MONITORING AND EVALUATION OF THE PROVISION AND MANAGEMENT OF EDUCATION RESOURCES ON THE STUDENTS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS OF THREE EDUCATIONAL ZONES IN IMO STATE, NIGERIA

BY

Miriam, Oluchi ELEGONYE

P14EDFC8037

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

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATION (EDUCATIONAL ADMINISTRATION AND PLANNING)

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

OCTOBER, 2018

DECLARATION

This Dissertation entitled Monitoring and Evaluation of the Provision and Management of Resources on the Students' Performance in Public Secondary Schools of three Educational Zones in Imo State Nigeria by Miriam Oluchi Elegonye has not been presented for a degree in any other University.

_____ Date: _____

Miriam Oluchi ELEGONYE
P14EDFC8037

CERTIFICATION

This Dissertation entitled Monitoring and Evaluation of the Provision and Management of Education Resources on the Students' Performance in Public Secondary Schools of three Educational Zones in Imo State Nigeria by Miriam Oluchi Elegonye meets the regulations governing the award of the degree of master of Education in Educational administration and Planning of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

_____ _____

Dr A.A Igunnu Date
Chairman, Supervisory Committee

_____ _____

Dr M.I Harbau Date
Member Supervisory Committee

_____ _____

Dr M.I Harbau Date
Head, Department of Educational
Foundations and Curriculum

_____ _____

Prof S.Z Abubakar Date
Dean, School of Postgraduate Studies

DEDICATION

This work is dedicated to my parents Mr. Alex and Mrs. Peace Uchegbulam, my husband Isaac Elegonye and our children Annabel and Joel for their support, patience and perseverance during my study period.

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ABREVIATIONS

OECD	-	The Organization for Economic Co-operation and Development
PISA	-	Programme for International Student Assessment
UNESCO	-	United nations Educational, Scientific and Cultural Organization
HRM	-	Human Resources Management
UNEG	-	United Nations Evaluation Group
GDP	-	Gross Domestic Product
UBE	-	Universal Basic Education
NHMRC	-	National Health and Medical Research Council
SRST	-	Stratified random sampling technique
RUQ	-	Resource Utilization Questionnaire
IEQ	-	Internal Efficiency Questionnaire
RMPESQ	-	Resource Maintenance for the Provision of Educational Services Questionnaire
SPSS	-	Statistical Package for Social Sciences
NCE	-	National Certificate of Education
OND	-	Ordinary National Diploma
HND	-	Higher National Diploma

Operational Definition of Terms

In this study the following mean:

Evaluation: Evaluation is a systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results.

Provision: provision is a legal clause or condition contained within a contract that requires one or both parties to perform a particular requirement by some specified time or prevent one or both parties from performing a particular requirement by some specified time.

Management: is the process by which the goals of the organization are attained by directing the efforts of others in the system.

Human Resources: Human resources in the secondary school system refer to the principal, teachers, students and the nonacademic staff (which includes clerks, messengers, cleaners etc).

Material Resources: Are classified into site, building and equipment, which include permanent and semi- permanent structures such as machines, laboratory equipment, the chalkboard and office assistants' tools such as brooms and clearing materials.

Financial Resources: is a term which refers to financial funds of the organization. Financial resources are from an economic perspective part of the assets (property) of the organization

Time Resources: Time Management Theory; defines time management as a systematic application of common sense strategies and techniques to help you become more effective in both your personal and professional in life.

Curriculum Content Resources: curriculum is the total package of what is to be taught or learnt in school.

Environmental resources: can be defined to include both natural and built resources. Environment has been variously conceptualized to include all the natural resources of air, land and water; visible and invisible elements that affect the development of an organism for its lifetime.

ABSTRACT

This study entitled Monitoring and Evaluation of the Provision and Management of Education Resources on the Student's Performance in Public Secondary Schools of three Educational Zones in Imo State Nigeria. Six objectives were formulated some of which are to: Determine the provision and management of human resources on the students' performance in public secondary schools in Imo State. Determine how effectively students and teachers utilize the available textbooks, laboratories and libraries; determine to what extent government funding has contributed to availability and utilization of financial resources in public secondary schools in Imo State. This research was conducted between the years 2016-2017.The chapter two constitutes a review of empirical studies with a view of evaluating the provision and management of resources in Nigeria and other countries and, thereby providing the theoretical and conceptual framework for the study. A survey design was used in this study. The target population for the study comprised of 2464 from 66 public secondary schools in Imo State comprising of 66 principals 1804 teachers and 594 prefects in SS3. Out of the 661 sample size, only 641 actually responded. This study used questionnaire as instrument for data collection. The reliability of 0.823 was gotten from the pilot study. The statistical analysis was carried out using the one way Analysis of Variance (ANOVA) for Hypotheses while the Research questions were analyzed using descriptive statistics of frequency and simple percentage to analyze the bio-data of the respondents. Weighted mean of 3.0 was used as the bench mark to determine the acceptability or other wise of the response of the respondents. The level of significance used was 0.05.Three of the hypotheses were retained while three were rejected. The study found out that there was adequate provision and management of human resources. It also revealed that material resources are effectively utilized in public secondary schools in Imo state. The study also maintained that there is adequate provision and management of financial resources. Time resources was provided for and managed properly. The study however revealed that there was adequate provision of curriculum contents which were managed as well in public secondary schools in Imo state. Also the school environment was relatively not conducive for teaching and learning in public secondary schools in Imo state. Based on the findings and conclusions of the study recommendations were made: that the State Ministry of Education should employ more teachers to cater for the short fall observed in most schools, The Ministry of Education should allocate more funds to equip the laboratories, computer rooms, science rooms and agriculture rooms, the government should allocate funds according to the needs of each secondary school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Resources scarcity is a central focus of economics of education, this is because resources (human, material, financial, time, curriculum content, environmental resources) are scarce in supply and the state resources provided for the execution of education programmes are inadequate and irregular and this inadequacy is compounded by budgetary allocation for education in recent years. When resources are limited as they always are, these resources need to be well used to support educational improvement objectives to the greatest possible extent. Therefore, policy makers and educational leaders at all levels of the school system are confronted with competing demands from variety of actors inside and outside the education sector. In distributing and allocating of resources to different programmes and priorities, to make such choices they need information regarding the cost and effects of different alternatives.

Provision of resources in secondary schools is also facilitated by the private sector, the non-governmental organizations and community. Provision of resources in secondary schools is also facilitated by the private sector, the non-governmental organizations and community. School systems rely on broad range of resources particularly secondary education which is regarded as the corner stone of a nation's man power development. In recognition of this the National Policy on Education (2004) stipulates that secondary school education should prepare the individual for useful living within the society as well as be the pivot on which the pursuit of higher education. Nwadiani (1998:21) noted that "management would enhance the achievement of organizational goal with minimum cost if it is effective" provision and management of resources involve planning, organization, staffing, directing, coordinating, reporting and budgeting to mention but a few. In the context of the research work with regard to educational provision, management and utilization of resources. Olson and Defrain 2000, resources are tools, talents and possessions used to create a life style, solve everyday problems and reach goal for better school system. Resources also mean to work with, to maintain control over one's life as well as build one's life style. In the school provision and management of resources could lead to conducive environment for learning. Management according to Akintunde, (2001), is the process by which the goals of organization are attained by directing the efforts of others in the education system.

Resource management practices in the Nigerian education system involves the management of human, material, physical and financial resources in various educational institutions in order to achieve the desired educational objectives. It calls for adequate provision for and efficient utilization of school plant facilities in the school system (Oboegbulem 2004, Adeogun, 2002; Mbipom 2000).Therefore, the provision and management of resources is paramount importance in development of secondary schools in Imo state and Nigeria as a whole. The physical, human and financial resources invested in schools influence not only the education provided to students but also aspects of teachers and student motivation and consequently the educational outcomes. The Organization for Economic Co-operation and Development (OECD) programme for International Student Assessment (PISA) shows that resource shortages hinder instruction and lower student performance. In addition, inequalities in student's educational performance often reflect disparities in the resources invested in schools (OECD, 2010). In some education systems, there are concerns that schools not only lack the resources to meet the educational requirements of their students, but that schools may have fewer resources with which to provide instruction to their students (OECD, 2010).

In schools, there are a wide variety of resources that are directly or indirectly related to educational outcomes. To achieve this goal teachers need to use a wide variety of resources, which can enrich the learning environment. The adequacy of physical resources and teaching materials as well as their effective utilization has been a matter of serious concern to educators. Being aware of the resources available can help to enhance teaching and facilitate learning and thus make a shift to a learner centred approach. A learner centred approach involves enabling students to work with their teachers, with other students and even individually. This is particularly helpful because there are opportunities for learning in virtually every activity that the students carry out; there are not always opportunities for formal teaching events. The appropriate utilization of resources helps teachers make the shift in their approach to facilitating learning rather than delivering teaching. In 2009, there was a near collapse of the education sector in Nigeria as virtually all labour groups involved in education embarked on nation-wide industrial actions. Learners at all levels were forced to sit at home for several months and wait for the resolution of the dispute. The industrial actions were intended to achieve greater financial and material support for the school system in Nigeria (Ololube, 2006). The questions that emerged, however, included: should children sit at home because the school system is inadequate? Should education be abruptly terminated because schools are not properly equipped? Should the education sector be expunged from

the sectors of organized human endeavour because the government is not providing adequate funds? Many suggestions have since been put forward by researchers and observers to ensure improved funding and more resources for the effective implementation of Nigerian education. This outpouring is, in part, a result of the expectation that the education sector will facilitate technological advancement and economic development in Nigeria, given adequate resources (Ololube, Ubogu & Egbezor, 2007). Lyons (2012) adds that learning is a complex activity that involves interplay of students motivation, physical condition, teaching resources, skills of teaching and the curriculum. All these play a vital role in a student's development. He further concluded that there is an explicit relationship between a schools physical facilities and educational outcomes. Good maintenance, modern systems, and flexible designs are important because the physical structure can limit the learning experience. School facilities should be flexible enough to accommodate changing learning patterns and methods. Leedy, (2006) adds that the availability of physical facilities and the overall atmosphere in which learning takes place bears direct relevance to the quality of education that students receive in schools. The inadequacy of physical and material resources in schools is a major factor responsible for learning outcome of students. Schools that do not have adequate facilities such as workshops, laboratories, classrooms, teaching learning materials are unlikely to post good results. The principles of facilitating effective learning and teaching involves having the practical skills and putting the learners own experience into practice. They receive inputs from the external environment in form of human and material resources, process them and empty the same into the society as finished products and services. The quality of the products bears a direct relationship with the qualities of the facilities deployed in the process of production.

1.2 Statement of the Problem

The main thrust of this study is to monitor and evaluate the provision and management of education resources (human, material, financial, time, curriculum content and environmental resources)on the students' performance in public secondary schools in three educational zones in Imo state, Nigeria. Despite the efforts by various stakeholders in the education sector to reform education in Nigeria, the current decentralization of education services has not been able to yield any worthwhile results with education quality being a major problem. The education sector faces management problems ranging from delays in decision making, ineffectiveness in implementing recommendations, lack of adequate resources, inadequate remuneration leading to low morale and lack of accountability at the state and local levels. The people who know what goes on in the school are never involved in

decision making pertaining school management practice and policies and this has hindered the improvement of services delivered by the education stakeholders particularly principals and teachers in secondary schools. Resources and the school environment have an obvious impact on education and eventually student's performance (UNESCO, 2007).

Quality education is no doubt a function of availability and appropriate utilization of input resources. Abudul-Kareen (2003), asserts that teachers require quality and adequate resources in order to ensure school success. Nwadiani (2001), Observed that the facilities are not only over utilized, they are also poorly maintained Similarly, in a study conducted by Aigboje (2007), on Universal Basic Education in Nigeria, he found out that some school facilities, were inadequate while others were not available at all .These situations are posing challenges to administrators and inspectors of schools who are supposed to manage available facilities efficiently and effectively.

The limitation of a definite amount of time is identified by many principals and teachers as one of the most serious constraints they face in attempting to meet challenges presented by the managerial arena. Clear job specifications for staff and proper appraisal which relate to the aims and objectives of the school and the priorities identified, can be useful instruments in achieving more effective utilization of the total bank of time available to and utilized by all the staff in the school. (Kanar, 1998) noted that time is a resource you can learn to manage. By taking control of your time now, you will establish efficient work habits that lead to success in schools and career. Poor time management practices and lack of control of time wasters has affected the use of the precious resource time.

The human resources in education system, teachers form the nucleus around which all the operation of school activities revolves. Inadequate attention given to human resources management especially in attracting applicants, motivating, and retaining desirable teaching staff is one of the major impediments for the inefficiency of the school system in our country. An unattractive career structure, low salaries, and poor incentives are indicative of this fact. These have resulted in poor quality of service that schools offer. Even though some research have already been conducted and certain materials are prepared on the areas of human resources management, for example, Aregash Samuel (2006), there is still research gap with regard to human resources management and practices in the secondary schools of East Zone. Based on this fact, this study is concerned with the evaluation of the provision and management of resources (human, material, financial, time, curriculum content and

environmental resources) on the students' performance in public secondary school in Imo state.

1.3 Objectives of the Study

The following objectives were postulated to:

1. Determine the provision and management of human resources on the students' performance in public secondary schools of three educational zones in Imo State.

2. Access the utilization of the available textbooks, laboratories and libraries by students and teachers on the students' performance in public secondary schools of three educational zones in Imo State.

3. Access the provision and utilization of financial resources by government in public secondary schools of three educational zones in Imo State.

4. Find out the provision and management of time on the students' performance in public secondary schools of three educational zones in Imo State.

5. Ascertain the provision and management of curriculum content resources on the students' performance in public secondary schools of three educational zones in Imo State.

6. Examine the provision and management of environment resources on the students' performance in public secondary schools of three educational zones in Imo State.

1.4 Research Questions

The following questions are to guide the research;

1. How adequate is the provision and management of human resources on the students' performance in public secondary schools of three educational zones in Imo State?

2. What is the utilization of the available material and physical resources like textbooks, laboratories and libraries by students and teachers to influence student's performance?

3. What is the provision and utilization of financial resources by government in public secondary schools of three educational zones in Imo State?

4. How suitable is the provision and management of time resources on the students' performance in public secondary schools of three educational zones in Imo State?

5. Are there any proper provisions and management of curriculum content resources on the students' performance in public secondary schools of three educational zones in Imo State?

6. What provisions and management of environmental resources are in place in public secondary schools of three educational zones in Imo State?

1.5 Research Hypotheses

The following null hypotheses were postulated to guide the study:

HO_1: There is no significant difference in the opinions of principals, teachers and prefects on provision and management of human resources on the students' performance in public secondary schools in Imo State.

HO_2: There is no significant difference in the opinions of principals, teachers and prefects on the effective utilization of available material and physical resources by students and teachers to influence student's performance in public secondary schools in Imo State.

HO_3: There is no significant difference in the opinions of principals, teachers and prefects on the provision and management of financial resources on the students' performance in public secondary schools in Imo State.

HO4: There is no significant difference in the opinions of principals, teachers and prefects on the provision and management of time resources on the students' performance in public secondary schools in Imo State.

HO_5: There is no significant difference in the opinions of principals, teachers and prefects on the provision and management of curriculum content resources on the students' performance in public secondary schools in Imo State.

HO6: There is no significant difference in the opinions of principals, teachers and prefects on the provision and management of environment resources on the students' performance in public secondary schools in Imo State.

1.6 Basic Assumptions

The following assumptions were made;

1. Provision of adequate and appropriate human resources will enhance effective teaching and learning in public secondary schools in Imo state.

2. When material resources are provided and made use of teaching will be easy and student will learn better in public secondary schools in Imo state.

3. Whenever adequate financial resources are provided and the teacher uses them effectively there will be smooth running of the school.

4. Management of time resources by the teacher will enhance proper teaching and learning in public schools.

5. Availability and proper management of curriculum content resources will improve teaching and better learning in public secondary schools.

6. The provision of environment resources will enhance safety of staff and students in the school.

1.7 Significance of the Study

The study is expected to be of great significance to various groups and individuals like the Ministry of Education, voluntary donors, parents, educational stakeholder's, principals and teachers of public secondary schools in Okigwe Zone 1, Owerri Zone 1and Orlu Zone 2 Educational zones in Imo state, Nigeria. They would use this study to determine the status of educational resources and their utilization in public secondary schools. Consequently, the findings of this study would draw the attention of the principals and teachers who are the curriculum implementers to the importance of provision and management of educational resources for effective curriculum implementation. The results will also help the government to adequately plan and provide necessary inputs in an effort to improve development of schools in Imo state, Nigeria with an aim of providing quality education. This may be through provision of adequate funds when they are required and making school Independent of political interference.

1.8 Scope of the Study

The study covers selected public secondary schools in Okigwe Zone 1, Owerri Zone 1and Orlu Zone 2 Educational zones in Imo state Nigeria. Principals, teachers and students of these schools constitute the subjects of the study the evaluation of the provision and

management of resources on the students' performance in public secondary schools in Imo State Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains various scholarly works that have been reviewed for the purpose of this study. It focuses on the monitoring and evaluation of the provision and management of education resources (human, material, financial, time, curriculum content and environmental resources) on the students' performance in public secondary schools in Okigwe zone 1, Owerri zone 1and Orlu zone1educational zones of Imo state, Nigeria. The following issues are also examined in this chapter: concept of resources, concept of management, concept human, material, financial, time, curriculum and environmental resources. The chapter constitutes a review of empirical studies with a view of evaluating the provision and management of resources in Nigeria and other countries, and, thereby providing the theoretical and conceptual framework for the study.

2.2 Conceptual Framework

The following are the concepts of the key variables:

2.2.1 Evaluation

Evaluation is a systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, efficiency, effectiveness, impact and sustainability as set out in the Evaluation Policy **United Nations Evaluation Group (UNEG)**, 2005.

An evaluation is methodical, providing information that is credible, reliable, and useful to enable the incorporation of lessons learned into decision-making process of users and funders (OECD, 2010). Evaluation is a powerful tool for improving a program and increasing its ability to serve people more efficiently and effectively.

2.2.2 Provision

Provision is an amount that you put in aside in your accounts to cover a future liability. The purpose of a provision is to make a current year's balance more accurate, as there may be costs which could, to some extent, be accounted for in either the current or previous financial year. A provision is not a form of saving, even though it is an amount that is put aside for future plausible cost or obligation. When accounting, provisions are recognized on the balance sheet and then expensed on the income statement Business Dictionary.com (2016).

2.2.3 Management

Management according to Akintunde, (2001) is the process by which the goals of the organization are attained by directing the efforts of others in the system. Ogwo (1996) management as a term is strictly used for the purpose of controlling activities of industries, firms, private business establishment and large cooperation. The activities of management involves decision making and implementation which, consist of planning or forecasting, organizing, commanding, coordinating, controlling, allocating, evaluating and developing.

2.2.4 Human Resources

Human resources are abilities and characteristics of individual and other resources that cannot be utilized independently of people. These human resources have been categorized into cognitive, affective, psychomotor and temporal resources, which are similar to the blooms, taxonomy (Madu, 2006). Cognitive resources are mental traits such as aptitude, intelligence, judgment etc. The affective resources are human traits pertaining to emotions and feelings expressed in appreciation, faith, patience, honesty etc while the psychomotor resources stresses of muscular activities and mental processes to develop traits and skills. These comprise of fatigue tolerance level, vitality, smell, communication skills.

Human resources refer to human beings. They include professionals and non-professionals. According to Ndu (1991:105), human resources include "all the knowledge, skills and expertise in technical, mechanical, managerial, social and other areas potentially available for utilization in various ways in operating social and economic institutions and enterprises".

2.2.5 Material Resources

Material resources are classified into site, building and equipment, which includes permanent and semi- permanent structures such as machines, laboratory equipment, the chalkboard and office assistants tools such as brooms and clearing materials. School building is said to have positive impact on the comfort, safety and academic performance of the student Oyedeji, (2000).

Material resources are the major factor contributing to academic achievement in the school system. These include the school buildings, classrooms, furniture, libraries, laboratories, recreational equipment and other instructional aids Hallak (1990).

Material resources are the essential materials that must be put in place and into consideration for the objectives of the school system to be accomplished. Adeboyeje, (2004) stressed further that the availability of these facilities determines the quality of instruction and performance of students in the school.

2.2.6 Financial Resources

According toManagementMania.com, (2016) **financial resources**, it is a term which refers to financial funds of the organization. Financial resources are from an economic perspective part of the assets (property) of the organization. Sometimes it is referred to as **finance**, often with some attributes (such as **Business finance, Personal finance**, Public finance).Finance is one type of resource, respectively, that inputs into the process. In terms of finance control, **financial resources** are structured as follows: **Business funds**-cash, deposits with financial institutions and cash equivalents, **corporate capital** - the sum of all money invested in the organization's total assets (equity capital + liability (foreign capital).

Financial resources**:** as the name implies covers money and material possessions which have values and can create satisfaction. They include money income, fringe benefits, credit and wealth, Money**:** These are monetary benefit derived from capital or labour which includes tips, bonus payments, royalty payments, wages, commissions, interest, dividends, pensions ,Fringe Benefits**:** Are resources from advantages in goods and services from employment, but exclude money income. These include medical care services, paid vocation, retirement programme paid by employers, credit: are purchasing powers expanded through deferred payment of soft goods and services. Examples are cash loans, service credit, installment buying, Wealth**:** Is a composite of holding real property, and other income producing assets, plus all the durables such as household equipment, furnishings and personal possession. Abubakar Abu Ashatu, (2010).

2.2.7 Time Resources

Time Management Theory; defines time management as a systematic application of common sense strategies and techniques to help you become more effective in both your personal and professional in life.

Time management as the discovery and application of the most efficient method (s) of completing assignment or work of any length in the optimum time and with the highest quality Journal on time Management (2008) and Business Dictionary.

2.2.8 Curriculum Content Resources

Curriculum is the total package of what is to be taught or learnt. He describes it as a process of translating national educational objectives into 'within-school do-ables' Obanya (2004).

Curriculum is the planned learning experiences offered to the learner in the school. In this study, it refers to vocational and technical subjects outlined in the National Curriculum for Secondary Schools manual as part of subjects for secondary education Offorma (2005).

2.2.9 Environment Resources

Environment resources can be defined as elements of the human environment, and include both natural and built resources.

Environment has been variously conceptualized to include all the natural resources of air, land and water; visible and invisible elements that affect the development of an organism for its lifetime. Environment refers to all the conditions and influences affecting the development of an organism in its lifetime. Man's total environment includes all the living and non-living elements in his surroundings which could be natural or built (man-made), etc. in a complex network of systems (Okaba and Obong, 2006; Edu, 2006).

It also refers to all natural resources, joint property of many of which one man's right of use must not adversely affect the right of use of other joint owners (Offiong, 2003; Verla, 2003; Eni, 2005; Obong, 2007). The current global awareness of the environment and its pivotal role to human endeavours and survival started mounting with the 1972 United Nation's World conference on Human Environment. As identified by Obong (2007), three major segments of environment include the natural, built and personal environments. The built and personal environments are what to a large extent determine the conditions of a school environment. The particular concern here is that it is the product of anthropogenic activities.

2.3 Theoretical Framework

This study is based on six components of the school which are human, material, financial, time, curriculum content and environmental resources.

2.3.1 System Resource Theory

System Resource Theory on Organizational Effectiveness guided this study. According to this theory effectiveness is an organizations ability to secure an advantageous bargaining position in its environment and to capitalize on that position to acquire, judiciously distribute, and monitor utilization of scarce resources. This is supported by Okumbe (1998) who equates a school to an industry which transforms given inputs into required outputs. Further, Oni (1995) noted that the secondary school like any other organization receives inputs from its environment converts or processes the inputs and afterwards discharges output to the environment from where the input is increased. Since the effectiveness of an organization is measured in terms of its capability to acquire resources and utilize them in achieving the organizations objectives.

2.3.2 The Pickle Jar Theory of Effective Time Management

The study adopted Wright's (2002) Pickle Jar Theory of Effective Time Management. According to Wright the Pickle Jar Theory of Effective Time Management is based on the fact that if one starts by putting stones into a pickle Jar, then pebbles and then sand you will fit more into the pickle Jar than if you do it the other way around. By first doing the important tasks you will also be able to complete more tasks and do the things you want to do. Effective time management is similar to this pickle Jar theory, if you start with the big important tasks in your day, then work on smaller tasks and then finally fill in small, unimportant tasks then will find that you can fit in everything you need to do, principle, will ensure effective time management and the completion of all your tasks on time and with as little stress as possible. The pickle jars theory of effective time management by Wright (2002) states that your life is much like a jar. You have major priorities that are symbolized by the rocks. Next you have the hobbies that are pebbles.

The pickle Jar Theory Focuses: Focusing on the important things which were called "pebbles" The pickle Jar theory of effective time management means focusing on the important things. In order to get the important tasks done first you will need to minimize distractions. When you are doing the big important tasks close your door and focus on the task at hand. By doing this you will get the large tasks done quickly and will have more time for the smaller or less important tasks.

- The Pickle Jar Theory means Prioritizing (Stones)

The pickle jar theory of effective time management requires prioritizing. You need to know what your most important tasks are and what are just filler tasks that don‘t really need to be done or are not as important.

1.1 The Pickle Jar Theory allows room for sand.

In order to manage your time effectively you need to make room for rest and relaxation. If you first of all focus on doing things you will enjoy then you will not have time to do the important tasks but if you first of all do the important tasks then you should still leave time for rest and relaxation. If you never make time to relax then you will soon wear out and not be as effective in completing your tasks. The pickle Jar theory of effective time management therefore allows room for sand. In conclusion, the pickle Jar theory of effective time management state that, by first of all focusing on the big important tasks you need to complete that you will also have plenty of time left over to do other smaller, less important activities as well as the things that you enjoy. The pickle Jar theory of effective time management is based on prioritizing your task list, focusing on the more important aspects and then still allowing room for rest and relaxation following this.

2.4 Evaluation of Resources

Evaluation is a systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, efficiency, effectiveness, impact and sustainability - as set out in the Evaluation Policy, United Nations Evaluation Group's (UNEG), 2005.

Evaluation is a systematic process of determining the extent to which instructional objectives are achieved by students. It is also the process of determining the extent to which actual experiences conform to objectives. Akinwumiju (1996) points out that evaluation is the process of delineating, obtaining and providing useful information for judging among decision alternatives.

In education, the term *evaluation* often implies different things. Traditionally, to a classroom teacher, it means testing, conducted at the end of the lesson or a program. In the education sector, policy documents stress the need for evaluation of schools amid calls for greater accountability, quality control, quality assurance, quality monitoring, etc. School evaluation is an indispensable task of the central education authorities. Evaluation serves

three different administrative purposes, namely compliance with administrative demands, fulfillment of accountability purpose and pedagogical and managerial improvement. In addition, the expected and specified dimensions that are measured or evaluated in the overall academic program of the schools include the following: Students learning improvement, Student's attitudes to a course (for example, easiness or difficulties), work load, teacher performance, method of presentation, staff commitment, Economy of resources and time, Examination results and ongoing assessment against the set standards/objectives.

2.4.1 Types of Evaluation

Formative: evaluation ensures that a program or program activity is feasible, appropriate, and acceptable before it is fully implemented. It is usually conducted when a new program or activity is being developed or when an existing one is being adapted or modified. Process/implementation evaluation determines whether program activities have been implemented as intended.

Outcome/effectiveness: evaluation measures program effects in the target population by assessing the progress in the outcomes or outcome objectives that the program is to achieve.

Impact evaluation: assesses program effectiveness in achieving its ultimate goals.

2.4.2 Evaluation in Secondary Schools

Secondary education is a continuation of primary education and is intended to prepare learners to become members of society which have the capability to interact mutually with their social, cultural and natural environment, and to develop further their ability in their working environment or higher education. Secondary education comprises general education, vocational education, special education, and religious education.

However, as it is widely known, testing is only an aspect of evaluation and does not represent the wide range of activities and roles played by evaluation (Isiogu-Abanihe, 1996). The concept is often used interchangeably with assessment because of a considerable overlap in their meaning. Prior to evaluation, it should be borne in mind that the first step in the evaluation process is to identify the outcomes which the education program in the school is

being set up to produce. In other words, evaluation itself is aimed at finding out the change that might have happened as a result of those desired actions before the evaluation.

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2.5 Provision of Resources

A provision is a legal clause or condition contained within a contract that requires one or both parties to perform a particular requirement by some specified time or prevent one or both parties from performing a particular requirement by some specified time. For example, the anti-greenmail provision contained within some companies' charters protects shareholders from the board wanting to pass stock buybacks. The word derives from the word provide or supply, that is, making educational facilities available. It is an arrangement or preparation made before hand so as to meet learner's needs. Taylor, Scotter, and Coulson, (2007) argue that teachers at all levels utilize a variety of instructional materials such as textbooks, presentations and handouts to enhance the quality of their lessons.

As a result, the quality of those materials directly impacts the quality of teaching. Thus, knowing how to find the best instructional materials is a valuable skill for a teacher to have. Quality education, school environment, teachers, role in quality education, leadership style in school and parents/guardians and community members/leaders, involvement and support in school.

The provision of textbooks and other teaching and learning materials in developing countries continues to be inadequate and supplemental reading materials are even harder to find although it is a requirement and recommended that teachers must have access to teaching

materials for classroom instruction and students as well must have access to learning materials for reading and practice (Ogata, 2012).

2.5.1 Provision Resources in Secondary Schools

Provision and management of resources is a responsibility of stake holders in education. The government ensures the implementation of the national policy on education by providing the enabling environment. Execution of educational programmes demands that facilities are provided if success is to be achieved. Government, school proprietors, parents and other stakeholders are expected to provide the facilities for- their schools, The Government stated that all stakeholders would be involved in every aspect of school management. Provision of facilities 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.

Provision of resources in secondary schools is also facilitated by the private sector, the non-governmental organizations and community. With availability of extra-funds over-crowding in classrooms can be reduced through provision of adequate furniture and equipment to improve teaching and learning environments. This will entail building of new classrooms and rehabilitation and maintenance of existing ones. Resource management is the efficient and effective deployment of organizations' resources when they are needed. They include personnel, finances, and physical facilities among many. Secondary school resource management is a field of study and practice concerned with the operation of educational organizations (Bush, 2006). It is a combination of the different administrators and their roles in the operation of a school..School Principals plan, organize, direct, control and evaluate the activities of teachers and other staff of secondary schools. Administrators of secondary education schools also control and evaluate the academic affairs of a school system.

2.6 Management of Resources

Management according to Akintunde (2001) is the process by which the goals of the organization are attained by directing the efforts of others in the system. In addition Abubakar (2008) opined that management process entail application of four interrelated concepts, planning, organizing, implementing and evaluating the use of resources to achieve goals. The good foundations in the schools are the bed rock of the society which gives rise to a great nation. And when a nation is great, people tend to be happy and more productive. In

the context of this paper, management of teaching resources is the process concerned with planning, organizing, creating, maintaining, stimulating, controlling and unifying teaching resources in order to achieve predetermined educational objectives in teaching and learning.

2.6.1 Factors that Affects Management of Resources

The contemporary school manager in the Nigerian school system is faced with a number of problems, some of which include the following: The politicization of educational leadership positions. This is a situation in which school managers are appointed not by merit and professional qualification, but by political affinity, Pressure on existing resources: The demands on existing education resources far outweigh the supply and the ability of the school manager to acquire additional resources through non-statutory sources. Nigeria, under President Yar'Adua's seven-point agenda, is committed to reviving education in order to create more equality, and develop citizens who can function more productively in today's world. However, national expenditures on primary education, as a percentage of the GDP since 1999, have not yielded a substantial drop in youth illiteracy rates, even with the UBE scheme on course (Okojie, 2008).

2.6.2 Management of Resources in Secondary Schools

Resource management is the efficient and effective deployment of organizations' resources when they are needed. They include personnel, finances, and physical facilities among many. Secondary school resource management is a field of study and practice concerned with the operation of educational organizations (Bush, 2003). It is a combination of the different administrators and their roles in the operation of a school. School Principals plan, organize, direct, control and evaluate the activities of teachers and other staff of secondary schools.

2.7 Human Resources

Human resource management is that part of management which is concerned with people at work and with their relationship within the organization. Nakpodia (2010) points out that Human resource management was born out of failure of personnel management to manage people effectively in the pursuit of the strategic organization. Thus the concept of Human Resource Management is emphasized more than personnel management in improving the productive contribution of people in the organization. Ogunsaju (2006) defines personnel management as the effective mobilization of human resource based upon appropriate

recruitment selection, training and placement of appointed staff in order to achieve the organizational set down goals and objectives. Could also be defined as the effective utilization of human resource in an organization through the management of people and related activities. School Leadership Review Group (2003) in England indicates that Head teacher and teachers require proper training for effective school management. Secondary school administrators face an acute shortage of teachers following the introduction of free and compulsory primary school education and the waving of tuition fees for all students in public secondary schools (Kwomboka, 2008) thus many students are admitted in school forcing schools to employ untrained teachers and Form Four leavers.

2.7.2 Provision of Human Resources

The education staff (e.g. teachers, school leaders, support staff, education administrators) hired at different levels of the school system ensure a broad range of functions and bring different types of expertise. Human resources account for a very large proportion of educational expenditure. Over 62% of current expenditure on education is devoted to compensating teachers and 16% to compensating other staff (OECD, 2012). Four key factors influence teacher costs per student: the level of teachers' salaries, instruction time for students, teaching time per teacher and average class size. How human resources are distributed across the school system depends among other things on existing qualification requirements for staff across different levels and sectors of the school system. It is also related to the governance of teacher and school leader recruitment, i.e. whether teachers and school leaders are centrally allocated to schools or hired at the local or school level. Where school leaders are responsible for human resource management, they need to establish policies to attract and retain qualified teachers and ensure that staff skills are matched with student learning needs. Important decisions also need to be made regarding the distribution of teacher time, as an important resource, for different activities such as planning, instruction, collaboration and professional development.

2.7.3 Management of Human Resources

Human Resource Management is a planned approach to managing people effectively for performance. It aims to establish a more open, flexible and caring management style so that staff will be motivated, developed and managed in a way that they can and will give of their best to support departments' missions.

Human Resource Management refers to the recruitment, deployment, training, transfer, safety and retirement of employees from a school system. It is concerned with people at work and their relationships within the school system. Hunan resource management aims to achieve both efficiency and justice in the school system. It enables each employee to make his best contributions to success of the school. It seeks to provide fair terms and conditions of employment and thus enables employees to experience job satisfaction.

Management involves getting work accomplished through the coordinated efforts of other people. School managers are therefore, most likely to be judged not just on their own performances, but also on the results achieved by subordinates. Therefore, effectiveness of male and female school principals in management of human resources in the teaching and learning process may be assessed by such factors as: The strength of motivation and morale of staff and students, the success of their training and development, and the creation of a school environment in which staff and students work willingly and effectively.

The primary responsibilities associated with HRM, as observed by Barry Cushway (2001:17) include, human resources planning, job analysis, recruitment and selection of employees, organization and measurement and appraisal of work force performance, utilization of work force, implementation of reward systems for employees, professional development of workers, and maintenance of work force.

2.7.4 Evaluation of Human Resources

The evaluation Human Resources is the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value and modification of various instructional activities. Moreover, Heneman (1996:443) states that evaluation which is the final phase of employee training serves for two purposes.

2.7.4 Human Resources in Secondary Schools

Human resources in the secondary school system refer to the principal, teachers, students and the nonacademic staff (which includes clerks, messengers, cleaners etc). The success of any educational programme depends, to a considerable extent on the availability and utilization of skilled manpower of all types and grades in the entire school system. Therefore, all the activities of any school system are initiated and determined by the persons

who make-up the school. School plants, offices, machine, and other material resources are unproductive without the direction of human efforts (Nwafor, 2006; Momoh, 2008; Adeyeye, 2008; Olajuwon, 2010).

2.8 Material Resources

According to Adeogun and Osifila (2008) physical resources include laboratories, libraries, classrooms and a host of other physical infrastructure while material resources include textbooks, charts, maps among others. Akisanya (2010) commenting on educational resources says they are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning the reason why this study is important.. According to Owoeye and Yala (2010), in some instances textbooks provide the only source of information for students as well as the course of studies for the subjects Squire (1991) writing on teachers reliance on textbooks stated that those seeking to improve the quality of education in instructional materials would inevitably lead to changes in actual teaching. While the selection of a textbook has been judged to be of vital importance to academic achievement, it is sad to say that relevant books are not available for teaching and learning activities.

2.8.2 Provision of Material Resources

The sustenance of free qualitative secondary education also depends largely on adequate provision of physical and material resources in the schools. Such physical facilities include spacious and well ventilated classrooms, adequately equipped laboratories and technical workshops, well-stocked libraries, assembly halls, recreational ground, farm land, gymnasia, health centers, counseling rooms, staff offices and conveniently placed urinals and latrines.

The material resources are made up of items of furniture, laboratory materials (consumable and non-consumable), motor vehicles, instructional tools, books and other stationery items as well as utilities such as electric power, gas and potable water in the schools. The pertinent question that imbues the mind at this juncture is: would the secondary schools in Ondo State be effective in performing their dual role of absorbing the quality primary school products and supplying quality entrants for tertiary institutions when they are

starved with funds? This assumes that free qualitative secondary education can be effectively sustained if the schools are well funded. As succinctly put by Aghenta (1984), in European Journal of Educational Studies 2(3), 2010 "the success of any secondary school depends upon the resources available to it.

2.8.3 Management of Material Resources

Management of school buildings refer to adequate provision, administration and maintenance of the school plant facilities; to ensure appropriate comfort for both students and teachers (Fasina, 2005). Uko (2001) opined that effective administration and maintenance of school buildings were important aspects of the management of school physical facilities which would ultimately impact on teachers' j ob performance. As such the school administrators are expected to apply the available theories, principles and practices of management to ensure that all the available physical facilities were adequately utilized and managed against theft, destruction, dilapidation and and/or obsolence (Adeboyeje, 2004). Lyons (2012) documented that learning is a complex activity that supremely tests students' motivation, physical conditions, available resources, methods and skills of teaching, the school curricula and the administrators' ingenuity and expertise. He further stated that there was an explicit relationship between the physical characteristics and conditions of school facilities, management effectiveness and efficiency and the outcomes. Uko (2015) noted that the implication of effective management of school facilities must of necessity take cognizance of the changes in teaching methods, the school grounds and environment, school curricula, designs and systems, ages and numerical strength of the children, personnel and expected outcomes.

2.8.4 Evaluation of Material Resources

The school library media center collection affords students the opportunity to explore the unknown and discover areas of interest and thought not covered by the prescribed curriculum; therefore, it should contain materials that allow for free inquiry, study, and evaluation. The selection process may include consultation with school administrators, other teachers, students, and parents to assure a comprehensive collection appropriate for users of the library media center.

Criteria for Selection are as follows: Materials should support the schools and the District's educational goals and policies, including the advancement of student literacy,

Materials should be selected to support, enrich and extend the school's curriculum and to encourage informational, educational and recreational reading, viewing and/or listening, consideration should be given to diverse user interests, abilities, backgrounds, cultures, languages, and maturity levels. Materials intended for student use should be appropriate for the subject area and for the age, social development, ability levels, special needs, and learning styles of students served by the collection, Materials should represent various viewpoints on controversial issues so that students learn to explore, analyze and make intelligent judgments, The value of a work should be examined as a whole.

2.8.5 Material Resources in Secondary School

There is the need to update training facilities as may be needed and at the same time make training environment a replica of the industry (Bans 2007). The state of workshops in most-schools is such that cannot permit the stimulation for any worthwhile training. There are no workshops in many schools. In schools where there are workshops, tools, and materials are not available and where available are inadequate to cope with students' population. Lack of equipment and necessary facilities hinder progress of skill-based courses. Nwokolo (1993), Ibeneme (1994) discovered that the discrepancy between school workshop facilities and the actual work facilities may adequately account for the amount of retraining given to Nigerian university graduates before they can effectively perform in the industries. Okoro (1993) discovered that the major purpose of vocational education is not to give certificate but to train workers who can actually function well in their places of employment. The tools and machines actually make education in skill- based courses unique. Such equipment, tools and materials in the workshop provide the students with worthwhile experiences and skills because this equipment is the initial thing that stimulates learning among them. Odusanya (1999) in his study came to the conclusion that teaching of skill- based courses was more of theory oriented than a practical oriented one in Nigerian schools. Reasons for this were that tools and equipment were not adequately supplied to go round the students in the practical classes.

2.9 Financial Resources

Financial resource is a major aspect of resource management in the education system. It is the monetary inputs available for and expended on the education system. Education is capital intensive. A study revealed that financial resources prudently and judiciously

managed by school administrators enhance teachers' job performance and students' academic achievement (Aminu, 2006). Bolaji (2002) in a study revealed that school administrators starved of funds would have problems in meeting staff requirement which should enhance their job performance. Hence, good financial management on the part of the school administrators would enhance collaboration, team spirit and excellence in job performance among teachers (Adewonyin, 2001).

2.9.1 Provision of Financial Resources

Financial resources are distributed across the school system depends on the governance of the school sector and the respective resource management responsibilities at different levels of the administration. It is also related to the structure of the school system itself, including the size and importance of different sectors and programmes. The way funding is allocated to individual schools further depends on the funding formulae used to calculate costs per student. Financial resources distributed at school, sub-system and system levels are further allocated to programmes and priorities at the respective level. In addition, similar distribution mechanisms also exist in relation to resources levied at the local level (e.g. regions, municipalities). Financial resource has equally been recognized as a major resource in the development of any educational system. The National Policy on Education (1998) recognizes this fact, when it states that education is an expensive social service that requires adequate financial provision from all tiers of government for a successful implementation of the educational programmes in the country.

2.9.2 Management of Financial Resources

Financial resource is a major aspect of resource management in the education system. It is the monetary inputs available for and expended on the education system. Education is capital intensive. A study revealed that financial resources prudently and judiciously managed by school administrators enhance teachers' job performance and students' academic achievement (Aminu, 2006). Bolaji (2002) in a study revealed that school administrators starved of funds would have problems in meeting staff requirement which should enhance their job performance. Hence, good financial management on the part of the school

administrators would enhance collaboration, team spirit and excellence in job performance among teachers (Adewonyin, 2001).

Financial management is therefore a control system that determines how to use the available resources optimally to produce quality results. The importance of a control system lies first in the design of the programs outlined to achieve the goals and secondly in the skills and abilities of the people using it. Besides this, the introduction of cost sharing has burdened both parents and the communities surrounding the school since there is need for additional finance to back up the limited public funds provided by the government. With this kind of investment, parents and the communities in question require that there be proper financial management by the school administrators. There is an increasing demand for education, which has caused an expansion of educational systems. Rising costs of education have been caused by inflation and changes in technology. Due to this, there is increased expenditure on education the world over.

2.9.3 Evaluation of Financial Resources

Evaluating business resources involves analyzing a different set of metrics and issues for each type of resource.

Step 1: Calculate the value of your real assets. Real assets include land, buildings, machinery, vehicles and other productive equipment. Consult your accounting system to find the depreciation expense amounts for each real asset, then subtract the current level of depreciation from the asset's original purchase price to arrive at an approximation of its current value.

Step 2**:** Review performance and maintenance logs to gain a more qualitative insight into the value of your real assets. Compare each asset's actual contribution to operations against its expected results to judge its subjective value.

Step 3: Administer performance reviews and employee evaluations to evaluate your human resources. Record such metrics as productivity, frequency of errors and the attainment of individual and organizational goals for each employee. Consider what each employee contributes to the organization above and beyond his job description. Identify the top performers in your organization and offer them extra incentives to keep them productive and loyal.

Step 4: Use the “360 degree” feedback technique to maximize the effectiveness of your employee evaluations. Solicit feedback from subordinates, co-workers and superiors for each employee to gain a full understanding of how the employee's actions affect everyone around him. Combine these subjective results with operational performance metrics when evaluating employees.

Step 5: Gather reports on all of your financial holdings, including bank accounts, accounts receivable and investments. Money can be the most straightforward resource to evaluate, since you are dealing with purely qualitative figures.

Step 6: Compare income, expenses, investment gains and profit margins to expected figures and competitors' data. Perform ratio analysis on your financial statements to get a clearer picture of the strength of your finances.

Step 7: Administer in-depth reviews of yourself and your top management team to evaluate the strength of your leadership. Take these reviews into more depth than regular employee evaluations. The fourth factor of production, entrepreneurship, can be the most difficult resource to evaluate. Analyze each executive in terms of his strategic contributions, outstanding achievements and resourcefulness.

Step 8: Evaluate the unique set of skills, experiences and resources each executive brings to the table, and cite examples of how each manager used his unique strengths to develop or contribute to strategic objectives.

2.9.4 Financial Resources in Secondary Schools

Financial resource has been recognized as a major resource in the development of any education system because resources allotted for secondary education service delivery hinges on finances Akinsolu (2003). Education according to the National Policy on Education (1998) is an expensive social service that requires adequate financial provision from all tiers of government for a successful implementation of educational programmes. Further Oguntonye (1993) stated that finance is positively related to the quality of education. In his study on input-output analysis in Nigerian Secondary School System he discovered that recurrent expenditure on maintenance and repairs correlates positively with the quality of secondary education. According to World Bank (2011), the demand for secondary education is soaring due to progress towards universal primary education. However, the heightened

demand for education is accompanied by the need to respond to the twin challenges of increasing access to and at the same time improving quality and relevance of secondary education in an environment where the national budgets are already constrained. Further, according to World Bank (2011), the financial reality is that many developing countries and transition economies lack the capacity to raise the additional financial resources necessary to address the new challenges in secondary education. Therefore, Nations in the Sub-Sahara must find new ways of increasing funding for secondary education through public, private, or community sources and at the same time maximizing efficiency and effectiveness in resource allocation and utilization. The overall government role included professional development, teacher's remuneration in public institutions, administration and management, provision of bursaries and scholarship for needy students. According to this policy the parents/guardians were responsible for providing material resources like textbooks, supplementary leaders and stationery, erecting and maintaining physical resources such as classrooms laboratories, libraries and workshops among others. The government in the cost sharing policy shifted the responsibility of acquiring educational resources to the local communities and schools.

2.10 Time Resources

Time is a resource that affects all aspects of human endeavours. It is a resource that is extremely limited in supply and it is a factor that affects all stakeholders in educational sector - students, teachers, administrators, supervisors etc. According to Ekundayo, Konwea & Yusuf (2010), instances now abound where teachers complain of lack of time to do certain things which they would have done. A good teacher must make effective use of his time to have time for everything he plans to do. Olaniyi (1998) opined that the most important asset a teacher should possess is the skill in managing his time. Such skill will enable the teacher to devote a balanced attention to interpersonal relations and production (Ekundayo, et' al. 2010). In a previous assertion, Naglieri and Gottling (1997) stated that a maximization of the use of time for academic activities is required to enhance students' academic performances and attitudes.

2.10.1 Provision of Time Resources

Time is a limited resource that expires every day. As a business owner need to have more control over our time. Time is a most valuable resources and must be guarded carefully Business Truths.com.

2.10.2 Management of Time Resources

Time management" is the process of organizing and planning how to divide your time between specific activities. Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high, failing to manage your time damages your effectiveness and causes stress Mind tools Ltd (1996-2016).

It seems that there is never enough time in the day. But, since we all get the same 24 hours, why is it that some people achieve so much more with their time than others? The answer lies in good time management. The highest achievers manage their time exceptionally well. By using the time-management techniques in this section, you can improve your ability to function more effectively – even when time is tight and pressures are high.

Good time management requires an important shift in focus from activities to results: being busy isn't the same as being effective. (Ironically, the opposite is often closer to the truth. Spending your day in a frenzy of activity often achieves less, because you're dividing your attention between so many different tasks. Good time management lets you work smarter – not harder – so you get more done in less time.

"Time management" refers to the way that you organize and plan how long you spend on specific activities. It may seem counter-intuitive to dedicate precious time to learning about time management, instead of using it to get on with your work, but the benefits are enormous such as: Greater productivity and efficiency, A better professional reputation, Less stress, Increased opportunities for advancement, Greater opportunities to achieve important life and career goals.

In Nigeria time management is shown by the daily routine which begins with morning assembly followed by lessons, midday meals and the end of the school day with an assembly in some schools. They have the timetable, which they call the magic chart that regulates the pulse of the school. Barbara (2002) further stated that time management is about getting important things done and learning to do things more effectively.

2.10.3 Evaluation of Time Resources

Time identified as a key ingredient in successful schools, one group of scholars took a look at empirical studies of schools that had extended days and/or years to determine if students performed better in schools once they had more time. This meta-analysis found that adding time was, more often than not, associated with improved school wide outcomes, noting stronger effects among schools serving primarily at-risk students. The pivotal role of time in these schools that produce high (or higher) student performance, most of which serve large proportions of disadvantaged students, aligns with two other major areas of education research David A. Farbman, (2015).

First, many researchers have suggested that more time in school (i.e., formal educational settings) can help to overcome the negative effects of poverty on learning, like poorer health, less stable home lives, and fewer out-of school learning opportunities. The clearest way to demonstrate the positive effects of school on at-risk students is to examine what performance is like during the period when students are consistently engaged in school (i.e., September through May) versus performance during those extended times when they are not (i.e., summer). A meta-analysis of studies that looked at the impact of the prolonged absence from school determined that the lowest-group declined in both reading and math. (Higher groups also lost the equivalent of one month of learning in math, but gained proficiency in reading over the summer.) More dramatically, a well-known study suggests that the widening achievement gap between low- and high-students might be traced back entirely to the long summer vacation. Examining a large cohort of students over the course of five years, the authors identified the gap in academic achievement between high- and low students widening over the summer months, and narrowing during the school year. Considering similar findings from a much broader data set, one set of scholars declared then that schools, given their record of promoting learning growth among low-income students when they are actually there, can be "equalizers," if only poor students would spend more time in school. The second reason why it stands to reason that highly effective schools are those with considerably more time than the conventional is that, almost by definition, they provide more time in classrooms. And more time in class should then, assuming reasonably efficient instruction, translate into more raw learning time or, as it is known in the literature, "time on task." A substantial body of research has long identified quantity of time on task by itself as a key determinant of student performance on an individual level, Catholic District School Board (2010).

2.10.4 Time Resources in Secondary School

Catholic District School Board, (2010)the evidence is clear that, given the strong connection between time and learning, expanding learning time in schools can contribute significantly to better performance for individual students and for the student body as a whole, with particular impact among populations of at risk students. Of course, the research cited above also makes plain that more learning time is not the standalone factor of effective schools, but a core component that lives within a multifaceted system to promote student learning and growth. As educators seek to harness the power of more time, research indicates that they must focus on two interrelated dimensions of the organization and execution of the educational program to generate the intended effects of more time on student learning. The first aspect relates to how schools structure the use of time within the day and across the year. That is, the specific ways that teachers and students spend their time (e.g., duration of particular classes, the balance between academics and enrichment, the amount of time for teacher collaboration, etc.) matters as much as the total amount of time available for learning. High-performing schools do not just have more time, then, but also employ an integrated series of practices to maximize use of that time. Practices include: continuously analyzing data measuring student learning and targeting instruction to individual student needs, managing classrooms tightly to "make every minute count," and consistently holding students to high expectations for learning and behavior.

2.11 Curriculum Content Resources

The resources that schools provide to teachers can also have a significant effect on curriculum. For example, if a district or school purchases a certain set of textbooks and requires teachers to use them, those textbooks will inevitably influence what gets taught and how teachers teach. Technology purchases are another example of resources that have the potential to influence curriculum. If all students are given laptops and all classrooms are outfitted with interactive whiteboards, for example, teachers can make significant changes in what they teach and how they teach to take advantage of these new technologies (for a more detailed discussion of this example, see one-to-one). In most cases, however, new curriculum resources require schools to invest in professional development that helps teachers use the new resources effectively, given that simply providing new resources without investing in teacher education and training may fail to bring about desired improvements. In addition, the type of professional development provided to teachers can also have a major influence on curriculum development and design.

2.11.1 Provision of Curriculum Resources

The resources that schools provide to teachers can also have a significant effect on curriculum. For example, if a district or school purchases a certain set of textbooks and requires teachers to use them, those textbooks will inevitably influence what gets taught and how teachers teach. Technology purchases are another example of resources that have the potential to influence curriculum. If all students are given laptops and all classrooms are outfitted with interactive whiteboards, for example, teachers can make significant changes in what they teach and how they teach to take advantage of these new technologies (for a more detailed discussion of this example, see one-to-one). In most cases, however, new curriculum resources require schools to invest in professional development that helps teachers use the new resources effectively, given that simply providing new resources without investing in teacher education and training may fail to bring about desired improvements. In addition, the type of professional development provided to teachers can also have a major influence on curriculum development and design, Great Schools Partnership (2014).

2.11.2 Management of Curriculum Resources

Planning is a management task aimed to ensure that the organization's purpose, mission, goals, and strategies are clearly understood by all the parties involved (Smit and Cronjé 1999).When planning for the implementation of curriculum change, principals should establish and decide on the human, financial, and physical resources that are requisite for effectiveness (Ornstein and Hunkins 1998; Marsh and Willis 1995). This means that principals should contextualize the planning process and ensure that the anticipated activities help address the unique circumstances of their individual schools. If implementation plans do not match the specific context of schools, curricular reforms are most likely to fail.Jansen (1998) attributes the failure of detailed plan that addressed the unique context of under-resourced schools, among other factors. Ndou (2008), the introduction of a new school curriculum necessitates a fresh look at time management to improve the quality of curriculum change implementation. Schools are expected to finalize planning for each year during the third and fourth terms of the preceding year (Department of Education 2000). Thus, learner admission, teachers' work allocation, and the procurement and allocation of learning-teaching resources must be completed before the end of each year so that teaching and learning can

start on the first day of schooling in the following year. The latter is, however, conditional upon finalization of the school timetable which must be overseen by the principal or an assigned delegate.

2.11.4 Evaluating Curriculum Resources

Effective evaluation helps principals establish whether the activities proceeded as planned and should continue unchanged; or a deviation has happened, necessitating the adjustment of plans; or the situation has changed completely, making the formulation of new plans necessary (Smit and Cronjé 1999; Van Deventer and Kruger2008). With regard to the implementation of the NCS, principals were expected to adopt a continuous evaluation system in ascertaining the extent to which teaching and learning objectives were attained. This can enable them to identify challenges that may impede curriculum change implementation and provide suitable solutions. Similarly, principals can identify effective teaching practices that deserve to be lauded and sustained.

2.11.5 Curriculum Resources in Secondary Schools

The implementation of the 6-3-3-4 education system began in 1982 and brought many reforms into the educational system in Nigeria. Among the innovations is the vocationalization of the secondary school curriculum in Nigeria. At the junior secondary level pre-vocational subjects were introduced into the curriculum while vocational subjects were introduced into the senior secondary level. The focus of the pre-vocational was to expose students at the junior secondary school level to the world of work through exploration. Such exposure would enable junior secondary school students make intelligent career choice and also intelligent consumption patterns. Among the pre-vocational subjects are practical Agriculture, Home Economics, and Business Studies. Introductory Technology is an integration of components of woodwork, metalwork, basic electronics, applied electricity, water flow technology, airflow technology, food preservatives, automobile, technical drawing, physics, rubber technology, chemistry, plastics, basic building technology, and ceramics. While Business Studies has typewriting, shorthand, bookkeeping, office practice, commerce and computer science as components. Fafunwa (2002) stated that the specific objectives of the Junior Secondary School Education are to develop in the students' Manipulative skills invention, respect for dignity of labor and above all healthy attitude towards things technical. At the senior secondary level, recommended vocational /technical

subjects include: Agricultural Science, Clothing and Textile, Home Management, Food and Nutrition, Typewriting & Shorthand, Principles of Accounts, Commerce, Woodwork, Technical Drawing, Basic Electronics, Building Construction, Applied Electricity and Auto Mechanics (Senior Sec. National curriculum). The most significant aspect of the National Policy on Education as noted by Dike (2009) is the new focus it gives to Nigerian educational system, the need for the Industrialization of the nation in which technical and vocational education play crucial roles and the realization to change from white collar job oriented educational system to science, vocational and technical oriented educational system which prepares individuals to be self-reliant and useful to the society.

2.12 Environmental Resources

Environment is a place where the child functions. This includes home, the school, the peer group, the classroom, the totality of the child's upbringing including his spiritual life, tissue needs, social needs, psychological needs it is defined not to mean only the place in which the child lives (physical) but also the people with which he comes in contrast with (social) (Akem, 2008).. Booth and Okely (2005) looked at school environment as the physical environment (e.g. facilities and equipment), school policies (e.g. time allocated for physical and Health Educational Sport) and school practices regulating PE and Sport, banners to participation and strategies to promote participation). This definition encapsulates components of the Health Promoting School Model (NHMRC, 1996) and also how school staff tends to contextualized health, particularly physical activity. State of Maine (2002) school environment includes the physical and aesthetic surroundings and the psychological climate and culture of the school.

2.12.1 Provision of Environmental Resources

The provision of safe water and sanitation facilities in a school is a first step towards a healthy physical learning environment which benefits both learning and health. In schools, hygiene education aims to promote those practices that help prevent water and sanitation-related diseases as well as promoting healthy behavior in the future generation of adults.

The World Health Organization (2004) agrees that due to sanitation related illnesses or diseases, children's ability to learn may be affected in several ways. Firstly, helminthes infections can impair children's physical development and reduce their cognitive development, through pain and discomfort. Secondly, poor environmental conditions in classrooms can also make both teaching and learning very difficult. Thirdly, the effect of disease in teachers impairs performance and increases absenteeism. It also has a direct impact on learning and teachers work is made harder by the learning difficulties faced by school children. The sanitation and hygiene problems described above are not different from the situation that obtains in the research area. Most schools in South Sudan use pit latrines; water supply is a huge challenge facing school administrators. Furthermore, there are no hand washing facilities around the latrines, neither is there disinfection for bad odor and flies control. Adams et al. (2009) argues that effective and clean learning environments support students academic performance, increase enrolment, especially for girls; lack of private sanitary facilities for girls can discourage parents from sending girls to school. Availability of sanitary facilities reduces incidence of disease and worm infection. If the school sanitation and hygiene facilities are absent or are badly maintained and used, schools become health hazards. Similarly, environmental cleanliness matters a lot in a school set up. In other words, the presence and proper use of facilities prevent pollution of the environment and limit health hazards related to sicknesses. Children have a right to healthy and pleasant facilities in school. Clean and healthy environments, clean water and proper sanitation contribute to a happy and better liked school environment.

2.12.2 Management of Environmental Resources

Maintaining a sound and healthy environment has always been challenges to man, for example, the different inputs from anthropogenic activities include energy generating heat, uncontrolled sound turning into noise, and other land using agencies that causes spoliation of the physical environment. Various human activities that requires planning and coordination demands a comprehensive and deliberate effort to keep the physical environment fit for the total man to function well. Hence, the management of built environment is determinant to the quality of man at any given time. Where this is undermined, there is bound to be poor physical conditions and the consequence is poor human output. Of particular interest is the school environment. The physical outlook of the school environment is very important in contributing to healthy academic exercise.

As indicated by the National Teachers' Institute (NTI, 2008) school supervision and sanitation. These are capable of affecting the quality of learning environment. This refers to

all the strategies adopted by a school system in managing the wastes (noise, water, and other effluents), drainage pattern, and the facilities provided in the school. Equally crucial is the greening of the school environment. Sanitation Connection (2001/2002) maintains that a school management that provides sanitation and planting of flowers, trees and maintaining lawns, well cleared grasses, etc. improves quality of life and study environment.

Aesthetics of a school environment is another aspect of managing a school environment. Regular painting and maintaining the quality of buildings, channeling of sewage, well planned landscape and trimming of flowers, clearing of grasses, proper disposal of refuse, sweeping and removing cob webs among others provides a relaxed atmosphere for the molding of minds. All these issues above constitute school environmental management strategies that could make a school a place to live and not to leave. In spite of this all-important top burner matter, very little have been done in managing school environments for fruitful academic venture. It becomes necessary to conduct a study on the strategies employed in managing school environment in Nigerian secondary schools.

How a school environment is managed in aesthetics, recreation, waste, drainage pattern, and other physical outlook of the environment has telling effect in the quality of learning environment of children.

2.12.3 Evaluation of Environmental Resources

Learning environment has seen been emphasized as an essential requirement for smooth teaching and learning process to take place (National Teachers' Institute, NTI, 2008). This is because students' study habits are to a large extent tied to it. According to Sharon Mitchell, director of Mental Health, Wellness and Safety Promotion (2008), "the environment in which you study can have a big effect on how efficient your study time is". He identified noise, interruptions, lighting, temperature, neatness, comfort and equipment to have potential effect on study habits. This is supported by Sanitation Connection (2005) which posits that as schools provide an important learning environment, the promotion of personal hygiene and environmental sanitation within schools is essential. In addition schools provide ideal environment in which to help children to adopt good habits that will serve for the rest of their lives. However, managing school environment has posed great challenges over the years to the government, principals and administrators. The challenges range from location, beautification, waste materials, landscaping, sanitation, greening, and so forth. These issues

have occupied some studies by researchers such as Sanitation Connection (2002) and Obong (2007).

2.12.4 Environmental Resources in Secondary Schools

The physical environment of a school adds a lot of value to the school (Obong, 2007). School Environment and Administrator's Role Performance in Cross River State Secondary Schools believes that the physical environment contributes either negatively or positively to the administrator's role performance in the school. The school physical environment includes the buildings, classrooms, furniture, equipment, instructional materials, laboratories, libraries, play grounds, and so on. Others are walls, machinery, decorative objects, play fields, skating rinks, swimming pools, audio-visual equipment (Mckay, 1964 in Egim, 2003). Learning environment has seen been emphasized as an essential requirement for smooth teaching and learning process to take place (National Teachers' Institute, NTI, 2008). This is because students' study habits are to a large extent tied to it. According to Sharon Mitchell, director of Mental Health, Wellness and Safety Promotion (2008), "the environment in which you study can have a big effect on how efficient your study time is". He identified noise, interruptions, lighting, temperature, neatness, comfort and equipment to have potential effect on study habits. This is supported by Sanitation Connection (2005) which posits that as schools provide an important learning environment, the promotion of personal hygiene and environmental sanitation within schools is essential. In addition schools provide ideal environment in which to help children to adopt good habits that will serve for the rest of their lives.

2.13 Empirical Studies

The following related research works are reviewed:

Mucai Esther Wanjiku (2013) undertook a study on the availability and utilization of educational resources influencing student's performance in secondary schools in Mbeere South, Embu country, Kenya. The objectives of this study were to find out the status of material and physical resources in secondary schools: to determine how effectively students and teachers utilize the available textbooks, laboratories and libraries on the student's performance: to determine to what extent Governments funding has contributed to availability of educational resources in secondary schools. A survey design was used in this study because it helped the researcher to describe the existing conditions and make inferences related to this study. The target population for the study comprised 34 secondary schools in Mbeere South Embu County with a total population of 6403 students, 34 principals 68 H.O.Ds (languages and sciences). Stratified sampling was used to sample public schools in

girls, boys boarding and mixed day to avoid bias of sampling one type of school and to determine whether there are variations in availability and utilization of educational resources in the different categories of schools. The study sample comprised of 3 boys (100%), 4 girls (67%) boarding and 8 mixed (30.8%) day secondary schools. Purposive sampling was used to sample15 principals (45.5%), 30 H.O.Ds (45.5%), while simple random sampling technique using lottery was used to sample1 form 3 English language class, and 15 students in form 3 class in each category of schools. Questionnaires, lesson observation schedule and checklist were used to collect data. Piloting of instruments was done in two schools which were not included in the study. Content Validity of the instruments was used by employing the expertise of supervisors and lecturers at the department, while reliability was determined through test-retest method. Data was coded and keyed in the computer for analysis using the (SPSS). Qualitative data was analyzed thematically according to objectives and presented in narration form according to objectives. Quantitative data were analyzed by use of descriptive statistics such as averages, percentages, mean and range. The findings were presented using frequency distribution tables.

The study found out that the text books were not sufficient but there was no acute shortage since a text book could be shared by a considerable number of students in all categories of schools also government funding was found to be inadequate. The relationship of this study with the ongoing study is that the research took place in Kenya while the ongoing research took place in Nigeria particularly in Imo state, in comparison both study focus on the availability and utilization of resources in secondary schools.

Akinsolu, A. Olatoun, (2011).carried out a study on Resource utilization and internal efficiency in Nigerian secondary schools: Implications for socio problems of education. This study investigated the relationship between resource utilization and internal efficiency indicators in Nigeria public secondary schools with a view to appraise whether the public secondary schools in the country make the best use of resources allotted in turning out graduates with minimal wastage. A correlation study; stratified random sampling technique (SRST), based on the six geo-political zones was used to select 250 Local Government Areas (LGAs) out of the existing 774 LGAs representing 32%. Then sample proportion to size method (SPS) was used to select 136 public secondary schools from all the 250 sampled LGAs. Instruments tagged: Resource Utilization Questionnaire (RUQ) and Internal Efficiency Questionnaire (IEQ) were used to collect relevant data on the independent and

dependent variables respectively and pre-tested using test–re test method. Four null hypotheses were generated to guide the study. Out of the four hypotheses generated, one was rejected while three were accepted. The correlation matrix table was used to analyze the data. This attested to the fact that resources are vital for educational system production function. The implications of the findings towards socio- problems of education were stated and recommendations are hereby made.

The relationship of this study with the ongoing study is that the research took place in Ondo state while the ongoing study took place in Imo state though both in Nigeria, this study is limited to resources such as human, financial and physical resources while the ongoing study focused on six resources which are human, material, financial, time, curriculum and environmental resources.

Uchendu C. C., Ekanem, E. E., Jonah, S. T. (2013)resource maintenance for the provision of educational services in public and private secondary schools in rivers state, Nigeria This study examines the influence of Resources maintenance on the provision of educational services in public and private secondary schools in Rivers State, Nigeria. To achieve the purpose of the study two hypotheses were formulated to guide the study. The study utilized a descriptive survey research design and stratified random sampling technique was used to sample seven hundred and thirty eight (738) principals and vice principals from the population of one thousand five hundred and fifteen (1,515) principals and vice principals of public and private secondary schools in Rivers States. Data were collected using researchers' constructed questionnaire titled "Resource Maintenance for the Provision of Educational Services Questionnaire (RMPESQ)". The major limitation is that, is the terrain did not give us easy access to some areas for data collection. The mean, mean set and rank order as well as standard deviation and t-test were used in analyzing the null hypotheses. Result obtained shows that maintenance culture in both public and private secondary school is poor; the school physical resources are regularly maintained. Physical resources in schools if properly maintained influence the provision of educational service and students academic performance in Rivers State; that funds is the major problem militating against the maintenance of school resources.

In comparing this study with the ongoing research, this research covers both private and public secondary school in Rivers state while the ongoing study is limited to public

secondary schools in Imo state. Both studies focused on the provision and management of resources in secondary schools.

Also, in the study carried out by Francis T. M. Irungu (2014) on factors influencing head teachers' resource management of district secondary schools in Kieni east division in Nyeri County, Kenya. The purpose of the study was to investigate the factors influencing head teachers resource management in District secondary schools in Kieni East district. They include funds, human resource, political interference and physical structures. The objectives of the study were to determine how the level of education of head teachers, availability of funds, and availability of teachers, physical facilities and political interference affects resource management of district secondary schools. The research design for this study was descriptive survey. The target populations for the study were all the twenty head teachers and 160 teachers in Kieni east District. While the sampling design used was purposive. The data collected was analyzed by use of descriptive statistics. Frequency, percentage, tables and graphs were used to present the data. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) programme. The following were findings of the study; that 84.6% of the head teachers had experience in headship as they served for over six years, while 42% of teachers were form four leavers who have been employed. Majority of teachers92.1% confirmed that funds received were not adequate which concurred with60%of head teachers who confirmed the same.86% of teachers reported that they did not have adequate teachers for all lessons while 61.5%head teachers reported that there were times students were left without teachers . 84.6% of schools had politicians in their Committees hence political interference in managing of district secondary schools, while 93%of teachers indicated that they did not have adequate physical facilities in their schools where as 76.9% head teachers indicated that they did not have adequate offices and dining halls that could accommodate their students.

The relationship of this study with the ongoing research is that the research took place in Nyeri County, Kenya while the ongoing research took place in Imo state Nigeria, in comparison to the ongoing research is that this study was carried out to find out the management of resources in secondary schools with population limited to only head teachers while the ongoing research was carried out to evaluate the provision and management resources in secondary schools with population of principals, teachers and SS3 prefects.

The study carried out by R. I. Osarenren-Osaghae and Q. O. Irabor (2012) to access the availability and adequacy of human and material resources for the teaching and learning of skill-based courses in Nigerian Public Universities. In doing this, three (3) research questions and two (2) hypotheses were formulated. The population of this study consisted of academic staff and final year students of 2009/2010academic session in Nigerian Public Universities. The instruments used to collect data were the questionnaire and checklist. The researcher personally visited the ten (10) institutions that were earlier selected through stratified random sampling, and administered questionnaires to the respondents who numbered 1750 but only 1500 were returned. Data was analyzed using the mean statistics, percentage and t-test, the finding amongst other findings was that: the human and material resources on ground for the teaching and learning of skill-based courses in Nigerian Public Universities did not match the minimum standard requirement recommended by the National Universities Commission. Based on these findings, recommendations such as government, non-government organization and good citizens should ensure to provide the needed human and material resources to help in the production of skilled graduates for national development were made amongst others, hopefully when adhered to, would yield positive results.

The relationship of this study with the ongoing study is that the research is limited to Nigeria public universities while the ongoing research is limited to public secondary schools in Imo state Nigeria. This study is restricted to human and material resources while the ongoing research covers six resources such as human, material, time, financial, curriculum environmental resources.

2.14 Summary

The importance of resources cannot be over emphasized in the teaching learning process because of their role in the achievement of educational objective and goals. Educational resources according to Adeogun and Osifila, (2008) are categorized in four; that is human, material, physical and financial resources. From the above literature review, studies conducted on educational resources to establish their availability, and effective management in various areas of study have established a shortage of educational resources which in turn may have contributed to students poor performance. Onyeyemezi (1996) in Onwuka (1996:45) succinctly puts in this way: everywhere, teachers need the basic knowledge and skills necessary to make the fullest use of resource materials. One of the reasons why available materials are not used by many teachers in schools and colleges is that they lack the

necessary skills to operate them. It is in the light of the background that the researcher is interested in finding out how available resources in secondary schools are maintained to enhance equitable provision of educational services and factors inhibiting the maintenance of these resources.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology for the study. The chapter describes the design, the target population, the sample and sampling techniques, the research instruments, validation of instrument, pilot study, reliability of instrument, data collection procedures and data analysis.

3.2 Research Design

This study adopts a survey design. According to Orodho (2005) the survey design is the most used method for collecting information about people's opinions on education and other social issues. The survey method ensures wider coverage of subject without the researcher necessarily present. It was against this background that the survey design was deemed appropriate for this study because it assisted the researcher to gather data on available educational resources and their management in public secondary schools.

3.3 Population of the Study

The target population of 2464 from 66 public secondary school in Imo State comprising of 66 principals 1804 teachers and 594 prefects inSS3. The population of principals, teachers and prefects can be categorized by educational zones as follows: Okigwe zone 1 has 18 principals and 506 teachers and 162 prefects; Owerri zone 1 has 33 principals and 901 teachers and 297 prefects; Orlu zone 2 has15 principals and 397 teachers and 135 prefects. From whom the researcher was able to collect information on the provision and management of resources.

Table 1: Distribution of Public Secondary Schools, Teachers, Principals, Prefects in the 3 Educational Zones in Imo State

S/N	Educational Zones	No. of Schools	Population of Teachers	Population of Principals	Population of Prefects

1	Okigwe zone 1	18	506	18	162
2	Owerri zone 1	33	901	33	297
3	Orlu zone 2	15	397	15	135
Total		**66**	**1804**	**66**	**594**

Source: Imo State Secondary Education Management Board 2017

3.4 Sample and Sampling Techniques

The researcher used stratified random sampling techniques to select the schools, principals and teachers due to the large population. To determine the appropriate size of principals and teachers, an updated list of schools in the Imo State Secondary Education Board was obtained from the Imo State Education Board Officer. Out of 66 schools, 30 percent of the schools, teachers and principals participated in the study. To get the appropriate sample size for the prefects only 5 each in SS3 were selected from the 20 selected schools due to their size. Asika, (2006) recommends that a sample size of 30 percent and above is appropriate and can represent a population. This is why sample of 661was preferred for the study.

Table 2: Distribution of the Sample Size per Educational Zones

S/No	Educational Zones	No. of Schools	No. of Teachers	No. of Principals	No. of Students
	Okigwe zone 1				
1		Comm. Sec School Amaraku	27	1	5
2		Comp Sec Sch Amauzari	27	1	5
3		Anara comm School	27	1	5

4		Eziama Sec School osu Ama	27	1	5
5		Okohia-Osu Tech School	27	1	5
	Owerri zone1				
6		Owerri city school	27	1	5
7		Urban dev School	27	1	5
8		Emmanuel col. Owerri	27	1	5
9		Comprehensive Development Sec School	27	1	5
10		G.S.S Ikenegbu	27	1	5
11		G.T.C Owerri	27	1	5
12		Boys Model S/S Owerri	27	1	5
13		Govt. Sec School Owerri	27	1	5
14		Young Scientist Col.	27	1	5
15		Imo Girls College	27	1	5
	Orlu Zone 2				
16		Comp Sec School Ozara	27	1	5
17		Irete Tech Sec School	27	1	5
18		Atta-edu Sec School	27	1	5
19		Com Sec School Awara	27	1	5
20		Agwa Sec School	27	1	5
	Total		**541**	**20**	**100**

Source: Imo State Secondary Education Management Board 2017

3.5 Instrumentation

This study use questionnaire as the tool for data collection. The questionnaire has two sections. Section one gather demographic information, section two gathered information on the evaluation of the provision and management of human, material, financial, time, curriculum and environmental resources in Okigwe zone 1, Owerri zone 1and Orlu zone2 educational zones in Imo state. The questionnaire has closed ended items which gather qualitative and quantitative data

Data for the study using a 60 items questionnaire is relevant to the research questions and hypotheses. Each 10 items of the questionnaire represents the type of school resources with strongly agreed, agreed, undecided, disagreed and strongly disagreed responses.

3.5.1 Validity of Instrument

Face validity of instruments was used the researcher employs the expertise of two supervisors with the relevant skills in the field of study. They made useful suggestions that led to some corrections in the final draft of the questionnaire and the feedback given was used to perfect the instruments before the actual use.

3.5.2 Pilot Study

The researcher selected two secondary schools from the population of study which comprising of 2 principals, 54 teachers and 18 prefects from Logara high school and Umuapu secondary school that was not included in the sample. The principals, teachers and prefects of the two schools were given questionnaires to fill twice within two weeks after which result was used to test re-test the reliability.

3.5.3 Reliability of Instruments

The researchers used the test-retest technique to measure the reliability of the research instruments. The result of the pilot study and Obtained scores were ranked and then correlated by use of Spearman rho. A correlation co-efficient between the first and second results were computed and correlation co-efficient of 0.823 was obtained .The researcher therefore concluded that the instruments were reliable because a positive co-efficient of over 0.7 was considered alright to judge the reliability of the instrument.

3.6 Procedure of Data Collection

The researcher visited the selected schools and the principals of the sampled schools to introduce herself and seek for their consent to carry out the research in their schools with a letter of introduction from the department.661 copies of questionnaire were personally administered to the respondents. The researcher administered and collected the copies of questionnaire from the respondents on same day they were administered.

3.7 Method of Data Analysis

The data's which was collected for this study was used to test the hypotheses and the research questions stated in chapter one. Hypothesis was analyzed using Statistical tool of one way Analysis of Variance (ANOVA) at 0.05 level of significance. While the Research questions was analyzed using descriptive statistics of frequency and simple percentage to analyse the bio-data of the respondents. Weighted mean of 3.0 was used as the bench mark to determine the acceptability or other wise of the response of the respondents.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The researcher presents the analysis and interpretation of results in this chapter. The analysis of data focused mainly on the respondent's opinions on monitoring and evaluation of the provision and management of education resources on the students' performance in public secondary schools of three educational zones in Imo state, Nigeria. The Data analyzed was

based on the personal data of the respondents, the research questions and the null hypotheses. Total number of (661) copies of questionnaire were distributed only 641 were successfully completed and returned. Table of frequency and percentage were used to analyze personal data of the respondents. Weighted mean of 3.0 was used to answer the research questions. By implication, a bench mark of 3.0 and above was set for agree and a score of less than 3.0 was set for disagree. One way Analysis of Variance was used for the analysis at 0.05 level of significance.

4.2 Results Analysis of Personal Data of the Respondents

Table 3: Bio-Data of Respondents

S/N	Bio-data	Category	Frequency	Percentage	Percentage Cumulative
1	Status	Principal	2 0	3.1	3.1
		Teacher	534	83.3	86.4
		Student	87	13.6	100
2	Gender	Male	309	48.2	48.2
		Female	332	51.8	100
3	Qualification	NCE	132	20.6	20.6
		OND	123	19.2	39.8
		HND	124	19.3	59.1
		first degree	145	22.6	81.7
		masters	117	18.3	100
		others	nil	-	-
4	Working experience	1-5	87	13.6	13.6
		6-10	83	12.9	26.5
		11-15	75	11.7	38.2
		16-20	66	10.3	48.5
		21-25	87	13.6	62.1
		26-30	80	12.5	74.6
		30 and above	76	11.9	86.5
5	School location	Urban	326	50.9	50.9
		Rural	315	49.1	100
6	Type of school	Boarding	57	8.9	8.9
		Day	584	91.1	100

Table 3 shows that 20 principals, 534 teachers, 87students representing31%, 83.4%, and 13.6 respectively took part in the study. A total of 309 respondents representing 48.2% were male while 332 representing 51.8% were females. On qualification, 132 had NCE, 123 had OND, 124 had HND, 145 had First Degree and 119 had Masters with the respective percentages as 20.6%, 19.2%, 19.3%, 22.6%, and 18.3%.

4.3 Presentation and Analysis of Data

The researcher used 3.0 as the mean (weighted mean) otherwise known as decision mean since the instrument was structured along a modified five point Likert scale to take decision on whether to accept or reject the research questions. Therefore, a mean score of 3.0 and above indicate positive responses to the research question and showing acceptance; while a mean score below 3.0 indicate negative answer to the research question implying rejection. This is shown below.

SA = 5 points

A= 4 points

UD= 3 points

D= 2 points

SD= 1 point

$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.0$$

4.3.1 Respondent's responses on the adequacy and provision of human resources on the student's performance in public secondary schools in Imo State.

Table 4: Mean score of respondents on the provision and management of human resources in public secondary schools in Imo state.

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
1	Competent principal is appointed to manage this school	Principals	8	12	-	-	-	20	4.4
		Teachers	125	120	95	100	94	534	3.2
		Students	5	15	25	14	28	87	2.5
2	Adequate science teachers are posted to my school	Principals	9	9	-	-	2	20	4.2
		Teachers	110	120	90	103	111	534	3.0
		Students	8	20	30	19	10	87	3.0
3	Adequate technical staff are posted to this school	Principals	3	10	3	2	2	20	3.5
		Teachers	110	120	85	103	116	534	3.0
		Students	12	15	40	15	5	87	3.2
4	Competent security personnel are posted to my school	Principals	3	7	3	4	3	20	3.2
		Teachers	101	104	98	124	107	534	2.9
		Students	20	33	18	6	10	87	3.5
5	Competent financial clerk is posted to my school	Principals	7	6	2	3	2	20	3.7
		Teachers	87	130	85	117	114	534	4.4
		Students	36	11	40	-	-	87	4.0
6	The principal shared responsibility to every staff in my school	Principals	6	12	-	2	-	20	4.1
		Teachers	112	112	87	125	98	534	3.0
		Students	10	14	36	7	20	87	2.9
7	Teachers only teach the subjects they are qualified in my school	Principals	8	7	-	3	2	20	3.8
		Teachers	109	93	118	117	97	534	3.0
		Students	14	58	6	2	7	87	3.8
8	Staff are sent for professional training, workshop, seminar etc in my school	Principals	12	6	-	2	-	20	4.4
		Teachers	99	112	69	134	120	534	4.3
		Students	15	6	60	-	6	87	3.3
9	Adequate art based teachers are teaching in	Principals	10	8	-	1	1	20	4.5
		Teachers	71	150	81	117	115	534	2.9

	my school.	Students	47	-	38	2	-	87	4.5
10	Competent and adequate	Principals	2	8	-	8	2	20	3.0
	English teachers are	Teachers	64	137	51	109	110	534	2.9
	teaching in my school	Students	-	10	68	4	5	87	3.7

From table 4, item 1 revealed that it was retained by two of the respondents i.e. principals and teachers but rejected by the students, with the respective mean scores 4.4, teachers 3.2 and students2.5. Item 2 showed that principals have mean score of 4.2, teachers 3.0 and students 3.0 which indicate acceptance. Item 3 was also accepted with the mean score for principals 3.5, teacher 3.0 and students3.2. Item 4 was accepted by principals and students but rejected by teachers with the mean score of 3.2, 3.5 and 2.9 representatively. Item 5 had mean score for principals 3.7, teachers 4.4 and students 4.0 which imply it was accepted. Item 6 showed that principals had mean score of 4.1, teachers 3.0 and students2.9 which shows accepted by principals and teachers but rejected by the students. Item 7 was accepted by all the respondents with the respective mean scores of 3.8, 3.0s, and 3.8. Item 8 have the mean score of 4.4, 4.3 and 3.3 for principals, teachers and students accordingly. Item 9 have the means score of 4.5, 2.9 and 4.5 for principals, teachers and students respectively. Item 10 was accepted by principals and students with the corresponding mean score of 3.0 and 3.7 but was rejected by the teachers with the mean score of 2.9.

4.3.2 Respondents responses on the availability and utilization material resources in public Secondary Schools in Imo state?

Table5: Mean score of respondents on the Provision and Management of Material Resources in School public Secondary Schools in Imo state.

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
									3.4
1	Adequate	Principals	8	4	-	4	4	20	3.2
	classrooms are	Teachers	131	123	89	104	87	534	2.4
	provided in my	Students	5	5	35	14	28	87	
	school								
2	Adequate learning	Principals	5	6	-	7	2	20	3.3
	materials are	Teachers	141	110	81	105	97	534	4.8
	provided in my	Students	-	8	50	10	19	87	2.5
	school								
3	Adequate desks and	Principals	5	10	-	3	2	20	3.7
	chairs are provided	Teachers	108	114	84	117	111	534	3.0
	in my school	Students	32	10	40	-	5	87	3.7
4	Teachers make	Principals	3	7	-	4	6	20	2.9
	adequate provision	Teachers	126	126	67	110	95	534	3.1
	of teaching aids	Students	-	13	58	6	10	87	2.9
	during their lesson								
	in my school								
5	Adequate computer	Principals	5	6	3	4	2	20	3.4
	science laboratory	Teachers	87	130	85	117	114	534	2.9
	is provided in my	Students	3	18	59	4	3	87	3.2
	school								
6	The principal/vice	Principals	6	12	-	2	-	20	4.1
	principals regularly	Teachers	114	114	86	117	103	534	3.1
	supervised the	Students	14	10	36	7	20	87	2.4
	school materials in								
	my school								
7	There are regular	Principals	8	7	-	3	2	20	3.8

	services and repairs	Teachers	142	73	93	120	106	534	3.0
	of materials in my	Students	3	58	26	-	-	87	4.0
	school								
8	Adequate	Principals	6	10	-	2	2	20	3.8
	computers are made	Teachers	123	121	63	116	111	534	3.1
	available in my	Students	15	6	60	-	6	87	3.3
	school.								
9	Laboratories,	Principals	10	8	-	1	1	20	4.4
	reagents and	Teachers	69	126	86	126	127	534	2.8
	chemicals are made	Students	40	9	38	-	-	87	4.0
	available in my								
	school								
10	Students are	Principals	2	8	-	8	2	20	3.0
	encouraged not to	Teachers	99	119	96	104	116	534	3.0
	vandalize school	Students	30	18	28	10	1	87	3.8
	facilities								

From table 5, item 1 it was retained by two of the respondents and rejected by one with principals having mean score of 3.4, teachers 3.2 and students2.4. Item 2 showed that principals have mean score of 3.3, teaches 4.8 and students 2.5 which indicate acceptance by principals and teachers but rejected by students. Item 3 was accepted with the mean score for principals 3.7, teacher 3.0 and students3.7. Item 4 was rejected by principals and students with the mean score of 2.9 each while the item was accepted by the teachers with mean score of 3.1. Item 5 had mean score for principals 3.4, teachers 2.9 and students 3.2 which imply acceptance by principals and students and rejection by teachers. Item 6 showed that principals had mean score of 4.1, teachers 3.1 and students2.4. Item 7 was accepted by all the respondents with the respective mean scores of 3.8, 3.0, and4.0. Item 8 have the mean score of 3.8, 3.1 and 3.3 for principals, teachers and students accordingly. Item 9 have the means score of 4.4, 2.8 and 4.0 for principals, teachers and students respectively. Similarly, item 10 was accepted with the corresponding mean score of 3.0, 3.0 and 3.8 for principals, teachers and students.

4.3.3Respondents Responses on the availability and utilization of funds/ financial resources on the students performance in public secondary schools in Imo State.

Table6: **Mean score of respondents on the Provision and Management of Financial Resources in public Secondary Schools in Imo State.**

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
1	There is adequate financial allocation by the state government to this school	Principals	8	6	-	2	4	20	3.6
		Teachers	107	120	94	114	100	534	3.0
		Students	10	13	35	9	20	87	2.8
2	School fees are paid regularly as at when due	Principals	5	6	-	7	2	20	3.3
		Teachers	119	125	72	114	104	534	3.0
		Students	-	8	50	10	19	87	2.5
3	School development levies fees e.g. PTA are paid promptly in	Principals	8	10	-	-	2	20	4.1
		Teachers	114	119	62	129	110	534	3.0
		Students	12	10	60	-	5	87	3.3

	my school								
4	Individuals, voluntary bodies, donor agencies etc provide some fund to help in my school	Principals	6	7	-	4	3	20	3.3
		Teachers	119	120	67	139	89	534	3.1
		Students	-	13	58	10	6	87	2.9
5	The community are sometime charged money for using school facilities and equipment in my school	Principals	7	9	-	4	-	20	4.0
		Teachers	102	125	74	115	118	534	3.0
		Students	11	10	59	4	3	87	3.3
6	Government pay staff salaries regularly in my school	Principals	6	10	-	2	2	20	3.8
		Teachers	115	134	73	115	97	534	3.1
		Students	-	10	50	7	20	87	2.6
7	PTA funds are managed by their officials to improve the school	Principals	10	10	-	-	-	20	4.5
		Teachers	112	102	91	113	116	534	3.0
		Students	3	28	36	10	10	87	2.7
8	School fees and other levies are managed by the principal in my school	Principals	-	10	-	8	2	20	2.9
		Teachers	126	117	65	114	112	534	3.0
		Students	10	11	60	-	6	87	3.2
9	Principals do not always participate in financial budgeting of their schools	Principals	10	10	-	-	-	20	4.5
		Teachers	107	107	56	136	128	534	2.9
		Students	4	9	68	6	-	87	3.1
10	Receipts are tendered to students for every fees paid in my school	Principals	10	8	-	-	2	20	4.2
		Teachers	103	96	93	123	119	534	2.9
		Students	30	28	28	-	1	87	4.0

From table 6, item 1 it was retained by two of the respondents and rejected by one with principals having mean score of 3.6, teachers 3.0 and students 2.8.Item 2 showed that

principals have mean score of 3.3, teachers 3.0 and students 2.5 which indicate acceptance by principals and teachers but rejected by students. Item 3 was accepted with the mean score for principals 4.1, teacher 3.0 and students 3.3. Item 4 was rejected by students with the mean score of 2.9 each while the item was accepted by the teachers and principals with mean score of 3.3 and 3.1 respectively. Item 5 had mean score for principals 4.0, teachers 3.0 and students 3.3 which imply acceptance by principals, teachers and students. Item 6 showed that principals had mean score of 3.8, teachers 3.1 and students 2.6. Item 7 was accepted by principals, teachers but rejected by students with the respective mean scores of 4.5, 3.0, and 2.7. Item 8 have the mean score of 2.9, 3.0 and 3.2 for principals, teachers and students accordingly. Item 9 have the means score of 4.5, 2.9 and 3.1 for principals, teachers and students respectively. Similarly, item 10 was accepted by principals and students but rejected by teachers with the corresponding mean score of 4.2, 2.9 and 4.0 respectively.

4.3.4 Respondents Responses on the Provision and Management of Time Resources on the students' performance in public Secondary Schools in Imo State.

Table 7: Mean score of respondents on the Provision and Management of Time Resources in public Secondary Schools in Imo State.

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
1	There is adequate provision of school time table by time table committee.	Principals	9	11	-	-	-	20	4.5
		Teachers	117	119	96	109	93	534	3.1
		Students	5	15	25	14	28	87	2.5
2	There is adequate provision of time for breaks (short, long, and midterm breaks) in my school	Principals	9	9	-	-	2	20	4.2
		Teachers	112	105	93	124	100	534	3.0
		Students	27	20	30	-	10	87	3.6
3	There is adequate provision of time for lessons, assessment and examination in my school	Principals	5	10	5	-	-	20	4.0
		Teachers	124	118	65	109	118	534	3.0
		Students	10	5	52	15	5	87	3.0
4	There is adequate provision for school prep in my school	Principals	3	9	-	3	5	20	3.1
		Teachers	122	97	104	108	103	534	3.1
		Students	20	33	18	6	10	87	3.5
5	There is adequate provision of time for assemblies in my school	Principals	7	8	-	3	2	20	3.8
		Teachers	100	121	82	111	120	534	3.0
		Students	30	10	40	6	1	87	3.7
6	There is effective management of time for assembly	Principals	-	12	-	2	6	20	2.9
		Teachers	148	103	80	114	89	534	3.2
		Students	-	14	46	7	20	87	2.6
7	There is adequate management of lesson	Principals	8	7	-	3	2	20	3.8
		Teachers	104	138	67	115	110	534	3.0

	delivery time by teachers in my school	Students	14	8	56	2	7	87	3.2
8	Principal constantly supervise classroom during lesson in my school	Principals	12	6	-	2	-	20	4.3
		Teachers	101	118	82	119	114	534	2.9
		Students	15	16	50	-	6	87	2.9
9	Principals and teachers do not come late in my school	Principals	5	8	-	6	1	20	3.5
		Teachers	99	124	103	97	111	534	3.0
		Students	20	10	37	20	-	87	3.3
10	Every class has a copy of school time table in my school	Principals	6	8	-	4	2	20	3.6
		Teachers	117	104	77	114	122	534	2.6
		Students	20	10	48	4	5	87	3.4

From table 7, item 1 revealed that it was retained by two of the respondents i.e. principals and teachers but rejected by the students, with the respective mean scores 4.5, teachers 3.1 and students 2.5. Item2 showed that principals have mean score of 4.2, teachers 3.0 and students 3.6 which indicate acceptance. Item 3 was also accepted with the mean score for principals 4.0, teacher 3.0 and students 3.0. Item 4 was accepted by principals, teachers and students but with the mean score of 3.1, 3.1 and 3.5 representatively. Item 5 had mean score for principals 3.8, teachers 3.0 and students 3.8 which imply it was accepted. Item 6 showed that principals had mean score of 2.9, teachers 3.5 and students 2.6 which shows accepted by teachers but rejected by principals and students. Item 7 was accepted by all the respondents with the respective mean scores of 3.8, 3.0, and 3.2. Item 8 have the mean score of 4.3, 2.9 and 2.9 for principals, teachers and students accordingly. Item 9 have the means score of 3.5, 3.0 and 3.3 for principals, teachers and students respectively. Item 10 was accepted by principals and students with the corresponding mean score of 3.6and 3.4 but was rejected by the teachers with the mean score of 2.6.

4.3.5 Respondents Responses on the provision and utilization of the curriculum content resources on students' performance in public secondary schools in Imo State?

Table 8: Mean score of respondents on the Provision and Management of Curriculum Content Resources in public secondary schools in Imo State?

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
1	The school syllabus	Principals	8	12	-	-	-	20	4.4
	are provided for every	Teachers	124	123	76	114	97	534	3.1
	subject in my school	Students	10	-	48	9	20	87	2.6
2	Teachers weekly	Principals	5	13	-	-	2	20	4.0
	scheme of works are	Teachers	131	118	63	114	108	534	3.1
	provided in my school	Students	-	8	60	10	10	87	2.6
3	Teachers provide	Principals	10	10	-	-	-	20	4.5
	lesson plan for every	Teachers	110	123	65	121	115	534	3.0
	topic in my school	Students	12	10	60	-	5	87	3.3
4	The lesson are	Principals	8	7	-	4	1	20	3.8
	summarized on the	Teachers	113	125	74	108	114	534	2.6
	board for students to	Students	8	13	50	10	6	87	3.0
	copy								
5	The school syllabus fo	Principals	7	7	-	4	2	20	3.7
	extracurricular activities ar	Teachers	118	128	66	107	115	534	2.7
	maintained in my school	Students	-	10	59	10	8	87	2.8
6	The school lesson plan	Principals	6	10	-	2	2	20	3.8
	are marked or checked	Teachers	126	116	73	115	104	534	3.0
	by the principal before	Students	-	10	50	7	20	87	2.6
	teaching in this school								
7	The syllabus broken in	Principals	10	10	-	-	-	20	4.5
	to subject areas are	Teachers	116	114	74	128	102	534	3.1
	maintained in my school	Students	3	8	56	10	10	87	2.4
8	Continuous assessment	Principals	-	10	-	8	2	20	2.9
	activities are maintained	Teachers	116	126	63	114	115	534	3.0
	in my school	Students	10	8	60	3	6	87	3.1

9	The school syllabus for different academic years are maintained in my school	Principals	10	8	-	2	-	20	4.3
		Teachers	125	119	56	114	120	534	3.0
		Students	4	6	68	9	-	87	3.1
10	Teachers are always regularly supervised by the principal for subject mastery in my school	Principals	6	8	-	4	2	20	3.6
		Teachers	109	94	75	136	121	534	2.9
		Students	10	28	48	-	1	87	3.5

From table 8, item 1 it shows that it was retained by all of the respondents i.e. principals teachers and students, with the respective mean scores 4.4, teachers 3.1 and students 2.6. Item 2 showed that principals have mean score of 4.0, teachers 3.1 and students 2.6 which indicate acceptance by principals and teachers but rejected by students. Item 3 was accepted with the mean score for principals 4.5, teacher 3.0 and students 3.3. Item 4 was accepted by principals and students but rejected by teachers with the mean score of 3.8, 2.6 and 3.0 representatively. Item 5 had mean score for principals 3.7, teachers 2.7 and students 2.8 which imply it was accepted by the principals only. Item6 showed that principals had mean score of 3.8, teachers 3.0 and students 2.6 which shows accepted by principals and teachers but rejected by students. Item 7 was also accepted by principals and teachers but rejected by students with the respective mean scores of 4.5, 3.1, and2.4. Item 8 have the mean score of 2.9, 3.0 and 3.1 for principals, teachers and students accordingly. Item 9 have the means score of 4.3, 3.0 and 3.1 for principals, teachers and students respectively. Item 10 was accepted by principals and students with the corresponding mean score of 3.6 and 3.5 but was rejected by the teachers with the mean score of 2.9.

4.3.6 Respondents Responses on the provision and management of Environmental Resources on the students' performance in public Secondary Schools in Imo State?

Table 9: Mean score of respondents on the Provisions and Management of Environment Resources in public Secondary Schools in Imo State?

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
1	The school environment is serene and conducive for learning	Principals	8	10	-	2	-	20	4.7
		Teachers	132	121	75	111	95	534	2.9
		Students	10	-	48	9	20	87	2.7
2	There are security personnel guiding my school	Principals	5	13	-	-	2	20	4.0
		Teachers	90	123	94	106	121	534	2.9
		Students	30	8	30	10	10	87	3.4
3	Both staff and students hostels are adequately secured	Principals	5	6	-	5	4	20	3.2
		Teachers	107	127	65	122	113	534	3.0
		Students	12	10	60	-	5	87	3.3
4	There is adequate provision of fire extinguisher protection in my school	Principals	2	5	-	5	8	20	2.4
		Teachers	113	124	75	108	114	534	3.0
		Students	10	13	50	10	4	87	3.2
5	There is enough parking space in my school	Principals	7	7	-	4	2	20	3.7
		Teachers	124	114	65	121	110	534	3.0
		Students	10	10	59	-	8	87	3.1
6	my school has bus(es) to convey students to school every day	Principals	6	4	-	6	4	20	3.1
		Teachers	110	124	102	98	100	534	3.1
		Students	10	10	30	17	20	87	2.7
7	The school compound is well fenced	Principals	10	5	-	3	2	20	4.2
		Teachers	105	102	91	112	124	534	3.1
		Students	13	28	36	10	-	87	3.5
8	The school community flower beds, grasses	Principals	-	10	-	8	2	20	2.9
		Teachers	124	125	60	113	112	534	3.1

	are well lawned	Students	10	8	60	3	6	87	3.1
9	Clean water are	Principals	10	8	-	2	-	20	4.2
	supplied regularly in	Teachers	108	111	79	112	124	534	2.9
	this school	Students	4	6	68	9	-	87	3.4
10	Both staff and students	Principals	6	8	-	4	2	20	3.6
	engage in sanitation in	Teachers	108	110	74	124	118	534	2.9
	my school	Students	10	28	48	-	1	87	3.5

From table 9, item 1 was retained by one of the respondents and rejected by two with principals having mean score of 4.7, teachers 2.9 and students 2.7. Item2 showed that principals have mean score of 4.0, teachers 2.9 and 3.4 which indicate acceptance by principals and students but rejected by teachers. Item 3 was accepted with the mean score for principals 3.2, teacher 3.0 and students 3.3. Item 4 was rejected by principals with the mean score of 2.4 each while the item was accepted by the teachers and students with mean score of 3.0 and 3.2 respectively. Item 5 had mean score for principals 3.7, teachers 3.0 and students 3.1 which imply acceptance by principals, teachers and students. Item 6 showed that principals had mean score of 3.1, teachers 3.1 and students 2.7. Item 7 was accepted by principals, teachers and students with the respective mean scores of 4.2, 3.1, and 3.5. Item 8 have the mean score of 2.9, 3.1 and 3.1 for principals, teachers and students accordingly but show rejection by principals. Item 9 have the means score of 4.2, 2.9 and 3.4 for principals, teachers and students respectively. Similarly, item 10 was accepted by principals and students but rejected by teachers with the corresponding mean score of 3.6, 2.9 and 3.5 respectively.

4.4 Test of Null Hypotheses

In this section, all results and outcome of the null hypotheses raised and tested in line with the objectives of this study will be summarized and presented. Data obtained as responses from the respondents (principals, teachers, and students) from the questionnaire administered were tested. The test of hypotheses was carried out using one way Analysis of variance (ANOVA). This was determined at 0.05 level of significant and statistical package for social sciences (SPSS) was used to analyze the data. In all, six hypotheses were tested and acceptability or rejection of the Null Hypothesis was determined by comparing the p-value against the significant set by the study (F-value). Hypothesis is therefore rejected if the p-value is less than the level of significance set for the study.

4.4.1 Null Hypothesis 1

HO_1: There is no significant difference in the opinions of principals, teachers and prefects on provision and management of human resources on the students' performance in public secondary schools in Imo State.

The responses of the respondents on the provision and management of human resources on the students' performance in public secondary schools in Imo State

Table 10: Summary of Analysis of Variance (ANOVA) on the provision and management of human resources on the students' performance in public secondary schools in Imo State

Status	**sum of squares**	**Df**	**mean square**	**F**	**Sig**
Between groups	20.809	2	10.405	5.947	0.003
Within groups	1116.143	638	1.749		
Total	**1136.952**	**640**			

From table10, the F-value is 5.947 and the P-value is 0.003at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significance difference in the opinions of principals, teachers and prefects on provision and management of human resources on the students' performance in public secondary schools in Imo State.

Table 11: Result of the Schefffe post-hoc test on the mean score of the respondents on the provision and management of human resources on the students' performance in public secondary schools in Imo State.

Post Hoc Tests

Multiple Comparisons

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	-.92701*	.30125	.009	-1.6661	-.1879
	Student	-.65705	.32765	.135	-1.4609	.1468
Teacher	Principal	.92701*	.30125	.009	.1879	1.6661
	Student	.26996	.15219	.208	-.1034	.6434
Student	Principal	.65705	.32765	.135	-.1468	1.4609
	Teacher	-.26996	.15219	.208	-.6434	.1034

* The mean difference is significant at the 0.05 level.

The result of the Scheffe post-Hoc test indicated that the observed significant difference was between teachers and students, principals and students, and principals and teachers on human resources in secondary schools in Imo state.

4.4.2 Null Hypothesis 2

HO_2: There is no significant difference in the opinions of principals, teachers and prefects on the effective utilization of available material and physical resources by students and teachers to influence student's performance in public secondary schools in Imo State

The responses of the respondents on the effective utilization of available material and physical resources by students and teachers to influence student's performance in public secondary schools in Imo State.

Table 12: Summary of Analysis of Variance (ANOVA) on the effective utilization of available material and physical resources by students and teachers to influence student's performance in public secondary schools in Imo State

Material	Sum of	Df	Mean	F	Sig.

	Squares		Square		
Between Groups	6.429	2	3.214		
				1.748	0.175
Within Groups	1173.307	638	1.839		
Total	**1179.735**	**640**			

From table12, the F-value is 1.748 and the P-value is 0.175at 0.05 level of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance difference in the opinions of principals, teachers and prefects on the effective utilization of available material and physical resources by students and teachers to influence student's performance in public secondary schools in Imo State.

4.4.3 Null Hypothesis 3

HO_3:There is no significant difference in the opinions of principals, teachers and prefects on the provision and management of financial resources on the students' performance in public secondary schools in Imo State.

The responses of the respondents on the provision and management of financial resources on the students' performance in public secondary schools, Imo State.

Table 13: Summary of Analysis of Variance (ANOVA) on theprovision and management of financial resources on the students' performance in public secondary schools in Imo State.

Financial	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	14.194	2	7.097	3.844	0.022
Within Groups	1177.909	638	1.846		
Total	**1192.102**	**640**			

From table 13, the F-value is 3.844 and the P-value is 0.022at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significance difference in the opinions of principals, teachers and prefects on the provision and management of financial resources on the students' performance in public secondary schools in Imo State.

Table 14: Result of the Scheffe post-hoc test on the mean score of the respondents on the opinions of principals, teachers and prefects on the provision and management of financial resources on the students' performance in public secondary schools in Imo State

Post Hoc Tests

Multiple Comparisons

Financial Resources

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	-.82200*	.30948	.030	-1.5813	-.0627
	Student	-.66818	.33659	.140	-1.4940	.1576
Teacher	Principal	.82200*	.30948	.030	.0627	1.5813
	Student	.15382	.15635	.617	-.2298	.5374
Student	Principal	.66818	.33659	.140	-.1576	1.4940
	Teacher	-.15382	.15635	.617	-.5374	.2298

*. The mean difference is significant at the 0.05 level.

The result of the Scheffe post-Hoc test indicated that the observed significant difference was between principals and students, principals and teachers and teachers and students on provision and management of financial resources in secondary schools in Imo states.

4.4.4 Null Hypothesis 4

HO4: There is no significant difference in the opinions of principals, teachers and prefects on the provision and management of time resources on the students' performance in public secondary schools in Imo State.

The responses of the respondents on the provision and management of time resources on the students' performance in public secondary schools, Imo State.

Table 15: Summary of Analysis of Variance (ANOVA) on theprovision and management of time resources on the students' performance in public secondary schools in Imo State.

Time	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	10.958	2	5.479	2.903	0.056
Within Groups	1204.078	638	1.887		
Total	**1215.036**	**640**			

From table 15, the F-value is 2.903 and the P-value is 0.056at 0.05 level of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance difference in the opinions of principals, teachers and prefects on the provision and management of time resources on the students' performance in public secondary schools in Imo State.

4.4.5 Null Hypothesis5

HO_5: There is no significant difference in the opinions of principals, teachers and prefects on the provision and management of curriculum content resources on the students' performance in public secondary schools in Imo State.

The responses of the respondents on the provision and management of curriculum content resources on the students' performance in public secondary schools in Imo State?

Table 16: Summary of Analysis of Variance (ANOVA) on the provision and management of curriculum content resources on the students' performance in public secondary schools in Imo State?

Curriculum	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	16.693	2	8.347	4.392	0.013
Within Groups	1212.579	638	1.901		
Total	**1229.272**	**640**			

From table 16, the F-value is 4.392 and the P-value is 0.013 at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected thus; there is significance difference in the opinions of principals, teachers and prefects on the provision and management of curriculum content resources on the students' performance in public secondary schools in Imo State.

Table 17: Post Hoc Tests

Curriculum Resources

Scheffe

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	-.93048*	.31400	.013	-1.7009	-.1601
	Student	-.90364*	.34151	.031	-1.7415	-.0657
Teacher	Principal	.93048*	.31400	.013	.1601	1.7009
	Student	.02684	.15863	.986	-.3624	.4160
Student	Principal	.90364*	.34151	.031	.0657	1.7415
	Teacher	-.02684	.15863	.986	-.4160	.3624

*. The mean difference is significant at the 0.05 level.

The result of the Scheffe post-Hoc test indicated that the observed significant difference was between principals and students, principals and teachers. But there is no significant difference between teachers and students on the provision and management of curriculum content resources in public secondary schools in Imo state.

4.4.6 Null Hypothesis6

HO6: There is no significant difference in the opinions of principals, teachers and prefects on the provision and management of environment resources on the students' performance in public secondary schools in Imo State.

The responses of the respondents on the provision and management of environment resources on the students' performance in public secondary schools in Imo State?

Table 18: Summary of Analysis of Variance (ANOVA) on the provision and management of environment resources on the students' performance in public secondary schools in Imo State?

Environment	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.109	2	2.555	1.387	0.250
Within Groups	1174.677	638	1.841		
Total	**1179.786**	**640**			

From table 18, The F-value is 1.387 and the P-value is 0.250 at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance difference in the opinions of principals, teachers and prefects on the provision and management of environment resources on the students' performance in public secondary schools in Imo State?

4.5 Summary of Major Findings

The Summary of major findings is based on the analyses of the questionnaire responded to by the respondents of the research work which was drawn from the six research questions of this study and based on the results obtained, the following are the summary of the major findings of this study:

1. Respondents' responses on the provision and management of human resources showed that competent principals, security personnel and adequate science teachers were posted to the schools. However, the students disagreed on this and from the findings there were adequate human resources in public secondary schools in Imo State.

2. Teachers and students utilized the available material resources provided such as text books, laboratories and libraries effectively. However both principals and students disagreed that teachers do not utilize and improvise teaching aids during lessons.
3. Financial resources were adequately allocated by the state government, government were paying staff salaries regularly. However the principals said that they do not manage school fees and other levies in public secondary schools in Imo State.
4. Time for lessons, assessment and examination were adequately provided for but the principals were not supervising the lessons effectively. The assembly time were kept and adhered to in the schools in Imo State.
5. From the findings both principals and teachers disagreed that extracurricular activities were provided for and managed in the schools. However the school syllabuses for different academic years were maintained in the schools.
6. Most of the schools did not have beautiful and child friendly environment. Also the buildings were dilapidated but however the teachers and students engaged in sanitation in their respective schools. .

4.6 Discussion of the Findings

This section provides the discussions of the study:

On the provision and management of human resources findings from table 4 indicated that Competent principal is appointed to manage the school and Adequate science teachers are posted to the school On the other hand, the study established that adequate technical staff, competent security personnel are posted to the school though one out of two respondents did not agree .Again the study found out that the principal shared responsibility to every staff and teachers only teach the subjects they are qualified in. Staffs are sent for professional training, workshop, seminar etc this may had improve both teachers and students performance in recent times though the principals and students out rightly agreed about this issue therefore this research question is retained. This finding is consistent with findings of Bolaji (2002) who posited that human resource among other educational resources constituted the ultimate basis for job performance. The findings revealed that good quality and quantity of human resource contribute to the overall success of the education in Imo State.

The study investigated how effectively do students and teachers utilize the available material and physical resources in public Secondary Schools .The responses of the principals and teachers and students were positive which shows that adequate classrooms are provided and adequate learning materials are provided in the school. Responses on the adequate provision of desks and chairs shows that all three responses were retained. Teachers make adequate provision of teaching aids during their lesson though responses from principals and students indicates that there are no adequate provision of teaching aids in the school this maybe due to lack of proper school supervision and the ones available are not being fully utilized which compromise learning. Conversely where resources were inadequate or under utilized there impact on teaching and learning process was negative. According to Abimbade (1997) instructional resources in teaching and learning make students to learn more and retain better what they have been taught and that it also promotes and sustains students' interest. It also allows the learners to discover themselves and their abilities and consequently provides them with an opportunity to realize their full potential. The principal regularly supervised the school materials and there are regular services and repairs of materials in school the responses were positive. Responses indicated that adequate computers are made available also laboratories, reagents and chemicals are made available in the school. Probably this was due to government funding on subsidized secondary school education system.

The result of the third research question revealed that government funding has contributed to availability and utilization of financial resources because responses from principals and teachers on the adequate financial allocation by the state government to schools shows agreed. According to the all three responses it was retained that school fees are paid regularly as at when due also school development levies fees e.g. PTA are paid promptly. Further, the principals and teachers agreed that government pay staff salaries regularly even though the students' response was negative though it was not considered since they are not beneficiaries of salaries. However from the study it was confirmed that the community are sometime charged money for using school facilities and equipment in schools in Imo state and funds are managed by their officials to improve the school the principals disagree that school fees and other levies are managed by the principal but agreed that they do not always participate in financial budgeting of their schools and receipts are tendered to students for every fees paid in the school. A study by Bogonko (1992) yielded similar findings showing that years have gone by and still there has been no change. Parents are still

shouldering the burden by paying for tuition and capital expenditure through the P.T.A fund and the government shoulders the payment of manpower. Therefore the schools should move away from complete dependence on parents and the government to self sustenance for certain school activities by engaging in income generating activities.

The result of response from principals, teachers and students revealed that there is adequate provision of school time table by time table committee. Also results showed that there is adequate provision of time for breaks (short, long, and midterm breaks) school in Imo state because all response were retained. On the other hand the study established that there is adequate provision of time for lessons, assessment and examination in school however all the respondents pointed out that there is adequate provision for school prep in the school. Heller and Hindle (1998) in Greenwait (2002) observed that every time planned make execution of tasks much easier From the result it clearly indicated that there is no effective management of time for assembly in the school from the response of all three respondents this implies that teachers' time planning would complement time controlling in influencing students' academic performance in secondary schools. Perhaps the difference in opinion was because the teachers and students being the ones in class may be more concerned, results also revealed that principals and teachers do not come late to school and every class has a copy of school time table.

From the response to the question if there is any proper provisions and management of curriculum content resources on the students' performance in public secondary schools in Imo State the respondents all agreed that school syllabus are provided for every subject also teachers weekly scheme of works are provided to enhance proper delivery of lessons to the students .The responses on whether teachers provide lesson plan for every topic in the school was retained by all three respondents which shows that teachers always prepare lesson plan for every topic they teach also lesson are summarized on the board for students to copy .From the responses it shows that no provision and management of extracurricular activities in schools and this can influence students' performance. However the response weather the school lesson plan are marked or checked by the principal before teaching in school was mostly agreed by respondents. On the aspect of Continuous assessment activities maintained in schools and if teachers are always regularly supervised by the principal for subject mastery in my school response by teachers and students was retained which means Continuous assessment activities are maintained and teachers are always regularly supervised by the principal for subject mastery in schools. However majority of respondents expressed the view

that it was their responsibility to supervise and evaluate staff regarding the implementation of the curriculum.

When asked if the school environment is serene and conducive for learning from all indication only the principal agreed that the environment is serene and conducive for learning however the response from teachers and students shows disagreed which means the environment is not serene and conducive for learning. Results show there are security personnel guiding school with the response from two out the three respondents who agreed that there are security personnel guiding schools which can also influence students' performance .It was also agreed that both staff and students hostels are adequately secured apart from teachers respondents who disagreed. Thus well secured environment can help to enhance teaching and facilitate learning. Clean water is supplied regularly in school and both staff and students engage in sanitation, on the other hand reliable water supply may enhance sanitation and hygiene in the school environment and therefore averts infections that would otherwise disrupt the teaching learning process. Recreational facilities and playfields help in making the school environment more interesting, helps to prevent the buildup of stress among students. Furthermore, Olutola (1981) maintained that "the untidy school compound, the unserviced equipment and the poorly maintained buildings do not depreciate fast, but they also cut a very poor image for the institution". The school administrator must ensure that the school buildings are properly maintained and that the surroundings are clean and free from health and safety hazards. This can be effectively achieved through periodic and systematic inspection of schools to identify areas in need of repairs.

4.7 Summary of Hypotheses Testing

The summary of the six Null Hypotheses tested for this study is hereby presented in

Table 19: Summary Hypotheses testing

S/N	Statement	Statistical Tool Used	Result	Level of	Decision

				Sig.	
$H0_1$	There is no significant difference in the opinions of principals, teachers and prefects on provision and management of human resources on the students' performance in public secondary schools in Imo State.	Analysis of variance (ANOVA)	F-ratio is 5.947, While the p-value is 0.003	0.05	$H0_1$.Rejected
$H0_2$	There is no significant difference in the opinions of principals, teachers and prefects on the effective utilization of available material and physical resources by students and teachers on the student's performance in public secondary schools in Imo State	Analysis of variance (ANOVA)	F-ratio is 1.748, While the p-value is0.175	0.05	$H0_2$. Retained.
$H0_3$	There is no significant difference in the opinions of principals, teachers and prefects on the provision and management of financial resources on the students' performance in public secondary schools in Imo State.	Analysis of variance (ANOVA)	F-ratio is 3.844, While the p-value is 0.022	0.05	$H0_3$.Rejected.
$H0_4$	There is no significant difference in the opinions of principals, teachers and prefects on the provision and management of time resources on the students' performance in public secondary schools in Imo State.	Analysis of variance (ANOVA)	F-ratio is 2.903, While the p-value is0.056	0.05	$H0_4$. Retained.
$H0_5$	There is no significant difference in the opinions of principals, teachers and prefects on the provision and management of curriculum content	Analysis of variance (ANOVA)	F-ratio is 4.392, While the p-value	0.05	$H0_5$.Rejected.

	resources on the students' performance in public secondary schools in Imo State?		is0.013		
$H0_6$	There is no significant difference in the opinions of principals, teachers and prefects on the provision and management of environment resources on the students' performance in public secondary schools in Imo State?	Analysis of variance (ANOVA)	F-ratio is 4.392, While the p-value is 0.250	0.05	$H0_6$.Retained

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions reached as well as the recommendations. Areas warranting further researches are also highlighted and then the contribution to knowledge.

5.2 Summary

This study was undertaken to monitor and evaluate the provision and management of education resources (human, material, financial, time, curriculum content and environmental resources) on the student's performance in public secondary schools of three educational zones in Imo state. The objective of this study was to: Determine the provision and management of human resources on the students' performance in public secondary schools in Imo State. Determine how effectively students and teachers utilize the available textbooks, laboratories and libraries; determine to what extent government funding has contributed to availability and utilization of financial resources in public secondary schools in Imo State. Find out the provision and management of time resources ascertain the provision and management of curriculum content resources and examine the provision and management of environment resources on the students' performance public secondary schools in Imo State. Out of which six questions were drafted and a survey design was used in this study. The target population for the study comprised of 2464 from 66 public secondary schools in Imo State comprising of 66 principals 1804 teachers and 594 prefects in SS3. The level of significance used was 0.05.Three of the hypotheses were retained while three were rejected.

From the findings in chapter four the study found out that there was adequate provision and management of human resources. It also revealed that material resources are effectively utilized in public secondary schools in Imo state. The study also maintained that there is adequate provision and management of financial resources. Time resources was provided for and managed properly. The study however revealed that there was adequate provision of curriculum contents which were managed as well in public secondary schools in Imo state. Also the school environment was relatively conducive though some buildings were dilapidated in public secondary schools in Imo state.

5.3 Conclusions

Based on the research findings the following conclusions can be made:

Majority of the respondents particularly the principals and teachers agree that there is the adequate provision and management of human resources on the students' performance in public secondary schools in Imo state. It therefore shows that there is enough staff in schools in Imo state which will greatly influence student's performance. On how effectively do students and teachers utilize the available material and physical resources like textbooks, laboratories and libraries to influence student's performance there is strong indication that the teaching learning resources are available in most schools and are properly utilized. In particular materials related to classroom instruction are adequate, however laboratories, libraries, computer rooms, agriculture/home science rooms are inadequate in most schools. It was also concluded from the study that government funding has contributed to availability and utilization of financial resources in public secondary schools in Imo State though not sufficient to cater for all educational needs in the state.

There is suitable provision and management of time resources in the school but there are no time for proper supervision of lessons in the schools .There are proper provisions and management of curriculum content resources in public secondary schools in Imo State but no provision for extra-curricular activities in the syllabus which means students do not participate in extra-curricular activities but are only confined to classroom activities. Based on the study it was concluded that there are security personnel and conducive environment provided for and managed in schools in Imo state.

5.4 Recommendations

Based on the findings and conclusions of this study, the following recommendations can be made:-

1. The Imo State Ministry of Education Nigeria should employ more teachers to cater for the short fall observed in most schools. Also in-service training programmes, seminars, workshops and conferences should be initiated to address specific man power needs for teachers and other staff of the school this will definitely improve students' performance and the staffs will be better equipped. Schools should also put in place motivational programmes for teachers automatic scholarship to be awarded to teachers to train in order to improve their standards and to encourage them.
2. Ministry of Education Imo State Nigeria should allocate more funds to equip the laboratories, computer rooms, science rooms and agriculture rooms. The government, donor agencies and parents should give more weight to support facilities such as toilets latrines/toilets, capacity of dining hall, capacity of dormitories; playfields water supply and power supply. Given that secondary education is part of basic education in Nigeria the government should ensure that educational resources like textbooks, libraries and laboratories are adequate in all categories of secondary schools.
3. Since the allocation of funds to secondary schools had led to disparities in availability of educational resources in the different category of secondary schools sampled in this study, the government should allocate funds according to the needs of each secondary school. Adequate provision is made for prompt regular payment of teachers' salary should be enhanced.
4. The study recommends that all the stakeholders in the education sector such as the school administration, teachers, students, parents and the community be involved in time management practices to achieve meaningful performance and that principals should have a common released time on the master timetable so as to have enough time to deal with departmental responsibilities and consultations on a more or regular basis.
5. Principals, teachers and curriculum planners should improve on their curriculum planning practices especially with respect to organizing, controlling, and coordinating school curricula and co-curricular programmes. Principals and teachers should engage in reading professional journals, participating in professional conferences and seminars to help them achieve excellence in their curriculum planning practices. Special principals' training in curriculum planning and statistical skills using practical

activities and demonstrations should be encouraged through seminars, workshops and conferences.

6. Learning environment has seen been emphasized as an essential requirement for smooth teaching and learning process to take place (National Teachers' Institute, NTI, 2008). This is because students' study habits are to a large extent tied to it. In addition schools should provide ideal environment in which to help children to adopt good habits that will serve for the rest of their lives. Therefore government and educational stakeholders should ensure the provision of conducive learning environment especially the aspect of employing competent security personnel to secure the school environment.

5.5 Suggestions for further research

From the findings of the study, further investigations can be conducted. Therefore the following are suggested for further research.

1. Another study should be conducted to explore other factors that could be contributing to poor performance of students in Imo state and in Nigeria as a whole.
2. A study can also be conducted on methods that can be used to improvise teaching learning materials at the secondary school level in Nigeria.
3. Another study should be carried out in private schools in Imo State Nigeria for the sake of comparison of the results.

5.6 Contributions to the Knowledge

1. Teachers' participation in staff development programs like workshops, seminars, refresher courses and other programs, such as exchange teaching, professional writing, visits to other schools to observe teaching methods, and staff conferences on modern instructional strategies will improve students' performance in schools.

2. If most schools fully established other avenues of raising funds rather than depend mostly on parents and the government and Parents paid heavily in terms of tuition (recurrent expenditure) and capital expenditure through P.T.A fund it will reduce the burden on them.

3. Time management will contribute to the dependent variable (students' academic performance). This could be attributed to the fact that teachers who managed their

time were skewed towards better teaching delivery and thus influenced academic performances of their students.

1. Enlightenment and sensitisation of parents and all other stakeholders such as School Based Management Committee (SBMC) on the need to ensure that educational system operates, will reduce resources wastage so as to allow the school system to be efficient.

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APPENDIX A

LETTER OF INTRODUCTION

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

Faculty of Education

AHMADU BELLO UNIVERSITY, ZARIA

Email: efceduc@abu.edu.ng

Vice-Chancellor: **Professor Abdullahi Mustapha,** *B.Sc (Hons) Pharm (ABU). Ph.D (London), FPSN*

Ag. Head of Department: **Dr. Bashir Maina,** *B.Ed (Unimaid). M.Ed,. Ph.D (ABU)*

Our Ref: DEFC/S.25

Date: 17th FEBRUARY, 2016

Imo state Seandary School board.

Dear Sir,

LETTER OF INTRODUCTION

The bearer, MIRRIAM OLUCHI ELEGONYE, with Registration Number P14EDPC8037, is a student in this department. He /She is carrying out research, being a part of requirement for graduation, in M.Ed Admin & Planning. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is:

MONITORING AND EVALUATION OF THE PROVISION AND MANAGEMENT OF EDUCATION RESOURCES ON THE STUDENTS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS OF THREE EDUCATIONAL ZONES IN IMO STATE, NIGERIA

Thanks in anticipation of your kind response.

Yours sincerely,

Head of Department
Dept. of Educational Foundations & Curriculum
A. B. U. Zaria

Dr. Bashir Maina
Head of Department

APPENDIX B

QUESTIONNAIRE

Department of Education and Curriculum and Curriculum Studies

Questionnaire for Principals, Teachers and Students

Monitoring and Evaluation of the provision and Management of Resources on the students' performance in Public Secondary Schools in Okigwe Zone 1, Owerri Zone 1 and Orlu Zone 2 Educational Zones in Imo State Nigeria.

SECTION "A": BIODATA

Tick [√] were appropriate

1. Name of school _____

   _____

2. Status
   i. Principal/Vice Principal [ ]
   ii. Teacher [ ]
   iii. Student [ ]
3. Gender
   i. Male [ ]
   ii. Female [ ]
4. Highest Qualification
   i. NCE [ ]
   ii. OND [ ]
   iii. HND [ ]
   iv. First Degree [ ]
   v. Masters [ ]
   vi. Others please specify _____
5. Years of working experience
   i. (1-5 years) [ ]
   ii. (6-10 years) [ ]
   iii. (11-15years) [ ]
   iv. (16 - 20 years) [ ]
   v. (21- 25 years) [ ]
   vi. (26- 30 years) [ ]
   vii. (31 and above) [ ]

6. School location
   i. Urban [ ]
   ii. Rural [ ]
7. Day or boarding school
   i. Boarding school [ ]
   ii. Day school [ ]

SECTION B:

Instruction: please tick [√] in the column that relates to your opinion

Table 1: Opinions of respondents on the Provision and Management of Human Resources in Schools

S/N	Item Statements	SA	A	UD	D	SD
1	Competent principal is appointed to manage this school					
2	Adequate science teachers are posted to my school					
3	Adequate technical staff are posted to this school					
4	Competent security personnel are posted to my school					
5	Competent financial clerk is posted to my school					
6	The principal shared responsibility to every staff in my school					
7	Teachers only teach the subjects they are qualified in my school					
8	Staff are sent for professional training, workshop, seminar etc in my school					
9	Adequate art based teachers are teaching in my school.					
10	Competent and adequate English teachers are teaching in my school					

Table 2: Opinions of respondents on the Provision and Management of Material Resources in School

	Provision and Management of Material Resources in School					
S/N	**Item statements**	**SA**	**A**	**UD**	**D**	**SD**
11	Adequate classrooms are provided in my school					
12	Adequate learning materials are provided in my school					
13	Adequate desks and chairs are provided in my school					
14	Teachers make adequate provision of teaching aids during their lesson in my school					
15	Adequate computer science laboratory is provided in my school					
16	The principal/vice principals regularly supervised the school materials in my school					
17	There are regular service and repairs of materials in my school					
18	Adequate computers are made available in my school.					
19	Laboratories, reagents and chemicals are made available in my school					
20	Students are encouraged not to vandalize school facilities					

Table 3: Opinions of respondents on the Provision and Management of Financial Resources in Schools

S/N	**Item statements**	**SA**	**A**	**UD**	**D**	**SD**
21	There is adequate financial allocation by the state government to this school					
22	School fees are paid regularly as at when due					
23	School development levies fees e.g. PTA are paid promptly in my school					
24	Individuals, voluntary bodies, donor agencies etc provide some fund to help in my school					
25	The community are sometime charged money for using school facilities and equipment in my school					
26	Government pay staff salaries regularly in my school					

27	PTA funds are managed by their officials to improve the school					
28	School fees and other levies are managed by the principal in my school					
29	Principals do not always participate in financial budgeting of their schools					
30	Receipts are tendered to students for every fees paid in my school					

Table 4: Opinions of respondents on the Provision and Management of Time Resources in Schools

S/N	Item statements	SA	A	UD	D	SD
31	There is adequate provision of school time table by time table committee.					
32	There is adequate provision of time for breaks (short, long, and midterm breaks) in my school					
33	There is adequate provision of time for lessons, assessment and examination in my school					
34	There is adequate provision for school prep in my school					
35	There is adequate provision of time for assemblies in my school					
36	There is effective management of time for assembly					
37	There is adequate management of lesson delivery time by teachers in my school					
38	Principal constantly supervise classroom during lesson in my school					
39	Principals and teachers do not come late in my school					
40	Every class has a copy of school time table in my school					

Table 5: Opinions of respondents on the Provision and Management of Curriculum Content Resources in Schools

S/N	Item statements	SA	A	UD	D	SD
41	The school syllabus are provided for every subject in my school					
42	Teachers weekly scheme of works are provided in my school					
43	Teachers provide lesson plan for every topic in my school					
44	The lesson are summarized on the board for students to copy					
45	The school syllabus for extracurricular activities are maintained in my school					
46	The school lesson plan are marked or checked by the principal before teaching in this school					
47	The syllabus broken in to subject areas are maintained in my school					
48	Continuous assessment activities are maintained in my school					
49	The school syllabus for different academic years are maintained in my school					
50	Teachers are always regularly supervised by the principal for subject mastery in my school					

Table 6: Opinions of respondents on the Provision and Management of Environmental Resources in Schools

S/N	Item statements	SA	A	UD	D	SD
51	The school environment is serene and conducive for learning					
52	There are security personnel guiding my school					
53	Both staff and students hostels are adequately secured					
54	There is adequate provision of fire extinguisher protection in my school					
55	There is enough parking space in my school					
56	my school has bus(es) to convey students to school every day					

57	The school compound is well fenced
58	The school community flower beds, grasses are well lawned
59	Clean water are supplied regularly in this school
60	Both staff and students engage in sanitation in my school

APPENDIX C

Table 1: Distribution of Public Secondary Schools, Teachers, Principals, SS3 Prefects in the 3 Educational Zones in Imo State

S/N	Names of Educational Zones & Schools	No of Schools	Population of Principals	Population Of Teachers	Population of Prefects in SS3
	Okigwe Zone 1	18			
1	Commercial Sec School Amuzi		1	22	9
2	Commercial Sec School Ahiara		1	26	9
3	Comprehensive Sec School Okirika		1	27	9
4	Comprehensive Sec School Opara		1	36	9
5	Govt Sec School Ekwereazu		1	32	9
6	Inhenweorie Sec School		1	24	9
7	Science Tech School Obiohia		1	26	9
8	Umuokirika Tech Sec School		1	37	9
9	Amumara Sec School		1	24	9
10	Chokmeze Science Sec School		1	20	9
11	Comm. Sec School Itu		1	23	9
12	Urban Model Sec Sch Okigwe		1	35	9
13	Eziagborgu Sec School		1	27	9
14	Ezuido Girls High School		1	24	9

15	Eziudo Sec Tech School		1	25	9
16	Ife Grammer School		1	33	9
17	Ihitte-ezihitte Sec School		1	35	9
18	Ime-onicha Sec School		1	30	9
			18	**506**	**162**
	Owerri Zone 1	33			
19	Mbaise Girls High School		1	37	9
20	Urban Dev Sec School		1	35	9
21	Oboaba Sec School		1	20	9
22	Okpofe Sec School		1	21	9
23	Onicha Sec School		1	17	9
24	Udo tech Sec School		1	23	9
25	Amala-ntu Sec School		1	27	9
26	Comm. Sec School Mbato		1	18	9
27	Comprehensive Dev Sec Sch Owerri		1	27	9
28	Imerinwe Girls Sec School		1	28	9
29	Logara High School		1	24	9
30	Ngor-okpala Sec School		1	35	
31	Nguru Umuaro Comm. School		1	26	9
32	Okpala Sec School		1	30	9
33	Emmanuel College Owerri		1	28	9
34	Owerri City School		1	27	9
35	G.S.S Ikenegbu		1	27	9
36	Umuhu Comprehensive School		1	23	9
37	Umuchiagwu Sec School		1	20	9
38	Egbema Sec School		1	25	9
39	Nmahu Sec School		1	23	9

40	Boys Model Sec School	1	30	9
41	Ohaji High School	1	23	9
42	Ohoba Comprehensive Sec School	1	26	9
43	Assa Comm. Sec School	1	23	9
44	Govt Sec School Owerri	1	30	9
45	Umuapu Sec School	1	30	9
46	G.T.C Owerri	1	29	9
47	Young Scientist College	1	27	9
48	Umuezegwu Science Tech School	1	26	9
49	Imo Girls College	1	27	9
50	Anara Comm. Sec School	1	33	9
51	Amaraku Comm. Sec School	1	35	9
		33	**901**	**297**
	Orlu Zone 2 15			
52	Emiabiam Comm. Sec School	1	25	9
53	Avu Comm. School	1	19	9
54	Ara Sec School	1	38	9
55	Irete Tech Sec School	1	30	9
56	Eziobodo Tech Sec School	1	23	9
57	Inyishi Comm. Sec School	1	16	9
58	Comprehensive Sec School Ngugu	1	24	9
59	Comprehensive Sec School Ozara	1	26	9
60	Atta-edu Sec School	1	42	9
61	Comprehensive Sec School Egbema	1	27	9

62	Agwa Sec School	1	21	9
63	Umuoziri Tech School	1	26	9
64	Amatta Comm. Sec School	1	34	9
65	Uzoaba Sec School	1	25	9
66	Owu Amakohia Sec School Ikeduru	1	21	9
		15	**397**	**137**

Source: Imo State Secondary Education Board 2016