ASSESSMENT OF THE IMPACT OF RESOURCE MANAGEMENT ON STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN ZARIA AND GIWA EDUCATION ZONES, KADUNA STATE, NIGERIA

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ASSESSMENT OF THE IMPACT OF RESOURCE MANAGEMENT ON STUDENTS' PERFORMANCE IN SECONDARY SCHOOLS IN ZARIA AND GIWA EDUCATION ZONES, KADUNA STATE, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF MASTER`S DEGREE IN EDUCATION (EDUCATIONAL ADMINISTRATION AND PLANNING) DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

NOVEMBER, 2017

DECLARATION

I hereby declare that the work in this Dissertation entitled Assessment of the Impact of Resource Management on Students' Performance in Secondary Schools in Zaria and Giwa Education Zones in Kaduna State has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Dissertation was previously been presented for another Degree or Diploma at this or any other Institution.

_____ _____

Faisal Ahmed IMAM Date

CERTIFICATION

This Dissertation entitled "ASSESSMENT OF THE IMPACT OF RESOURCE MANAGEMENT ON STUDENTS' PERFORMANCE IN SECONDARY SCHOOLS IN ZARIA AND GIWA EDUCATION ZONES IN KADUNA STATE, NIGERIA" by Faisal AHMED Imam meets the regulations governing the award of the Degree of Master of Education (Educational Administration and Planning) of the Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

Dr. E. I. Makoju Chairman, Supervisory Committee	Date
Dr. A. A. Igunnu Member, Supervisory Committee	Date
Prof. B. Maina Head of Department, Education Foundations and Curriculum	Date
Prof. S.Z. Abubakar Dean, School of Postgraduate Studies	Date

DEDICATION

I dedicate this research work to my late Mother Mallama Salamatu Abubakar Sadiq and my late grandmother Hajiya Fatima Abubakar Sadiq unfortunately they are not alive to see the cultivation of what they have planted (may Allah have mercy on them).

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All thank is given to the exalted (Allah) whom all praise is due to giving me the heart and will and determination to complete this research work.

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I also thank all those who contributed in one way or the other in making this research work a successful one life my parent, and my wife to be Insha Allah. Thanks to you all may Allah bless you all. Ameen.

ABSTRACT

This study assessed the Impact of resources management on students' performance in secondary schools in Zaria and Giwa Education zones in Kaduna State. The study was carried out with six objectives which include to: assess the impact of human resources management on students' performances in public secondary schools in Zaria and Giwa education zones in Kaduna State; ascertain the impact of material resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State; and find out the impact of curriculum contents on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. The study adopted the descriptive survey design. The population of the study is made up of 1857 respondents, comprising 81 principals, 1755 teachers and 21 supervisors from both Zaria and Giwa education zones respectively. A sample size of 25 principal, 527 teachers and 7supervisors were sampled for the study making the total of 559 respondents. This samples size was arrived at using stratified sampling technique. The instrument used for data collection in this study is questionnaire and it was duly validated by research supervisors, language experts and statistician. The reliability of the instrument was determined using Cronbach Alpha technique which showed a reliability index of 0.84. The bio-data of the respondents was analyzed using descriptive statistics in the form of tables, frequency distribution and percentages to present and describe the pattern of the demographic characteristics of the respondents. In order to answer the research questions, mean and standard deviation was used, while the six null hypotheses were analysed using Analysis of Variance (ANOVA) at 0.05 alpha level of significance. Findings from the study among others showed that: there is significant difference in the impact of human resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. Likewise, there is no significant difference on the impact of material resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. Also, significant difference was found in the impact of curriculum contents on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. Recommendations were made among others that School leaders should provide opportunities for teachers' professional development and encourage them to attend training sessions and subject forums organized by the ministry of education; Principals should ensure that schools procure and receive the appropriate textbooks for learners either from the governmentor through the internally generated revenues from the schools and that these are used for proper implementation of the curriculum contents. Also, government should commits more resources towards secondary education in order to achieve recurrent and physicalinfrastructure expansion.

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LIST OF ABBREVIATIONS

AASA	American Association of School Administrators
AIM	American Institute of Management
EFA	Education For All
JSS	Junior Secondary School
LEED	Leadership in energy and environmental Design
MDG's	Millennium Development Goals
NGOs	NonGovernmental Organizations
PTA	Parents Teachers Association
SSCE	Secondary School Certificate Examination
SSS	Senior Secondary School
SUBEB	State Universal Basic Education Board
TESCOM	Teaching Service Commission
UBE	Universal Basic Education
UNESCO	United Nations Education, Scientific and Cultural Organization

OPERATIONAL DEFINITION OF TERMS

Academic Performance: Students' scores and achievement in examinations and tests.

Financial Resources: Financial resources are the funds needed to service secondary schools.

Human Resources: Human resources are secondary school teachers and other non-academic and supporting staff.

Management: In this study, management means the principals and Heads of Departments.

Material resources: Those basic infrastructures like teaching and learning resources and other educational equipment that are provided in the secondary schools.

Resource management: Effective management of human, material, financial resources etc. in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Over the years, education institutions have developed into complex and functional field of endeavour from the previous simple experiences. Changes in technology, economic, social and political sectors have contributed immensely to this development. Therefore, for education institutions to stay abreast in this rapidly changing environment, they must adapt to the new technologies and the changing life world. These issues pose many problems and challenges for school managers. Consequently, the management of physical and human resources in the school system are of the utmost importance in order to achieve the overall goals and objectives of the schools.

Resource management is the efficient and effective deployment of an organisation's resources when they are needed. Such resources may include financial resources, inventory, human skills, production resources, or information technology (IT). Also, resource management can include ideas such as making sure one has enough physical resources for one's business but not an overabundance or making sure that people are assigned to tasks that will keep them busy and not have too much downtime.

Educationresources include all movable and immovable materials, which are used for teaching, learning and other school activities. They are synonymous with school physical facilities, school material resources, school plant and school facilities. Olagboye (2004) stated that education resources consist of instructional resources such as audio and visual aids, graphics, printed materials. display materials and consumable materials. They also include physical resources such as land, building, furniture, equipment, machinery, vehicles, electricity and water supply infrastructure.

Resource management is an integrated approach to operating, maintaining, improving and adapting the building and infrastructure of an organization in order to create an environment that strongly supports the primary objectives of that organization (Atkin & Brooks, 2000:1). Resource management can also be seen as the development, co-ordination and control of the non-core specialist services necessary for an organization to successfully achieve its principal objective (American Library of Congress 1989, in Barrett, Ed, 1993:23).This definition incorporates the element of development as part of the functions of resource management, highlighting that it is part of a constantly changing environment in the core activities of an organization.It suggest that Resource Management provides a supporting management function to the core business of an organization; concentrates on the area of interface between physical workplace and people; and requires a multi-skill approach to integrate people, place, process and technology in executing its support functions. The function could be as complex as strategic planning to as menial as cleaning services and a range of services in between.

In education institutions, facilities constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance organisational performance (Oyesola, 2007). In essence, the school curriculum would not be meaningful and functional if required facilities are not provided in adequate quality and quantity at appropriate times through the principal's administrative finesse (Uko & Ayuk, 2014).The International Resource Management Association (2003), described resource management as the practice of co-ordinating the physical workplace with the people and the work of the organization by integrating the principles of business administration and architecture with the behavioural and engineering sciences. This culminates in the collective and participative decision making process towards the selection, establishment and installation of school plants; design of school grounds, halls and spaces; upgrading, innovation and

purchase of new machineries and equipment; choice, design and implementation of programmes and projects; backup and review of management policies, practices, rules and regulations.

Resource management in schools, play a pivotal role in the actualization of education goals and objectives by satisfying the physical and emotional needs of the staff and students. According to her, physical needs are met through the provision of safe structures, adequate sanitary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play; while emotional needs are met by creating a pleasant surroundings, friendly atmosphere and an inspiring environment. Supporting the need for effective resource management in schools, Fenker (2004), stated that it involves a planned process to ensure that the buildings and other technical systems support the proper discharge of operations and services within the school organization.In addition, there would be safety from danger, disaster and theft when resources are well managed, certain facilities, especially the ones in the laboratories, are delicate, dangerous, expensive and explosive. They need to be well managed in order to avoid the danger which would arise from their usage. Also, disasters such as flood and fire could be avoided if there is proper planning for safety precautions (Asiabaka, 2008).

According to Uko (2001), effective management of school resources requires knowledge, skill and expertise in handling different facets of the school system. This to her calls on the ability of the principal to set required objectives, supervise resource usage, formulate plans for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system. The principal as the manager of the school organization therefore has the onerous task of mobilizing available human resource to ensure a proper running of the school.Any organisation that does not plan for its human resources will often find that it is meeting neither the personnel requirement nor

its over-all goals effectively (Stoner, 1978 as cited by Osagie&Okafor, 2012). For example, a school may decide to introduce new subjects into its school curriculum, if the school does not make adequate arrangements for the teachers to handle these new subjects, the subjects will remain on the time table without being taught. To further buttress this point, when the federal government launched the 6:3:3:4 system of education, it spent huge financial resources on equipment for technical education. However, the human resources required to operate the equipment was not considered. Consequently, the equipment were left to rot in the rain and many of the equipment were eventually stolen by hoodlums.

Another aspect of human resources management in the school is the workload of the staff. This is the amount of work assigned to a teaching position. Staff workload include teaching subjects, administrative duties, supervision of students and other activities. In the research findings on teachers' workload by Naylor and Malcomson (2001), teachers saw their workload increased because they spent fifty-three hours a week preparing their lesson notes for teaching and marking scripts. The teachers reported that they modified their teaching methods to enable them cope with the stress of the workload. When that happened, it was difficult for them to accomplish all their objectives because of the lack of time. Consequently, the performance of the teachers and the students was impaired.

Secondary education which serves as a link between primary and tertiary levels, is vital to national development. Management of resources at this level is very vital to achievement of education objectives and appropriate management techniques would assist in taking care of all available resources. In ether words, resources which might have suffered neglect as a result of carelessness, ignorance, lack of commitment and proper management, would receive attention from school administrators and inspectors. Also, school resources which are well managed are likely to be durable. This will save us the lost

of replacement within a short period of procurement. In the light of this background, this study will be carried out to determine the impact of resources management on students' academic performance in public secondary schoolsin Zaria and Giwa education zones in Kaduna State.

1.2 Statement of the Problem

Successive governments in Nigeria have made efforts towards the effective management of human resources in education institutions. However, certain challenges still persist with staff training and development, teachers'workload, performance evaluation, supervision of instruction, conditions of service, staff turnover and motivation, disciplinary problems among students and teachers, promotion policies and so on. Hence, many senior secondary schools are having problems with the resources especially human and materials resources. In human resources for example, there are academic and non-academic staff. The quality of academic staff employed in secondary school today is below standard; some of the teachers are lacking proper training and mastery of subject matter. Some of them are employed based on god-fatherism not based on quality; this could be as a result of political involvement in education, other human resources who are regarded as supporting staff in secondary school are also not left behind in such regard. Management of the above resources is very paramount especially in school organisation. This is because absent of proper management may lead to so many abnormalities especially when it come to organisational performance.

Funding is yet another fundamental factor in relations to resources, availability and accessibility of fund in a giving organisation is not just enough rather, proper management and utilization of such funds is highly crucial especially in an organisation like school. Observation shows that most secondary school in Zaria local government are having

problem of mismanagement especially management of funds. There are series of report in relation to misappropriation of funds. This could be as a result of corruption, political involvement in education, appointment of unqualified personnel to handle financial sector in the school. Shortage of facilities (computer) that will man the affairs of assessing, controlling and keeping record related to financial expenditure.

Aside all the mentioned problems, there is one other major problem and that is, shortage of managers to serve as school administratorascribed the responsibility of managing both human, material and financial resources respectively, absent of their quality in carrying out this task will affect the quality of performance in the school. In view of this, this study is out to investigate the impact of resources management on students' academic performance in public secondary schoolsin Zaria and Giwa education zones in Kaduna State.

1.3 Objectives of the Study

The main objective of the study is to examine the impact of resources management on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. The study was carried out with the following specific objectives. To;

1. Assess the impact of human resources management on students' academic performances in public secondary schools in Zaria and Giwa education zones in Kaduna State.
2. Ascertain the impact of material resources management on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

3. Assess the impact of financial resources management on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.
4. Determine the impact of time management on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.
5. Assess the impact of instructional materials management on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

1.4 Research Questions

The following research questions were answered in the course of this study;

1. Is there impact of human resources on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State?
2. What are the impacts of material resources management on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State?
3. Is there impact of financial resources on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State?
4. What are the impact oftime management on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State?
5. Whatare the impact of instructional materials management on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State?

1.5 Research Hypotheses

The following null hypotheses were postulated:

1. There is no significant difference in theimpact of human resources management on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.
2. There is no significant difference in the impact of material resources management on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.
3. There is no significant difference in the impact of financial resources on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.
4. There is no significant difference in the impact of time management on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.
5. There is no significant difference in the impact of instructional materials management on students' academic performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

1.6 Basic Assumptions

The study was carried out with the assumptions that;

1. When teachers are adequate and qualified in their respective disciplines or subject areas, students will perform better in Zaria and Giwa education zones, secondary schools.
2. If materials resources are appropriate, adequate and utilized effectively, teaching-learning activity will improve significantly in Zaria and Giwa education zones, secondary schools.

3. Sources of financial resources have impact on the management of public secondary schools in Zaria and Giwa education zones in Kaduna State.
4. Adequate provision of material facilities will improve teaching and learning in Zaria and Giwa education zones, secondary schools.
5. When time is judiciously managed, academic performance will be improved in Zaria and Giwa education zones, secondary schools.

1.7 Significance of the Study

Resource management constitute an integral part of the overall management of the school. Availability and management in adequate quality and quantity is capable of enhancing achievement of education objectives. The resources have to be properly managed in order to be able to contribute positively to the achievement of education objectives.

This study will be significant as it will create awareness that would enlighten and challenge resources managers to be proactive in the performance of their function. This is because, the standard, quality and functional state of the support structures and technology affects the secondary schools being able to execute its core functions and achieve the set objectives.

The study will be of great of importance as it will stimulate the policy makerto pay close attention to the staffing, management and funding of their Resource Management Unit and recognize the unit at strategic management level. This would enable the unit to be proactive and contribute meaningfully to the strategic objectives of the secondary schools. Also, demonstrating a functional structure and dynamic leadership style, adequate and progressive capacity building accompanied by basic information technological tools is essential for effective Resource Management Unit in any secondary education.

Findings from this study will help principalsto advise the Government and other stakeholders (parents, NGOs and so forth) on the type of resources needed in schools. Thus, accurate information on the needs of the school will be given. Also, it will help principal to be responsible for safe keeping of the facilities. As much as possible, the resources be protected from fire, theft and any other form of disasters.

It is hoped that findings from this study will stimulate both federal and states ministry of education to supply relevant and adequate resources to schools at the right time. This would enhance the implementation of education objectives. This will assist Government and other stakeholders to set aside substantial amount of money for the provision ofresources in the secondary schools.

Expectantly, the study will be significant in the sense that, it will equip both academic and non academic staff with knowledge and skills to respond positively to the ever changing phenomenon of education to meet contemporary societal challenges.Also,findings from the study will help organise different forms of training programmes such as seminar, workshop in which adequate knowledge on utilization and maintenance of facilities would be acquired. This will assist users in putting the resources into effective usage.Finally, this research work will contribute to the body of knowledge as a reference material for scholars inthe research field.

1.8 Scope of the Study

This studyentitled impact of resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State was carried out with the view of revealing the impact of resources management on students' performance in secondary schools. This study was delimited to only public senior secondary schools in Zaria and Giwa education zones.Supervisors, Principals and Teachers

within the schools shall be used as respondents/subjects of this study. This is because, they are more familiar and in a better position to manage the resources mentioned. Resources such as, Human, Materials, Curriculum contents, Financial, Time and Instructional materials formed the basis of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the literature review on the impact of resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. Therefore the review covers the following sub-topics:

2.2 Conceptual framework

2.2.1 Concept of resources

2.2.2 Human resources

2.2.3 Material resources

2.2.4 Curriculum contents

2.2.5 Financial resources

2.2.6 Time management

2.2.7 Instructional facilities

1. Classroom
2. Laboratories
3. Workshop
4. Latrine/toilet
5. Common rooms
6. Playground facilities
7. School canteen
8. Libraries
9. Worship centre

2.2.8 Academic performance

2.2.9 Resource Management

2.3 Theoretical framework

2.3.1 Resource Management Theory

2.4 Management of human Resources in schools

2.5 Management of material resources in schools

2.6 Management of financial resources in schools

2.7 Time management in schools

2.8 Management of instructional materials in schools

2.9 Impact of resource management on students' academic performance

2.10 Empirical studies

2.11 Summary

2.2 Conceptual Framework

This section focused on the clarification of concepts as it related tothe context of the study. Therefore, the clarifications are based on Concept of Resource Management, Secondary School Education in Nigeria, Management functions and Secondary Education, and Concept of academic performance in secondary schools.

2.2.1 Concept of Resource

Management of the education enterprise is a subject of great interest. This is because effective management of theeducation system/schools is expected to bring about efficiency in the system. Highly effective leadership (by Directorsof education, principals, head teachers and so forth) would influence the teachers and other school personnel. This in turn wouldlead to production of a highly skilled manpower (students) and thus national development. Resource management involves different aspects such as personnel management, student records, infrastructure,financial records and general administration.The present system of schools management is based on sound

recordkeeping making for continuity irrespective of changes in leadership. Records form the basis for governance, control anddecision making. Billions of pages of information are generated each year by the different ministries, board, departmentsand units of education. These records can be in duplicates, triplicates and so forth, depending on the required number for each.

Files of documents are generated and finding information from past documents can be quite a daunting task. Even wherecomputers are used to store information most school records and administration are still paper based. Durosaro (2004)has highlighted some problems of education management in Nigeria to include gaps in policy, data, funding and qualityassurance. He noted that that lack of accurate and timely data is an overriding factor and thus the bane of educationmanagement in Nigeria.

Education can be regarded as the key that unlocks the development of personal and nationalpotential and all other kinds of rights and powers in the world. The increasing awareness of theimportance of education for sustainable development in Africa is paramount. Education forsustainable development in Africa, can be define as the education process of accomplishingsustainable human development which includes economic growth, social development,environmental protection, scientific development and employment opportunities in anequitable manner. Balogun (2010) opined that education is the light, without which, the worldwould be in darkness. It is the basis for modernity, scientific and technological breakthrough,which have made all nations of the world accord immense priority to education.Nigeria as a nation strives toward the provision of quality and affordable education for itscitizens through the guiding principle of National Policy on Education (2009). The guidingprinciples of education in Nigeria is the equipping of every citizens with acquisition ofknowledge, desirable skills, attitude and values as well as to enables him or her to derivemaximum benefits from his or her society, and also contribute

his quota meaningfully towardsthe development of the nation at large. Secondary school education is one among the levels ofeducation in Nigeria.

Fabunmi (2005) defined Secondary school education as the form of education, which childrenreceive after primary education and before the tertiary level. It is the second level of educationin Nigeria headed by a school administrator called principal. Certainly, Principal is the headof an institution that occupies a pivotal position, requires initiatives and skills for the day today administration of a secondary school. As a school leader, principal must have foresight foreffective, efficient and dynamic principles in handling matters between the school, staff andthe host community.Similarly, a principal must be in a position to guide and provide expertise guardian in regardsto curriculum development, teaching methods, and evaluation as well as supervision of humanand material resources. For the school to function well, the principal must be in a position toexploit all possible means to keep a healthy environment for the students, staff and the generalpublic. Therefore as a principal, who is the chief executive officer of a school, should guidesand inspires the teachers' for job satisfaction. It also sets the direction of polices, acceptablestandards for academic and behavioural achievement of students, establishes a friendly schoolclimate and influences the commitment of every stakeholder in the society for the achievementof the education goals.

Principal as a leader is also the liaison officer that mediates between the school and the society.A critical role of a principal is to mobilize the teaching and non-teaching staff towards theachievement of the school objectives. Ibukun (2004) views leadership as a position ofdominance and prestige accompanied by the ability to direct, motivate and to assist others inachieving a specified purpose. Aina (2011) posited that leadership is about concern for socialjustice, a compassion for the under privileged, dedicated to the growth of self-reliance,commitment, ability to communicate, courage to take risks, make bold

decisions, ability toachieve the desired result and faith in the people's ability.Aghenta (2006) viewed school principal as a leader that provides direction and expert adviceon development of teaching and learning in school. The principal has a duty to lead, guide,conduct, direct and motivate both the teaching and non-teaching staff toward achievement ofthe school goals and objectives. The principal position is a high-pressure job in the context ofinstructional supervision and resource management in his or her day to day running of school. Itis also a job that the remuneration is less compare with the responsibilities attached to it.Thesecondary school principals are face with many challenges in their daily routine; thesechallenges are enormous which hinder the progression of the secondary schools aim andobjectives in Nigeria.

Educationresources include all movable and immovable materials, which are used for teaching, learning and other school activities. They are synonymous with schoo1 physical facilities, school material resources, school plant and school facilities (Abdulkareem and Fasasi, 2014). Olagboye (2004) stated that education facilities consist of instructional resources such as audio and visual aids, graphics, printed materials. display materials and consumable materials. They also include physical resources such as land, building, furniture, equipment, machinery, vehicles, electricity and water supply infrastructure. In another dimension Ojedele (2004) identified three components of education faculties. These are school infrastructure, such as buildings and playgrounds; instructional Facilities (teaching-learning materials, equipment and furniture) and school physical environment (beautification of the school environment).Thus, here are different kinds of facilities that could be used for teaching and learning purposes. They are located within and outside school premises.

Secondary education, which serves as a link between primary and tertiary levels, is vital to national development. Management of resources at this level is very vital to

achievement of education objectives. Firstly application of appropriate management techniques would assist in taking care of all available facilities. In either words, facilities which might have suffered neglect as a result of carelessness, ignorance, lack of commitment and lack of resources for management, would receive attention from school administrators. Also, school resources which are well managed are likely to be durable. This will save us the lost of replacement within a short period of procurement.In addition, there would be safety from danger, disaster and theft when resources are well managed, certain facilities, especially the ones in the laboratories, are delicate, dangerous, expensive and explosive. They need to be well managed in order to avoid the danger which would arise from their usage. Also, disasters such as flood and fire could be avoided if there is proper planning for safety precautions.

In the context of this research, there are two stages which are identified in the management of resources in secondary schools. According to Abdulkareem and Fasasi (2014), they are provision and utilization stages. In the process of utilization, two other stages emerge. They are maintenance and improvement stages.

(a) Provision of Resources in Education

Execution of education programmes demands that resources are provided if success is to be achieved. Government, school proprietors, parents and other stakeholders are expected to provide the resources for their schools. The Government stated that all stakeholders would be involved in every aspect of school management. Provision of resources inclusive, however, this aspect is one of the most neglected areas in the school system (Olagboye, 2004). As a result there is disparity in provision of facility from one school to another in urban center. While the schools located in rural areas are neglected.

(b) Utilization of EducationResource

Adeboyeje (2000) stated that utilization is the-degree or extent to which an item has been rut into effective use. According to him, various degrees of utilization include non-utilization, under-utilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all. When a facility is not used in its full capacity, under utilization occurs. There is over-utilization when a facility is used more than its capacity. These degrees of utilization constitute a waste of resources and are counter productive. On 'the other hand maximum utilization occurs when facilities are put into effective usage in line with primary objectives. Optimum utilization occurs when facilities are used for many purposes by the school and members of the community resources put into maximum and optimum usage are not wasted. They are likely to enhance achievement of education objectives.

(c) Maintenance of EducationResources

Resources tend to depreciate as soon as they are provided-and put into use. Therefore, there is need for maintenance through repair and servicing of components in order to restore their physical condition and sustain their working capacity. Maintenance enhances performance and durability. It also prevents wastages. There are preventive, corrective, breakdown and shutdown maintenance services (Adeboyeje, 2000).

Preventive maintenance occurs regularly by checking and rechecking the available facilities and taking necessary measures to prevent mal-functioning or non-functioning of a particular facility. Prevention is not only better; it is also cheaper than any other measures; It is proactive in nature. Corrective maintenance involves reactivation or replacement of facilities in order to normalize their performances. When a Facility or equipment breaks down completely, a major repair or replacement may be needed. There may be a time when the institution may need to close down in order to allow a major repair to be carried out.

Flood, fire or wind disaster may .warrant closure of an institution for a major repair to be effected.

(d) Improvement of EducationResources

Apart from depreciation, facilities tend to be outdated as a result of changing needs of the society which necessitate a change in school curriculum. In this regard, facilities will need to be improved different periods. Improvement of facilities, implies alteration or modification of Facilities to suit a new demand, new situation or new programme. Whenever there are changes in any part of the education system, the existing facilities will require modification or replacement.

2.2.2 Human resources

The human resources management in Nigeria education system includes themanagement of teachers and the non-teaching staff. The activities involve getting the teachersand non-teaching staff to work towards the attainment of education goals. The goals are toattract, develop, motivate and retain staff in order to achieve the purpose of education.Getting the right result through people is the most important function of management.The process involve attracting the right staff and retaining them to work effectively towards thesuccess of the education system. The efficiency of the school depends largely on the teacherscompetence. Nwankwo (1985, cited in Olaleye, 2013); Olukunle (2001) noted that, education anywhere has to attracthigh caliber of teachers so as to improve quality and productivity.The qualities of school personnel are vital to the operative of good schools. The ministryof education manages the available human resources through the Teaching Service Commission(TESCOM) and State Universal Basic Education Board (SUBEB).

The success of education to a large extent depends on the quality of personnel that goesinto it. It has been observed recently that people who are recruited into teaching force are of poorquality. Lop-sided recruitment will not produce better performance, Improvement in instructionalpractices will not occur. Dubbin (1990) once argued that the most important single variable forstaff development effort is motivation. The existence of low morale in school today has in asense resulted in a negative driving force to staff development activities in Human resourcespractices. Research in private sector organizations has explored the links between humanresource management practices and work unit, to organization effectiveness (Batt, 2002; Beckerand Genhart, 1996). This study however seeks to examine the link between human resourcespractice and teacher performance competency.

Apparently,education institutions have developed into complex and functional field of endeavour from the previous simple experiences. Changes in technology, economic, social and political sectors have contributed immensely to this development. Therefore, for education institutions to stay abreast in this rapidly changing environment, they must adapt to the new technologies and the changing life world. These issues pose many problems and challenges for school managers. Consequently, the management of human resources in the school system are of the utmost importance in order to achieve the overall goals and objectives of the schools.

Technological advancement has resulted in the use of new methods of teaching while government intervention in education has induced constant changes in national education policies in Nigeria. Also, the demand for better pay, more benefits, less work by the staff and the lack of basic infrastructure in the schools are some of the problems the human resources manager has to cope with and manage properly to enable him meet the set goals and objectives of the school system (Peretomode & Peretomode, 2005). Human

resources management in education implies effectively coordinating the activities of staff, students and parents so as to achieve education aims and objectives (Adeniyi, 2004). The National Policy on Education (FRN, 2009) clearly spells out the broad responsibilities of managing schools as employment, promotion, deployment and discipline of teachers among others.Successive governments in Nigeria have made efforts towards the effective management of human resources in education institutions. However, certain challenges still persist with staff training and development, teachers'workload, performance evaluation, supervision of instruction, conditions of service, staff turnover and motivation, disciplinary problems among students and teachers, promotion policies and so on.

To adequately handle the forgoing challenges, efforts should be geared towards the effective management of staff and students in secondary schools. The importance of human resources management has been stated but there is not much information on its relationship with the academic performance of students in secondary schools. High academic performance is one of the objectives of secondary education in Nigeria. For secondary schools to achieve high performance in the public examinations, they must recruit qualified teachers, they should secure modern buildings, adequate facilities and equipment should be provided to enhance teaching and learning while supervision of teaching is carried out for quality control. Other bodies that could influence students' academic performance are administrators, managers, guidance counsellors, Parents Teachers Association (PTA), curriculum specialist, funding agencies, non –teaching staff, inspectors and examination boards.

There are diverse schools of thought on how students should be measured or evaluated to show academic performance. According to Marlow (2003), teachers' written tests have been used for at least one hundred and fifty years to determine students' academic performance. The report of Coleman (1966) cited in Osagie and Okafor (2012)

supports the view that non – school resources inputs such as students' family background factors contribute more to students' academic performance than the impact of school resources such as expenditure on teachers' salaries, laboratory facilities and equipment, books and quality of teachers. These variables according to Coleman (1966) cited in Osagie and Okafor (2012) have negligible effects on students' academic performance.

Any organisation that does not plan for its human resources will often find that it is meeting neither the personnel requirement nor its over-all goals effectively (Stoner, 1978, cited in Osagie&Okafor, 2012). For example, a school may decide to introduce new subjects into its school curriculum, if the school does not make adequate arrangements for the teachers to handle these new subjects, the subjects will remain on the time table without being taught. To further buttress this point, when the federal government launched the 6:3:3:4 system of education, it spent huge financial resources on equipment for technical education. However, the human resources required to operate the equipment was not considered. Consequently, the equipment were left to rot in the rain and many of the equipment were eventually stolen by hoodlums.

With regards to the current education policy, the supervision of instruction is the process of overseeing the work of teachers with the aim of assisting them to solve their instructional problems so that students can benefit maximally from classroom activities (Igwe, 2005). This can be effected with the involvement of the principal or any other official appointed by interacting with teachers and students in the classroom regularly to monitor the teaching and learning process. According to Nwagwu (2004), the supervisor has the responsibility of monitoring and evaluating all staff activities and programmes of their organisation. The major reason for this is to ensure dutiful compliance of all staff with established laws and declared goals through quality assurance, maintenance of standards and quality control. This view is in line with the National Policy on Education (2009)

which declared that supervision is a device for quality control. The goals of the school can be achieved through the continuous supervision of the teaching staff and the non- teaching staff. The evaluation of staff is conducted as it determines their performance, in as much as it also determines the academic performance of students. In performance evaluation of staff, care should be exercised to ensure that it is the performance and not the personality of the employees that are evaluated (Okafor, 2006). In the study by Akposheri (1994), she found out that there was significant relationship between teachers who were highly rated during evaluation and the academic performance of students.

Another aspect of human resources management in the school is the workload of the staff. This is the amount of work assigned to a teaching position. Staff workload include teaching subjects, administrative duties, supervision of students and other activities. In the research findings on teachers' workload by Naylor and Malcomson (2001), teachers saw their workload increased because they spent fifty-three hours a week preparing their lesson notes for teaching and marking scripts. The teachers reported that they modified their teaching methods to enable them cope with the stress of the workload. When that happened, it was difficult for them to accomplish all their objectives because of the lack of time. Consequently, the performance of the teachers and the students was impaired.

Ikworayebe (2005) stated that in Edo State the allocation of teaching load to teachers is done through the number of periods of teaching. The maximum teaching workload per teacher is twenty-five periods while the minimum is eighteen per week. This policy is not strictly adhered to. Some teachers may be allocated less than the minimum teaching periods while others may have more than the maximum. This affects students' academic performance. In the junior secondary schools in the federal capital territory, Abuja, teachers' workload was one of the factors that inhibited students' performance

(Nwwikina and Nwanekezi, 2010). They also stated that some teachers taught as much as thirty-five periods a week while others taught less than six periods. Suchdiscrepancy indicated that the workload was not equitably distributed in the school. It would be preferable to have a uniform policy that will ensure an equitable distribution of teachers' workload that will enhance teaching and learning. The FRN (2009) stipulates a teacher student ratio of one to forty. However, a visit to some of the schools in Egor local government area revealed a clear departure from this policy. Teachers had classes with over a hundred students. This is due to the population explosion and the inability of the local government to employ more teachers. This situation has led to too much workload for the teachers. This certainly affects the academic performance of the students.

2.2.3 Material resources

Facilities are those basic infrastructures and all education equipments that areprovided in the school in order to cater for the general and specific needs of students aswell as to ease the process of teaching and learning both in class and outside the classroom.Uga (1981) cited in Ibrahim (2013), attempts a classification of these education facilities into two broad types,Viz; physical facilities and learning facilities or curriculum resources. Physical facilitiesinclude classroom, school bay clinic, libraries, laboratories, administrative offices,auditoriums, toilets, cafeteria, common rooms, workshops, parking lots, power and waterplants, transportation facilities, classroom furniture's, first aid box, sport and recreationalgrounds, refuse disposal facilities, drainage facilities, gardens and so on (curriculum resources orlearning facilities are visual aids, aural aids and audio-visual aids. Uga (1981) adds that thelatter is used during the process of instruction. Fenker (2004) views school facilities asmaterial resources provided for staff and students to optimize their productivity.

Therealization that the transfer of knowledge does not only take place within the four walls ofthe classroom from the teacher to the students but rather that learning takes place throughdiscovery, exploration, interaction with the internal and external environment hasnecessitated the creative and innovative development of teaching learning facilities thatreflect these changes. Schools exist to serve socio-economic and political needs of theever-changing society; consequently they are in constant interaction with their externalenvironment. They receive inputs from the external environment in the form of human andmaterial resources, process them and empty same into the society as finished products andservices.The quality of the products bears a direct relationship with the quality of thefacilities deployed in the process of the production. According to Porpst cited in Ibrahim (2013), usefultypes of resources are to be contacted by the planners and the management team. These areacoustical design engineering, audio-visual design engineering, behavioural sciences,building systems, designs, community and press relations, ecological studies, electricaldata processing of hardware, specification electrical data processing for programmedevelopment, use of facilities training and financial planning, information management,installation supervision, interior design, laboratory planning and engineering lightingdesign, management consulting, project planning, safety engineering, site planning andtechnical equipment specialization.

Castaldi (1997) opines that education facilities are those things of education whichenable a skillful teacher to achieve a level of instructional effectiveness that far exceedswhat is possible when they are not provided. By “things of education”, it shows thateducation facilities are therefore numerous. Whatever materials and or services that helpsto facilitate teaching and learning rightly fall under the term school plant or educationfacilities. Ani (1997) stressed that school plants could be taken as the location of the schoolbuilding, the equipment in the school and other material resources provided in

the schoolor, it could mean the site where the school programmes and activities takes place.Ogunsaju (1984) cited in Ibrahim (2013), describes the school facilities as the space interpretation of the schoolcurriculums. The programmes of the school are expressed as it were through the schoolsite; the buildings, play ground, the arrangement and design of the buildings, A welldesigned, functional school building with a wide array of teaching aids provides effectivedelivery of schools curriculum and are positively related to students. Jason (2011) definesfeeding facility as a location where only prepackaged unit services of food are distributed.The food itself has to be adequately provided and be prepared and stored in an approvedfood facility operated by the school to prevent food borne illness outbreak among studentsthat can consequently affect their productivity in the classroom.

Ned (2009) describes waste disposal facility as any container or structure that isstationed in a corner of the school to enhance adequate disposal of waste material tomaintain a clean school environment. He also adds that waste disposal is the managementof waste to prevent harm or long-term progressive damage to health. Disposal of waste iswhere the intention is to permanently store the waste for the duration of its biological andchemical activity, such that it is rendered harmless. Agbo *et al.*, (2012) conducted a studyon assessment of toilet facilities in Secondary Schools in Jos North local government areaof Plateaus state. The study assesses school ownership, availability and types of toiletfacilities in secondary schools. The method was school based observational study. The researcher collected data through the administration of semi structured questionnaire to selected staff and students in secondary schools. Day and boarding schools were 71.7% and28.3% respectively; 75.5% privately owned. 45 schools (84.9%) had toilet facilities, while1/6th of the schools had none. Water carriage toilets (water squatting and water seat)comprise 20 (21 and 6%) while the non-water carriage accounted for 55 (59%). Twentynine (54.7%) provided toilet facilities for the different sexes while 24 (45.3%) did

not. Anon-statistical significant association (P=0.034) was found between ownership of schooland type of toilet facility provided. Therefore, about 76% of schools were non-governmentalof which 92.5% had toilet facilities. Half of the schools made separateprovisions for the different sexes; therefore school should ensure the sustainability of goodsanitary practices through the provision of waste disposal facilities in schools.

In trying toconceptualize part of the school facilities, Daniel (2008) defines water facility as thatwhich provides the school with adequate clean water for students' use such as pipe-b water,well water, borehole water tanks and so forth. The schools sometimes incorporate water savingdevices and techniques into their facilities through conservation that is reserved for generalbody and environmental cleanliness. Aremu (2012) conducted a study on assessment ofsanitation facilities in primary schools within Ilorin, Nigeria. The study was undertaken toassess the state of sanitation facilities in primary schools within Ilorin, north centralNigeria. A multi stage sampling technique was used for the survey to select and 200schools eventually participated. Data for the study was obtained from physical inspectionof sanitation facilities and semi-structured questionnaires. The study revealed that 5.5%-26.5% of the assessed school have sanitation facility in adequate quantity, quality or usage;23% have less number of facilities compared to pupil population, 42% have grosslyinsufficient facilities and 12.5% have no sanitation facility. The quality of facilities in24.5% of the schools is tolerable while the facilities in 57.5% of the schools are indeplorable condition. 26.5% of the school effectively use the toilet and urinals. 22.5%seldom use them while 38.5% do not use the at all. Because they are objectionable or risky,therefore, raising the status of schools lacking behind in quantity, quality or usage ofsanitation facilities should be a top priority in order to achieve developmental goals.

Broh (2002) describes sporting facilities as those equipment or items that aid extracurricularactivities in school. He divides extra-curricular activities into informal

andformal activities. The formal activities include activities which are relatively structured,such as participating in athletics or learning to play a musical instrument. Informalactivities on the other hand also known as leisure activities include less structuredactivities, such as watching television. Leadership in energy and environmental Design(LEED) (2001), opined that recreational facilities includes those equipments, building,environments, constructions and designs that aid both indoor and outdoor exercise amongstudents or individuals of a particular community. In other words, it is an area perfected forcircuit training and for group workout classes. Campus recreation facilities equipment andother resources may only be used for personal recreation and fitness.

Asiyai (2012) conducted a study on accessing school facilities in public SecondarySchools in Delta State, Nigeria. The purpose of this study was to find out the state of thefacilities. The study employs the ex-post-facto research design the questionnaire was theinstrument for data collection from 640 respondent selected through stratified samplingtechniques from all the 356 public secondary schools in the state. Findings reveals thatschool facilities in the schools are general in a state of disrepair. The findings furtherrevealed the maintenance carried out on school facilities were inadequate for majority ofthe facilities.

2.2.4 Curriculum Contents

The achievement of effective curriculum management, support and implementation requires optimum school functionality and stable schools. In other words, the environment of the schools must provide a conducive atmosphere for teaching and learning. Thus, an effective curriculum management and delivery will required that all conditions at school level are stabilised.Reports on school development and support have indicated that the school district unit is an important component in the support of schools. These reports have

identified characteristics that are central to the improvement in school functionality. These according to Mchunu (2014) can be grouped as follows:

i. Effective leadership that focuses on learner achievement and learning;

ii. Accountability that develops clear goals that identify how to improve learner achievement and takes responsibility for improving student learning;

iii. Creating opportunities for meaningful professional development;

iv. Use of data to make decisions and to guide instructional decisions and allocation of resources. Districts must provide training in the use of data and help schools to collect and interpret information;

v. Regular monitoring of progress with recognition for successful schools and intervention for struggling schools; and

vi. Managing community partnerships and "buffering schools" against external distractions.

An overarching factor is that these characteristics work together and impact one another and therefore infuse the organization. Thus, these characteristics provides a framework for the enhancement of the management of curriculum in the system and seeks to strengthen curriculum delivery in the classroom through the coordination of the different components of the schooling system in the province. It focuses attention in the entire schooling sector and seeks to break self-made barriers in the support of teaching and learning in schools. It provides an indication of alignment that is necessary to maximise schooling.

Furthermore, there are six elements of curriculum management and implementation that guide this strategy,Mchunu (2014) namely:

a. Supervising the taught curriculum at classroom level;

b. Monitoring and evaluating the curriculum implementation;

c. Providing support services and resources to teachers;

d. Providing skills development training through in-service education and training for teachers;

e. Developing exemplars and demonstration programmes of quality learning activities; and

f. Quality assuring the assessment for learning and assessment for learning.

The above elements of curriculum management require a provincial strategy that is aligned to its resources-(human and physical) assets and linked to the internal and external environment so that all the participants move strategically towards the achievement of effective curriculum implementation.

Curriculum refers to what a learner is required to encounter, study, practice and master (Black& Williams, 1998). It entails taking decisions about what should be taught, how it should be taught and when it should be taught. The four (4) core elements of the curriculum are teaching; learning, assessment and resources used for teaching and learning.Furthermore, there are six elements of curriculum management and implementation that guide this strategy (Black& Williams, 1998) namely:

a. Supervising the taught curriculum at classroom level;

b. Monitoring and evaluating the curriculum implementation;

c. Providing support services and resources to teachers;

d. Providing skills development training through in-service education and training for teachers;

e. Developing exemplars and demonstration programmes of quality learning activities; and

f. Quality assuring the assessment for learning and assessment for learning.

The above elements of curriculum management require a provincial strategy that is aligned to its resources- (human and physical) assets and linked to the internal and external environment so that all the participants move strategically towards the achievement of effective curriculum implementation. The strategy seeks to create a scaffold for a shared meaning on what needs to bedone and how best can it be done.As educators investigate instructional correlates of positive education outcomes, the samecore factors emerge. Black and Williams (1998) synthesized the results from thousands of studies on factorsrelated to student outcomes and specified several instructional factors that had significantrelationships to improved student outcomes. These critical factors, foundational in nature include:reinforcement, feedback, cooperative learning, personalized instruction, adaptive instruction,and monitoring of student performance.

Black and Williams (1998) synthesized the literature on effective instruction and identified critical instructional factors. These factors include: effective and efficient classroom management,a sense of "positiveness" in the classroom, an appropriate instructional match, clearly statedgoals and expectations, clearly presented lessons, individual instructional support, sufficientallocation of time for instructional activities, high opportunity for students to respond, activemonitoring of student progress and understanding by the teacher, and frequent and appropriateevaluation of student progress by the teacher.Gettinger and Stoiber (1999) provide similar evidence about critical instructional factors thatenhance student learning. These factors included: encouraging high student engagement inlearning, having a strong academic focus and clarity of content coverage, facilitating moderateto high success rates, and performance monitoring and informative feedback. Additionally,they discuss the positive effects of goal setting and its relationship to academic outcomes.

Within the curriculum management and delivery branch, there are internal role players. The following sketch illustrates the general functions of critical internal role players. The roles and responsibilities regarding curriculum management clearly indicate that curriculum is not managed from a single structure but it is a matter that calls for a joint effort by internal and external stakeholders.

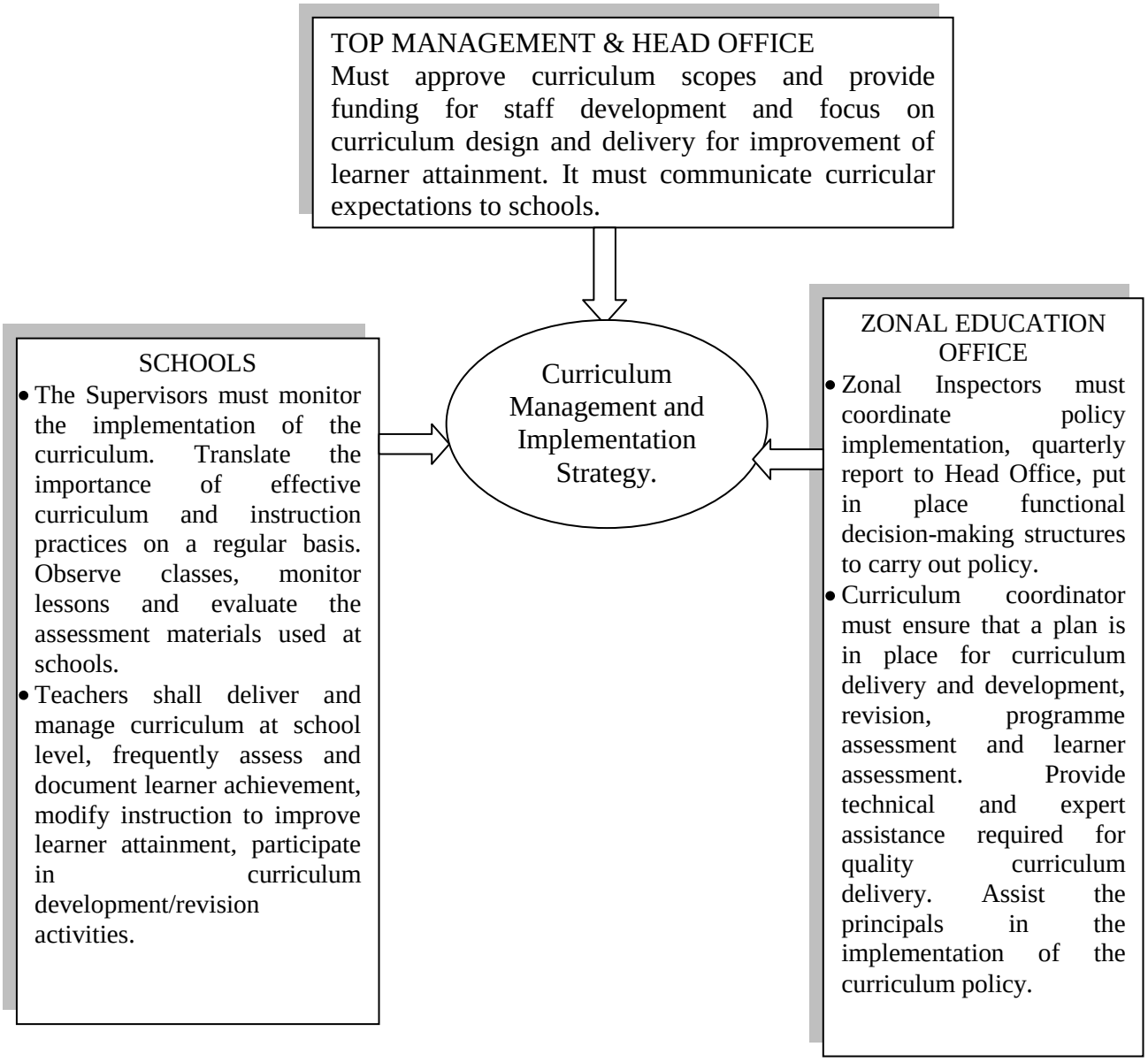


Figure 1: Roles and Responsibilities of Internal Role Players
Source: Mchunu (2014). *Curriculum Management and Delivery Strategy*. KwaZulu-Natal: Department of Education.

The primary purpose of education is teaching and learning which is about imparting and creating knowledge, skills, concepts, processes, values and attitudes necessary for

learners to satisfactorily achieve the learning objectives. The branch “Curriculum Delivery and Management” has, as one of its strategic goals, a responsibility to create and maintain an environment to support curriculum delivery at classroom level (Mchunu, 2014). This calls for the crafting of a zonal education curriculum management strategy which describes the scope, timing as well as curriculum delivery and evaluation. By its very scope and nature, the task of curriculum delivery and management requires a common zonal education strategy. The zonal education strategy must be applicable to all education zones, circuits and schools. It must be used as a guide for curriculum management and to support schools in making effective delivery decisions. The strategy must focus on four strategic areas.

The first area in the curriculum management strategy is content planning for effective curriculum delivery. This calls for the structuring of learning content in such a way that all districts, circuits and schools in the state follow a plan that connects the topics in a logical manner. This is linked to development of timeframes for curriculum coverage and implementable frameworks for testing, remediation and revision during the year. It suggests that the strategy must provide space for the monitoring of curriculum coverage and curriculum support at school level(Mchunu, 2014).

The second area of the curriculum management strategy relates to methodology for curriculum delivery which outlines the best ways of imparting knowledge, values, processes and attitudes to learners in a manner that prepares them not only to achieve the learning goals but also to excel in their achievements. It is linked to the intention to increase the number of distinctions in key subjects like Mathematics and Science. Within this context excelling means providing support to struggling learners so that they achieve above the elementary level.

The third strategic area of the curriculum management strategy is the assessment of the effectiveness of delivery methodology and the quality of curriculum delivery. This linkscurriculum planning to assessment planning. The main purpose of curriculum assessment processes is to evaluate the work of the educators and that of learners in the entire system. The assessment of the effectiveness of delivery methodology and the quality of curriculum delivery must take place at three levels(Mchunu, 2014). The first one is a conceptual level where learners must demonstrate consistent use of subject concepts/terminology in their interaction with its content. The second one is at objective level where learners must demonstrate the extent to which their acquired knowledge is aligned to the learning objectives. The third one is the strategic level where the branch continually assesses learners, evaluate the successes and failures and strategically design working interventions as a way of closing the knowledge gaps. This level of assessment continuously creates a "Revision Programme" for end of year preparations.

The fourth area in the curriculum management strategy is curriculum feedback. This part of the strategy documents, defines and describes the feedback on curriculum delivery. The main purpose of curriculum feedback in the curriculum management strategy is to ensure that the strategy leads to the achievements its intended outcomes. Feedback is obtained from a variety of sources in the system. The quarterly monitoring of syllabus coverage, quarterly assessments and quarterly moderation provide feedback that lubricates the engine of curriculum delivery and management. The content of learners' exercise books per subject, the content of teacher profiles and the performance and progress of individual learners must be used to provide feedback on how the curriculum management strategy works in relation to intended outcomes.

2.2.5 Financial Resources

Finance has been recognised as a major resource in the development of any education system. Financial resource is the bedrock of all the resources in form of ‘cash’ or ‘money’ used in buying and maintaining other related resources like physical/material resources and human resources. Nigeria is determined to move towards realization of vision 2030. The Nigeria Education Sectorhas been one of the largest investment programmes ever undertaken by the Government. This program reflects the government’s commitment to the attainment of education for all(EFA) and the Millennium Development Goals (MDG’s). The Global Education Digest, UNESCO (2007)focuses on the financing of education and provides a series of indicators to compare spending patterns acrosscountries and levels of education.The report reviews how levels of education in certain countries compared tothose of others with similar economic resources and student populations. It reveals that the U.S. spends themost on education; its public education budget is close to the combined total of governments in the Arab States,Central and Eastern Europe, Central Asia, Latin America and the Caribbean, South and West Asia and sub-Saharan Africa. East Asia and the Pacific have the second-highest share of global public spending on educationat 18% (after the North American and Western European region) (Gongera and Okoth, 2013). However, governments in the region areinvesting considerably less than their share of global wealth at 28% of GDP and the school-age population(29%). Governments in sub-Saharan Africa spent only 2.4% of the world’s public education resources, yetabout 15% of the school-age population lives in these countries. In South and West Asia 7% of the world'spublic education resources are spent on 28% of children and young people. Latin America and the Caribbeanaccounts for 8% to 9% of global education spending, the school-age population and global wealth.

Nigeria's education is financed from various sources, depending on the types of the education Institutions. TheGovernment-maintained institutions are financed by the Government out of funds voted by legislation eachyear. Secondary schools prepare their annual budgets or estimates, which are forwarded to the Ministry ofEducation headquarters through their respective Provincial Directors of Education. The estimates, indicatingalso the amount of fees to be collected from the parents, are then considered by the grants section of theMinistry which then gives out grants, less the amount of fees. The fees are retained by the schools asappropriations-in aid. An analysis of the Nigerian government funding reveals that the education sector has overthe years taken the least proportion of the government budget, which has often led to calls for its increase.Since the turn of the 21st century, the recurrent expenditure on education has accounted for about 18 percent ofthe overall annual government recurrent budget (Otieno and Colclough, 2009).

The country cannot, however, ignore the provision of quality education for her people since it is faced with new challenges for education policy that marry both the right to universalaccess to education and the need to enhance rapidly the development of skilled human resources (GoK, 2005).Because the increased public demand for education and training has stretched the government budget so much,the government has, in response, had to intensify partnerships in education funding with parents andcommunities, individual investors, civil society and donors. The education sector in Nigeria, therefore, is financedfrom different sources depending on the categories of schools. Mainly public resources and grants from donorsand bilateral loans fund the public education sector. Private investors, religious, charitable and other NonGovernmental Organizations (NGOs) also play a major role in financing education programs in various parts ofthe country (MOEST, 2001).

A critical analysis of the Public and Private expenditure in education, however, indicates that the public andhouseholds are not getting their money's worth in education (MOEST, 2001). This is because the country doesnot enjoy enrolment and participation rates consistent with its high level of public spending in education. Asindicated in the sectoral analysis, the entire education system faces problems of access, equity, completion,equality and regional and gender disparities. As the government and other players in education therefore, findalternative viable strategies in pursuit of quality education for all, there are major challenges in the cost andfinancing of education that need to be addressed. The Facilities Development Unit of the Ministry of Education also grants funds for specific development projects in schools identified for the development ofcertain facilities.

Provision of quality secondary education is important in generating the opportunities and benefits of social andeconomic development as envisaged in vision 2030. The education needs for secondary education haveincreased due to the introduction of Free Primary Education in 2003 and the increased transition rate. Secondaryenrolment has grown from 0.9 million in 2004 and is expected to reach 2.7 million by 2015 (Gongera and Okoth, 2013). This requires thatthe government commits more resources towards secondary education sub-sector in recurrent and physicalinfrastructure expansion. Currently the government faces budgetary constraints with the treasury claiming thatthere are no funds to employ more teachers and meet physical infrastructural development. With theimplementation of the devolved administrative systems, government expenditure on education is likely toincrease even more. This therefore casts doubt on the sustainability of government funding. There is need forschool managements to explore other alternative sources of financing secondary education in Nigeria especiallyin the rural areas with an aim of achieving education development goals, hence need for the study.

Various countries that are on track in achieving UBE are now looking for innovative strategies and financingoptions for expanding secondary education, consistent with national human capital development goals. However,fiscal constraints prevent many, especially low-income countries, from relying solely on government revenue tofinance desired education expansion. To solve these problems, most countries have adopted policies to (a)charge tuition fees to recoup part of the cost of providing public education services; and/or (b) encouragedevelopment of private schools to handle at least part of the expansion.

Assie-Lumumba (2005) identifies five sources of financing education: the state, local communities, families,businesses and external sources. In general, for children from rural communities to access education at lowercosts, there is a tendency for the most broad-based contribution of rural communities to the costs of education tobe situated in the framework of investment costs. The construction of school buildings is a significant area inwhich community participation is most visible and widespread.

Socio-economic and socio-justification for investing in secondary education

Provision of good quality secondary education is a critical tool in generating opportunities and benefits of socialand economic development (World Bank Report, 2005). Educating people means putting opportunities into theirhands and it is recognized as one of the best anti-poverty strategies. It is also one of the best ways of ensuring acountry's economic prosperity and competiveness. It is estimated that average earnings increase by 11% witheach additional year of education (Ndichu, 2003). Each additional year of maternal education reduces childhoodmortality by about 8% (World Bank Report, 2005).Olembo and Cameroon (1986) cited in Gongera and Okoth (2013) indicate that school principals face increasing administrative difficulties. Theseinclude inadequate and badly constructed buildings; shortage of books and equipment; lack of proper schoolfurniture particularly

desks; poor or sometimes non-existent maintenance and repairs; untrained and half-trainedteachers who seldom stay long in the profession; over-crowded classrooms; poor communication and fewsupporting services especially health services. As a result, the administration of schools has become one of themost taxing jobs in the whole education system. In relation to the structure of physical facilities, Olembo andRoss (1992) indicate that the development efforts of schools have sometimes been frustrated because of lack ofspace for extension of the school, lack of housing for teachers and worse still, lack of essential facilities likedesks, chalk, books, and so on.

2.2.6 Time Management

Time is one of the resources that an administrator needs to manage efficiently in order to achieve organizationalgoals. The school administrator who coordinates the activities of staff and students must be able to manage histime very well in order to accomplish the aims and objectives of the school. However, what makes time differentfrom other resources used in an organization is that it cannot be accumulated or stockpiled like machines andraw materials replaced like a man. Time is irretrievable. All it entails is its effective management fororganizational success.Time management is very important for everyone. It is the ability to produce and follow a schedule, meetdeadlines, prioritize and minimize distractions and unimportant tasks. It includes managing time wisely so thattasks and projects can be done effectively and efficiently. Akomolafe (2005) posited that time management skillsare essentially for effective people. Prochaska-Cue, Preston and Mahar (2007) also opined that time managementskills require four basic steps: decide what you want to accomplish; determine activities to reach each goal; makea daily ‘to do’ list; and set one’s priorities everyday.

According to Olaniyi (1998), a good time manager is a person who can efficiently manage himself and all hisactivities within a time range. Manktelow in Akomolafe (2005)

submitted that school administrator's managerialabilities should reflect on their time management skills. They should devote available administrative time toimmediate administrative tasks and ability occurrences. The heart of time management is concentration onresults and not on being busy.It has been observed that the most common difficulties encountered by some principals of secondary schools inNigeria are their inability to organize and plan their work properly. That is using time effectively. It is notuncommon to see principals having standing meetings with members of staff everyday after morning devotions.This tends to waste the teachers' time in attending to the first periods. These principals also waste their ownprecious time as there are some other pressing issues waiting for them in their offices.

It has also been observed that some principals attend to issues that should have been handled after their corporatehours. Such issues include unnecessary personal phone calls, wasting much time with drop-in visitors, involvingin routines and details that should have been delegated.Experience has also shown that some principals of secondary schools delight pleasure in visiting members of theParents-Teachers Association (PTA) executive when they suppose to be in the school attending to issues thatbother on the school's success. The situations explained above seem to make principals of schools ineffective intheir usage of time to achieve the goals of the schools.Various researches have explained how administrators can make good use of their corporate time to achieve thegoals of the organization. Setting priorities seems to be foremost in time management strategies. According toLakein (1973), Olaniyi (1998), Morgenstern (2004) and Ajayi (2007) setting priorities involves a clearunderstanding of one's job and one's life. One of the easiest ways to prioritize is to make a "to do" list daily,weekly, monthly or termly. It is essential to set priorities and estimate the time required for all identified tasks, sothat you are aware of what is important (Akomolafe, 2005).Following priorities setting is time scheduling,

activities take different forms and different amounts of time. Soto effectively use one's time, it is important to estimate how long a task will take and allow that amount of timefor the task. To get a more accurate estimate, an administrator needs to keep track of how he spends his time fora week. This will help him on how to get a better idea of how much he needs to spend on each activity,assignment and programme.

Ajayi (2007) recommended Personal Time Analysis Charts for effective timescheduling. According to him, this will show the times in the day and the days in the week in which specificactivities come up.Besides, Akomolafe (2005), Ajayi (2007) and Hassanzabeh and Ebadi (2007) posited thatadministrators can make good use of their time by reducing their time wasters. Ajayi (2007) defined a time wasteras something that occurs in the day that is not necessary to the day or an activity that consumes more thannecessary time. MacKenzie in Akomolafe (2005) listed the following as time wasters: telephoneinterruptions, drop-in visitors, conversation with colleagues, unscheduled meetings among others.Other time management strategies as pointed by researchers include: delegation of duties to competentsubordinates; avoidance of procrastination; avoidance of multi-tasking; minimize clutter and paper on one's desk.These are some of the basics of effective time management.

However, in the secondary school system, it appears that some principals do not realize the need to manage theirtime for the school success.Time management is a set of principles, practices,skills, tools and systems that work together to helpget more value out of time with the aim of improvingthe quality of life. According to Akomolafe (2011), time management is the art of arranging organizing,scheduling, and budgetting one's time for the purposeof generating more effective work and productivity.Time management can be seen as making use ofone's time, so that the person involved can handle allhis responsibilities, without giving to the misery ofprocrastination. Time management could

beperceived as the development of a process and toolsthat helps someone to be more productive andefficient. Thinking about time management is toensure that objectives are accomplished within a timelimit. The review of literature reveals variousresearches in time management. Cole (1990) statedthat time wasting arise from: prolong unnecessarymeeting with colleagues, interruption from own staff,colleagues or both, unnecessary memorandum andother paper work, and also time loss due to travellingbetween jobs. Calabrese in Akomolafe and Oluwatimehin (2013)confirmed that school size, location and experience ofprincipals affected their time utilization.Burke in Akomolafe and Oluwatimehin (2013) revealed that the experience ofprincipals and school size to be predictors of timeusage. Ayegbusi (1999) in a study on time utilizationamong Nigeria workers, revealed that the averageworker spends little time on the day's, spend moretime off work on activities incongruent withorganizational goals, like sitting idle, loitering,discussing, reading and eating. Akomolafe (2005) inher studies revealed a poor perception of principals'time management abilities by their teachers.

2.2.7 Instructional Facilities

These are facilities that are specifically meant for direct teaching and learning. It includes classrooms,classroom seats, laboratories, libraries, experimental equipment, chalkboard, audio-visual learningequipment, zoological gardens and experimental agricultural farms. These facilities bear directly on theteaching – learning process and are therefore considered of prime priority among other school facilities.Asiabaka (2008), maintained that instructional facilities management play a pivotal role in the actualization of education goals and objectives by satisfying the physical and emotional needs of the staff and students. According to her, physical needs are met through the provision of safe structures, adequate sanitary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play; while emotional needs are met by creating a

pleasant surroundings, friendly atmosphere and an inspiring environment. Supporting the need for effective management of resources in schools, Fenker (2004) stated that it involves a planned process to ensure that the buildings and other technical systems support the proper discharge of operations and services within the school organization. Mbipom (2002), stated that instructional facilities is a major component of school facilities. She further stated that since teaching and learning do not take place in a vacuum, school facilities give meaning to the planned curricular and extra-curricular activities. To her, any discussion on the school plant starts with the conceptualization of the education programmes to be offered in the school. Thus, the nature and type of education programmes will determine the nature and type of school plants to be provided.

Asiabaka (2008) further stated that the provision and management of school facilities must take into cognizance modern views of the teaching-learning process which have moved beyond memorizing to involvement of teachers and students in applying, analyzing, synthesizing and evaluating to stress the need for flexibility in time and space. Thus, the complexity of the learning environment requires flexibility in the design of facilities to meet present day school needs that is, the facilities should be designed to meet diverse academic needs of the school system. According to her, in today's parlance, multipurpose facilities used for academic activities during school hours may also be available for use by the community during and after school hours. Such programmes may be used for continuing education programmes, social activities and recreation. This requires proper scheduling of such facilities to allow for accessibility to the community or other public users during school hours without interfering with academic programmes. This will eliminate the burden of duplication of such facilities asconference halls, gymnasium, library, theatre, football pitch, tennis court, swimming pool and other sporting facilities,

thereby integrating the collective effort towards cost effectiveness and enhancing healthy school-community harmonious relationship.

The need for effective management of school resources according to Hargreaves, Earl, Moore and Manning (2011), leads to a shift in the conception of principalship from the managerial and administrative perspective to that of instructional leadership whereby the principal acts as a leader in all aspects of the school curricula, imparting and enforcing on the intellectual and emotional development of the teachers, changing the instructional climate of the school and affecting and transforming the students learning and achievement behaviour and attitude.In Latin America, a study conducted by Willms (2000) showed that children whose schools lacked adequate classroom materials and library services were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped. The American Association of School Administrators (1999) reported that students were more likely to perform better when their environment was conducive to learning; that is, environmentally responsive heating, air conditioning, proper ventilating systems, new or renovated school buildings and halls, adequacy of teaching equipment and other education facilities in a more comfortable learning environment.

An evaluation by Morgan (2000) showed that the condition, adequacy and effective management of education facilities had a stronger effect on the overall performance of students than the combined influences of the family background, socio-economic status, school attendance and behaviour. A major need of maintaining an effective management of education facilities is that the school environment and the activities that take place therein must be considered healthy and productive, otherwise it will expose the untidy, careless and non-challant attitude of the principal, teachers, custodial staff, students and their education programmes (Agoguke, 2011).

This is a phenomenon where planning, organizing, staffing, leading and controlling the processes of supply, utilization, maintenance and improving education facilities in secondary schools is superintended by the principal to fulfill the set education objectives. Abdulkareem (2011), maintained that, in order to fulfill education objectives, education facilities are required and should be central to the extent that teachers, students and other personnel will enjoy their stay and perform their duties effectively, made possible by the principal's leadership ingenuity and proficiency. The school curriculum would be meaningful and functional if the required facilities are provided in adequate quantities at appropriate times and maintained properly.

The realization of the importance of education facilities has informed the demand in the choice of secondary schools that parents/guardians send their children/wards to in Nigeria. This commitment is demonstrated by government in the provision and establishment of Universal Basic Education (UBE), to bring all categories of citizens into the school system and ensure retention till graduation (Ukeje, 2000). However, this can only be achieved if the existing facilities are properly managed especially as greater demands would be mounted by the users (Nwadiani, 2001). In a related study, Adeboyeje (2000) stated that the utilization of facilities isof various degrees depending on the extent to which an item has been put into effective use. This includes non-utilization, underutilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all; when a facility is not used to its fullest capacity, underutilization occurs. There is over-utilization, when a facility is used more than its capacity. All of these require the ingenuity of the principal to balance the usage and maintenance of available facilities.

1. Classroom

A classroom or schoolroom is a room in which classes are held. Classrooms are found in education institutions of all kinds, from preschools to universities, and may also be found in other places where education or training is provided, such as corporations and religious and humanitarian organizations. The classroom attempts to provide a space where learning can take place uninterrupted by outside distractions.For lessons that require specific resources or a vocational approach different types of classrooms both indoors and outdoors are used. This allows for learning in an authentic context that fosters the natural development of the particular vocational skill. Classrooms can range from small groups of five or six to big classrooms with hundreds of students. A large class room is also called a lecture hall. A few examples of classrooms are computer labs which are used for IT lessons in schools, gymnasiums for sports, and science laboratories for biology, chemistry and physics (Niemeyer, 2003). There are also small group classrooms where students learn in groups of about 7 or less. It is desirable that some rooms should accommodate as many as 70 and others 30–40 students.

Most classrooms have a large writing surface where the instructor or students can share notes with other members of the class. Traditionally, this was in the form of a blackboard but these are becoming less common in well-equipped schools because of new alternatives like flipcharts, whiteboards and interactive whiteboards. Many classrooms also have TVs, maps, charts, pencils, books, monographs and LCD projectors for presenting information and images from a computer (Hopson, Simms, and Knezek, 2002).The layout, design and decor of the classroom has a significant effect upon the quality of the education experience (Woolner, 2010). Attention to the acoustics and colour scheme may reduce distractions and aid concentration. The lighting and furniture likewise influence factors such as student attention span (Mira, Camaselle and Martinez, 2003).

In the design of a classroom, desk arrangements are essential to the decor and design of the classroom followed by seating arrangements for the students. Usually classroom desks are arranged in rows or columns, but there are many more ways to arrange the desks, for example making a circle with the desks so that it's more of a group discussion or having the desks in a "U" shape for group discussions and easy access for the teacher. Color is also a big asset to the classroom by relating the colors to the subjects learned in the classroom to help the students learn. Also color helps the atmosphere to be fun and exciting and help visual stimulation for the students.Furniture is an important aspect because students spend most of their time seated in the classroom. The furniture should be able to move and easy to arrange to allow students to sit in places that are best suited for their learning styles (Rosenfeld, 2009).

Traditionally, classrooms have had one setup: straight rows of desks facing the front of the classroom. The row style allows teachers ample amount of space to walk around. This makes it easier for teachers to supervise the students work and catch any students that may be misbehaving, insuring that students stay focused. Studies have found that the row style also fosters less off topic talking causing the atmosphere to be more conducive to learning (Wannarka and Ruhl, 2008). While the row style sounds ideal from a teacher's stand point it can be damaging to the student's well being. The row style of desk arrangement has been found to cause the students to withdraw (Rosenfield,2005).

2. Laboratories

A laboratory (informally, lab) is a facility that provides controlled conditions in which scientific or technological research, experiments, and measurement may be performed. Laboratories used for scientific research take many forms because of the differing requirements of specialists in the various fields of science and engineering. A physics laboratory might contain a particle accelerator or vacuum chamber, while a

metallurgy laboratory could have apparatus for casting or refining metals or for testing their strength. A chemist or biologist might use a wet laboratory, while a psychologist's laboratory might be a room with one-way mirrors and hidden cameras in which to observe behavior. In some laboratories, such as those commonly used by computer scientists, computers (sometimes supercomputers) are used for either simulations or the analysis of data collected elsewhere. Scientists in other fields will use still other types of laboratories. Engineers use laboratories as well to design, build, and test technological devices. Scientific laboratories can be found in schools and universities, in industry, in government or military facilities, and even aboard ships and spacecraft (Pearce, 2014).

In some laboratories, the conditions are no more dangerous than in any other room. In many labs, though, hazards are present. Laboratory hazards are as varied as the subjects of study in laboratories, and might include poisons; infectious agents; flammable, explosive, or radioactive materials; moving machinery; extreme temperatures; lasers, strong magnetic fields or high voltage. In laboratories where dangerous conditions might exist, safety precautions are important. Rules exist to minimize the individual's risk, and safety equipment is used to protect the lab user from injury or to assist in responding to an emergency (Baden, Chagas, Gage, Marzullo, Prieto-Godino and Euler, 2015).

3. Workshop

Education is being vocationalised. A number of trades like carpentry, metal fittings, electrical works repair of household gadgets and transistor assembling, masonry and repair of automobile have introduced. In the higher secondary schools, a number of groups as agriculture group, mechanical group, civil engineering, textile engineering and so forth, have been introduced. All these necessitate well-equipped workshops and sheds. These should be located on the ground floors. Floors, walls, and ceilings of the workshops should be constructed to suit the different activities.

Special attention should be given to safety and health factors in planning school workshops. Some items needing special considerations are adequate aisles between mechanics and various parts of the shop. Other important conditions effecting safety are light and ventilation, selection of floor-surface material and fire protection. Edem in Ibrahim (2013), suggested that workshop should located a bit far fromacademic area to prevent noise distraction. There should be heavy concreting of wallsand flooring. They should have iron roofs and be well ventilated. There should beheavy electrical wiring and spacious for installations of machines and tools. Thereshould be separation of wet and dry activity workshop. There should be special roomfor bulky equipments.

4. Latrine/toilet

There should be one urinal and bowl for 60 students. These should be regularly inspected to assure cleanliness and working condition. Obscene pictures and writing, if any, should be immediately removed. Toilet rooms should have moisture-proof concrete floors which can be easily washed. So far as drinking water is concerned, in urban areas the supply of water can be obtained from the main line of the town. In rural areas, underground water may be pumped by means of section lift pump to a reservoir. Water should be checked up before use.

The word latrine can refer to a toilet or a simpler facility which is used as a toilet within a sanitation system. It can be a communal trench in the earth in a camp, a hole in the ground (pit), or more advanced designs, including pour-flush systems. Latrines are still commonly used in emergency situations, as well as in army camps.The term is derived from the Latin *lavatrina*, meaning bath. It is nowadays still commonly used in the term "pit latrine". For most people, it has the connotation of something being less advanced and less hygienic than a toilet. It is typically used to describe communal facilities, such as the shallow-trench latrines used in emergency situations, e.g. after an earthquake, flooding

event or other natural disaster.Many forms of latrine technology have been used, from utterly simple to more sophisticated - although the more sophisticated, the more likely that the term "toilet" is used instead of "latrine".

A Pit latrine is a simple and inexpensive toilet, minimally defined as a hole (pit) in the ground. More sophisticated pit latrines may include a floor plate, or ventilation to reduce odor and fly and mosquito breeding (called ventilated improved pit latrine or "VIP latrine") (Tilley, Ulrich, Lüthi, Reymond and Zurbrügg, 2014). Other types of pit latrines may include the Reed Odourless Earth Closet (ROEC). In a location with no functioning toilet, a latrine or trench toilet is typically set. It typically consists of a pit or a trenche in the ground, 4 feet (1.2 m) to 5 feet (1.5 m) deep and 4 feet (1.2 m) to 20 feet (6.1 m) long. Many military units, if intended for extended use, have primitive shelters and seating placed over the pits. A pit is typically kept well away from any water sources to minimize possible contamination. After prolonged use, a pit is typically buried.

5. Common Rooms

This is a school building constructed in theschool premises as a recreation environment for both teachers and students forconveniences such as the school common room. Common room is a large room decoratedand arranged with furniture for comfort and relaxation. Where possible television andsatellite services are connected to help in socializing students and staff and keeping themabreast with national and international happenings.

6. Playground Facilities

A playground is a place with a specific design to allow children to play there. It may be indoors but is typically outdoors. While a playground is usually designed for children, some playgrounds are designed for other age groups. It is possible for a playground to exclude children if they are below the required age for entrance.Modern

playgrounds often have recreational equipment such as the seesaw, merry-go-round, swingset, slide, jungle gym, chin-up bars, sandbox, spring rider, trapeze rings, playhouses, and mazes, many of which help children develop physical coordination, strength, and flexibility, as well as providing recreation and enjoyment. Common in modern playgrounds are *play structures* that link many different pieces of equipment.Playgrounds often also have facilities for playing informal games of adult sports, such as a baseball diamond, a skating arena, a basketball court, or a tether ball (Joseph Lee Library, 2009).

Public playground equipment refers to equipment intended for use in the play areas of parks, schools, child care facilities, institutions, multiple family dwellings, restaurants, resorts, and recreational developments, and other areas of public use.A type of playground called a playscape is designed to provide a safe environment for play in a natural setting.Playground design is influenced by the intended purpose and audience. Separate play areas might be offered to accommodate very young children. Single, large, open parks tend to not to be used by older schoolgirls or less aggressive children, because there is little opportunity for them to escape more aggressive children (Foran, 2013). By contrast, a park that offers multiple play areas is used equally by boys and girls.

Safety, in the context of playgrounds, is generally understood as the prevention of injuries. Risk aversion and fear of lawsuits on the part of the adults who design playgrounds prioritizes injury prevention above other factors, such as cost or developmental benefit to the users (Gill, 2007). It is important that children gradually develop the skill of risk assessment, and a completely safe environment does not allow that.Sometimes the safety of playgrounds is disputed in school or among regulators. Over at least the last twenty years, the kinds of equipment to be found in playgrounds has changed, often towards safer equipment built with plastic. For example, an older jungle gym might be constructed entirely from steel bars, while newer ones tend to have a

minimal steel framework while providing a web of nylon ropes for children to climb on. Playgrounds with equipment that children may fall off often use mulch on the ground to help cushion the impact (Gill, 2007).Playgrounds are also made differently for different age groups. Often schools have a playground that is taller and more advanced for older schoolchildren and a lower playground with less risk of falling for younger children.

7. School Canteen

Canteens are a unique food business. Under ownership of the school, the ultimate responsibility for what is sold and how it runs lies with the Principal. Depending on the level of school community engagement, the canteen could be operated under the direct management of the Principal, the school council, or Leasee (private operator). It is the role of the chosen management body to ensure the policies and procedures (such as Fresh Tastes at School) relevant to running the canteen are developed, implemented and reviewed. The canteen manager acts as an employee (paid or unpaid) who is managed by the management body.

Feeding facilities are the planning and design processes intended for school foodservices which depicts kitchens, storage rooms, dining rooms, dish rooms, and servingareas. They also include the various utensils used both in cooking and in serving of food tostudents. There is a wide range of utensils that facilitate cooking of food and help for easysupply of the food. Such vital concrete object include pot, iron kettle, frying pan andcutlery such as spoon, knife, fork, perforated spoon, grinding machine, blenders. Thevarious kinds of plates and cups used in serving food and for drinking respectively are allaspects of feeding facilities. This study affirms therefore that since one does on eat foodfrom pots on fire, the utensils are important. This is because some food could be eatingwithout actual cooking. For example, bread and sardine may not need any form of cookingbefore consumption.

8. Libraries

Library is a building constructed for the purpose of studies andresearch by staff and students. Oyedeji, Ibrahim (2013), stresses that a library shouldbe desirable to accommodate at least 20% of the students' population at a time. It shouldhave a space of 2.3mg per student. There should be 80% open access books at 2.3 m2 perperson. Selection section should be 7.4 m2 per person, clerical staff 3 .72 m2 per person andlibrary information office 13.94 m2.Expected book ratio should be such that reference work equals 2.1%, Philosophy1.0%, Religion 1.5%, Social Sciences 9.5%, Language 2.0%, Science 10%, Technology12%, Fine Art 5.0%, Literature 11%, Travel 6.0% Hosting 9%, Biography 6.0%, andFiction 25%. Library furniture should include reading tables, staff desire cataloguecabinets, periodicals shelves and book shelves. However, a library is regarded as the nervecentre of a school. However, school buildings are expected to have large windows andfunctional fans to enhance adequate ventilation. Fagbulu in Ibrahim (2013), opines that as a matter offact and policy, even secondary should not be encouraged to run boarding houses, unlessthese are of exceptional quality in their provision of facilities and general care of thestudent.

9. Worship Centre

Worship centre is an important facility of the secondary school plant because it is here that general meetings and activities are arranged. Children come together in a safe environment filled with opportunities to experience God. Worship plays a key role alongside fun and interactive stories that will develop child's faith, character and purpose in life. At worship centre, students create a setting that not only enables spiritual growth, but also healthy friendships with other students. With high energy praise and worship, impacting messages and exciting competitions.

The worship centre should be located on the ground floor and possibly in a wing isolated from the quieter areas to ensure safety of crowds, easy access for both pupils and public, reduced sound interference and accessibility to parking. The worship centre should have good acoustics. A speaker should be audible in every part without undue strain on the speaker or the listener.

2.2.8 Academic Performance

The concept of academic performance is defined in relation to certain criteria which makes the term very vague depending on the author defining it and the criteria used. For instance, Kolawole (1998) defines academic performance as any scope or performance above the class mean score, taking into consideration the difficult level of the test. He stated further that, there is usually a stand or score which is called the pass mark like 40% and 50%. Most common for public examinations, anyone who scores up to this mark is automatically assumed to have passed while anybody who score less than this pass mark is regarded to have failed.

Academic performance is viewed in terms of actual achievement in school (Eze, 1989 cited in Ehinola, 2008). According to this author, the tools used in measuring this are continuous assessments and periodic examinations. As posited in the definition of academic performance, the rating of academic performance takes different methods depending on the criteria considered and the person giving the definition. Definition of performance involves display of knowledge, ability or skills by individuals. Oso (1987), cited in Ehinola (2008) refers to the term performance as "involving the notion of accomplishment, attainment in the execution of a task". This description implies that the individual possesses or has achieved certain skills which are displayed in carrying out an assignment. What Oso is actually saying is that performance pre-supposes achievement and is confirm by displaying or portraying the knowledge or skills obtained during learning.

Undegbe cited in Ehinola (2008) sees the term performance as an actual accomplishment as distinguished from potential ability. This implies that it is what is actually displayed and not what can be done or achieved or available skills that constitute performance. Likewise, performance has been described as an action of a person or group when given a learning task. This description portrays the fact that when achievement is displayed, it may, however be below or above expectation, in which case performance may be good or bad. If for instance, the learner is presented with a learning or skill which enables the learner to carry out the task properly and mastered by learning. On the other hand, if the learner has not completed the necessary skills or knowledge, he may not be able to carry out the task properly, hence, the performance of the learner depends on portrays of his/her achievement.

Performance may be good or bad depending on whether or not the individual displays the relevant skills in relation to the demand of a task or what is being tested. for instance, if a mechanic who is asked to service a car learnt or acquired the necessary skill which will enable him service it properly, his performance will be good when carrying out the assignment effectively. From the perspective of language or linguistics, the skills or knowledge necessary for proficiency or good performance will be different. Menges (2000) believes that in English language, performance embraces a process of coding and decoding message relayed in the language in a test assessment which may be qualitative or quantitative.

This points out to what performance involves. The learner must relate the answer to the question in such a way that it is understood. From these two examples, it can be gathered that there are two types of performances, the institutionalized based performance (academic performance) and career performance. However, this study is concerned with academic performance under which performance in secondary school falls.

Adewole (1999), defines academic performance as the display or evidence of knowledge attained or skills developed in the school subject. These could be shown scores, marks or grades attained by students in a test or examination during or after a course. He stated further that academic performance stands as an evidence of whether or not learning has taken place. Academic performance and achievement can, therefore, be used in the same vein to stand for the same thing. From the various definitions on the concept of academic performance, one could say academic performance is the success gained in school work in relation to effort put into it. However, such performance may be good or bad.

2.2.9 Resource Management

Resource Management as an emerging profession has been described in several ways. Efforts are still been made to construct a boundary for the activities or functions executed through theprofession of Resource Management. Reference will be made to some of the definitions commonly referredto in literature. Atkin and Brooks (2000), see Resource Management asan integrated approach to operating, maintaining, improving and adapting the building and infrastructure of an organization in order to create an environment that strongly supports the primary objectives of that organization (Atkin & Brooks, 2000:1). The definition of the American Library of Congress provides that, Resource managementis the development, co-ordination and control of the non-core specialist services necessary for an organization to successfully achieve its principal objectives (American Library of Congress, in Barrett, 1993: 23).These definitions reveal that Resource Management performs several sub-functions: its main function is to manage the facilities that support the accomplishment of the core function of the organization it is meant to serve. A further analysis of these definitions suggests that Resource Management provides a supporting

management function to the core business of an organization; concentrates on the area of interface between physical workplace and people.

The management of academic and administrative affairs of schools traditionally falls within the purview of the principal. Unerringly, formal education in Nigeria is rapidly changing and technically tailored towards meeting certain set goals, such as "education for all" (Nwaogu, in Uko, 2015). The requirements of these various goals from the school managers are centred on the advancement of teaching and learning through the implementation of performance-based management, which is led by a management team, with the principal at the fulcrum. Given this onerous task, the principal, as a matter of fact, must understand the role of school managers to effectively manage not only staff but the resources to meet the overall objectives of the school system. According to Ukeje (2000), the unsatisfactory performance often experienced in schools by students and education programs is always attributed to lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work.

Generally, the principal's responsibility in the management of educationresources entails bringing together individuals as a group that will control, coordinate and articulate activities toachieve tangible and holistic learning for the overall benefit of the society (Omokorede, 2011). Buttressing this assertion, Ebong and Agabi in Nnabuo, Okorie and Agabi (2011), posit that school management by principals is the totality of efforts that are brought to bear in the provision and delivery of education to ensure that both human and material resources allocated to education are used to the best advantage in the pursuit of education objectives and goals. The school management team headed by the principal must develop, support and equip staff with knowledge and skills to respond positively to the ever changing phenomenon of education to meet contemporary societal challenges.

Abdulkareem (2011), opined that to achieve this, there must be continuous increase and adequacy of educationresources, because the existing ones are often overstretched, poorly maintained and cannot provide and foster desirable, creative and harmonious problem-solving skills. Since education seeks to develop the minds and character of future citizens, their abilities, skills and potentials, in order to equip them for contemporary society, school facilities have to be supplied in adequate quantities, properly and effectively managed, controlled and supervised (Uko, 2001). According to her, it is prima-facie function of top management, down to the teaching and non-teaching staff.

In education institutions, resources constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance achievement of education objectives (Oyesola, 2007). In essence, the school curriculum would not be meaningful and functional if required facilities are not provided in adequate quality and quantity at appropriate times through the principal's administrative finesse (Uko and Ayuk, 2014).According to Uko (2001), effective management of school resources requires knowledge, skill and expertise in handling different facets of the school system. This to her calls on the ability of the principal to set required objectives, supervise facilities usage, formulate plans for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system. The principal as the manager of the school organization therefore has the onerous task of mobilizing available human resource to ensure a proper running of the school. Complimenting, Mbipom (2002), opined that school facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings, general appearance which include the flower beds,paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms.

2.3 Theoretical Framework

An organisation whether big or small, can not operate on its own without the involvement of resources; human, physical and material, financial and instructional materials. It is the availability of these resources that will determine whether the organisation is going to succeed or fail. It is therefore important to ensure that resources are made available for high productivity. Thus, the education organisation is not an island of its own. Emphasis is placed on the availability and utilization of the resources in the schools system.

The systems analysis cycle will be adapted and used as framework from the reviewed literature. This was developed by Lehinmann (1967) cited in Ehinola (2008). The theory describes the education system with its objectives, input, conversion process, student performance, output processes and feedback. The analytical framework defined as a "Mathematical model" highlights the relationship between these stages. This relationship is expressed in the System's Analysis Cycle.

Figure 1: System Analysis Cycle

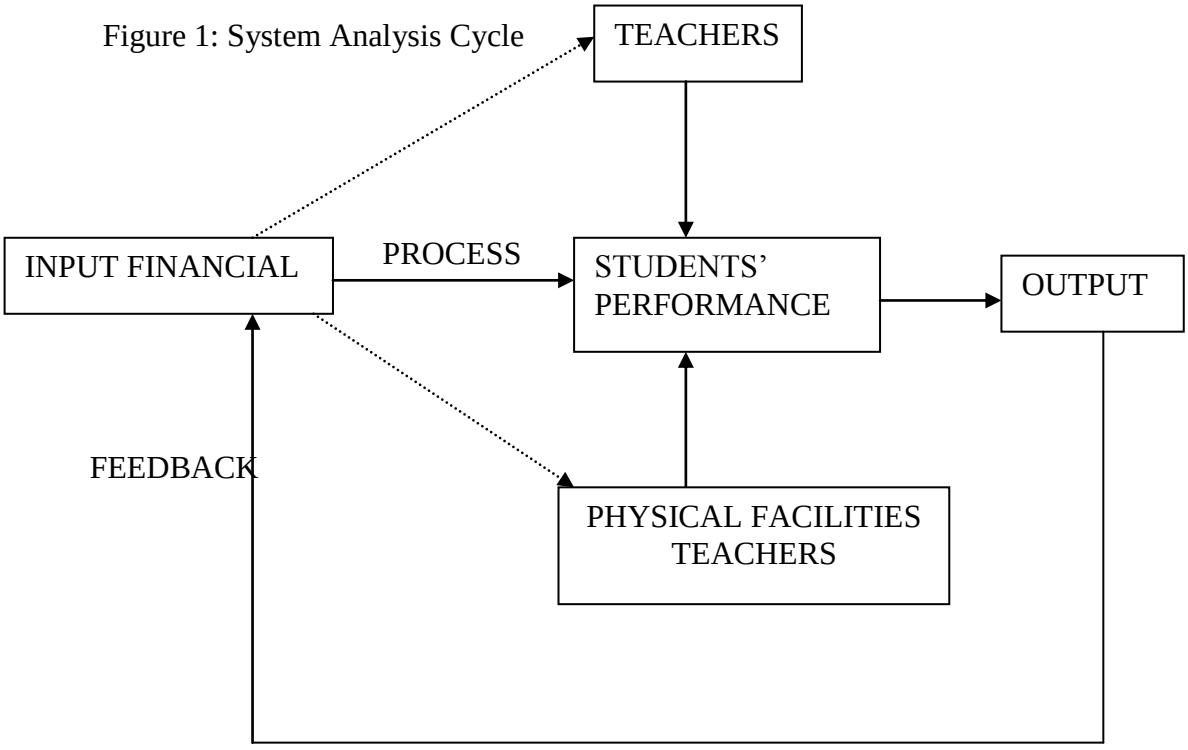


Figure 2.2: The System Analysis Cycle
Source: Stroops, E., Stroops, J. K., & Mark, J. R. Handbook of Education Supervision (1971:479).

The Input, the Process, Students' Performance and the Output

The system focuses on the students as outputs of the productive process. However, the cycle is also concerned with the National Education objectives, the inputs of the system, the processing of these inputs and the expected outcomes. The evaluation of students' performance in SSCE will generate information in form of feedbacks. For the objectives to be achieved, the system emphasizes that if the necessary machinery such as physical/material resources, fund, adequate number of well-qualified teachers, and other general resources such as instruments, materials, desks and chairs for learning (conversation process) are put in place, the students should be able to understand what they are being taught (Ehinola, 2008). Also, teachers using their wealth of experiences and knowledge in different methods of teaching can impact what they have learnt towards the overall achievement of the national objectives.

The output now is the outcome of what has been taught. The teacher gets the feedback from the students (using different methods of assessment) to assess if his/her objectives have been achieved. The feedback will then help the teacher to plan to re-teach or go on with his teaching. The emphasis here is that the administrator is to create and operate a productive system that must use the resources at his disposal to achieve, as fully as possible, the goals of the system. The system analysis cycle according to Ehinola (2008) can also be represented in a linear form thus:

Figure 3: linear form of System Analysis

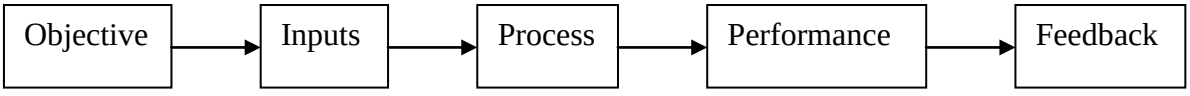


Figure 2.3: The System Analysis Cycle Representation

Generally, the human resources (teacher), the material resources (classrooms, laboratories, administrative block and so on), fund and other resources are transformed through the system to yield education outputs. The objectives of the teacher is to ensure that students pass Senior Secondary Certificate Examination which will enable them further their education and be able to adapt to any situation they find themselves in. For the objectives to be achieved, there will be adequate:

i. Material resources;

ii. Financial resources;

iii. Human resources; and

iv. General resources (Ehinola, 2008:94).

The teachers that are regarded as the custodian of knowledge must be well motivated for the ultimate excellence to be achieved. The student is usually the focus within the classroom and if the teaching is effective, students prove they have learnt a subject and should be able to pass their examinations.

2.3.1 Resource Management Theory

The origin of management theories according to Peretomode(1996), is traceable to the applications of technological principles atmanual work. Interest in organizational management was a naturalconsequence of an increasing world-wide trends towards industrializationat the beginning of the twentieth century. Peretomode further statedthat while Henry R. town is known to have initiated the search for ascience of management, the birth of science management is generallycredited to Frederick W. Taylor (1856-1915) which has been honouredwith the title “father of science management”.

As already mentioned, Frederick Winslow Taylor is generallyacknowledged the father of scientific management. Ukeje, Akabogu andNdu (1992), observed that Taylor's main concern was the achievementof efficiency of human beings. In his view, excellent managementresides in "knowing exactly what you want men to do and then seeingthat they do it in the best cheapest way". He pronounced sixmanagement principles, which Peretonode (1996) summarized as

1. Time-study principle
2. Piece-rate principle
3. Separation of planning – from – performance
4. Scientific method of the work principle
5. Management-control principle
6. Functional management principle

2.3.2 Management of Education Resources

As in all other fields of management and leadership, so in the field of management in education, there isdiscrepancy between theory and practice. There are theories to give us some general explanations and todirect researches. They are generalized and abstract, therefore we can not say for a teory is it true orfalse, but we can only use it or not, Every theory is useful if it creates right anticipation of some eventsand if it helps us to comprehend and influence both them and their participants. Tony Bush in hiswell – known study *Theories of EducationLeadership and Management (2003).* In his distinction oftheories and models, the author starts from the objective, structure, background and guidance in culturalorganizations. The models preferred in some institutions differ in insisting on the importance oforganizational objectives, against the individual objectives of

employees. The emphasis on structurewithin education organizations indicates comprehension and acceptance of individuals through theirroles.

The relation between an institution and its environment is recognized through intensity andquality of collaboration. Organizations differentiate as well according to strategies of guidance. Buchhas established a classification of six models of management in the institutions of upbringing andeducation: formal, friendly (cooperative), political, subjective, bilingual and culture (ones). Heconnected these models together with adequate guidance models. These are models of management,participation, transformation, transaction, contingency, instruction, as well as postmodern, moral andinterpersonal models. The models of education management and guidance are diverse conceptualaccesses. Each of them almost never „cover“ reality of some education practical experiences, so incertain situations one can recognize many of them – in different percentage. Proportion of some modelsin education institutions depends on their magnitude, organizational structure, the time that can begiven to management, ability of resources procuring and institution background.

2.4 Secondary School Education in Nigeria

Secondary education is the education children received after theprimary education and before the tertiary stage (FRN, 2009). The broadgoal of secondary education is to prepare the individual for useful livingwithin the society and higher education. While in specific terms, secondaryeducation is to provide:

a. All primary school leavers with the opportunity for education at ahigher level, irrespective of sex, social status, religious or ethnicbackground;

b. Offer diversified curriculum to cater for the differences in talents,opportunities and future roles;

c. Provide trained manpower in the applied science, technologycommerce at sub-professional grades;

d. Develop and promote Nigerian languages, art and culture in thecontext of worlds cultural heritage;

e. Inspire students with a desire for self improvement and achievementof excellence;

f. Foster National Unity with an emphasis on the common ties thatunite us in our diversity;

g. Raise a generation of people who can think for others, respect thedignity of labour, appreciate those values specified under our broadnational goal and live as good citizens; and

h. Technical knowledge and vocational skills necessary for agricultural,industrial, commercials and economic development of the society.

In other to achieve these stated goals, secondary education is basedon six (6) years duration, given in two stages, Junior Secondary School(JSS) and the Senior Secondary School (SSS) stages with each having athree year duration.The FRN (2009) stated that, the junior secondary school shall beboth pre-vocational and academic as well as tuition free, Universal andestablished to teach basic subjects that would enable pupils to acquirefurther knowledge and skills. On the other hand, the senior secondaryschool shall be comprehensive with a core-curriculum designed to broadenpupil's knowledge and out-look.

It is evident that, the observed changes in secondary schooleducation have implications for the administration of schools. Principals arenow responsible to a distant and an impersonal proprietor who expectsthem to perform some of the duties which were previously performed bymanagers of voluntary agencies in secondary schools. The rapid expansionof secondary education has caused a death of experience among teachersin the

system as well as non participation in the resource management inschools. This has made the role of the principals in the resource management acomplex situation as the society in which the school is located.Therefore, to achieve both the broad and specific goals of educationat all levels, (junior and senior) effective management principles arerequired to coordinate the activities of students and teachers as well asencourage participation in resource management aimed towards theattainment of education objectives.

Management of resources at this level is very vital to achievement of education objectives. Firstly application of appropriate management techniques would assist in taking care of all available facilities. In either words, facilities which might have suffered neglect as a result of carelessness, ignorance, lack of commitment and lack of resources for management, would receive attention from school administrators. Also, school resources which are well managed are likely to be durable. This will save us the lost of replacement within a short period of procurement.In addition, there would be safety from danger, disaster and theft when resources are well managed, certain facilities, especially the ones in the laboratories, are delicate, dangerous, expensive and explosive. They need to be well managed in order to avoid the danger which would arise from their usage. Also, disasters such as flood and fire could be avoided if there is proper planning for safety precautions.

2.4.1 Management functions and Secondary Education

Management has been viewed differently by various authors andspecialists. While some, viewed it as referring to a group of people as partof the management team, others see it as a process demanding forperformance of a specific function (Nwachukwu, 2004). According to theAmerican Institute of Management (AIM) in Nwachukwu (2004) it is usedto designate either a group of functions orthe personnel who carry them out; to describeeither an organization's official hierarchy or theactivities of men who compose it; to provideantonym to either labour or ownership. This means that, management is the

coordination of all theresources of an education institution through the process of planning,organizing, directing, supervision and evaluation as the basic managementfunctions aimed towards the attainment of stated specific educationobjectives at the secondary school levels.

Consequently, Hinjari (2006) identified the basic managementfunctions and tasks of the school head or principal on effectivemanagement of secondary school to include the fact that school headoccupies crucial status in school management. Thus, the main task of theschool head includes: interpreting and implementing policy, executingcurriculum programmes, seeing to pupils' welfare, provision andmaintenance of physical facilities and equipment, financing, inducting andretraining of staff as well as maintaining effective school communityrelations. As such, the principal has to be familiar with education laws aswell as acquire modern skills in the supervision of instructions.

2.4.2 Principalship and Effective Management of Resources in Secondary Schools

The management of academic and administrative affairs of schools traditionally falls within the purview of the principal. Unerringly, formal education in Nigeria is rapidly changing and technically tailored towards meeting certain set goals, such as "Education For All" (Nwaogu, 2013). The requirements of these various goals from the school managers are centred on the advancement of teaching and learning through the implementation of performance-based management, which is led by a management team, with the principal at the fulcrum.Given this onerous task, the principal, as a matter of fact, must understand the role of school managers to effectively manage not only staff but the facilities to meet the overall objectives of the school system. According to Ukeje (2000), the unsatisfactory performance often experienced in schools by students and education programs is always

attributed to lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work.

Generally, the principal's responsibility in the management of education facilities entails bringing together individuals as a group that will control, coordinate and articulate activities toachieve tangible and holistic learning for the overall benefit of the society (Omokorede, 2011). Buttressing this assertion, Ebong and Agabi cited in Nnabuo, Okorie and Agabi (2011), posit that school management by principals is the totality of efforts that are brought to bear in the provision and delivery of education to ensure that both human and material resources allocated to education are used to the best advantage in the pursuit of education objectives and goals.

The school management team headed by the principal must develop, support and equip staff with knowledge and skills to respond positively to the ever changing phenomenon of education to meet contemporary societal challenges. Abdulkareem (2011), opined that to achieve this, there must be continuous increase and adequacy of education facilities, because the existing ones are often overstretched, poorly maintained and cannot provide and foster desirable, creative and harmonious problem-solving skills.

Since education seeks to develop the minds and character of future citizens, their abilities, skills and potentials, in order to equip them for contemporary society, school facilities have to be supplied in adequate quantities, properly and effectively managed, controlled and supervised (Uko, 2001). According to her, it is prima-facie function of top management, down to the teaching and non-teaching staff.In education institutions, facilities constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance achievement of education objectives (Oyesola, 2007). In essence, the school curriculum would not be meaningful and functional if required facilities

are not provided in adequate quality and quantity at appropriate times through the principal's administrative finesse (Uko and Ayuk, 2014).

The International Facilities Management Association (2003) described facilities management as the practice of co-ordinating the physical workplace with the people and the work of the organization by integrating the principles of business administration and architecture with the behavioural and engineering sciences. According to them, school facilities management is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the education goals and objectives. This culminates in the collective and participative decision making process towards the selection, establishment and installation of school plants; design of school grounds, halls and spaces; upgrading, innovation and purchase of new machineries and equipment; choice, design and implementation of programmes and projects; backup and review of management policies, practices, rules and regulations.

According to Uko (2001), effective management of school resources requires knowledge, skill and expertise in handling different facets of the school system. This to her calls on the ability of the principal to set required objectives, supervise facilities usage, formulate plans for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system. The principal as the manager of the school organization therefore has the onerous task of mobilizing available human resource to ensure a proper running of the school. Complimenting this, Mbipom (2002) opined that school facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings, general appearance which include the flower beds,paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms. Uko (2001)

further stated that when school facilities are considered from the point of the school plant, then one will be considering a gamut of facilities such as: school furniture, science laboratories, school library, technical workshops. Under school equipment, she listed the following:

i) Administrative: Filing Cabinets, Typing machines, Duplicating Machines, Photocopying machines, Telephones, and so on.

ii) Teaching equipment: – Projectors, cameras, monitors, transparencies, and so on.

iii) Games/Sports Equipment:– Boots, Footballs, Tennis Balls, Jerseys, Rackets, and so on.

iv) General Services Equipment:– Grass Mower, Grass Cutters, Catering, First Aid, Fire Extinguishers. Also mentioned: sanitary, water supply, refuse disposal, catering services and health care delivery facilities. According to her, effective management of school facilities calls on the ingenuity of the principal to mobilize and facilitate the teachers, non-teaching/custodial staff and students to ensure proper management and maintenance of existing facilities.

2.5 Importance of Facilities in Secondary Schools

The school building presents a different experience to each of the individualmembers involved. To education administrators, it is a building of certain size for adefined set of students and having detailed schedule of furnishings. To students it is a placewhere a large part of their lives are spent and other children and teachers are encouraged.To teachers, the school building is primarily a selection of rooms, perhaps inadequatelyequipped and serviced. To parents, it may be dominantly the assembly halls where theirchildren are performing on a platform along with other children. To caretakers or cleanersit is often a place of problem about how to keep things clean. In whichever

perspective theschool is looked at, its facilities must be harmonized to promote the development ofdesired outcomes. A physically attractive, comfortable and usage school building will notonly facilitate teaching and learning process in the school but also meet the needs ofteachers and students for acceptance friendship, recognition and achievement. Robinson(1983) cited in Ibrahim (2013) opines that the existences of school facilities in the school are as important as theexistence of teachers in that school. Learning goals can change because of the availabilityor otherwise of certain facilities in a school.

Adesina, (1980) cited in Ibrahim (2013) lists the availability of municipal, such as light, sewage andfreedom from health hazards, noise vibrations and distractions as one of the demandinghigh priority consideration of school plant planning. He is of the opinion that the above donot only facilitate teaching and learning process, but also contribute to the well being of theoccupants of a school. In the same vein, Candil (1954) cited in Ibrahim (2013) maintained that the facilitiesplanning (of which the provision of facilities is a part) starts and ends with the students,and that the building are to be designed to satisfy the children's physical and emotionalneeds. In order to meet the physical needs of the students, a sage structure, adequatesanitary facilities, a balanced visual environment, an appropriate thermal environment andsufficient shelter space for work and play should be provided. The students will learn moreand work harder when these facilities are adequately provided, but in the absence of theseessential facilities, the students and their staff will always be anxious of not feeling at easeto carry on with the teaching and learning process. The anxiety thus affected theirproductivity. For this research, a school should not beseen without standard facilities. A study on the effect of heat and humidity on learningshowed that student in classroom with controlled temperature did better than those in theuncontrolled ones (Burcher, 1975 cited in Ibrahim, 2013).

Stuart and Curtis cited in Udoh and Grang (1990), in asimilar study found that students in controlled classrooms were more comfortable and alsosuperior in standardized achievement tests than students in non-climate controlled schools(Adeogun, 2007; Ikoya and Onoyase, 2008). Studies show the condition of school facilitieshas a strong effect on students. Chan (1979) cited in Ibrahim (2013) found that students who were thought inmodernized buildings scored consistently higher across a range of standardized test.Adeboyeje (2000) reported that schools with well coordinated plant planning andmaintenance practice recorded better student performance. Burkett and Bowers cited in Ibrahim (2013)reported that students in newer and adequate school facilities schools out performedstudents in older and inadequate facilities. Conducive school teaching environment couldenhance student school attendance, involvement in academic activities positively. Adesina(1980:65-66) cited in Ibrahim (2013) in his contribution to the significance of school facilities and equipmentsopines that, "The quality of education that our children receive bears direct relevance to theavailability or the lack of physical facilities and equipment, and overall atmosphere inwhich this learning takes place.

Scotoson (1965; 67) cited in Ibrahim (2013) in his argument for facilities in schools, maintains that there aremany practical implications of studies of space in schooling. One is contained in the ideaof environmental competence. A person's ability to be aware of the surroundingenvironment and its impact on him, and his ability to change his settings to help himachieve his goals without appropriately destroying the setting or reducing his sense ofeffectiveness on the people around him is also an essential part of the learning process. Ininstructional approaches where the learning message is sit and listen, environmentalcompetence is hampered by a number of factors, according to Scotoson (1965:67) cited in Ibrahim (2013), they include:

a. Chaotic and congested arrangements of furniture;

b. Lack of free movement by the teacher and pupils;

c. Absence of facilities in direct association with learning spaces; and

d. In this type of situation also many teachers accuse the pupils of being un-responsivewhen in fact both the school environment and the specific classroom environmentdo not encourage students' responses (Meighan, 1981, cited in Ibrahim, 2013).

Asiabaka and Mbakwem (2008) conducted a study on assessment of facility needs ofgovernment primary schools in Imo state. All the 27 local government council in the stateparticipated in the study. 5 schools from each local government area were selected and thisgave a sample size of 125 schools. Findings reveals that there is dearth of instructionalfacilities in most of the school. Findings showed that only football field were the sportingfacilities available in the school. It also found that most of the schools still had mud walls,without doors and windows. The study concluded that there were inadequate facilities inthe primary in the state. Students enter school without varying abilities and teachers needfacilities such as audio visual aid to help them cope with these situation individualdifferences effectively. These facilities can help in optimizing not only communicating andinstructing, but also the bringing out clearly of their mistakes and values through instancefeedback.

Maintenance and accurate record keeping are two importantaspects of effective management of school facilities.School facilities management refers to all the efforts put inplace by school administrators to ensure that all available facilitiesin the school system are available in required number and areproperly maintained against destruction or dilapidation. Schoolmanagement is the process of planning to meet the needs of theschool physical facilities, constructing the facilities, maintainingand keeping such facilities always in good condition so that theycan be put into operation when required for teaching and

learning.According to Nwachukwu (1988:4) cited in Auta (2012), management is defined as"getting things done through others". It can be more scientificallydefined as the coordination of all the resources of the organizationthrough the process of planning organizing, directing andcontrolling in order to attain organizational objectives.To Robert Kneetner (1995),management is the process ofworking with and through others to achieve organizationalobjectivein a changing environment. Resser (1973) cited in Peretomode(1991) gives an insight into the question when he suggested thatmanagers are the people who;

i. Set objectives for using available resources;
ii. Formulate plan for achieving the objectives;
iii. Identify the activities to be performed;
iv. Organize the activities into group;
v. Define the task to be performed in each group;
vi. Groups the task into jobs or programmes;
vii. Initiate work activities. Supply incentives to stimulateproductivity;
viii. Sets up controls to measure achievement of objectives; and
ix. Take remedial action if objectives are not being met.

The responsibility of management of facilities requires collective efforts. Management processes, which involve planning, organizing, decision making, leading, coordinating and controlling are applied in facilities management. Broadened education goals and objectives as a result of changes in socio-economic development have necessitated the involvement of several minds in the facilities management process. It requires expert input from a wide range of stakeholders. Collaborative efforts bring into facilities management new ideas and perspectives. Over the years, school managers have emphasized that physical facilities available for academic and non-academic activities are

grossly inadequate. This issue is very sensitive and demanding because it bear direct relevance to the funding of education and most importantly to the quality of outputs of the education system. Available facilities in most schools may well be regarded as obsolete in terms of quality and quantity. These facilities were provided when the student population in the school was reasonably low when compared to the population of the same school presently using the same facilities. According to Asiabaka (2008), adjectives used to qualify such facilities are rigidity, inaccessible, sterility, formality, isolation, starkness, immobility and permanence. These facilities no longer satisfy present day needs.

With quantum leap in school enrolment, increasing number of academic programmes and limited resources, flexibility must be an integral part of the planning process. Facilities should be established such that they will serve new functions in future. In facilities planning, Caudill cited in Asiabaka (2008), emphasized that, "more specific terms like expansible space that can allow for ordered growth, convertible space that can be economically adopted to programme changes, versatile that serves many functional and malleable space that can be changed at once and at will should be used". For these to be achieved Asiabaka (2008), "advocates team efforts of facilities planners and capital budget analysts, administrators, academic staff, fiscal and institutional research personnel".

2.5.1 Stages of School Facilities Management

In managing education facilities, there are certain stages involved. These according Uko (2015)include:

a) Provision of Education Programmes

Execution of education programmes demands that facilities are provided if success is to be achieved. Government, school proprietors, parents and other stakeholders are expected to provide for their schools and be involved in every aspect of school

management facilitated by the principal. Olagboye (2004), observed that this aspect is the most neglected in school management and has led to disparity in provision of facilities from one school to another. Khan and Igbal (2012) maintained that excellent school facilities are basic ingredients for good education programmes and basic to achieving set targets and achieving the literacy rate of a country. They stated further that the phenomenon that some schools have surplus facilities while others lack are an indicator of poor education planning in schools.

b) Utilization of Education Facilities

The degree to which an item is used determines its sustainability or degenerative consequences on the expertise of the school head (Adeboyeje, 2002). In managing facilities, and for them to meet the objectives, caution must be taken in the usage, that is, facilities must not be underutilized nor over-utilized, but optimally used. That is, maximum utilization occurs when facilities are put into effective use in line with the primary objectives – otherwise, it would be counter-productive.

c) Maintenance of Education Facilities

A major problem facing schools today is that facilities are not properly managed and maintained. The physical appearance of most schools proves and speaks volumes. Isaach and Musibau (2010) asserted that poorly maintained buildings, untidy walls, leaking roofs, over grown compounds may suggest that education within the buildings follow the same pattern. Facilities tend to depreciate, wear and tear as soon as they are put into use. Hence, there is need for maintenance through repairs and servicing of the components and sustaining their working conditions and capacity. According to Adeboyeje (2002), maintenance enhances performance and durability; prevents wastage, corrects breakdown and shutdown services. Here, the principal's responsibility is to regularly check and recheck the available facilities and take necessary measures to prevent mal-functioning or

non-functioning of a particular facility. Uko (2001); Ngoka (2003); Eze (2006), Ihuoma (2008) and Agenyi (2012), had identified six types of maintenance of school facilities, namely preventive; corrective, routine; emergency; structural and predictive.Preventive maintenance includes regular inspection of the buildings and immediate repair of minor damages and deterioration (Uko, 2001). This is done to avoid breakdown and to ensure optimal performance of plants and equipment and saves cost and time (Ngoka, 2003). Corrective maintenance includes remodeling, renovating and updating of existing facilities, avoiding obsolence and making the facilities adaptable to current education needs (Uko, 2001). Routine maintenance requires periodic servicing of machines and equipments – monthly, quarterly, yearly as per the requirements provided in the manufacturer's guide (Agenyi, 2012). Emergency maintenance may take place due to unforeseen occurrences which may be as a result of lack of maintenance culture (Ihuoma, 2008). Structural maintenance is carried out due to the structural needs of some plants and equipment such as refurbishing, refabricating or reshaping due to current requirements or new designs (Agenyi, 2012). Predictive maintenance is seen to be the most vital and relevant as it involves the use of modern day computer softwares to predict equipment age, manufacturing fault, user demands, quality control and performance indices (Agenyi, 2012).

d) Improvement of Education Facilities

Apart from depreciation, facilities tend to be outdated because of changing needs of the society, which necessitates changes in school curricula. In this respect, facilities need to be improved upon from time to time. In other words, facilities improvement is the alteration or modification of facilities to suit a new demand, new situation or new programmes. Wherever there are changes in any part of the education system, the existing facilities need modification, improvement or change. Improvement of education facilities

helps to meet the needs of specific individuals and groups within the school system. This calls for availability of accurate information collected through facilities audit.

e) Facilities Audit:

According to the Planning Guide for Maintaining School facilities (2003), facilities audit is a comprehensive inventory of a school's facilities that provides a standard method for establishing baseline information about the components, policies and procedures of a new or existing facility. It provides information on the status of school facilities. It is carried out by assessing buildings, grounds and equipment, documenting the findings and recommending appropriate service options to increase efficiency, reduce waste, and save money. According to the guide, facilities audits are important to the education system because they:

a. Help education planners, managers and staff to know available facilities, their conditions, service history, maintenance needs, cost involvement and locations.
b. Provide facts, action plans for maintenance and improvement of school facilities.
c. Establish a baseline for measuring facilities maintenance progress.
d. Allow for in-depth analysis of product lifecycles to occur on a routine basis, that is, measuring actual life versus expected life.

2.5.2 Implication of Ineffective School Facilities Management

The quality of school facilities and environment shape attitude not only of the students, but that of the teachers and other support staff. However, many school facilities throughout Nigeria facegeneral mismanagement and social turmoil. Michael (2002) observed that, a successful management of school facilities is a necessary and essential investment that would increase quality of schools and education performance and future outcomes. An academically successful school must radiate a sense of well-being of its

facilities which in turn generate information for positive results. This will lead to effective restoration achieved through good design that addresses education needs of the students. Apart from the grossly inadequate facilities in most secondary schools in Nigeria, the classrooms are usually overcrowded with up to sixty or more students in classrooms designed for only thirty or forty students, the chairs and desks are not enough, students therefore engage in sharing chairs, standing up, or sitting on windows or broken desks, a situation that generally stalls the teaching-learning process, disrupts the students mental activity, and militates against the intellectual development of the children (Akomolafe, 2013).

Lyons (2012) documented that learning is a complex activity that supremely tests students motivation, physical conditions, teaching resources, methods and skills of teaching and the school curricula. All these play vital roles in the children's development. He further stated that there was an explicit relationship between the physical characteristics of school facilities and education outcomes. While good maintenance, modern systems and flexible designs are clearly required; linkages between different subject areas are growing and teachers continually are enhancing their multi-disciplinary capabilities. The implication is that effective management of school facilities must of necessity take cognizance of the changes in teaching methods, the grounds and school environment, school curricula, designs and systems, ages and numerical strength of the children, personnel and expected outcomes (Fuller & Dellagnelo, 1999).

2.6 Empirical Studies

This section reviewed some empirical studies that are relevant to thisstudy. Some of the studies were on strategies to improve themanagement of educationresources while others on physicalfacilities and equipment. The review includes:

Uko (2015) carried out a research titled: Principalship and Effective Management of Facilities in Secondary Schools in Cross River State, Nigeria. The study sought to assess and investigate how the proficiency and creativity of principals affect the management of school facilities in Cross River State, Nigeria. Specifically, the study seeks to: assess the best ways a principal can properly manage secondary school facilities; investigate how the proficiency or otherwise of a principal affects the management of school facilities; and examine the implications if school facilities are not managed properly or are not readily available. Four research questions and four research hypotheses were postulated and tested in line with the stated objectives. Survey research design was adopted in the study. The sample of the study included 36 secondary schools, with two drawn from each of the 18 Local Government Areas in the State. The primary data were collected from questionnaire and personal interview while the secondary data were collected from checklists, school records and documents, journals and internet. The data were given both qualitative and quantitative treatment. Pearson Product Moment Correlation Statistical Instrument was adopted in the analysis. Findings from the study showed that there is a significant relationship between the principal's proficiency, creativity and the overall education objectives in the management of school facilities. This shows that effective management of school facilities is necessary in creating the enabling conducive academic environment thereby enhancing a corresponding achievement and performance in the teaching – learning process. Based on the above, appropriate recommendations were made to include: Appointment of qualified and competent professionals as principals; Government should set up a Committee or Agency to oversee, supervise and monitor on school facilities while school principals, teachers and students should be encouraged to inculcate maintenance culture in the handling of school facilities across school organizations in the State in particular and Nigeria generally.

The previous study conducted by Uko (2015) is similar to the present study as it is centred on the management of school facilities which is an aspect of the present study. Both studies were also related as it was carried out in secondary school, while the present study will also be conducted in the secondary schools. Also, questionnaire was used for data collection in the previous study which the study will use. Despite the similarities, the study differs as data collected was analysed using PPMC, while data to be collected in the present study will be analysed using t-test. The previous study also differs as it was conducted in Cross Rivers State, while the present study will be carried out in Zaria and Giwa, Kaduna State.

Mutungwa and Orodho (2014) conducted a study on Resource Management Strategies and Learners Academic Performance in National Examinations in Public Primary Schools in Makindu District, Makueni Country, Kenya. The study was carried out with the objectives to: analyse the physical and human resources management strategies that enhance learner' academic performance; and assess the relationship between resource management and learners performance. The study was premised on Hunts (2007) theory on project management. A descriptive survey design was adopted. A combination of purposive and simple random sampling techniques were used to draw 25 head teachers, 200 teachers and 25 chairpersons of Parents Teachers Associations (PTAs), yielding a total sample of 250 respondents. Interview schedules and questionnaires were used to collect data from chairpersons and head teachers/teachers, respectively. Quantitative data from questionnaire were analysed using descriptive statistical generated by statistical package for social science (SPSS) version 20. Analysis of Variance (ANOVA) was used to test the hypotheses. Qualitative data from interviews were analysed through interview transcription and thematic analysis and used mainly to support the data generated through statistical analyses. The major findings were that resources were managed effectively in most schools

using various strategies. In addition, there was a positive and significant correlation between the effectiveness of resource management strategies and learners' academic performance in national examination. The overall result indicates that the human resource management techniques that focus sharply on the learner and teacher recommended that schools managers should involve teachers and learner in decision making process and management strategies that enhance learners' academic performance in national examinations in the study locale of Makindu District, Makueni Country, Kenya. In view of the above review, this study is similar to the present study because the topic was similar to the present study and the study was a survey research which involves the use of questionnaire. Despite the similarities, the study differs as it was conducted in Kenya while the present study will be carried out in Kaduna State.

Olaleye (2013)conducted a research titled: Improving Teacher Performance Competency throughEffective Human Resource Practices in Ekiti StateSecondary Schools. This study examined human resource practices and teacher performance competency. Itis a descriptive design of the survey type, the study population comprised all the secondaryschools and teachers in Ekiti State. Out of which a sample of 100 secondary schools wererandomly selected, 500 hundred teachers, 100 principals and 120 vice principals were randomlyselected for the study, 25 items questionnaire was used to elicit information from the respondentsselected. The questionnaire was based on the eight areas of human resources practices and theirlinks with teacher performance competency. Data collected were analysed using simple meansand percentages. Findings showed that teachers recruitment should not be based on politicalaffiliation. Recruitment should be advertised on the media and internet. Selection should be onmerit. Newly recruited were not mentored by experienced teachers. Regular-in-serviceprogrammes should be organized for teachers to enhance better performance. Based on thefindings, recommendations were made that

mentoring of teachers enhanced better performanceand this should be imbibed. The study conducted by Olaleye (2013) is related to the present study because it surveyed one of the variables of this study and data was collected through the use of questionnaire which this study will use. The study differs as it was carried out in Ekiti state, while the present study will be conducted in Kaduna state. The study also differs as simple percentages was used for data analysis, but the current study will be analysed using both descriptive and inferential statistics.

Akomolafe and Oluwatimehin (2013) examinedPrincipals' Time Management in Secondary Schools inOndo State, Nigeria. A total of 500 teacherswere sampled from public secondary schools in Ondo State, using multi-stage, and simple random samplingtechniques. Data were gathered using self-constructed questionnaire. One research question was raised andanswered, while two hypotheses were generated. The hypotheses were analysed using analysis of variance(ANOVA) and t-test statistical method. The research question was subjected to descriptive analysis using meanrating and standard deviation. The study established the skillfulness of principals in allocating time to schooladministrative activities.The finding showed that principals' time management was adequate and that they spenttheir time doing worthwhile assignments. The study revealed that students' enrolment and location of schoolswere not important in time management skills of the principals. This study would add to principals' concept oftime as a resource that could be well managed. The principal would be sensitive to work with time, and thiswould enhance the level of competence and improvement in their administrative task. It was concluded thatleadership today should be skillful in the management of time; giving priorities to core administrative duties,and making adequate planning of time. It was recommended that principals should always give priorities to coreadministrative duties in their time allocation. The principal should always exhibit the skill of time

managementregardless of the location of their schools and the students' enrolment. This study is related to the present study because it surveyed one of the variables of this study and data was collected through the use of questionnaire which this study will use. The study differs as it was carried out in Ekiti state, while the present study will be conducted in Kaduna state.

Osagie andOkafor (2012)conducted a study on the Relationship between Human Resources Management variables and students' academic performance in secondary schools in Egor Local Government Area, Edo State, Nigeria. The central research question that guided the study was, "What is the relationship between human resources variables and the academic performance of students in Egor local government area of Edo State, Nigeria"? The human resources variables employed for this study were: planning, staff supervision, staff evaluation and staff workload. This is a quantitative study which investigated how human resource management variables impacted the academic performance of students in secondary schools in Egor local government area of Edo State in 2006 and 2007. Four hypotheses were formulated. A questionnaire of the human resources management variables was administered to test the hypotheses. Pearson product-moment correlation coefficient was used to analyse the relationship between the four dimensions of human resources management variables and the academic performance of students. Findings demonstrated support for the hypotheses relative to three dimensions of the variables and students' performance.The research is a relationship study with "ex-post facto" design. The design was found suitable as the interactions between the dependent and independent variables have occurred before this study. The population of this study consisted of public senior secondary school teachers and SS3 students in Egor local government area of Edo state in Nigeria. All the teachers and SS3 students in these schools constitute the target population for this study. The four hypotheses were tested using

Pearson Product- Moment Correlation Coefficient (r) to determine the level of relationship between the variables and academic performance of the students.There is no doubt that to achieve quality learning that will improve the academic performance of students, it is important that a system is put in place that will ensure that teachers, students and management are guided toward the desired goals and objectives of the school. This study explored such a system, that is, human resources management variables and how these variables influenced the academic performance of students. The study determined that staff workload had a negative correlation with students' performance while human resources planning, staff supervision and staff evaluation had a positive correlation to students' academic performance. However, they were all not significantly related to students' performance. The findings were consistent with those in the literature on school improvement.

The previous research is similar to the present study because the study examined the Relationship between Human Resources Management variables and students' academic performance which is one of the focus of this study. The study used questionnaire for data collection which the present study will use. Hence, the following differences existed between the previous study and the present research; the previous study was carried out in Edo state while the present study will be carried out in Kaduna state, also data for the previous study was analysed using PPMC, while data for the present study will be analysed using t-test.

Ofojebe (2011) conducted a study titled:State of school plant and strategies to improve itsManagement in secondary schools in AnambraState. The study investigated the state of school plant and strategies to improve itsmanagement in secondary schools in Anambra State. Eight research questionsand six null hypotheses guided the study. Related literature was reviewedunder conceptual framework, theoretical framework, theoretical

studies andempirical studies. The design of the study was descriptive survey. Thepopulation consisted of all the 208 principals in government owned seniorsecondary schools in Anambra State. The entire population of 208 principalswas used as subjects for the study, while in the observation of the school plantonly 72 schools were used. The researcher used both observational scheduleand a questionnaire as instrument for data collection. The instruments wereduly validated. Their reliability were established using test re-test and split halfmethod of reliability for the observational schedule and the questionnairerespectively.The data collected from both were subjected to reliability analysisby the technique of Pearson Product Moment Correlation Coefficient.Frequency tables were used in answering research questions 1-3, ratio wasused in answering research questions 4 and 5 while mean score was used inanswering research questions 6 – 8. t-test was used in testing hypotheses 1 – 6at 0.05 level of significance. The result showed that more than 50% of theschools have some material resources; there is gross inadequacy of theavailable material resources in schools; the government, community, principals,teachers and students all have roles to play towards effective school plantmanagement. Implications and suggestions for further studies were alsohighlighted. Finally, it was recommended among others that while politiciansshould allow school administrators to perform their duties, the governmentshould build maintenance cost into the education budget to take care ofdeterioration of the school plant.

The previous research is similar to the present study because; it was carried out to determine the strategies to improve theManagement school plants in secondary schools in AnambraState, while the present study is on the impact of resource management on the performance of students in secondary schools in Zaria and Giwa education zones, Kaduna state. The study used questionnaire for data collection which the present research will use. Despite these similarities, the study differs as it was carried out with eight objectives, while

this study will be conducted with six objectives. Also, data collected was analysed using t-test, while ANOVA was used in this study. The previous study was carried out in Anambra, while the present study will be carried out in Zaria and Giwa, Kaduna state.

Edoghogho (2011)conducted a study on Financial Management in a multicampus setting: A case study of the University of the Witwatersrand. The study was carried out with the objectives: to evaluate the Financial Management system being used in the multi-campuses of the University of the Witwatersrand; to evaluate the understanding, preparedness and commitment to achieving the objectives of the University; to examine how the University administration and academic staff perceive the contribution of the financial Management Unit to the achievement of the core objectives of the University; and to evaluate the technological tools being used that can be adapted for use in other higher education institutions in developing countries. Research questions and hypotheses were formulated in line with the stated objectives. Descriptive survey design was used in the study. The population of the study was made up of 1017, out which a total of 413 was sampled for the study. Data collected was analysed using Man-Whitney statistics. Findings revealed that financial manager is equipped to inform his client on the relationship between construction cost, maintenance and renewal cost as they affect effective operation of a facility. The relationship of the previous study to the present study is that; the previous study conducted on financial management which is one of the variable of this study. The study also differs to the present study in the sense that, data collected was analysed using Man-Whitney statistics, while the present study was analysed using ANOVA. The previous study was conducted at Witwatersrand University, while the present study was carried out in Zaria and Giwa education zone, Kaduna state.

2.7 Summary

This chapter reviews related literature to impact of resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. The review focuses on Resource Management; Secondary School Education in Nigeria; Management functions and Secondary Education and student's academic performance. The chapter also discussed the Theoretical framework for the study and explained the relevant of the theory to principalship and effective management of resources in secondary schools; Impact of human resource management; Material/facilities management in public secondary schools; stages of School Facilities Management; Impact of curriculum contents management and students' performance; and Sources of financial resources for the management of public secondary schools.

Furthermore, numerous empirical studies were reviewed where gaps were observed in the areas of research location; research objectives; methodology; population; sample and sampling techniques and statistical tools used. Hence, this study impact of resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State will be carried out to fill these identified gaps.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is designed to give a description of the method and procedures that was used in carrying out this research. This was done under the following sub-headings:

3.2 Research Design

3.3 Population

3.4 Sample and Sampling Technique

3.5 Research Instrument

3.5.1 Validity ofthe Instrument

3.5.2 Pilot Study

3.5.3 Reliability of the Instrument

3.6 Procedure for Data Collection

3.7 Procedure for Data Analysis

3.2 Research Design

The study adopted the descriptive survey type because the study assess theimpact of resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.The choice of this particular design was based on theopinions of Ofor (2004), Oredien (2004) and Adiyo (2005), that inferences and generalizations can be made on the entirepopulation based on the data collected from a representative sample.The descriptive research possess great relevance for adoption when the researcher intends to describe conditions that already exist and to determine reasons for their prevalence at the time of the study.

3.3 Population

The population of this study is made up of supervisors, principal andteachers of public senior secondaryschools in Zaria and Giwa education zones in Kaduna state respectively. The population of the study is made up of one thousand eight hundred and fifty-seven (1857) respondents, comprising eighty one (81) principals, one thousand seven hundred and fifty five (1755) teachers and twenty one (21) supervisors from both Zaria and Giwa education zones respectively. The population is presented on Table 1.

Table1: Population Distribution

S/N	LGA	No. of Principals	No.of Teachers	No. of Supervisors	Total
1.	Giwa	35	572	9	616
2.	Zaria	46	1,183	12	1241
	Total	**81**	**1755**	**21**	**1857**

Source: Kaduna State Ministry of Education, 2014/2015.

3.4 Sample and Sampling Technique

From the total population of One Thousand, Eight Hundred and Fifty Seven (1857) respondents, a sample size oftwenty five (25) principal, five hundred and twenty seven (527) teachers and seven (7)supervisorswere sampled for the study making the total of five hundred and fifty nine (559) respondents. This sample size represented 30% of the entire population, which is in accordance to the recommendation of Aderonmu (1985) cited in Isah (2012). This samples size was arrived at using stratified sampling technique. Table 2 shows the breakdown of this sample size.

Table 2: Sample Distribution

S/N	Zone	Population	Sample Principals	Population	Sample Teachers	Population	Sample Supervisors
1.	Giwa	35	11	572	172	9	3
2.	Zaria	46	14	1183	355	12	4
	Total	**81**	**25**	**1755**	**527**	**21**	**7**

3.5 Instrumentation

The instrument used for data collection in this study is questionnaire, constructed by the researcher which was subjected to validity. The questionnaire was divided into two sections, the first section contains personal data information of the respondents such as status, gender, qualifications and year of experience, while the second section consisted of 50 questions items grouped into five categories. The items was used to elicit information from participants. The questions was a five (5) point linkert scale of Strongly Agree (SA), Agree (A), Undecided (U), Strongly Disagree (SD) and Disagree (D). The responses on strongly agree and agree were merged to be agree while disagree and strongly disagree were also merged to be disagree. The responses was coded as strongly agree (5), agree (4), undecided (3), strongly disagree (2) and disagree (1).

3.5.1 Validity of the Instrument

To make the questionnaire instrument valid, the instrument was giving to the researcher's supervisors and other experts in the department of education foundations and curriculum, faculty of Education, Ahmadu Bello University, Zaria for scrutiny. This is to ascertain that the factand content validity of the instrument corresponds with theobjectives and hypotheses of the study.This can be substantiated by the research work conducted byBodunde (2004) cited in Auta (2012) that validation of instruments by experts is

aneffective method of content validity of research instrument. Theobservations made by the experts were properly corrected andappropriate modifications was made.

3.5.2 Pilot Study

To make the questionnaire instrument reliable, pilot study was carried out with the total of 5 principals, 25 teachers and 3 supervisors inLere education zone, Kaduna state. The reason for using this zone is that, schools from this zone are outside the population sample of this study. This area are not part of the study area but waschosen to determine the adequacy andeffectiveness of the instrument in measuring what it is supposed to measure, and to ascertainany difficulty that the researcher may encounter when carrying out the main study.

3.5.3 Reliability of the Instrument

The trial test of the questionnaire instrumentwas carried out by administering the instrument on 5 principals, 25 teachers and 3 supervisors inLere education zone, Kaduna state but which were notused for the main study. The reliability co-efficient was determined usingCronbach Alphatechnique which showed a reliability index of 0.84. Based on this result, the instrument was declared reliable. This was a confirmation of test of reliability which according to Spiegel(1992) and Stevens (1996) cited in Alasoluyi (2015) that an instrument is considered reliable if it's reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability coefficient is to 1, the more reliable is the instrument.

3.6 Procedure for Data Collection

The researcher obtained a letter of introduction from the department of education foundations andcurriculumto the respective schools. This was toenable the researcher carry out the research work bearing in mind, the needto get the approval of the school headship (principal) and thecordial attention of staff.The researcher engagedtwo research assistants, one for each of the two Zones (Zaria,and Giwa); an induction session was conducted by the researcher for the research assistants to enable them get familiar with their assignments. The researcher and the research assistants administered and collected the research instruments in the two Zones within one week, in order to avoid loss of the questionnaire and external influence while filling the questionnaire. The researcher with the help of research assistants administered the questionnaire to the respondents and asked them to fill the questionnaire and return same to the researcher within one week.

3.7 Procedure for Data Analysis

The bio-data of the respondents was analyzed using descriptive statistics in the form of tables, frequency distribution and percentages to present and describe the pattern of the demographic characteristics of the respondents. In order to answer the research questions, mean and standard deviation was used. For the six null hypotheses, Analysis of Variance (ANOVA) was used to test each of the hypotheses at P = 0.05 (5%) level of significance. Any hypothesis that is greater than 5% or p = > 0.05 was rejected and hypothesis that is less than 5% that is, p = < 0.05% was retained.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

The data collected from the respondents were analysed and presented in this chapter. Thepresentation and analysis were based on the responses to the items of the questionnaire. Twenty five (25) copies of questionnaire were distributed to principals, while five hundred and twenty seven (527) copies were administered to the teachers. Also,seven (7) copieswere distributed to supervisors in the two education zones totalling five hundred and fifty nine (559) which were all correctly filled and returned. Therefore, the analysis was based on thisnumber of respondents. The following tables shows the demographic variables of the respondents and the items drawn from thestatement and category ofresponses which either agreed or disagreed and undecided.Also,the chapter presents tables of the Analysis of Variance (ANOVA) used to indicate whether any significant difference existed in the opinions of respondents, while the six null hypotheses were accepted or rejected at alpha 0.05 significance level.

4.2 Bio-Data of Respondents

Descriptive statistics was used to analysed the demographic information of the respondents which includefrequency counts and percentages.

Table 3: Classification of respondents by Status

	Frequency	Percentage
Principal	25	4.5
Teacher	527	94.3
Supervisors	7	1.2
Total	**559**	**100**

Table 3 showedthat a total of 25 principals, equivalent to 4.5% were used for the study, while 527 or 94.3% teachers were used and 7 or 1.2 supervisors were used in the

study.This result clearly showed that teachers were more represented than principals and supervisors in the st udy.

Table 4: Gender of the Respondents

Gender	Frequency	Percentage
Male	387	69.2
Female	172	30.8
Total	**559**	**100**

Table 4 showed that 387 or 69.2% are male that responded to the questionnaire, while a total of 172 representing 30.8% females took part in the study. This shows that the male respondents were more represented in the study.

Table 5: School Type

	Frequency	Percentage
Day School	21	84.0
Boarding	4	16.0
Total	**25**	**100**

Table 5 showed that, 21 or 84.0% schools out of the total of twenty five (25) schools used in the study are day school, while only 4 or (16.0%) are boarding school used for the study.

Table 6: School Location

	Frequency	Percentage
Rural	10	40.0
Urban	15	60.0
Total	**25**	**100**

Table 6 showed that,out of the twenty five (25) schools used for the study, 10 or 40.0% schools are from the rural area, while 15 or 60.0% are in the urban centres.

Table 7: Years of Experience

	Frequency	Percentage
1-5	88	15.7
6-10	213	38.1
11-15	44	7.9
16-20	71	12.7
21-25	67	12.0
26-30	40	7.2
30 and above	36	6.4
Total	**559**	**100**

Table 7 showed that,88 or 15.7% of the respondents have between 1-5 years of experience, while 213 or 38.1% have between 6-10 years of experience and 44 or 7.9% have 11-15 years of experience. Similarly, 71 or 12.7% have 16-20 years of experience, while 67 or 12.0% have between 21-25 years of experience and 40 or 7.2% have between 26-30 years of experience, while 36 or 6.4% have between 30 and above years of experience. This result revealed that respondents who have 6-10 years of experience were more represented in the study.

4.3 Response to Research Questions

Frequency counts, mean and standard deviation were used to analyze the data collected which was meant to provide answer to the stated research questions. The questions and the analysis were as follows:

Research Question One: Is there impact of human resources on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State?

In order to answer this research question, data was collected from principals, teachersand supervisors through the administration of questionnaire. The analysis of the data collected is presented on Table 8:

Table 8: Descriptive Statistics on the Impact of Human Resources on Students' Performance in Public Secondary Schools in Zaria and Giwa Education Zones in Kaduna State

SN	Statement		SA	A	U	SD	D	Mean	SD
1.	Teaching and non-teaching staff always work towards the goal attainment in the school	Principals	15	0	0	10	0	4.419	.5000
		Teachers	163	124	33	179	28	4.142	1.283
		Supervisors	0	2	3	2	2	4.120	1.253
2.	The teachers are well qualified.	Principals	0	10	4	10	1	2.920	.9966
		Teachers	10	176	49	82	210	3.400	1.351
		Supervisors	1	6	0	0	0	2.383	.3779
3.	There are adequate teachers in the school	Principals	0	13	2	2	8	2.800	1.384
		Teachers	28	94	41	176	188	2.237	1.254
		Supervisors	1	0	0	2	4	3.857	1.463
4.	The teachers only teach what they are qualified for.	Principals	0	6	3	0	16	1.960	1.337
		Teachers	27	259	84	99	58	3.186	1.136
		Supervisors	1	4	0	2	0	3.571	1.133
5.	Getting the right result through people is the most important function of management in the school	Principals	0	8	5	2	10	2.440	1.325
		Teachers	3	232	128	79	85	2.979	1.122
		Supervisors	1	1	1	0	4	2.285	1.704
6.	Human resources are adequately motivated in the school	Principals	0	10	5	8	2	3.920	1.037
		Teachers	12	227	131	127	30	3.121	.9887
		Supervisors	1	0	1	3	2	2.285	1.380
7.	In-house training are organised to boost teachers working knowledge in the school	Principals	0	15	7	1	2	3.400	.9128
		Teachers	11	203	73	141	99	2.783	1.201
		Supervisors	1	1	1	3	1	2.714	1.380
8.	Staff are sponsored to attend seminars, workshops and conferences in the school	Principals	8	14	2	0	1	2.285	.8812
		Teachers	32	155	39	185	116	2.624	1.276
		Supervisors	1	0	2	4	0	2.714	1.112
9.	Staff salaries and other entitlements are promptly paid	Principals	4	13	6	1	1	3.720	.9363
		Teachers	2	217	66	114	128	4.717	1.240
		Supervisors	1	0	0	4	2	2.142	1.345
10.	Staff welfare schemes are available in the school	Principals	0	15	6	0	4	3.280	1.100
		Teachers	3	142	55	166	161	3.354	1.189
		Supervisors	1	0	0	2	4	1.857	1.463

Cumulative Mean = 3.1

Table 8 revealed that human resources have impact on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna Stateas the cumulative response meanof 3.1 was greater than thedecision mean of 3.0. The implication of this result is that, management of human resources in Nigeria education system which includes teaching and non-teaching staff can impact students' performance positively. Hence, details of item 1 which has the highest response mean from all the respondents showed that a total

of 15 principals strongly agreed with item 1, while 10 stronglydisagreed. Also, a total of 163 teachers strongly agreed, while 124teachers agreed, against 33 that stayed undecided and 179 that strongly disagreed. Similarly, 2 supervisors agreed with item 1 against 3 of them that stayed undecided and 2 strongly disagreed with 2 that disagreed with the item.

Research Question Two: What are the impacts of material resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State?

In order to answer this research question, data was collected from principals, teachersand supervisors through the administration of questionnaire. The analysis of the data collected is presented on Table 9:

Table 9: Descriptive Statistics on the Impact of material resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State

SN	Statement		SA	A	U	SD	D	Mean	SD
1.	Teaching materials and resources are adequately provided and used in the school	Principals	0	6	3	3	13	2.080	1.288
		Teachers	9	144	50	143	181	2.349	1.251
		Supervisors	0	1	4	4	0	2.714	.9511
2.	Recreation and sporting facilities are provided in the school	Principals	0	7	2	2	14	2.080	1.351
		Teachers	1	112	39	136	239	2.051	1.180
		Supervisors	0	4	0	3	0	3.142	1.069
3.	Learning material and resources are adequately provided and used in the school	Principals	0	12	4	4	5	2.920	1.222
		Teachers	3	198	108	78	140	2.707	1.235
		Supervisors	0	5	1	1	0	3.571	.7868
4.	Residential facilities are provided in the school	Principals	0	5	3	0	17	1.840	1.280
		Teachers	7	153	63	129	175	2.408	1.252
		Supervisors	0	4	2	1	0	3.428	.7868
5.	Public convenience are provided in the school	Principals	5	6	3	0	11	2.760	1.690
		Teachers	7	188	107	134	91	2.783	1.144
		Supervisors	0	4	2	1	0	3.428	.7868
6.	Office furniture and fixtures are provided in the school	Principals	0	6	4	7	8	2.320	1.180
		Teachers	7	122	107	184	107	2.502	1.095
		Supervisors	0	4	2	1	0	3.428	.7868
7.	Laboratory materials are provided in the school	Principals	0	3	5	12	5	2.240	.9255
		Teachers	0	111	100	201	115	2.392	1.047
		Supervisors	0	3	0	3	1	2.714	1.253
8.	Classroom facilities are provided in the school	Principals	0	4	5	16	0	2.520	.7702
		Teachers	1	215	108	120	83	2.869	1.121
		Supervisors	0	2	0	5	0	2.571	.9759
9.	Health facilities are provided in the school	Principals	0	4	4	2	15	1.880	1.201
		Teachers	1	224	115	115	72	2.937	1.093
		Supervisors	0	6	0	1	0	3.714	.7559
10.	Social welfare facilities are provided in the school	Principals	0	2	1	15	7	1.920	.8124
		Teachers	57	51	9	174	236	2.087	1.349
		Supervisors	1	1	0	0	5	2.000	1.732
			Cumulative Mean = 2.6						

Table 9 revealed that the impact of material resourceson students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State was not felt as such, as the cumulative response meanof 2.6 was less than thedecision mean of 3.0. The implication of this result is that, most of the schools used for this study are lacking relevant material resources which made its impact not to be felt on students' performance. Likewise, the respondents disagree with all the ten items tested on this research question as the response mean on each of the item was less than the decision mean of 3.0.

Research Question Three: Is there impact of curriculum contents on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State?

In order to answer this research question, data was collected from principals, teachersand supervisors through the administration of questionnaire. The analysis of the data collected is presented on Table 10:

Table 10: Descriptive Statistics on the Impact of curriculum contents on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State

SN	Statement		SA	A	U	SD	D	Mean	SD
1.	The curriculum contents are made available to all the teachers in this school.	Principals	0	16	7	1	1	3.520	.7702
		Teachers	2	236	118	68	103	2.935	1.171
		Supervisors	0	3	2	2	0	3.142	.8997
2.	The teachers are making use of the curriculum contents in the teaching – learning process in this school.	Principals	0	15	2	8	0	3.280	.9363
		Teachers	3	291	102	61	70	3.182	1.091
		Supervisors	0	4	0	0	3	2.714	1.603
3.	The curriculum contents are broken down into topics and are taught to students in this school.	Principals	0	18	5	2	0	3.640	.6377
		Teachers	5	304	84	112	22	3.299	.9519
		Supervisors	4	3	0	0	0	4.571	.5345
4.	The school principal, vice principals and heads of departments make sure that the curriculum contents are not compromised in the school.	Principals	0	16	3	2	4	3.240	1.164
		Teachers	4	294	57	103	67	3.112	1.147
		Supervisors	0	4	0	1	2	2.857	1.463
5.	The heads of departments supervise the curriculum implementation in the school.	Principals	0	9	2	12	2	2.720	1.061
		Teachers	14	273	71	44	125	3.013	1.288
		Supervisors	0	4	1	2	0	3.285	.9511
6.	The principal, vice principals and heads of departments always make sure that the curriculum contents are well covered by the teachers in the school.	Principals	0	6	1	1	17	1.840	1.312
		Teachers	5	310	75	76	61	3.231	1.087
		Supervisors	0	1	0	4	2	3.000	1.000
7.	The principal makes sure that the instructional materials needed for teaching and learning are provided for easy implementation of the curriculum contents in this school.	Principals	0	11	10	0	4	3.120	1.053
		Teachers	5	180	116	102	124	2.696	1.193
		Supervisors	0	0	0	5	2	2.714	.4879
8.	Principal approves curriculum scopes and focus on curriculum delivery for better learner attainment in the school	Principals	0	20	2	3	0	3.680	.6904
		Teachers	5	235	98	113	76	2.962	1.129
		Supervisors	0	1	1	2	3	3.000	1.154
9.	The Principal ensures regular learner assessments, manage textbooks andstationery and mediate between the head of departments and the teachers on curriculum matters in the school.	Principals	0	15	9	0	1	3.520	.7141
		Teachers	3	280	92	88	64	3.132	1.091
		Supervisors	0	3	2	1	1	3.000	1.154
10.	The methodology for curriculum delivery outlines the best ways of imparting knowledge, values, processes and attitudes to learners in the school	Principals	0	19	3	2	1	3.600	.8165
		Teachers	3	269	75	141	39	3.106	1.042
		Supervisors	0	2	1	3	1	2.571	1.133
			Cumulative Mean = 3.1						

Table 10 revealed that proper management and implementation of curriculum contents have impact on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna Stateas the cumulative response meanof 3.1 was greater than thedecision mean of 3.0. The implication of this result is that, the curriculum contents are

broken down into topics and are taught to students in the schools. Hence, details of item number 3 which has the highest response mean from all the respondentsespecially the supervisors showed that a total of 18 principals agreed with item 3, while 5 stayed undecided and 2 stronglydisagreed. Also, a total of 5 teachers strongly agreed, while 304teachers agreed, against 84 that stayed undecided and 112 that strongly disagreed, while 22 disagreed with the item. Similarly, 4 supervisors strongly agreed with item 3 against 3 agreed with the item.

Research Question Four: Is there impact of financial resources on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State?

In order to answer this research question, data was collected from principals, teachersand supervisors through the administration of questionnaire. The analysis of the data collected is presented on Table 11:

Table 11: Descriptive Statistics on the Impact of financial resources on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State

SN	Statement		SA	A	U	SD	D	Mean	SD
1.	Individual philanthropists assist in funding projects in the school	Principals	0	15	6	1	3	3.320	1.029
		Teachers	12	273	87	82	73	3.130	1.141
		Supervisors	0	1	1	3	2	2.142	1.069
2.	Private donations from NGOs assists in financing projects and programmes in the school	Principals	0	21	3	0	1	3.760	.6633
		Teachers	12	332	95	20	67	3.398	1.110
		Supervisors	0	0	1	2	4	1.571	.7868
3.	Parent organizations assists in funding and monitoring income and expenditure in the school	Principals	0	16	6	1	2	3.440	.9165
		Teachers	3	296	89	49	90	3.138	1.159
		Supervisors	0	1	1	3	2	2.142	1.069
4.	Public procurement rules and procedures are adhered to in the school	Principals	0	15	7	0	3	3.360	.9949
		Teachers	3	237	114	77	96	2.950	1.160
		Supervisors	0	1	0	0	6	1.428	1.133
5.	There is adequate financing of education in the school.	Principals	0	17	4	4	0	3.520	.7702
		Teachers	20	254	95	108	50	3.163	1.092
		Supervisors	0	3	0	2	2	2.571	1.397
6.	The school fees play a major role in budget financing in the school	Principals	0	18	4	1	2	3.520	.9183
		Teachers	3	260	97	110	57	3.079	1.073
		Supervisors	0	3	0	4	0	2.857	1.069
7.	The school receive budgetary allocation from the state government	Principals	1	11	6	7	0	3.200	.8660
		Teachers	3	252	162	73	37	3.210	.9368
		Supervisors	0	5	1	1	0	3.571	.7868
8.	The fund allocated are judiciously utilized in the school	Principals	0	16	9	0	0	3.640	.4899
		Teachers	9	328	136	3	51	3.457	.9359
		Supervisors	0	4	3	0	0	3.571	.5345
9.	The funds allocated are used for what is meant for.	Principals	0	17	7	0	1	3.600	.7071
		Teachers	10	272	145	58	42	3.284	.9703
		Supervisors	0	4	3	0	0	3.571	.5345
10.	There is adequately account audit in the school	Principals	3	12	9	0	1	3.640	.8602
		Teachers	38	209	155	49	76	3.159	1.154
		Supervisors	0	2	1	0	4	2.142	1.463
		Cumulative Mean = 3.1							

Table 11 revealed that financial resources have impact on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State as the cumulative response mean of 3.1 was greater than the decision mean of 3.0. The implication of this result is that, when fund allocated are judiciously utilizedfor what is meant for can impact students' performance positively. Hence, details of item 8 and 9 which recorded the highest response mean from all the respondents showed that a total of 16 principals agreed with item 8, while 9 stayed undecided. Also, a total of 9 teachers strongly agreed with item 9,

while 328 agreed against 136 that stayed undecided and 3 that strongly disagreed, while 51 disagreed. Similarly, 4 supervisors agreed with item 8 against 3 of them that stayed undecided. In like manner, 17 principals agreed with item 9, while 7 stayed undecided against only 1 principal that disagreed. Also, a total of 10 teachers strongly agreed with item 9, while 272 agreed against 145 that stayed undecided and 58 that strongly disagreed, while 42 disagreed. Similarly, 4 supervisors agreed with item 8 against 3 of them that stayed undecided.

Research Question Five: What are the impact of time management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State?

In order to answer this research question, data was collected from principals, teachersand supervisors through the administration of questionnaire. The analysis of the data collected is presented on Table 12:

Table 12: Descriptive Statistics on the Impact of time management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State

SN	Statement		SA	A	U	SD	D	Mean	SD
1.	Staff and students are punctual and regular to school	Principals	0	12	5	0	8	2.840	1.344
		Teachers	32	150	52	152	141	2.582	1.309
		Supervisors	0	5	0	0	2	3.142	1.463
2.	School calendar is strictly planned and followed in the school	Principals	2	1	0	1	21	1.480	1.228
		Teachers	3	43	8	248	225	1.768	.8761
		Supervisors	0	1	0	2	4	1.714	1.112
3.	The principal spend little or no time on students activities in the school	Principals	0	0	1	14	10	1.640	.5686
		Teachers	4	69	16	289	149	2.032	.9517
		Supervisors	3	0	0	1	3	2.857	2.035
4.	The principal has no time to check the teachers lesson plans/notes in the school	Principals	3	4	4	7	7	2.560	1.386
		Teachers	32	146	87	111	151	2.614	1.315
		Supervisors	0	3	2	0	2	2.857	1.345
5.	The principal has little or no time in conducting regular classroom visitation.	Principals	0	1	0	10	14	1.520	.7141
		Teachers	12	121	36	218	140	2.330	1.162
		Supervisors	0	0	0	0	7	1.000	.0000
6.	The principal is busy doing nothing worthwhile in the school	Principals	0	8	7	10	0	2.920	.8621
		Teachers	13	176	81	143	114	2.679	1.212
		Supervisors	0	1	2	2	2	2.285	1.112
7.	The principal helps the teachers to manage their time by making sure they come to school on time.	Principals	0	18	5	1	1	3.600	.7637
		Teachers	38	258	86	89	56	3.252	1.144
		Supervisors	0	6	1	0	0	3.857	.3779
8.	The principal helps the teachers to manage their time by making sure they are punctual to every lesson and teach fully utilizing the periods meaningfully in this school.	Principals	0	18	6	0	1	3.640	.7000
		Teachers	20	285	71	54	97	3.146	1.229
		Supervisors	0	6	1	0	0	3.857	.3779
9.	The principal has a readily accessible record of his appointment andtasks in the school	Principals	0	10	4	11	0	2.960	.9345
		Teachers	37	158	53	129	150	2.626	1.351
		Supervisors	0	1	1	5	0	2.428	.7868
10.	The principal efficiently manage himself and all hisactivities within a time range in this school.	Principals	0	7	2	10	6	2.400	1.154
		Teachers	37	179	61	99	151	2.719	1.370
		Supervisors	2	1	0	1	1	2.714	1.889
			Cumulative Mean = 2.6						

Table 12 revealed that the impact of time managementon students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State was not felt as such,as the cumulative response mean of 2.6 was less than the decision mean of 3.0. The implication of this result is that, principal helps the teachers to manage their time by

making sure they are punctual to every lesson and teach utilizing the periods meaningfully in this school. Also, the respondents disagree with all the ten items tested on this research question except for item number 7 and 8 which has the response mean higher than the decision mean of 3.0.

Research Question Six: What are the impact of instructional materials management on teaching and learning in public secondary schools in Zaria and Giwa education zones in Kaduna State?

In order to answer this research question, data was collected from principals, teachersand supervisors through the administration of questionnaire. The analysis of the data collected is presented on Table 13:

Table 13: Descriptive Statistics on the Impact of instructional materials management on teaching and learning in public secondary schools in Zaria and Giwa education zones in Kaduna State

SN	Statement		SA	A	U	SD	D	Mean	SD
1.	Audio materials and resources are adequately provided and utilised	Principals	3	7	5	8	2	3.040	1.206
		Teachers	27	259	84	99	58	3.186	1.136
		Supervisors	1	1	1	3	1	3.714	1.380
2.	Audio-visual materials and resources are adequately provided and utilised	Principals	6	7	5	5	2	3.400	1.290
		Teachers	3	232	128	79	85	3.979	1.122
		Supervisors	2	1	1	2	1	3.742	1.573
3.	Visual materials and resources are adequately provided and maintained	Principals	3	6	3	10	3	2.840	1.280
		Teachers	12	227	131	127	30	3.121	.9887
		Supervisors	1	0	1	4	1	4.428	1.272
4.	Online information resources are provided and utilised	Principals	3	5	9	8	0	3.920	1.013
		Teachers	11	203	73	141	99	2.783	1.201
		Supervisors	1	1	2	3	0	3.000	1.154
5.	Internet services and connectivity are provided and maintained	Principals	2	12	2	6	3	3.160	1.247
		Teachers	32	155	39	185	116	3.624	1.276
		Supervisors	1	2	1	2	1	3.000	1.414
6.	Multimedia material and resources are provided and utilised	Principals	6	8	0	5	6	3.120	1.589
		Teachers	2	217	66	114	128	3.717	1.240
		Supervisors	2	1	0	2	2	3.857	1.772
7.	Staff and students are regularly trained on the use of sophisticated materials	Principals	5	4	10	6	0	3.320	1.069
		Teachers	3	142	55	166	161	3.354	1.189
		Supervisors	2	0	3	2	0	3.285	1.253
8.	Generating sets are provided to ensure maximum use of materials	Principals	0	10	7	5	3	2.960	1.059
		Teachers	9	144	50	143	181	2.849	1.251
		Supervisors	0	3	1	2	1	2.857	1.214
9.	There is regular maintenance of materials and resources	Principals	5	5	7	5	3	3.160	1.312
		Teachers	1	112	39	136	239	4.051	1.180
		Supervisors	2	1	1	2	1	3.142	1.573
10.	Staff are motivated to effectively used material and resources	Principals	0	8	9	8	0	3.000	.8165
		Teachers	3	198	108	78	140	4.707	1.235
		Supervisors	0	2	2	3	0	3.857	.8997
		Cumulative Mean = 3.4							

Table 13 revealed that instructional materials management have impact on teaching and learning in public secondary schools in Zaria and Giwa education zones in Kaduna State as the cumulative response mean of 3.4 was greater than the decision mean of 3.0. From this result, it was evident that provision of instructional materials is very important because it aids learning faster. Hence, details of item number 10revealed that a total of 8 principalsagreed with item 10, while 9 stayed undecided and 8 stronglydisagreed. Also, a total of 3 teachers strongly agreed, while 198teachers agreed, against 108 that stayed

undecided and 78 that strongly disagreed, while 140 disagreed with the item. Similarly, 2 supervisors agreed with item 10 against 2 that stayed uncided, while 3 strongly agreed with the item.

4.4 Hypotheses Testing

The six null hypotheses formulated for this study were tested using Analysis of Variance (ANOVA) at 0.05alpha level of significance.

Hypothesis One: There is no significant difference in the impact of human resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

Opinions of principals, teachers and supervisors were collected and analysed using ANOVA. The summary of hypothesis tested is presented in Table 14.

Table 14: Summary of Analysis of Variance (ANOVA) Statistics on the impact of human resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	.295	2	.295	4.205	3.15	.003
Within Groups	866.278	557	1.650			
Total	**866.573**	**559**				

Table 14 showed the f-ratio value of (4.205) at 2 df 557 and at 0.05 alpha level of significance. The critical value (3.15) is less than f-ratio value (4.205), the probability level of significance P(.003) is less than 0.05. This means that there is significant difference in the impact of human resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. Therefore, the null hypothesis is rejected.

Table 15: Summary of Scheffe Multiple Comparison Test on the impact of human resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State

Respondents	N	Mean
Principal	25	1.113
Teacher	527	2.985
Supervisors	7	3.775

Table 15 shows that theresponse mean of teachers was found to be closer to that of supervisors, implying that the difference between the two respondents was not wide. But on the contrary, the response mean of principals was found to be lesser than that of teachers and supervisors. This shows that the principals differs significantly in their opinions regarding the impact of human resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

Hypothesis Two: There is no significant difference in the impact of material resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

Opinions of principals, teachers and supervisors were collected and analysed using ANOVA. The summary of hypothesis tested is presented in Table 16.

Table 16: Summary of Analysis of Variance (ANOVA) Statistics on the impact of material resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	.245	2	.245	.156	3.15	.693
Within Groups	823.512	557	1.569			
Total	**823.757**	**559**				

Table 16 showed the f-ratio value of (.156) at 2 df 557 and at 0.05 alpha level of significance. The critical value (3.15) is greater than f-ratio value (.156), the probability level of significance P(.693) is greater than 0.05. This means that there isno significant difference in the impact of material resources management on students' performance in

public secondary schools in Zaria and Giwa education zones in Kaduna State. Therefore, the null hypothesis is retained.

Hypothesis Three: There is no significant difference in the impact of curriculum contents on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

Opinions of principals, teachers and supervisors were collected and analysed using ANOVA. The summary of hypothesis tested is presented in Table 17.

Table 17: Summary of Analysis of Variance (ANOVA) Statistics on the impact of curriculum contents on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	.640	2	.640	4.205	3.15	.001
Within Groups	721.167	557	1.374			
Total	**721.806**	**559**				

Table 17 showed the f-ratio value of (4.205) at 2 df 557 and at 0.05 alpha level of significance. The critical value (3.15) is less than f-ratio value (4.205), the probability level of significance P(.001) is less than 0.05. This means that there is significant difference in the impact of curriculum contents on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. Therefore, the null hypothesis is rejected.

Table 18: Summary of Scheffe Multiple Comparison Test on the impact of curriculum contents on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State

Respondents	N	Mean
Principal	25	2.851
Teacher	527	1.345
Supervisors	7	2.942

Table 18 shows that theresponse mean of principals was almost the same with that ofsupervisors, implying that the difference between the two respondents was insignificant. But on the contrary, the response mean of teachers was found to be lesser than that of

principals and supervisors. This shows that the teachers differs significantly in their opinions regarding the impact of curriculum contents on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

Hypothesis Four: There is no significant difference in the impact of financial resources on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

Opinions of principals, teachers and supervisors were collected and analysed using ANOVA. The summary of hypothesis tested is presented in Table 19.

Table 19: Summary of Analysis of Variance (ANOVA) Statistics on the impact of financial resources on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	1.516	2	1.516	8.163	3.15	.000
Within Groups	684.450	557	1.304			
Total	**685.966**	**559**				

Table 19 showed the f-ratio value of (8.163) at 2 df 557 and at 0.05 alpha level of significance. The critical value (3.15) is less than f-ratio value (8.163), the probability level of significance P(.000) is less than 0.05. This means that there is significant difference in the impact of financial resources on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. Therefore, the null hypothesis is rejected.

Table 20: Summary of Scheffe Multiple Comparison Test on the impact of financial resources on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State

Respondents	N	Mean
Principal	25	4.286
Teacher	527	2.788
Supervisors	7	2.711

Table 20 shows that theresponse mean of teachers was the same with that ofsupervisors, implying that the difference between the two respondents was insignificant. But on the contrary, the response mean of principals was found to be higher than that of teachers and

supervisors. This shows that the principals differs significantly in their opinions regarding the impact of financial resources on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

Hypothesis Five: There is no significant difference in the impact of time management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

Opinions of principals, teachers and supervisors were collected and analysed using ANOVA. The summary of hypothesis tested is presented in Table 21.

Table 21: Summary of Analysis of Variance (ANOVA) Statistics on the impact of time management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	5.028	2	5.028	.042	3.15	.103
Within Groups	897.131	557	1.709			
Total	**902.159**	**559**				

Table 21showed the f-ratio value of (.042) at 2 df 557 and at 0.05 alpha level of significance. The critical value (3.15) is greater than f-ratio value (.042), the probability level of significance P(.103) is greater than 0.05. This means that there isno significant difference in the impact of time management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. Therefore, the null hypothesis is retained.

Hypothesis Six: There is no significant difference in the impact of instructional materials management on teaching and learning in public secondary schools in Zaria and Giwa education zones in Kaduna State.

Opinions of principals, teachers and supervisors were collected and analysed using ANOVA. The summary of hypothesis tested is presented in Table 22.

Table 22: Summary of Analysis of Variance (ANOVA) Statistics on the impact of instructional materials management on teaching and learning in public secondary schools in Zaria and Giwa education zones in Kaduna State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	1.330	2	1.330	14.29	3.15	.004
Within Groups	678.446	557	1.292			
Total	**679.776**	**559**				

Table 22 showed the f-ratio value of (14.29) at 2 df 557 and at 0.05 alpha level of significance. The critical value (3.15) is less than f-ratio value (14.29), the probability level of significance P(.004) is less than 0.05. This means that there is significant difference in the impact of instructional materials management on teaching and learning in public secondary schools in Zaria and Giwa education zones in Kaduna State. Therefore, the null hypothesis is rejected.

Table23: Summary of Scheffe Multiple Comparison Test on the impact of instructional materials management on teaching and learning in public secondary schools in Zaria and Giwa education zones in Kaduna State

Respondents	N	Mean
Principal	25	6.501
Teacher	527	6.409
Supervisors	7	3.305

Table23 shows that theresponse mean of principals was the same with that ofteachers, implying that the difference between the two respondents was insignificant. But on the contrary, the response mean of suprvisors was found to be less than that of principals and teachers. This shows that the supervisors differs significantly in their opinions regarding the impact of instructional materials management on teaching and learning in public secondary schools in Zaria and Giwa education zones in Kaduna State.

4.5 Summary of Hypotheses Testing

This section presents the summary of all the null hypotheses tested in the course of the study.

Table 4.25: Summary of the hypotheses tested

N/S	H_0 Statement	Statistical Tool Used	Result	Level of Sig.	Remark
1.	There is no significant difference in the impact of human resources management on students' performance in public secondary schools in Zaria and Giwa education zones in [Kaduna State.	Analysis of Variance (ANOVA)	F-calculated is 4.205, while the table value is 3.15 at 0.05 level of significance.	0.05	**Ho** was rejected. This means that significant difference existed in the opinions of respondents.
2.	There is no significant difference in the impact of material resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.	Analysis of Variance (ANOVA)	F-calculated is .156, while the table value is 3.15 at 0.05 level of significance.	0.05	**Ho** was retained. This means that there is no significant difference in the opinions of respondents.
3.	There is no significant difference in the impact of curriculum contents on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.	Analysis of Variance (ANOVA)	F-calculated is 4.205, while the table value is 3.15 at 0.05 level of significance.	0.05	**Ho** was rejected. This means that significant difference existed in the opinions of respondents.
4.	There is no significant difference in the impact of financial resources on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.	Analysis of Variance (ANOVA)	F-calculated is 8.163, while the table value is 3.15 at 0.05 level of significance.	0.05	**Ho** was rejected. This means that significant difference existed in the opinions of respondents.
5.	There is no significant difference in the impact of time management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.	Analysis of Variance (ANOVA)	F-calculated is .042, while the table value is 3.15 at 0.05 level of significance.	0.05	**Ho** was retained. This means that there is no significant difference in the opinions of respondents.
6.	There is no significant difference in the impact of instructional materials management on teaching and learning in public secondary schools in Zaria and Giwa education zones in Kaduna State.	Analysis of Variance (ANOVA)	F-calculated is 14.29, while the table value is 3.15 at 0.05 level of significance.	0.05	**Ho** was rejected. This means that significant difference existed in the opinions of respondents.

4.6 Summary of Major Findings

In view of the hypotheses tested in this study, findings revealed that:

1. The respondents differ in their opinions on the impact of human resources managementon students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State;
2. The respondents unanimously agreed that material resources management impacted on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State;
3. The respondents agreed thatcurriculum contents impacted on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State;
4. The respondents agreed financial resources has significant impact on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State;
5. The respondents agreedthat time management impacted on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State;
6. The respondents agreedthat instructional materials management impacted on teaching and learning in public secondary schools in Zaria and Giwa education zones in Kaduna State.

4.7 Discussion of Findings

Findings from hypothesis one revealed that there is significant difference in the impact of human resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. Therefore, the null hypothesis was rejected. This finding was further confirmed by subjecting it to scheffe test which showed that response mean of teachers was found to be closer to that of supervisors,

implying that the difference between the two respondents was not wide. But on the contrary, the response mean of principals was found to be lesser than that of teachers and supervisors. This shows that the principals differs significantly in their opinions regarding the impact of human resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. Previous study conducted by Osagie and Okafor (2012), supported this result as it revealed that human resources planning, staff supervision and staff evaluation had a positive correlation to students' academic performance.

The outcome of hypothesis two indicated that there isno significant difference in the impact of material resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. Therefore, the null hypothesis was retained. This finding contradicts the research finding of Mutungwa and Orodho (2014) that, proper management of resources in schools using various strategies has been found to have impact on students' performance. In addition, they revealed that there was a positive and significant correlation between the effectiveness of resource management strategies and learners' academic performance in national examination. This was further supported using the descriptive statistics result on Table 9 which revealed that the impact of material resourceson students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State was not felt as such,as the cumulative response meanof 2.6 was less than thedecision mean of 3.0. The implication of this result is that, most of the schools used for this study are lacking relevant material resources which made its impact not to be felt on students' performance.

Hypothesis three revealed that there is significant difference in the impact of curriculum contents on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. Therefore, the null hypothesis was rejected. This

finding was further confirmed by subjecting it to scheffe test which showed that response mean of principals was almost the same with that ofsupervisors, implying that the difference between the two respondents was insignificant. But on the contrary, the response mean of teachers was found to be lesser than that of principals and supervisors. This shows that the teachers differs significantly in their opinions regarding the impact of curriculum contents on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. In agreement with this result, Olaleye (2013)asserted thatmentoring of teachers in curriculum contentsmanagement enhanced better performanceand this should be imbibed.

Findings on hypothesis four revealed that there is significant difference in the impact of financial resources on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. Therefore, the null hypothesis was rejected. This finding was further confirmed by subjecting it to scheffe test which showed that theresponse mean of teachers was the same with that ofsupervisors, implying that the difference between the two respondents was insignificant. But on the contrary, the response mean of principals was found to be higher than that of teachers and supervisors. This shows that the principals differs significantly in their opinions regarding the impact of financial resources on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. In line with this, finding from the study conducted by Osagie and Okafor (2012) revealed thatquality learning that will improve the academic performance of students can only be achieved through proper financing of secondary schools. It isimportant that a system is put in place that will ensure that teachers, students and management are guidedtoward the desired goals and objectives of the school. This study explored such a system, that is, financialresources management variables and how these variables influenced the academic performance of students.

The outcome of hypothesis five indicated that there isno significant difference in the impact of time management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. Therefore, the null hypothesis is retained. This was further supported using the descriptive statistics result on Table 12 which revealed that the impact of time managementon students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State was not felt as such,as the cumulative response mean of 2.6 was less than the decision mean of 3.0. The implication of this result is that, principal helps the teachers to manage their time by making sure they are punctual to every lesson and teach utilizing the periods meaningfully in this school. This result was in agreement with the findings of Akomolafe and Oluwatimehin (2013) which revealed that a significant relationship existsbetween teachers' time controlling and students' academicperformance in secondary schools.

Findings from hypothesis six showed that there is significant difference in the impact of instructional materials management on teaching and learning in public secondary schools in Zaria and Giwa education zones in Kaduna State. Therefore, the null hypothesis was rejected. This finding was further confirmed by subjecting it to scheffe test which showed that theresponse mean of principals was the same with that ofteachers, implying that the difference between the two respondents was insignificant. But on the contrary, the response mean of suprvisors was found to be less than that of principals and teachers. This shows that the supervisors differs significantly in their opinions regarding the impact of instructional materials management on teaching and learning in public secondary schools in Zaria and Giwa education zones in Kaduna State. This result corroborates the findings of Uko (2015) thateffective instructional materials management is necessary in creating the enabling conducive academic environment thereby enhancing a corresponding performance in the teaching – learning process.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study assessed the Impact of resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. The study was carried out with six objectives which include to: assess the impact of human resources management on students' performances in public secondary schools in Zaria and Giwa education zones in Kaduna State; ascertain the impact of material resources management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State; and find out the impact of curriculum contents on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State. The study adopted the descriptive survey design. The population of the study is made up of one thousand eight hundred and fifty-seven (1857) respondents, comprising eighty one (81) principals, one thousand seven hundred and fifty five (1755) teachers and twenty one (21) supervisors from both Zaria and Giwa education zones respectively. A sample size of twenty five (25) principal, five hundred and twenty seven (527) teachers and seven (7) supervisors were sampled for the study making the total of five hundred and fifty nine (559) respondents. This samples size was arrived at using stratified sampling technique.

The instrument used for data collection in this study is questionnaire. The reliability of the instrument was determined using Cronbach Alpha technique which showed a reliability index of 0.84. The bio-data of the respondents was analyzed using descriptive statistics in the form of tables, frequency distribution and percentages to present and describe the pattern of the demographic characteristics of the respondents. In order to answer the research questions, mean and standard deviation was used, while the six null hypotheses were analysed using Analysis of Variance (ANOVA) at 0.05 alpha level of significance.

The respondents differ in their opinions on the impact of human resources managementon students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State;

1. The respondents unanimously agreed that material resources management impacted on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State;
2. The respondents agreed thatcurriculum contents impacted on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State;
3. The respondents agreed financial resources has significant impact on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State;
4. The respondents agreed that time management impacted on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State;
5. The respondents agreed that instructional materials management impacted on teaching and learning in public secondary schools in Zaria and Giwa education zones in Kaduna State.

5.2 Conclusions

In the light of the findings from this study, conclusion was made that management of human resources in Nigeria education system which includes teaching and non-teaching staff can impact students' performance positively. The quality of students' performance bears a direct relationship with the quality of thematerial resources deployed for the teachers to use during the teaching and learning, yet findings from this study have shown that most of the schools used for this study are lacking relevant material resources which

made its impact not to be felt on students' performance. But on the contrary, the curriculum contents are broken down into topics and are taught to students in the schools. Fund was agreed upon to be an important factor for the provision of needed materials for effective teaching and learning. Hence, when fund allocated are judiciously utilizedfor what is meant for can impact students' performance positively. Likewise, conclusion was made that principal helps the teachers to manage their time by making sure they are punctual to every lesson and teach utilizing the periods meaningfully in this school. Finally, it was evident that provision of instructional materials is very important because it aids learning faster.

5.3 Recommendations

Based on the findings from the the hypotheses tested in this study, the following recommendations are worthy of note that:

1. There is the need for Kaduna State government through the state ministry of education and other related agencies to ensure adequate human resources managementfor effective service delivery in secondary schools in the state;
2. There is the need for Kaduna State government through the state ministry of education and other related agencies to ensure adequate provision and effective managementofmaterial resources as theyimpacted positivelyon students' performance in public secondary schoolsin Kaduna State;
3. The Kaduna State government should ensure that curriculum contents are strictly followed and constant evaluation and monitoring be carried out in order to ensure maximum productivity in secondary schools in the state.
4. The kaduna state government should ensure that finances of secondary schools are audited to ensure prudency, transparency, accountability and effective utilization;

5. Staff of secondary schools should be encouraged to effectively managetime in the discharge of their primary responsibilities in the schools for timely policies and plan implementation;
6. There is the need for Kaduna State government through the state ministry of education and other related agencies to ensure adequate instructional materials management as they impacted positively on teaching and learning in public secondary schools in Kaduna State.

5.4 Suggestions for Further Study

The following problems/topics have been suggested for further research.

1. Head teachers' perception ofeffective utilization and maintenance of physical facilitiesin secondary schools.
2. Impact of facilities provision and management on the successful implementation of the universal basic education (UBE) programme in Nigeria.
3. The role of school administrators in the maintenance of school plants and national transformation.
4. Impact of Human resource management onorganizational performance.
5. Appraisal of teacher motivation as a factor for classroom effectiveness and school improvement in Nigeria.
6. Assessment of secondaryschool principals' estimated time usage in Nigeria: A comparative Analysis with U.S.A.
7. An investigation into therelationship between time usage and administrativeeffectiveness of principals in North-west geo-political zone.
8. Impact of Principals' timemanagement and students discipline in secondaryschools in Nigeria.

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APPENDIX I
LETTER OF INTRODUCTION

Educ. Admin & Planning Section,
Department of Educ. Found. & Curr.,
Faculty of Education,
Ahmadu Bello University,
Zaria, Kaduna state.

Dear Respondent,

This questionnaire is for the purpose of soliciting responses from the respondents on the **Impact of Resources Management on Students' Performance in Public Secondary Schools in Zaria and Giwa Education zones, Kaduna State, Nigeria**.This research is purely an academic exercise which is part of the requirements for the award of Master Certificate in Education Administration and Planning in Ahmadu Bello University, Zaria. Please give honest answers to the questions. Your answers will be treated with high degree of confidentiality. Your co-operation in this regard is highly appreciated.

Yours Faithfully,

Faisal Ahmed Imam
P13EDFC8050

APPENDIX II

MATERIAL RESOURCES AND STUDENTS' PERFORMANCE OPINION QUESTIONNAIRE

Personal Data of Respondents

Instructions: Please tick (√) in the appropriate box that relates to you. Do not tick more than one good for each statement.

Section A: Bio-Data

1. School_____
2. Status
   a. Principal [ ] b. Teachers [ ]
   c. Supervisor [ ]
3. Gender
   a. Male [ ] b. Female [ ]
4. School Ownership
   a. Private [ ] b. Public [ ]
5. School Type
   a. Day School [ ] b. Boarding [ ] c. Boarding/Day [ ]
6. School Location
   a. Rural [ ] b. Urban [ ]
7. Years of Experience
   1-5 [ ] 6-10 [ ] 11-15 [ ] 16-20 [ ]
   21-25 [ ] 26-30 [ ] 30 and above [ ]
8. Qualification
   NCE [ ]
   BSc, B. A Ed [ ]
   B.ED [ ]
   HND + Ed [ ]
   M.ED [ ]
   Ph.D [ ]
   Any others Specify please_____

Instructions: Please tick (√) in the appropriate box that relates to your opinion. Do not tick more than one good for each statement.

Section B: Opinions of themanagement and teachers on the impact of human resources on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

S/N	Item statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1.	Teaching and non-teaching staff always work towards the goal attainment in the school					
2.	The teachers are well qualified.					
3.	There are adequate teachers in the school					
4.	The teachers only teach what they are qualified for.					
5.	Getting the right result through people is the most important function of management.					
6.	Human resources are adequately motivated in the school					
7.	In-house training are organised to boost teachers working knowledge in the school					
8.	Staff are sponsored to attend seminars, workshops and conferences in the school					
9	Staff salaries and other entitlements are proptly paid					
10.	Staff welfare schemes are available in the school					

Section C: Opinions of the stakeholders on the impact of material resources on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

S/N	Item statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1.	Teaching materials and resources are adequately provided and used in the school					
2.	Recreation and sporting facilities are provided in the school					
3.	Learning material and resources are adequately provided and used in the school					
4.	Residential facilities are provided in the school					
5.	Public convenience are provided in the school					
6.	Office furniture and fixtures are provided in the school					
7.	Laboratory materials are provided in the school					
8.	Classroom facilities are provided in the school					
9	Health facilities are provided in the school					
10.	social welfsre facilities are provided in the school					

Section D: Opinions of the stakeholders on the impact of curriculum contents on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

S/N	Item statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1.	The curriculum contents are made available to all the teachers in this school.					
2.	The teachers are making use of the curriculum contents in the teaching – learning process in this school.					
3.	The curriculum contents are broken down into topics and are taught to students in this school.					
4.	The school principal, vice principals and heads of departments make sure that the curriculum contents are not compromised in the school.					
5.	The heads of departments supervise the curriculum implementation in the school.					
6.	The principal, vice principals and heads of departments always make sure that the curriculum contents are well covered by the teachers in the school.					
7.	The principal makes sure that the instructional materials needed for teaching and learning are provided for easy implementation of the curriculum contents in this school.					
8.	Principal approves curriculum scopes and focus on curriculum delivery for better learner attainment in the school					
9	The Principal ensuresregular learner assessments, manage textbooks andstationery and mediate between the head of departments and the teachers on curriculum matters in the school.					
10.	The methodology for curriculum delivery outlines the best ways of imparting knowledge, values, processes and attitudes to learners in the school					

Section E: Opinions of the stakeholders on the sources of financial resources for the management of public secondary schools in Zaria and Giwa education zones in Kaduna State.

S/N	Item statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1.	Individual philanthropists assist in funding projects in the school					
2.	Private donations from NGOs assists in financing projects and programmes in the school					
3.	Parent organizations assists in funding and monitoring income and expenditure in the school					
4.	Public procurement rules and procedures are adhered to in the school					
5.	There is adequate financing of education in the school.					
6.	The school fees play a major role in budget financing in the school					
7.	The school receive budgetary allocation from the state government					
8.	The fund allocated are judiciously utilized in the school					
9.	The funds allocated are used for what is meant for.					
10.	There is adequately account audit in the school					

Section F: Opinions of the stakeholders on the impact of time management on students' performance in public secondary schools in Zaria and Giwa education zones in Kaduna State.

S/N	Item statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1.	Staff and students are punctual and regular to school					
2.	School calendar is strictly planned and followed in the school					
3.	The principal spend little or no time on students activities in the school					
4.	The principal has no time to check the teachers lesson plans/notes in the school					
5.	The principal has little or no time in conducting regular classroom visitation.					
6.	The principal is busy doing nothing worthwhile in the school					
7.	The principal helps the teachers to manage their time by making sure they come to school on time.					
8.	The principal helps the teachers to manage their time by making sure they are punctual to every lesson and teach fully utilizing the periods meaningfully in this school.					
9.	The principal has a readily accessible record of his appointment andtasksin the school					
10.	The principal efficiently manage himself and all hisactivities within a time range in this school.					

Section G: Opinions of the stakeholders on the impact of instructional materials on teaching and learning in public secondary schools in Zaria and Giwa education zones in Kaduna State.

S/N	Item statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1.	Audio materials and resources are adequately provided and utilised					
2.	Audio-visual materials and resources are adequately provided and utilised					
3.	Visual materials and resources are adequately provided and maintained					
4.	Online information resources are provided and utilised					
5.	Internet services and connectivity are provided and maintained					
6.	Multimedia material and resources are provided and utilised					
7.	Staff and students are regularly trained on the use of sophisticated materials					
8.	Generating sets are provided to ensure maximum use of marerials					
9	There is regular maintenance of materials and resources					
10.	Staff are motivated to effectively used material and resources					

APPENDIX III

POPULATION OF THE STUDY

S/NO	Schools	Zone	Principals	Teachers	Students	Total
1.	Dr Sehu Lawal GSS (Snr)	Giwa		27	1005	**1032**
2.	Govt. Sec. Sch. Falika	Giwa		10	357	**367**
3.	Govt. Sec. Sch. Gangara	Giwa		19	444	**463**
4.	GSS Giwa	Giwa		19	1220	**1239**
5.	GSS Jama'a	Giwa		31	1040	**1071**
6.	GSS Salaadadi	Giwa		17	321	**338**
7.	GSS Bomo	Giwa		24	420	**444**
8.	GSS Kunkuyi (Jnr)	Giwa		17	869	**886**
9.	GSS Kudan (Jnr)	Giwa		9	764	**773**
10.	GSS Kwangila (Jnr)	Giwa		28	520	**548**
11.	GGSS Samaru (Snr)	Giwa		30	1072	**1102**
12.	GGSS Shika (S/J)	Giwa		19	990	**1009**
13.	GGSS Basawa (Jnr)	Giwa		24	687	**711**
14.	GJSS Danmahawaya (Jnr)	Giwa		11	153	**164**
15.	GJSS Doka Kudun (S/J)	Giwa		9	407	**416**
16.	GJSS Galadima (Jnr)	Giwa		8	90	**98**
17.	GJSS Iyatawa (Jnr)	Giwa		10	85	**95**
18.	GJSS Kakangi Giwa (Jnr)	Giwa		8	107	**115**
19.	GJSS Kauran Wali (S/J)	Giwa		10	150	**160**
20.	GJSS Kaya (S/J)	Giwa		8	249	**257**
21.	GJSS Kidandan (Jnr)	Giwa		9	182	**191**
22.	GJSS Maranban Guga (Jnr)	Giwa		11	240	**251**
23.	GJSS Taban Sani (Jnr)	Giwa		7	137	**144**
24.	GJSS Wazata (Jnr)	Giwa		4	100	**104**
25.	GJSS Yan Sarki (Jnr)	Giwa		9	135	**144**
26.	Yusuf Aboki SS, Shika (Snr)	Giwa		19	520	**539**
27.	GSS Bomo (Jnr)	Giwa		29	917	**946**
28.	GSS Yakawada (S/J)	Giwa		15	540	**555**
29.	Yusuf Aboki SS Shika (Jnr)	Giwa		19	990	**1009**

30.	GGSS Samaru (Jnr)	Giwa	30	1072	**1102**
31.	GSS Kangila (Snr)	Giwa	35	550	**585**
32.	GSS Bassawa (Snr)	Giwa	26	470	**496**
33.	GSS Kunhunyi (Snr)	Giwa	20	513	**533**
34.	GSS Kudun (Snr)	Giwa	19	575	**594**
35.	GSS Kofan Kayan	Zaria	52	150	**202**
36.	GSS Dakache	Zaria	31	110	**141**
37.	GSS Yakasa	Zaria	15	86	**101**
38.	Sheik Ibrahim Arabic SS, Kar.	Zaria	48	300	**348**
39.	GSS Chindit Barrack (Jnr)	Zaria	38	256	**294**
40.	GGSS (WTC)	Zaria	70	413	**483**
41.	GSS Chindit (Snr)	Zaria	32	391	**423**
42.	GSS Chindit (Snr) Girls	Zaria	29	276	**305**
43.	GSS Chindit (Jnr) Girls	Zaria	30	139	**169**
44.	GJSS Tundun Sabo (Jnr)	Zaria	9	90	**99**
45.	GSS Munchia (Jnr)	Zaria	26	161	**187**
46.	GSS Magagiya (Jnr)	Zaria	25	244	**269**
47.	GJSS Kinkinba	Zaria	5	46	**51**
48.	GJSS Aba	Zaria	3	39	**42**
49.	GSS Kugu	Zaria	15	66	**81**
50.	GSS Likoro	Zaria	16	143	**159**
51.	GSS Kaura	Zaria	29	192	**221**
52.	GGSS Dogo Bauchi	Zaria	37	371	**408**
53.	GSS Magajiya (Snr)	Zaria	26	149	**175**
54.	GGSS Pada (Snr)	Zaria	36	176	**212**
55.	GSS Aminu (Snr)	Zaria	28	200	**228**
56.	GSS Dinya (Jnr)	Zaria	9	98	**107**
57.	GSS Zaria (Snr)	Zaria	51	427	**478**
58.	GSS Muchi (Snr)	Zaria	19	110	**129**
59.	GSS Gyellesu	Zaria	30	367	**397**
60.	GSS T/Jukun	Zaria	51	492	**543**

61.	GSS Mangi	Zaria		5	86	**91**
62.	GJSS Rimi Doku	Zaria		34	76	**110**
63.	GJSS Kofan Jato	Zaria		30	283	**313**
64.	GSS Aminu (Jnr)	Zaria		26	127	**153**
65.	GJSS Kofan Doka	Zaria		46	406	**452**
66.	GGSS Padan (Jnr)	Zaria		40	309	**349**
67.	GJSS Mata	Zaria		7	59	**66**
68.	GJSS Chikaji	Zaria		24	174	**198**
69.	GSS Awai	Zaria		9	99	**108**
70.	GSS Bogari	Zaria		17	217	**234**
71.	GSS Richife	Zaria		6	63	**69**
72.	SIASSS Karau Karau	Zaria		19	225	**244**
73.	GSS T/Saibu (Snr)	Zaria		13	72	**85**
74.	GSS Zaria (Jnr)	Zaria		49	358	**407**
75.	GGSS D/Bauchi (Jnr)	Zaria		33	411	**444**
76	GJSS T/Wada (Jnr)	Zaria		47	481	**528**
77.	Alhudahuda College	Zaria		88	2527	**2615**
78.	Science Sec. School, Kufena	Zaria		63	734	**797**
79.	Barewa College	Zaria		92	2002	**2094**
80.	Govt. Commercial College	Zaria		-	426	**426**
81.	GSS Gimba	Zaria		6	343	**349**
	Total	**2**	**80**	**1755**	**26829**	**26634**