.4. Sample and Sampling Technique

The population sample was selected using both Aderounmu (1975) which says 30% of targeted population can be used as sample of a population if more than a thousand and a purposive sampling technique to select a sample population of 434 comprised of 51 school

heads and 383 Teachers which were selected from 17 government secondary schools in FCT Abuja.

The table below shows the number of schools selected and the number of teachers and Administrators' used for the research study.

Table 2:Numbers of schools Sampled from the population study.

Names of FCT Area Council	Number of schools	Number of school heads	Number of teachers
Abaji	2	6	25
Bwari	3	9	81
Gwagwalada	3	9	81
Kuje	2	6	45
Kwali	2	6	29
Municipal	5	15	122
Total	17	51	383

3.5. Instrumentation

A well structured questionnaire was used to collect data for the research study. The questionnaire was designed by the researcher and was used to collect information to assess the management of secondary school resources. This questionnaire titled “Resources Management in Secondary Schools” (RMSS) was carefully designed by the researcher for both school administrators and teachers. It consists of six sections, A, B, C, D, E and F while each section comprise of 10 items. Section A consists of personal data of the respondents, Section B consists of items that solicit for information on the management of human resources in the FCT secondary schools, Section C consists of items on the management of material resources and Section D, consist of items on the management of financial resources of the school, Section E consists of items on the management of time resources, while section F solicits for information on the management of school curriculum. For Sections B, C, D, E and F the respondents were required to indicate a tick (√) against

each item using five (5) point Likert scale format of Strongly Agree (SA), Agree (A), undecided (UN) strongly Disagree (SD), Disagree (DA) rating to express their opinions on the items.

3.5.1. Validity of the Instrument

The questionnaire was validated by experts who opined that the questionnaire was well structured in line with the research questions. Experts in this case were the two supervisors who went through it and removed ambiguity before it was finally produced for administration. The content of the questionnaire was certified valid for the purpose of the study.

3.5.2. Pilot Study

A pilot study was conducted by administering 39 copies of the questionnaires to the respondents outside the targeted population. It involved nine school heads and 30 teachers from three schools. This was done to test the reliability and the consistency in the questionnaires. The information gathered was subjected to a statistical test to determine the reliability of the instrument.

3.5.3. Reliability of the Instrument

Reliability means the degree to which the research instrument will give similar results over a number of repeated of trials. To test the reliability of the instrument, the researcher gathered information through the pilot study. The information gathered was subject to a statistical test using Alpha Crunch formula to determine the reliability of the instrument and the result was found to be 0.78 reliability index. This shows that the instrument used to obtain the data is highly reliable.

3.6. Procedures for Data Collection

For data collection, the researcher obtained a letter from the department of Educational Foundations and Curriculum from the Ahmadu Bello University Zaria, to the

Secondary Education Board (SEB) Garki, Abuja from which another letter was obtained from the Board to the various schools to administer the questionnaire for data collection, the researcher and five research assistants administered copies of the questionnaires to the respondents in the selected schools. The respondents were instructed by the researcher and research assistants on how to fill the questionnaire.

3.7. Method of Data Analysis

The data collected from the field was subjected to statistical analysis for appropriate interpretation to achieve the set objectives of the study. Frequency and percentages were used to analyse the bio-data of the respondents and mean and standard deviation were used to answer the research questions and the t-test was used to test all the hypotheses at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

This chapter deals with the presentation of the analysis and discussion of data collected during the study, the data collected were divided into two sections. Section 'A' dealt with the demographic data of the respondents such as status, gender, type (day or boarding) and location of school. On the other hand, section 'B' dealt with presentation, analysis and discussion on the 50 items statements being formulated from the hypotheses that generated the opinions of the respondents that were subjected to test. The items were divided into five segments namely section B to section F whereby each objectives has 10 formulated questions under each in order to generate information from the respondent based on the research study.

To enable the needed information to be generated for the research work 420 copies of questionnaire were distributed to teachers, but only 400 were returned out of which 15 were not properly filled although the research was able to gather 383 respondent that aided the research work while 51 copies of the questionnaire were also distributed to school heads and 51 copies were returned.

The presentation and analysis of data were based on the number of questionnaires returned by respondents. The data were presented in tables and were numbered serially, category of respondents, item statements, respondents' opinions were also presented in frequencies and percentages. The interpretation of the hypotheses tested were presented in tabular forms, with explanation of acceptance with the use of the t-test, were also contained in the chapter. In the light of the above, fifty (50) items were used in the assessment of the respondents' opinion (Appendix A)

4.2 Results and Analysis of the personal data of the Respondents

Table 3: Distribution of Respondents by Status

Status	Frequency	Percentage
School heads	51	11.8
Teachers	383	88.2
Total	434	100

The results in table 4.2 show the status of the respondents, 51 representing (11.8%) are Principals, while 383 representing (88.2%) are teachers of the FCT Government Secondary schools, Abuja.

Table 4: Distribution of Respondents by Gender

Gender	Frequency	Percentage
No response	19	4.4
Male	188	43.3
Female	227	52.3
Total	206	100

Table 4 showed that 188 respondents, representing (43.3%) are male and 227 respondents representing (52.3%) are female

Table 5: Distribution of Respondents by type of School

Type of school	Frequency	percentage
No response	19	4.4

Boarding	38	8.8
Boarding/day	114	26.3
Total	434	100

Table 5 shows the respondents school type, from the table, 263 respondents representing (60.6%) are Day school, 38 representing (8.8%) are Boarding schools while 114 representing (26.3%) are day and boarding schools in the FCT Abuja.

Table 6: Distribution of Respondents by location

Location	Frequency	Percentage
No response	22	5.1
Rural	256	59.0
Urban	156	35.9
Total	434	100

The Location of School shows that, 256 respondents representing (59.0%) are located in the rural areas, while 156 representing (35.9%) are located in the urban Areas of the FCT Abuja.

4.3 Presentation and Analysis of Data using the descriptive statistics (Mean scores and standard deviations)

This section represents the analysis of findings from respondent on the Management of resource in their respective schools, responses have been grouped into five sub-themes and findings of items are represented in groups and individually. Response are summarised in frequency distribution on tables showing the frequencies and percentages of the distribution. The details of the respondents' responses are presented in table 7-11 as shown below respectively.

The analysis were based on the objectives of the study which are; to evaluate the management of Human resources in the secondary schools of the FCT, Abuja, which was presented in table 4.3.1 through item 1-10 of the questionnaire. On the second objective which is to assess the Management of Material Resources in the secondary schools of the FCT, Abuja was also presented in table 4.3.2 through item 11-20 of the questionnaire. The third objective is to examine the Management of Financial Resources in the secondary schools of the FCT, Abuja and was represented on table 4.3.3 through item 21-30. The fourth objectives is to find out the Management of Time Resources in the secondary schools of the FCT, Abuja which is represented in table 4.3.4 through item 31-40 of the questionnaire and lastly of the Objectives of the study is to assess the Management of Curriculum Resources in the secondary schools of the FCT, Abuja through items 41-50 of the questionnaire. Therefore the information gathered from the respondents on each objective as discussed above are presented in tables 7-11.

Research question 1: How are human resources managed in FCT government secondary schools in Abuja in terms of utilisation of teachers?

Table 7: Means and Standard Deviation on Respondents Opinion on the management of Human resources in the secondary schools

S/N O	Item Statement	Categories of Respondents	Response Categories						
			SA	A	U	SD	D	Mean	S.D
1	Our school ensures that teachers are teaching subjects which they most qualified and capable of teaching.	School heads	30	19	-	2	-	4.51	.703
		Teachers	126	239	9	4	4	4.24	.687
2	Our school organizes in-service training for teachers making use of staff skills and bringing in outside support when necessary.	School heads	3	4	5	4	35	1.17	1.262
		Teachers	15	72	28	153	112	2.26	1.999
3	The school environment is conducive for staff to carry out their duties effectively	School heads	5	33	-	1	12	3.35	1.383

		Teachers	26	133	12	60	150	2.53	1.474
4	Workshops, seminars and conferences are organized for staff development, training and skill acquisition	School heads	4	8	-	8	30	1.92	1.426
		Teachers	18	49	28	163	123	2.14	1.155
5	Adequate and appropriate teaching materials are provided for effective teaching and learning	School heads	1	30	1	2	17	2.92	1.440
		Teachers	8	115	72	28	157	2.43	1.357
6	Teachers are appraised for teaching behaviours and are complimented teachers for specific efforts or accomplishment	School heads	6	42	2	-	1	4.02	.583
		Teachers	28	177	111	26	37	3.32	1.098
7	Team work among staff are encouraged so as to achieve the educational goals and vision of the school	School heads	6	41	3	-	1	4.00	.600
		Teachers	59	223	57	6	33	3.66	1.113
8	Welfare are given to staff to support them in terms of needs	School heads	6	39	5	-	1	3.96	.631
		Teachers	29	268	27	35	20	3.62	1.005
9	Our school ensures that teachers have relatively equal teaching loads each week	School heads	3	29	13	3	3	3.51	.925
		Teachers	17	181	28	83	69	2.95	1.306
10	School administrators ensure that teachers are well informed and prepared for possibilities for updating their knowledge and skills in case of new development in the system	School heads	9	34	-	2	6	3.75	1.163
		Teachers	37	201	26	92	22	3.32	1.182
								6.358	2.2492

From Table 7, item 1 sought to investigate how Human Resources are been managed in schools, whether teachers are teaching subjects which they are most qualified and capable of teaching or not, the result shows that teachers of the FCT Secondary Schools teaches subject in which they are most qualified and capable of teaching hence the majority of the Teachers and the school heads agreed to the opinion thereby giving a mean score of 4.51 of principals and 4.24 mean score of Teachers. The result here shows that teachers are given subjects in which they are specialised to teach. In item 2, the researcher tends to assess how Human Resources are been managed by finding out if the school organise in-service training for Teachers either by making use of their of their staff skills or by bringing in an outsider, the analysis showed that few school heads with the mean score of 1.75 and very few teachers with the mean score of 2.26 agreed to the statement. The result of the analysis shows that Human Resources in the FCT Secondary Schools are not engaged in training to which help to develop their teaching skills. Item 3 sought to assess the Management of the Human Resources by evaluating the school environment to know if it is conducive for the teachers to carry out their duties effectively, analysis of their responses show that most of the school heads with the mean score of 3.35 agreed to the opinion and 2.53 mean score of the Teachers agreed to the opinion. The analysis of the result obviously shows that the FCT Schools environments are not really conducive for the teachers to carry out their duties effectively. Item 4 sought to evaluate the Management of Human Resources in the FCT Secondary Schools by assessing whether workshops, seminars and conferences are organized for staff development training and skill acquisition in the schools, the analysis of the responses shows that very few of the school heads with the mean score of 1.92 agreed to the opinion while 2.14 mean of the teachers agreed to the opinion. This result shows that Human resources of the FCT Secondary Schools are not encouraged to participate in workshops or seminars which can help to increase and update their knowledge in the

teaching and Learning-process. Item 5 also sought to evaluate the management of Human Resources in the FCT secondary schools by evaluating the provision of adequate and appropriate teaching materials for effective teaching and learning process, the analysis of the result shows that the school heads with the mean score of 2.92 agreed to the opinion while the teachers mean score of 2.43 agreed to this opinion. This result shows that adequate and appropriate teaching materials are not provided for effective teaching and learning in the FCT Secondary Schools. Item 6 tends to evaluate the Management of Human Resources in the FCT Secondary Schools by evaluating if the teachers are been appraised for their teaching Behaviours and complimented for specific accomplishment, the analysis of the responses show that 4.02 mean score of the school heads and 3.32 mean score of the teachers agreed to the opinion therefore this means that teachers are been appraised and complimented for work done and accomplishment as observed from the table. Item 7 also tends to evaluate the Management of Human Resources by assessing whether team work among staff are encouraged so as to achieve the vision and goals of the schools, it can be observed from the table that the mean score of school heads is 4.00 and the mean score of Teacher is 3.66 it is obvious that team work among the staff are been encouraged. Item 8 also tries to evaluate the Management of Human Resources by assessing the opinion of principals and teacher on the welfare giving to staff to support them in terms of needs, the mean score of school heads is 3.96 and the mean score of teachers is 3.62, agreed to the opinion this means that the welfare are given to staff to support them in terms of need. Item 9 tries to investigate the Management of Human of Resources by assessing whether teachers have relatively equal teaching loads weekly, the analysis of the responses show that the school heads means score is 3.51 and the mean score of the teachers responses is 2.95 that agreed to the opinion. It can be observed from the table that the teachers are not give relatively equal teaching loads which indicates that some teachers are over utilized while

some are under-utilized. And lastly on table 7, item 10 tries to investigate whether the school administrators ensure that teachers are well informed and prepared for possibilities for updating their knowledge and skills in case of new development in the system, the analysis of the result reveals that 3.75 of school heads mean score and 3.32 of teachers means score agreed to the opinion, therefore it can be said that information are given to the teachers but not adequate enough. In summary it can be concluded from Table 7 that Human Resources are not well managed in the FCT Secondary schools Abuja.

Research question 2: How are facilities resources maintained in FCT government secondary schools Abuja?

Table 8: Means and standard deviation of respondents' opinion on the maintenance of Facilities Resources in the FCT secondary schools

S/N	Item Statement	Categories of Respondents	Response Categories					Mean	S.D
			SA	A	U	SD	D		
1	We do have a functional maintenance department that handles all our school facilities regularly	School heads	-	21	2	5	23	2.41	1.478
		Teachers	7	78	21	129	145	2.12	1.197
2	We do have available competent and professional skilled officers in charge of maintenance of school facilities	School heads	-	22	1	4	24	2.41	1.445
		Teachers	12	84	28	112	143	2.21	1.268
3	Maintenance of school facilities are carried out periodically to prevents damages	School heads	2	7	5	4	33	1.84	1.286
		Teachers	11	64	62	84	156	2.14	1.242
4	Usually the school administrator inspect school facilities to check for effectiveness or damages	School heads	3	15	6	3	24	2.41	1.472
		Teachers	22	110	72	52	123	2.59	1.368
5	Students and teachers are given orientation on maintenance culture of school facilities	School heads	4	11	7	9	20	2.41	1.403
		Teachers	18	97	109	65	89	2.67	1.247
6	Students are made to pay for damages of any school facilities	School heads	4	34	5	2	5	3.53	1.155
		Teachers	22	251	55	29	22	3.55	.993
7	Damaged facilities are replaced or repaired almost immediately to ensure functionality	School heads	4	17	4	7	19	2.61	1.471
		Teachers	23	97	30	132	98	2.49	1.296

8	school facilities are repaired only when damaged	School heads	5	35	7	1	3	3.75	.891
		Teachers	153	155	29	30	12	4.03	1.113
9	School facilities are handled with care	School heads	3	16	30	2	-	3.39	.666
		Teachers	36	138	175	17	2	3.40	.930
10	Records of school facilities are kept and made available in schools for use	School heads	8	39	2	1	1	4.62	.678
		Teachers	77	247	5	11	10	3.94	.875
								5.852	2.3474

Table 8, sought to evaluate the Management of Material Resources in the FCT Secondary schools Abuja through the following Items. Item 1 sought to investigate the availability of a functional maintenance department that handles all school facilities/materials regularly, the analysis of the responses reveal that 2.41 of school heads mean score and 2.12 of the teachers mean score agreed to this opinion, from the result, findings shows that there are no functional maintenance department that handles school facilities in the school. Item 2, tends to investigate the availability of a competent and professional skilled officers in charge of the maintenance of school facilities/materials. The result of the findings shows that 2.41 of school heads mean score and 2.21 of the teachers' means score agreed to the opinion; this means that there are no competent and skilled officers in the schools to handle their school facilities/materials. Item 3 sought to investigate

whether maintenance of school facilities are carried out periodically to prevent damages, findings from the analysis of the responses reveals that 1.84 of school heads mean score and 2.14 of teachers mean score agreed to this statement. It was observed from the Table that maintenance of school facilities are not carried out periodically. Likewise, item 4 tends to evaluate whether the administrators inspect school facilities or materials to check for its effectiveness or damages, the result of the findings indicates that 2.41 of the school heads mean score and 2.59 of the teachers mean score agreed to the statement, this implies that the administrators usually do not inspect nor check adequately the effectiveness or damages of the available facilities/materials in the FCT secondary schools i.e. school facilities or materials are not well managed hence there are no inspection or monitoring on its effectiveness and efficiency. However, Item 5 also tends to evaluates whether teachers/students are given orientation on maintenance culture of school facilities, findings from the responses establish that 2.41 of the school heads mean score and 2.67 of teachers mean score agreed to this statement, this implies that neither the teachers nor the students are given orientation on how to handle school properties, (facilities/materials) therefore facilities may not be handled with care. Item 6 tries to assess the management of FCT secondary school facilities through the responses on whether students are allowed to pay for damages of any school facilities. It was established from the result that 3.53 of the school heads mean score and 3.55 of the teachers mean score agreed to the opinion, this means that students are made to pay for damages of any school facilities or materials; this will in turn make them to handle the facilities with care. Item 7 tries to find out if damaged facilities/materials are replaced or repaired almost immediately to ensure functionality, result of findings reveals that 2.61 of the school heads mean score and 2.49 of Teachers mean score of the responses agreed to the opinion, this indicates that damaged facilities are not repaired immediately, this may be due to financial constraint or negligence of the school

head. Item 8 tends to find out whether school facilities are only repaired when damaged, the results of the analysed responses shows that 3.75 of the school heads mean scorer and 4.03 of the Teachers mean score agreed to the opinion, this means that school facilities are only repaired or fixed when damaged i.e. no preventive measures are taken to avoid damages nor breakdowns of school facilities. Item 9, also tries to find out whether school facilities are handle with care, the result of the findings shows that 3.39 of the school heads mean score and 3.40 of Teachers mean score agreed to the opinion, this indicates that school facilities/materials are handle with care to a reasonable extent. And lastly on table 8, Item 10 tend to assess whether records of school facilities/materials available in the school are kept, the analysis of the responses shows that 4.02 of the school heads mean score and 3.94 of the Teachers mean score agreed to the opinion, this shows that inventory of all school facilities/materials are well recorded and kept. Therefore it can be concluded from table 8 that school facilities/materials are not well managed hence there are no skilled officers to handle or maintain the available facilities neither do they have maintenance unit nor are facilities prevented from damages but only repaired when damaged.

Research question 3: How are school funds utilised in FCT government Secondary

Schools Abuja?

Table 9: Means and standard deviation of respondents opinion on the utilisation of Financial Resources in FCT secondary schools

S/N	Item Statement	Categories of respondent	Respondents categories					Mean	S.D
			SA	A	U	SD	D		
1	School funds are spent in line with the school goals and objectives	School heads	28	20	1	1	1	4.43	.806
		Teachers	91	227	37	19	6	3.96	.894
2	Expenditure are based on approved estimates	School heads	28	18	2	1	1	4.33	1.033
		Teachers	59	208	79	19	9	3.68	1.024

3	Records on expenditure are not carefully kept	School heads	7	37	2	1	4	3.82	.974
		Teachers	61	198	46	32	36	3.49	1.272
4	School administrators are involved in school budget preparation	School heads	9	37	1	3	1	3.88	1.052
		Teachers	155	139	38	26	19	3.96	1.214
5	Directives and instruction on financial matters are given by the school administrators and such directives are based on the approved budget	School heads	9	38	3	-	1	4.06	.645
		Teachers	197	118	31	17	16	4.18	1.135
6	All school money are lodged in the school bank account.	School heads	10	35	2	-	4	3.92	.977
		Teachers	61	114	145	44	14	3.39	1.079
7	The school accountant/bursar is unable to give accurate account for school funds	School heads	1	24	-	6	20	2.61	1.457
		Teachers	63	162	62	44	14	3.35	1.309
8	The school administrators are unable to give account for school funds	School heads	2	14	-	5	30	2.08	1.440
		Teachers	80	151	57	38	51	3.40	1.359
9	There is inappropriate allocation of school funds in our school	School heads	2	11	3	5	30	2.02	1.378
		Teachers	26	169	93	42	48	3.18	1.189
10	School funds are diverted to private venture	School heads	1	12	1	7	28	1.92	1.369
		Teachers	16	67	197	52	42	2.83	1.050
								6.849	2.2656

Table 9, attempts to assess the management of financial Resources in the FCT Secondary Schools, the following Items sought to find out how this resources is been managed by the school heads in the various schools. Item 1 from this table tries to find out whether school funds are spent in line with the goals and objectives of the schools. The result of the analysis of responses reveals that 4.43 of the school heads mean score and 3.96 of Teachers mean score agreed to the opinion, this means that school funds are spent in line with the goals and objectives of the school. Item 2 also attempt to identify whether expenditures are based on the approved estimates or not, from the result of the analysed responses, 4.33 of the school heads mean score and 3.68 of Teachers mean score agreed to opinion, this therefore means that expenditures are spent based on the approved estimates. Item 3 sought to find out if records of items on expenditure are not carefully kept; the result of the analysed responses proves that records of expenditures are not carefully kept based on the mean score of the school heads which is 3.82 and the Teachers 3.49 who agreed to the opinion. This simply means that proper accountability will be a bit difficult or inaccurate. Item 4 tends to identify if the school heads are involved in budget preparation of the school, results of the responses analysed shows that 3.88 of the school heads and 3.96 of the teachers mean score agreed to the opinion. This means that the school budget are been prepared by school heads and probably other stakeholders such as the Bursar, Accountant and other management board. Item 5 also tries to find out whether directives and instructions on financial matters are given by school heads. the result of the analysis of responses shows that 4.06 mean score of school heads and 4.18 of Teachers mean score agreed to the opinion, which means that the school head gives directives and instruction on issues concerning school funds i.e. without the school heads directives or approval nobody can take any financial decision in the school. Item 6 sought to investigate if all money is lodged into the school bank account. The result of the analysis of responses shows that 3.92

of school heads mean score and 3.39 of teachers mean score agreed to the opinion, this means that school money are kept in the school bank account although majority of the teachers are indecisive about it. Item 7, sought to investigate whether the school heads are in able to take accurate account for school money, the result of the analysis shows that 2.16 of school heads and 3.35 of teachers mean score agreed to the opinion, this means that the school heads are able to take accurate account for the school funds but to the teachers they believe that the school heads cannot take accurate account for school money. Item 8, also sought to find out whether the school heads are in able to give accurate account for school funds, the result of the analysis of responses shows that 2.08 of school heads and 3.40 of Teachers mean score agreed to this opinion, which means that the school heads has the ability to give accurate account of the school funds based on their opinion while the teachers believes that the school heads cannot give accurate account for school funds. Item 9, this item sought to reveal whether school funds are inappropriately allocated or not, the result of the analysis of the responses indicates that 2.02 of school heads and 3.18 of teachers opinion agreed to this opinion, this implies that school funds are not properly/appropriately allocated. And lastly under table 9, item 10 sought to reveal if school funds are been diverted to private ventures. The analysed responses reveals that 1.92 of school heads and 2.83 of Teachers mean score agreed to the opinion which means that school funds are not diverted to private venture nor businesses. Therefore it can be concluded that FCT secondary school funds or financial resources are not well managed although proper accounting system needs to be put in place for better management and accountability.

Research question 4: How instructional resources (curriculum) resource utilised in FCT government Secondary Schools Abuja?

Table 10: Means and standard deviation of respondent opinion on the Management of Curriculum Resources in the FCT secondary schools

S/N	Item Statement	Categories of respondent	Respondents categories					Mean	S.D
			SA	A	U	SD	D		
1	The school communicates clear vision and goals on instructional innovations	School heads	6	34	4	2	5	3.67	1.071
		Teachers	39	237	64	26	10	3.65	1.179
2	Our school motivates teachers to implement curriculum changes in schools	School heads	4	39	1	2	4	3.67	1.089
		Teachers	33	207	45	59	35	3.36	1.179
3	Our school provide relevant and adequate instructional materials for the implementation of the curriculum	Principals	6	31	2	1	11	3.39	1.358
		Teachers	30	126	30	75	113	2.63	1.448
4	Our school ensure the use of relevant and appropriate instructional materials for teaching and learning	School heads	7	34	3	2	5	3.71	1.082
		Teachers	41	159	58	39	82	3.07	1.377
5	Our school conduct regular in-house inspection to identify key principles and concepts that teachers need to learn as part of core curriculum in any subjects	School heads	15	20	1	1	14	3.41	1.602
		Teachers	52	121	31	103	73	2.91	1.399
6	The Curriculum is organized into scheme of work for ease and the convenience of the teachers	School heads	6	39	1	1	4	3.82	.953
		Teachers	65	254	26	18	16	3.84	.973

7	Strategies to achieve school curriculum and objectives are developed by the school administrators and teachers	School heads	3	35	5	2	6	3.53	1.084
		Teachers	52	195	52	42	36	3.44	1.222
8	Our school administrators update teachers on the change in curriculum and development/improvement in teaching subjects	School heads	4	31	3	1	11	3.25	1.398
		Teachers	58	229	26	16	48	3.56	1.256
9	The school administrator ensure that school diary are filled to ensure that teachers teach the appropriate topic for the week	School heads	8	37	1	-	5	3.84	1.027
		Teachers	99	255	14	3	9	4.10	.809
10	Our school ensure that the lesson note is in response to the scheme of work	School heads	10	39	-	1	1	4.10	.671
		Teachers	106	255	8	7	3	4.15	.766
								7.11	2.2737

Table 10 tries to evaluate the management of curriculum as a resource in the FCT secondary schools. The following, the following items sought to find out how the school heads/administrators manages the curriculum. Item 1, tends to find out whether clear vision and goals are been communicated for instructional motivations. The result of the analysis of responses reveal that 3.67 of school heads mean score and 3.65 of teachers mean score agreed to this opinion, this obviously indicates that the school heads of the FCT secondary schools communicates clear vision and goals to be achieved to its staff which thereby motivates them to work towards achieving such goals. Item 2 from this table also sought to find out whether teachers are been motivated to implement change curriculum in their schools, the result of the analysis of responses shows that 3.67 of school heads mean score and 3.36 of the teachers mean score agreed to the opinion, this means that teachers are motivated to effect the changes in curriculum while carrying out their work. Item 3 tends to find out whether relevant instructional materials for the implementation of the curriculum change are provided. From the analysis of responses, the result shows that 3.39 of school heads mean score and 2.63 of the teachers mean score agreed to this opinion. This means that relevant instructional materials are not provided for the implementation of the

curriculum based on the teachers' opinion but to the school heads appropriate instructional materials are provided.

Item 4 also tries to find out whether the use of appropriate materials for teaching and learning is ensured in the FCT secondary schools. The result of the analysis of responses reveal that 3.71 of the school heads mean score and 3.07 of the teachers mean score agreed to the opinion this indicates that school heads ensure the use of appropriate instructional materials for the teaching and learning process in the secondary schools.

Item 5, also tend to find out whether regular supervision are conducted to identify key principles and concept on what teachers need to learn as part of a core curriculum in any subject. The analysis of the result shows that 3.41 of the school heads opinions and 2.91 of the teachers mean score agreed to this opinion, this means that regular supervision are been carried out to identify principle concepts that teachers need to learn as part of the core curriculum in any subject based on the school heads opinions, while to the teachers supervisions are not carried out. Item 6 sought to investigate whether curriculum is organised into scheme of work for ease and the convenience of the teachers. From the analysis of the responses, 3.82 of the school heads mean score and 3.84 teachers' means score reveals that curriculum is organised into scheme of work for ease and convenience of the teachers.

Item 7 also sought to evaluate whether strategies to achieve the school curriculum and objective are developed by the school heads and teachers or not. The result of the analysed response indicated that 3.53 of school heads mean score and 3.44 of teachers mean score agreed to this opinion, this shows that both the teachers and the school heads develop strategies to achieve school curriculum and objectives. Item 8 also sought to find out whether school breaks down curriculum to syllabus from which scheme of work is drawn to make it easy for teachers. The result of the analysed responses indicates that 3.25 of the school heads mean score and 3.56 of the teachers mean score agreed to the opinion which means that curriculum are broken down into syllabus and from which the scheme of work are been drawn for teachers ease and convenience. Item 9 sought to investigate whether the school diary are been filled to ensure that teachers teach the appropriate topic for the week. The result of the analysis of result indicates that 3.84 of the school heads mean score and 4.10 of the teachers mean score agreed to this opinion, this shows that the school diary are been filled by teachers to ensure that appropriate topic of the week are been taught. And lastly, item 10 tends to find out whether the FCT secondary schools ensure that the lesson note is in response to scheme of work, from the analysed responses the result revealed that

4.10 of the school heads mean score and 4.15 of the teachers mean score agreed to the opinion this therefore mean that lesson note are in response to the scheme of work.

Research question 5: How is time resource utilised in FCT government Secondary schools Abuja?

Table 11: Means and standard deviation of respondent opinion on the Management of Time Resources in the FCT secondary schools

S/N	Item Statement	Categories of respondent	Categories of Respondents					Mean	S.D
			SA	A	U	SD	D		
1	The school Prepares an effective time table to promote a flexible curriculum that integrates academic qualifications and work related learning.	School heads	18	30	2	-	1	4,25	.717
		Teachers	92	271	8	3	4	4.12	.673
2	School time table are drawn for effective exercise of duties and responsibilities	School heads	12	37	2	-	-	4.20	.491
		Teachers	93	272	8	6	1	4.15	.673
3	School activities are scheduled for the whole term in the school calendar.	Principals	15	34	1	1	-	4-24	.586
		Teachers	94	270	11	4	1	4.16	.664

4	Scheme of work are usually prepared before school resumes.	School heads	11	34	1	2	3	3.94	.968
		Teachers	95	256	15	5	9	4.08	.819
5	Teachers are given specific period of time or time limit to submit their assessment booklet and dossiers	School heads	11	24	1	1	14	3.33	1.545
		Teachers	97	244	10	9	20	3.99	.985
6	School assemblies take more time thereby affecting the classroom time especially the first periods.	School heads	10	28	-	1	12	3.45	1.460
		Teachers	98	201	14	17	49	3.70	1.306
7	Teachers utilize their teaching periods regularly for teaching and practicing new skills and concepts	School heads	11	28	3	1	8	3.65	1.293
		Teachers	72	196	56	19	34	3.61	1.199
8	The school time table limits intrusion of extra and co-curricular activities on instructional time	School heads	5	15	2	6	22	2.45	1.566
		Teachers	36	130	37	67	107	2.76	1.433
9	Specific period of the time table is fixed for continuous assessment and examination for all subjects	School heads	4	11	2	6	28	2.16	1.475
		Teachers	49	95	49	100	86	2.76	1.401
10	We spend time in developing educational program for the term.	School heads	4	31	6	2	8	3.41	1.203
		Teachers	45	97	158	51	29	3.18	1.096
								7.159	2.1547

Table 11 tends to investigate into the management of time as a resource in the FCT secondary schools. The following items were used to sought information on how the resources is been managed in the secondary schools. Item 1 tries to find out whether effective time table to promote flexible curriculum that will integrates academics qualifications and work related learning are been prepared. The result of the analysis of responses shows that 4.25 of school heads mean score and 4.12 of the teachers mean score agreed to the opinion, this means that an effective time table is prepared to promote a flexible curriculum that integrates both qualifications and work related learning in the FCT secondary schools. Item 2 also sought to investigate if the school time table are drawn for effective exercise of duties and responsibilities, the result of the analysed responses reveals that 4.20 of school heads mean score and 4.15 of teachers mean score agreed to the opinion this therefore mean that FCT secondary schools time table are drawn for effective exercise of duties and responsibilities. Item 3 also seeks to find out whether school activities are scheduled for the whole term in a school calendar or not. The result of the analysis of responses reveals that 4.24 of school heads mean score and 4.16 of teachers mean score agreed to this opinion which means that all the schools activities are been planned and schedule for the whole term in a calendar, this makes school activities go smoothly and efficiently hence it has been planned and schedule. Item 4 tends to find out whether scheme of work are usually prepared before the school resumes or not. It was established from the result of the analysed that 3.94 of the school heads mean score and 4.08 of the teachers mean score agreed to this opinion which indicates that scheme of work are usually prepared before school resumes therefore it avoid time wasting hence school activities are already prepared and planned i.e. activities begin almost immediately school resumes. Item 5 tends to investigate whether teachers are given specific period of time or time limit to submit their assessment booklet and dossiers or not. From the result of the analysed responses it was

established that 3.33 of the school heads mean score and 3.99 of teachers mean score agreed to the opinion. This therefore means that teachers are given specific period of time or time limit to submit their assessment booklet or dossiers to avoid wastage of time and reluctances from them, this enables the teachers to work within the time frame given to them. Item 6 also tried to investigate whether important school activities and core subject are given more time than other school activities on the time table. The result of the analysis of responses shows that important or core subject are given more time than the other school activities for example Mathematics and English language are given more time than other subjects. Also it can be said that more time on the time table are given for curricular activities than the extracurricular activities. Item 7 seeks to find out whether teachers utilize their teaching periods regularly for teaching and practicing new skills and concept, the result of the analysed responses reveals that 3.65 of the school heads mean score and 3.65 of the teachers mean score agreed to the opinion which means that teachers utilize their teaching periods regularly. Item 8 also sought to find out whether the time table limits the intrusion of extra and co-curricular activities on instructional time. The result of the analysed responses revealed that 2.45 of the school heads mean score and 2.76 of the teachers mean score agreed to this opinion, this means that the time table does not limit the intrusion of extracurricular activities in the curricular activities. Item 9 tries to find out if specific period on the timetable is fixed for continuous assessment for all subjects, the result of the analysis indicates that 2.16 of the school heads mean score and 2.78 of teachers mean score agreed to the opinion which means that continuous assessment are not fixed on the time table i.e. each subject teachers are free to conduct their assessment anytime. And lastly item 10 also seeks to find out if the school heads spend time in developing the educational program for the term, the result of the analysed responses reveal that 3.41 of the school heads opinion and

3.18 of the teachers opinion agreed to the opinion which means that the school spend time in developing educational programmes for the school term.

4.4 Hypotheses Testing

This section summarises the hypotheses in consonant with the objectives raised and Null hypotheses of the study. The data were analyzed and tested using the t-test statistical tool at 0.05 significant level to test the level of significance of the hypotheses. To that Effect, five (5) hypotheses were formulated and tested. The outcome of the test determines whether the hypotheses are rejected or not. When the probability value is more than the stated significant level then the hypotheses is not rejected, and it is rejected when the probability value is lower than the level of significant. The five hypotheses were based on the data collected from the items on the instrument used in generating data, which is the questionnaire on the Assessment of Resources Management in the FCT Secondary Schools Abuja. The information gathered were analysed and tested using the t-test.

4.4.1. Null hypothesis 1; there is no significant difference between the opinion of school heads and teachers in the Management of Human Resources in the FCT secondary schools.

Table 12, t-test analysis of difference in opinion of school heads and teachers in the management of Human Resources in FCT secondary schools

Variables	Number	Mean	Std	T-cal	D	T-tab	Prob.	Decision
School heads	51	33.6863	4.67543	3.742	432	1.96	0.000	Reject Ho1
Teachers	383	30.3890	6.05495					

Results in Table 12 show the t-test analysis of the difference between the opinion of school heads and teachers in the management of human resources in FCT secondary schools. From the table it could be observed that the significant level obtained was 0.000 which is lesser than 0.05 which implies that the hypothesis one is rejected.

4.4.2. Hypothesis 2

There is no significant difference between the opinion of school heads and teachers in the management of material resources in the FCT secondary schools.

Table 13: t-test analysis of difference in opinion of school heads and teachers in the management of Facilities Resources in FCT secondary schools

Variables	Number	Mean	Std	t-cal	D	t-tab	Prob.	Decision
School heads	51	28.7843	6.61003	.319	432	1.96	0.750	Accept Ho2
Teachers	383	29.0966	6.56650					

Result in Table 13 show that the t-calculated value (.319) at the 432 degree of freedom and at the 0.05 level of significance. The observed level of significance P (0.750) is greater than 0.05 and the t- critical value (1.96) is greater than t-calculated value (.319). This means that there is no significant difference between the opinion of school heads and teachers in the management of material resources in the FCT secondary schools. Therefore, the null hypothesis is not rejected.

4.4.3. Hypothesis 3

There is no significant difference between the opinion of school heads and teachers in the management of financial resources in the FCT secondary schools.

Table 14;t-test analysis of difference in opinion of school heads and teachers in the management of Financial Resources in FCT secondary schools

Variables	Number	Mean	Std	t-cal	D	t-tab	Prob.	Decision
School heads	51	33.137	5.29913	2.415	432	1.96	0.016	Reject Ho3
Teachers	383	35.6684	7.22613					

Results in Table 14 show that the t-calculated value (2.415) at the 432 degree of freedom and at the 0.05 level of significance. The observed level of significance P (0.016) is less than 0.05 and the t- critical value (1.96) is less than t-calculated value (2.415). This means that there is a significant difference between the opinion of school heads and teachers in the management of financial resources in the FCT secondary schools. Therefore, the null hypothesis is rejected.

4.4.4. Hypothesis 4

There is no significant difference between the opinion of school heads and teachers in the management of Time in the FCT secondary schools.

Table 15; t-test analysis of difference in opinion of school heads and teachers in the management of Time Resources in FCT secondary schools

Variables	Number	Mean	Std	t-cal	D	t-tab	Prob. Decision
School heads	51	36.3922	6.17763	1.613	432	1.96	0.107Accept Ho4
Teacher	383	34.69.19	7.17975				

Results in Table 15 show that the t-calculated value (1.613) at the 432 degree of freedom and at the 0.05 level of significance. The observed level of significance P (0.107) is greater than 0.05 and the t- critical value (1.96) is greater than t-calculated value (1.613). This means that there is no significant difference between the opinion of school heads and teachers in the management of Time in the FCT secondary schools. Therefore, the null hypothesis is retained.

4.4.5. Hypothesis 5

There is no significant difference between the opinion of school heads and teachers in the management of curriculum in the FCT secondary schools.

Table 16;t-testanalysis of difference in opinion of school heads and teachers in the management of curriculum Resources in FCT secondary schools

Variables	Number	Mean	Std	t-cal	d	t-tab	Prob.	Decision
School heads	51	35.0784	5.95934	1.501	432	1.96	0.134	Accept Ho5
Teachers	383	36.4987	6.39530					

Results in Table 16 show that the t-calculated value (1.501) at the 432 degree of freedom and at the 0.05 level of significance. The observed level of significance P (0.134) is greater than 0.05 and the t- critical value (1.96) is greater than t-calculated value (1.501). This means that there is no significant difference between the opinion of school heads and teachers in the management of curriculum in the FCT secondary schools. Therefore, the null hypothesis is retained

4.4.6. Summary of the five (5) Null Hypotheses tested for the study

Table 17: Summary of the five hypotheses tested using the T-test statistical tool at 0.05 level of significant is presented

S/no	Hypotheses statements	Statistical test	Results	Level of significance	Decision
1	There is no significant difference between the opinions of school heads and teacher in the management of human resources in the FCT secondary schools.	T-test	The observed level of significant P.000 is less than 0.05	0.05	Reject Ho1
2	There is no significance difference between the opinion of the school heads and teachers in the management of material resources in the FCT secondary schools.	T-test	The observed level of significant P.000 is less than 0.05	0.05	Do not Reject Ho2
3	There is no significant difference between the opinion of school heads and teachers in the management of financial resources in the FCT secondary schools.	T-test	The observed level of significant P.000 is less than 0.05	0.05	Reject Ho3

4	There is no significant difference between the opinion of the school heads and teachers in the management of time in the FCT secondary schools.	T-test	The observed level of significant P.000 is less than 0.05	0.05	Do not reject Ho4
5	There is no significant difference between the opinion of school heads and teachers in the management of curriculum in the FCT secondary schools	T-test	The observed level of significant P.000 is less than 0.05	0.05	Do not reject Ho5

From Table 17 it could be observed that three out of the five hypotheses are were not rejected while the remaining two were rejected. The two were rejected because the P.value was lower than the significant value at 0.05 which was set for the study while the other three were retained because their P.value was more than the significant value set for the study. (0.05) the hypotheses can then be restated or interpreted as follows;

1. There is a significant difference in the opinion of school heads and teachers in the management of Human Resources in the FCT secondary school
2. There is no significant difference in the opinion of school heads and teachers in the management of material resources in the FCT secondary schools
3. There is a significant difference in the opinion of school heads and teachers in the management of financial resources in the FCT secondary schools.
4. There is no significant difference in the opinion of the school heads and teachers in time management in the FCT secondary schools.
5. There is no significant difference in the opinion of school heads and teachers in the management of curriculum in the FCT secondary schools.

4.5 Summary of Major Findings

The outcome of the hypotheses tested using the t-test shows that three (3) out of the hypotheses were not rejected and two were rejected, because of their P.value was lower than the significant values set for the study, based on the outcome of the result, it is therefore concluded that there are significant differences in the opinions of the school heads and teachers in the management of the human and financial resources while there are no significant differences in the opinion of school heads and teachers in the management of materials, time and curriculum resources in the FCT secondary schools. Specifically, the study revealed that:

1. There is significant difference between the school heads and teachers' opinions in the management of human resources in the FCT secondary schools. This means that human resources are not well managed in the FCT secondary schools;
2. Material resources were well managed in the FCT secondary schools hence there is no significant difference in the opinions of school heads and teachers in management of material resources;
3. Financial resources were also not well managed in the FCT secondary schools hence there is a significant difference in the opinion of school heads and teachers on the issue;
4. Finding also shows that time as a resource was well managed in the FCT secondary schools hence the opinions of the school heads and the Teachers are the same on the issue; and
5. It was also revealed from the findings that curriculum was well managed in the FCT secondary schools hence there is no significant difference in the opinions of the school heads and the teachers on the issue.

4.6 Discussion of the findings

The study was aimed at evaluating the management of human, materials, finance, time and curriculum resources in the FCT secondary schools by assessing how the school heads manage all the available resources towards achieving the school set goals and objectives. Thus the data collected for the study are analysed using t-test. However the testing of hypothesis 1 revealed that there is a significant difference between the opinions of the respondent as shown in table 12 this indicates that human resources are not well managed in the FCT secondary schools. Management of human resources is of great importance in achieving educational goals, the teachers are the one that relate and interact with every other schools resources therefore if not well managed other factors may suffer so also the teaching and learning process. Teaching effectiveness can be seen as a systematic effort geared towards the achievement of educational goals however motivation, appreciation, training and retaining of teachers etc are management/administrative functions that stimulates them to accomplish laid down goals and objectives. Teachers need to be motivated and appreciated so as to perform better in teaching. It is the function of the school heads to boost the morale of their staff so as to enable them to work with lots of interest which will in turn boost their performances, no wonder (Lumby 2003) said “ school heads have not realized that they are human resource managers therefore they are not even aware of their roles like motivation” there is also need for training and re-training of teachers in order to keep developing their skills and ability in teaching especially with the technological change. Supervision needs to be carried out by the school heads to discover the weaknesses and the strength of their teachers; identification of this determines the training and re-training programmes that can be organised for the teachers this help to revitalize their ability and skills in the teaching and learning process. This study also confirms the findings of Giwa (2000) that the challenges to effective teacher management include insufficient or inappropriate management of work force skills, poor or ineffective system of development,

supervision, monitoring and evaluation of workforce skills that are in operation, poor working conditions, salaries of teachers, supporting roles of administrative staff and limited capacity as well as quality of instruction in teacher training.

The testing of hypothesis 2 revealed that there is no significant difference in the opinion of respondents in the maintenance of facilities/material resources in the FCT secondary schools. The findings revealed that the material/facilities resources are well maintained by the school heads; the maintenance of the available facility/material resources keeps them in their original state and conditions. A good and conducive environment makes learning more interesting. Adeboyeje and Emertarom (2004) believed that school facilities are physical and spatial enablers of teaching and learning which will increase the production of result. Abdulkareem and Fasasi (2015) concluded in their research h that educational facilities are an integral part of the system therefore they have to be properly managed in order to be able to contribute positively to the achievement of educational objectives.

The testing of hypothesis 3 revealed that there is a significant difference in the opinion of the respondent in the management of financial resources in the FCT secondary schools. Therefore the null hypothesis is been rejected as shown in table 14 at 0.05 level of significance. This indicates that financial resources are not well utilized in the schools. These confirm Aja (2015) statement that education sectors are not well managed. Education mangers charged with the responsibilities of utilizing the money (school funds) fall short of their expectations. Same also with Alu, Odo, Ede and Ugu (1997) in Aja 2015) also said that as government and good spirited individuals try to build up the education sector, some greedy individuals (principals) work hard to pull these efforts down through financial fraud.

The testing of hypothesis 4 revealed that there is no significant difference in the opinion of the respondents in the management of time in the FCT secondary schools; the null hypothesis was accepted as shown in table 15 at 0.05 level of significance, this means

that there is efficiency in the management of time in the schools hence school activities are well planned, scheduled and prioritized on the school time table and calendar for each term Obi (2003) in his study, said time management involves tasks to be performed, planning and scheduling organisational activities, prioritizing such activities, allocating time to the tasks according to their degree of importance in enhancing productivity. Also Sandberg (2001) who says Time management is a corporate time to achieve organisational goals, it is an art of arranging organising, scheduling and budgeting ones time for the purpose of generating more effective work and productivity.

The testing of hypothesis 5 revealed that there is no significant difference in the opinion of the respondents in the management of school curriculum in the FCT Secondary schools Abuja. therefore the null hypotheses is accepted as shown in table 16 at 0.05 level of significance, the investigation reveals that curriculum resources are well utilized and managed by the school heads. Therefore it is of great importance for the school administrators/principals to be efficient and effective in the management of their available resources in their various schools, most researchers look into the availability of the resources for achievement of school goals and objectives, it can be concluded that management is the search for the best use of the available resources by the school administrators to achieve the set educational goals and objectives.

CHAPTER FIVE

SUMMARY, CONCLUSIONS ANDRECOMMENDATIONS

5.1 Summary

The study focused on assessing the management of school resources in the FCT secondary schools Abuja, Nigeria. The study comprised of the background to the study, statement of problems, objectives of the study research questions, research hypotheses, and basic assumptions, significance of the study and scope of study. The review of related literatures was in line with the objectives of the study, the sources of the related literatures were from journals, books, and from the internet etc.

The literature reviewed the conceptual framework which includes the concept of management, human resource management in an organisation, facility/material resource management etc. The study also reviewed literature on the objectives of the study which were to evaluate the management of human, Material/facility, financial, time and curriculum resources in the FCT secondary schools.

The study made use of the descriptive research design; the population of the study was made up of all the principals and teachers in the FCT secondary schools in Abuja. The sample of the study was made up of 51 principals including the vice-principals and 383

teachers using simple purposive random sampling techniques to select the respondents. The instrument used was questionnaire titled Resource Management in Secondary schools. T-test statistical tool was used to test the hypotheses while mean and standard deviation were used to analyse the research questions.

The results of the analyses of responses revealed that both the Human and Financial resources are not well utilised while the material/facility, time and curriculum resource are well utilized in the FCT secondary schools Abuja. It was based on this that conclusions were drawn and recommendations were suggested

5.2. Conclusions

Based on the research study, it was concluded that Human and Funds resources were not well managed while Material/Facilities, Time and Curriculum are well managed. The following conclusions were drawn.

- 1.** Based on the respondents responses it was concluded that human resources in the FCT secondary schools were not well managed, it was observed that teachers are not motivated and appreciated this does not make them have the sense of belonging, also do they undergo any training or retraining programmes to improve their teaching methods and other approaches to teaching and learning processes although they well utilised. Also the school environments are not conducive for the staff.
- 2.** Facility/material resources are well maintained in the FCT secondary schools as observed in the study although some responses reveal that damaged facilities are not repaired immediately this may be due to lack of funds, this may be a problem to proper maintenance of school facilities. Also there is poor maintenance culture hence neither the students nor the teachers were give orientation on maintenance culture.
- 3.** Financial resources is also not well utilised based on the respondent it was observed from the study that records of both income and expenditure are not properly and

carefully kept despite the fact that expenses are spent in line with school goals and objectives income and expenditure cannot be accurate and there will be no accountability.

4. Curriculum resources are well managed in the FCT secondary schools, the school heads/administrators ensure that teachers adopts the change in curriculum by ensuring the use of appropriate and relevant instructional materials but this materials are not provided by the school for the convenience of the teachers.
5. And lastly it was concluded that time as a resources are is also well managed in the FCT secondary schools, curricular and extra-curricular activities for the term are planned in a school calendar and organised on the school time table for effective school activities although it was observed that assemblies takes longer time than necessary and also consumes class room time and there intrusion during curricular activities, these practices can lead to poor management of time.

5.2. Recommendations

Based on the findings of this research study, the following recommendations are made.

1. Human resources should be well motivated and appreciated in the school system; this gives them (teachers) the sense of belonging which in turns help them to put in their best to the job, also school heads should endeavour to give all teachers relatively equal teaching periods so as to prevent over utilisation or underutilisation of teachers. School heads should create good organisational climate which will in turn bring about a good rapport among staff and schools heads. Supervision and inspections should be carried out by the school heads/administrators to evaluate their teachers and guide them properly, it helps the school heads/administrators to identify the weakness and strength of each staff and help them to be able to guide and correct

them with love towards achieving the set goals and objectives. This can also help to bring out the best in each teacher. Conducive environment should be created for the staff in order to carry out their work diligently and effectively this can also motivate them to work.

2. Effective management of educational facilities is vital to the achievement of educational objectives therefore regular maintenance and improvement services should be conducted in order to enhance quality performance and durability, in this regards skilled officers can be employed or assigned to maintain and improve services. Holistic approach to facility management should be adopted this is to ensure that provision utilization maintenance and improvement efforts on the facilities are adequately given attention in the management process. Also maintenance culture should be imbibe in both staff and students, orientation should be given to them on how to handle school facilities properly, and the importance of those facilities should be emphasized so as to make them handle it with care. The school administrators should also release funds for resource maintenance and for the provision of educational services which will in turn enhance teaching and learning process. Repairs of facility should be done almost immediately so as to keep the facilities in good conditions, abandoning such facilities will lead to more damages that may end up destroying the facilities.
3. Effective management of funds can be achieved if school heads ensure proper accounting records of all income and expenditure items are well recorded and kept, in proper accounting books. Also payment of school fees should be done in teller rather than paying in cash to the accountants/bursar, so as not to get the bursar confused and also enable him/her to have proper evidence of payment before issuing receipts, this will also makes accountability easy. Well trained and qualified

accountant should be employed to handle the school funds and also appropriate checks and balances should be put in place such as to be a watchdog over the bursar/accountants. Also adequate and proper budget that will help in achieving the schools goals and objectives should be drawn at the beginning of every term this will help to guide the direction of spending and also avoid careless or unnecessary spending by both the principals and the bursar. Financial statement should be made open to members of the management board at the end of each session or term so as to be aware of the financial situation of the school and it's also a proof of integrity here it can be justified if properly utilized or not.

4. The study also recommends that all stakeholders in the school system such as School heads and teachers should involve in time management practices to achieve meaningful performances, i.e. time must be analysed and planned, set priorities, and also set deadlines for activities in order to achieve their goals promptly. Intrusion in school activities should be avoided for example calling for unplanned meetings or assembly time table should be followed strictly except otherwise, school heads should avoid dealing with urgent issues rather deal with important issues, this will save rushing against time. Time should be efficiently and effectively allocated for assemblies, staff meetings etc and it should be followed judiciously. Where there is no specific time to be spent on these activities (assemblies, staff meetings etc) it takes longer time than necessary therefore affecting other activities for the day.
5. And lastly the research study recommends that adequate and relevant materials should be provided for the teachers to make their work easier, stress free and to make it interesting in order to achieve the school curriculum. School heads/administrators should make sure instructional resources are available so as to

achieve goals and objectives of the curriculum and also to ensure that teachers can adopt the change in curriculum easily.

5.4 Suggestions for Further Studies

The following suggestions were made by the researcher:

1. Other researcher can carry out similar topic in other states to compare and contrast the management of school resources in their states.
2. Research can also be carried out after three/four years on the same topic and the same area to find out if there is an improvement on the management of resources in government secondary schools.
3. Research can also be carried out on related topics such as the Management mechanism

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Names of government senior secondary schools, number of school heads and teachers with their location in the FCT

No.	Names of schools	Location	No. Of school heads	No. Of teachers
1.	GGSS Abaji	Abaji	3	52
2.	GSS Gawi	✓	3	40
3.	GSS Pandagi	✓	3	20
4.	GSS Yaba	✓	3	29
5.	GDSS Bwari	Bwari	3	60
6.	GSS Bwari	✓	3	84
7.	GSS Byazhin	✓	3	84
8.	GSS Dei-Dei	✓	3	66
9.	GSS Jibi	✓	3	70
10.	GSS Kawu	✓	3	17
11.	GSS Kubwa	✓	3	117
12.	GDSS Duste Alhaji	✓	3	79
13.	GGSS Duste	✓	3	92
14.	GSS Mpape	✓	3	35
15.	GSS Shere	✓	3	39
16.	GSS Dobi	✓	3	39
17.	GGSS Dukpa	✓	3	55
18.	GDSS Gwagwalada	✓	3	75
19.	GSS Gwagwalada	✓	3	106
20.	SFG Gwagwalada	✓	3	48
21.	GSS Hajj Camp	✓	3	64
22.	GSS Tungan Maje	✓	3	76
23.	GSS Zuba	✓	3	88
24.	GSS Gaube	Kuje	3	29
25.	GSS Gudun Karya	✓	3	41
26.	GSS Gwargwada	✓	3	24
27.	GSS Kuje	✓	3	119
28.	GSS Pegi	✓	3	29
29.	GSS Rubochi	✓	3	44

30.	GSS Dangara	Kwali	3	31
31.	GSS Kwaku	✓	3	16
32.	GSS Kwali	✓	3	64
33.	GSS Pai	✓	3	22
34.	GSS Yangoji	✓	3	32
35.	GSS Yebu	✓	3	19
36.	GSS Airport	Abuja Municipal	3	41
37.	GSS Apo	✓	3	60
38.	ADSS Asokoro	✓	3	67
39.	GSS Garki	✓	3	81
40.	GSS Gwarinpa	✓	3	83
41.	GSS Gwagwa	✓	3	55
42.	GSS Jabi	✓	3	68
43.	GSS Jikwoyi	✓	3	100
44.	GSS Jiwa	✓	3	51
45.	GSS Kabusa	✓	3	32
46.	GSS Karshi	✓	3	109
47.	GDSS Karu	✓	3	88
48.	GSS Karu	✓	3	114
49.	GSS Lugbe	✓	3	79
50.	GSS Mabushi	✓	3	42
51.	ADSS Maitama	✓	3	40
52.	MSS Maitama	✓	3	81
53.	GSS Nyanya	✓	3	124
54.	GSS Tundun Wada	✓	3	63
55.	GSS Wuse	✓	3	87
56.	GDSS Wuse II	✓	3	52
TOTAL			168	3422

Source; secondary Education Board Orlu Street Area 3 Garki Abuja

The samples of schools selected from the population study, used for the research study

No.	Names of schools	Locations	No. Of school heads	No. Of teachers
1.	GGSS Abaji	Abaji	3	16
2	GSS Yaba	✓	3	9
3	GSS Bwari	Bwari	3	18
4	GSS Kubwa	✓	3	35
5	GSS Dei Dei	✓	3	28
6	GSS Gwagwalada	Gwagwalada	3	32
7	GSS Tunga Maje	✓	3	23
8	GSS Zuba	✓	3	26
9	GSS Kuje	Kuje	3	36
10	GSS Pegi	✓	3	9
11	GSS Kwali	Kwali	3	19
12	GSS Yangoji	✓	3	10
13	GSS Garki	Abuja municipal	3	24
14	GSS Jabi	✓	3	20
15	GSS Jikwoyi	Abuja Municipal	3	30
16	GSS Lugbe	✓	3	24
17	MSS Maitama	✓	3	24
	Total		51	383

APPENDIX B
QUESTIONNAIRE ON ASSESSMENT OF RESOURCE MANAGEMENT
IN FCT GOVERNMENT SECONDARY SCHOOLS ABUJA,

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULLUM,
FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA.

PERSONAL DATA OF RESPONDENTS

Instructions: Please tick (✓) in the appropriate box that relates to you.

Section A: Bio- Data

Status		School location	
A. principal	[]	A. Rural	[]
B. teachers	[]	B. Urban	[]
Gender		Type of school	
A. male	[]	A. Day	[]
B. female	[]	B. Boarding	[]
		C. Day/Boarding	[]

Instruction: For section B, C, D, E & F, please tick (✓) in the appropriate box that relate to your option. Do not tick more than one for each statement.

SA= Strongly Agree

A= Agree

U= Undecided

SD = strongly disagree

D = Disagree

	SECTION B; managing human resources	SA	A	U	SD	D
1	Our school ensures that teachers are teaching subjects which they are most qualified and capable of teaching					
2	Our school organize in-service training for teachers making use of staff skills and bringing in outside support when necessary					
3	The school environment is conducive for staff to carry out their duties effectively					
4	Workshops, seminars and conferences are organized for staff development, training and skill acquisition					
5	Adequate and appropriate teaching materials are provided for effective teaching and learning					
6	Appraising teachers for teaching behaviours and complimenting teachers for specific effort or accomplishment					
7	Team work among staff are encouraged so as to achieve the educational goals and vision of the school					
8	Welfare are given to staff to support them in terms of needs					
9	Our school ensures that teachers have relatively equal teaching loads each week					
10	School administrators ensure that teachers are well informed and prepared for possibilities for updating their knowledge and skills incase of new development in the system					
	SECTION C; Maintenance of school facilities					
1	We do have a functional maintenance department that handles all our school facilities					
2	We have a competent and professional skilled officers in charge of maintenance of facilities					
3	Maintenance of school facilities are carried out periodically to prevents damages					
4	Usually the school administrators inspect school facilities to check for effectiveness or damages					
5	Students/teachers are given orientation on maintenance culture of school facilities					
6	Students are made to pay for damages of any school facilities					
7	Damaged facilities are replaced or repaired almost immediately to					

	ensure functionality					
8	School facilities are only repaired when damaged					
9	School facilities are handle with care					
10	Records of all facilities available in the school are kept properly					
	SECTION D; utilizing school funds					
1	School funds are spent in line with the school goals and objectives					
2	Expenditures are based on approved estimates.					
3	Records of items on expenditure are not carefully kept					
4	School administrators are involved in budget preparation					
5	Directives and instruction of financial matters are given by school administrators.					
6	All money are lodged in the school bank account					
7	Inability to take accurate account for school money.					
8	Inability of the school head to give account for school funds.					
9	Inappropriate allocation of funds.					
10	Diversion of school fund to private ventures.					
	SECTION E; The utilization of instructional resources					
1	Communicates clear vision and goals for instructional innovations					
2	Motivate teachers to implement curriculum changes in school					
3	Provide relevant instructional materials for the implementation of the curriculum					
4	Ensure the use of appropriate instructional materials for teaching and learning					
5	Conduct regular supervision to identify key principles and concepts that teachers need to learn as part of a core curriculum in any subject					
6	The curriculum is organized into scheme of work for ease and the convenience of the teachers.					
7	Strategies to achieve the school curriculum and objectives are developed by the school administrators and teachers.					
8	our school breaks the curriculum down to syllabus from which scheme					

	of work is drawn to make it easy for teachers					
9	The school dairy is fill to ensure that teachers teach the appropriate topic for the week					
10	Our school ensure that the lesson note is in response to the scheme of work					
	SECTION F; Effective utilization of time					
1	Preparing an effective time table to promote a flexible curriculum that integrates academics qualifications and work related learning.					
2	School time table are drawn for effective exercise of duties and responsibilities					
3	School activities are schedule for whole term in the school calendar.					
4	Scheme of work are usually prepared before school resumes.					
5	Teachers are given specific period of time or time limit to submit their assessment booklet and dossiers					
6	School assemblies take more time thereby affecting the classroom time especially the first periods.					
7	Teachers utilize their teaching periods regularly for teaching and practicing new skills and concept.					
8	It limits the intrusion of extra and co-curricular activities on instructional time.					
9	Specific period on the time table is fixed for continuous assessment for all subjects.					
10	We spend time in developing educational program for the term					