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Managing Educational Resources for Students' Effective Academic Performance in Public Junior Secondary Schools in Obio/Akpor Local Government Area of Rivers State

Chioma Fortune Olali & Uchendu Humphrey

Department of Business Education, Rivers State University, Nigeria.

Abstract

The purpose of the study was to examine Managing Educational Resources for Students' Effective Academic Performance in Public Junior Secondary Schools in Obio/Akpor Local Government Area of Rivers State. Three Objectives, three research questions and three Hypotheses were raised to guide the study. Descriptive survey research design was used for the study. The population of the study comprised of 3,195 Principal and students in (twenty-seven) Public Junior Secondary Schools in Obio/Akpor LGA. The sample size of the study consists of 355 through the use of Taro Yemen formula. The simple random sampling technique was used for the study. Data for the study were collected by means of questionnaire titled "Managing Educational Resources for Students' Effective Academic Performance (MERSEAPQ)". The PMCTPQ adopted a Modified Likert Rating scale of Very high extent to Very Low Extent. Cronbach alpha was used to determine the reliability of the instrument. This yielded a high reliability coefficient of 0.83 and 0.85. 355 Copies of questionnaire were distributed, and 313 were retrieved for analysis. Mean and Standard Deviation were used to answer the research questions, while t-test was used to test the hypotheses. The finding shows that financial resources significantly enhance students' academic performance in public junior secondary schools. It was concluded that human resources significantly enhance students' academic performance in public junior secondary schools. Recommendations made amongst others were that the ministry of education and schools in Nigeria should invest more resources in the management and development of their human resources.

Keywords: Educational Resource, Human resources, Material resources and Financial resources

Introduction

Education is an important tool in achieving independence and gender balance in equitable distribution of opportunities (Muthaka & Mwangi, 2022). Every organization has resources that support its activities and engender development. In the educational system, human resources, Material resource and Financial resources exist to support the actualization of its mandate, Nwakpa, 2015; Okeze and Jackson, 2017. Educational resources also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners. Education resources covers all those human resources, Material resource and Financial resources, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process (NOUN,2006). Education resources includes the teachers in the school, human beings

in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc which the learners are expected to have at any point in time to facilitate learning (NOUN, 2009).

Resources are very important in the development of qualitative education. The success or failure of an educational system depends on the quality and quantity of resources made available to it. Resources in any situation imply the money, human and materials available in the realization of organizational goals. The degree of provision and utilization may seriously influence the performance of such an organization. According to Adeogun (2022), educational resource implies the sum total of the input that goes into the educational system. Resource are all the things that are used directly and indirectly for the purposes of supporting, facilitating, influencing or encouraging transmission or acquisition of knowledge, competence, skills and know-how. Ekundayo (2020), viewed resources in education as the totality of everything which the education system needs for its smooth running. These include human, physical, material and financial resources.

Human resources in education are the students, teaching staff, non-teaching staff, bursar, librarian, laboratory attendants, clerks, messengers, mail runners, gatekeepers, gardeners and cooks as well as educational planners and administrators. Material resources include textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. Other category of material resources consists of paper supplies and writing materials such as biro, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbook, etc. Financial resources are the monetary inputs available for and expended on the education system. These include money allocated to education by the government grants, PTA levy, and donations from philanthropists and internally generated funds.

Educational resources are those things that can be used to achieve educational objectives. Educational resources are educational inputs that enhance both academic and administrative work in educational organizations which can be tangible and intangible resources. Okendu (2012) views educational resources as the sum total of the input that goes into the educational system. Educational resources are all the things that are used directly and indirectly for the purpose of supporting, facilitating, influencing or encouraging the transmission or acquisition of knowledge, skills, competence and know-how (Ugwulashi, 2012). Managing educational resources effectively for students involves the systematic organization, distribution, and

utilization of human, material, and financial assets to optimize learning outcomes. Human resources, including qualified teachers and support staff, play a pivotal role by directly influencing instructional delivery and student engagement. Material resources, such as textbooks, digital tools, and classroom infrastructure, create an environment conducive to effective learning. Financial resources ensure the availability, maintenance, and expansion of these assets, bridging gaps in educational accessibility and quality.

Students' academic performance can be measured in many ways but the commonly used method is the result of students in public examinations, which is used to pass judgments on the schools and teachers. Ayo (2020) defines students' academic performance as outcome of student's assessments through comprehensive, systematic, cumulative, diagnostic, formative and summative evaluation of what they have gone through in a school setting. Student' performance in school depend to great extent on the management of schools' available resources in terms of human, material and financial resources towards the achievement of educational goals. The school is a complex social institution.

According to Odubuker (2004), and Kaggwa (2003), academic performance is defined as the quality and quantity of knowledge, skills, techniques, positive attitude, behavior and philosophy that students acquire. The ability to achieve is evaluated by marks and grades obtained in a test or examination, at the end of a topic, term, year or education cycle. The authors further assert that the quality of grades and the number of candidates who pass in the various grades determine the level of academic performance of a given class or institution in a given period of a particular examination whether internal or external. It is in the light of this, the researcher tends to investigate Managing Educational Resources for Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Managing Educational Resources

In the education field, consideration must be given to the many resources that must be harnessed and judiciously utilized for the accomplishment of the goals and objectives of the educational plan. Adeogun (2003) recognizes the types of resources managed in education to include the following:

Human resources

Human resources in education refer to the individuals involved in delivering, supporting, and administering the teaching and learning process. These include teachers, administrators, counselors, and other staff essential for the functioning of educational institutions. Teachers are central to the learning experience, as they design and deliver curriculum content, assess student

progress, and facilitate skill development. According to UNESCO (2023), the availability of skilled educators directly correlates with student achievement, making the recruitment and retention of qualified teachers a priority for effective education systems. These refer to students, teachers, administrative staff, supervising staff from the ministry of education, guidance counselors, school managers etc.

Material resources

Material resources in education include all physical and digital tools that support teaching and learning. These resources encompass textbooks, laboratory equipment, classroom furniture, technology, and other instructional aids. Properly managed material resources create an engaging and interactive learning environment that facilitates academic success. For instance, interactive whiteboards and tablets enhance student participation and cater to various learning styles (Facilities Management Advisor, 2024). These refers to usable and consumable facilities like time, programmes, policy issues, curriculum, textbooks, maps, time-table, furniture, diaries, registers, lesson notes, chalks, chalkboard, electricity, stationery, biros, pencils etc.

Financial resources

These are the monetary inputs available for and expended on the educational system. These are usually referred to as cost of and expenditure on education. Financial resources in education refer to the monetary inputs necessary for acquiring, managing, and maintaining other resources such as human and material assets. They fund teacher salaries, infrastructure development, instructional materials, and technological advancements. Adequate funding is essential for providing equitable access to quality education. UNESCO (2023) notes that schools with higher per-student spending often report better academic outcomes due to improved resource availability. Budget allocation plays a significant role in managing financial resources effectively. Educational institutions must prioritize spending on critical areas such as staff training, classroom materials, and facility maintenance. Efficient financial management ensures that limited resources are used optimally, minimizing waste while maximizing impact (Facilities Management Advisor, 2024). Transparency and accountability in budget planning and execution further enhance the effectiveness of financial resource use.

Statement of the Problem

Managing Educational Resources can be categorized into human, material and financial resources. Educational resources are essential components of school administration that have to be provided, effectively management and utilization for the achievement of quality School administration and educational goals/objectives. They are necessary for the survival and continuity of the school system which result in the successful teaching-learning outcomes.

Effective management of educational resources—human, material, and financial—is essential for fostering quality learning outcomes. However, in many public secondary schools, particularly in resource-limited settings, human resources such as qualified teachers and administrators are insufficiently distributed or underutilized. This shortfall leads to overcrowded classrooms, reduced individual attention to students, and compromised educational quality. Research has shown that teacher shortages and poor training exacerbate inequities in education, impacting students' ability to achieve their full potential (UNESCO, 2023). Despite the critical role of human resources, many schools lack robust professional development programs to empower educators to manage and maximize available resources effectively.

Material resources, such as textbooks, laboratory equipment, and digital tools, are also inadequately managed in numerous educational systems. Often, there is a mismatch between the resources provided and the curriculum requirements. Schools may face challenges in maintaining or updating these resources, leading to outdated materials that fail to meet modern educational standards. For instance, according to Mendell and Heath (2024), poorly maintained facilities and technological tools not only hinder student engagement but also reduce learning outcomes. Financial resource management is another critical concern. Limited funding, inefficient budget allocation, and corruption often impede the equitable distribution of educational resources. Many schools struggle with maintaining infrastructure or acquiring updated learning tools, while others fail to implement sustainable financial strategies. These issues result in a growing gap between the needs of the educational system and its financial capacity to deliver quality education (Facilities Management Advisor, 2024). Addressing these gaps requires innovative funding approaches, greater accountability, and better coordination among stakeholders to ensure that resources are both available and effectively used. The gap lies in the lack of a comprehensive, integrative framework for managing these three resource categories simultaneously. While studies often focus on individual aspects—such as teacher availability, material resource quality, or financial constraints—they rarely explore the interconnections between human, material, and financial resources and how they collectively influence student outcomes.

Purpose of the Study

The purpose of the study is to examine Managing Educational Resources for Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State. Specifically, the objectives of the study are to:

1. To examine the extent to which Human resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State
2. To examine the extent to which Material resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State
3. To examine the extent to which Financial resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State

Research Questions

The researcher developed the following research questions that guided the study.

1. To what extent does Human resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State
2. To what extent does Material resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State
3. To what extent does Financial resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State

Hypotheses

The following null hypotheses were formulated by the researcher to guide the conduct of the study.

1. There is no significant difference between the mean rating of the opinions of teachers and students on the extent Human resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State.

2. There is no significant difference between the mean rating of the opinions of teachers and students on the extent Material resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State.
3. There is no significant difference between the mean rating of the opinions of teachers and students on the extent Financial resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Methods

The study adopted a descriptive survey research design which sought to collect data on the opinions of the participants with a view to analyze Managing Educational Resources for Students Effective Academic Performance. The population of the study comprised of 3,195 respondents. The break-down of this population showed 3,180 students and 27 principals respectively. The sample size of the study consists of 355 gotten through the use of Taro Yemen formula. The instrument used for conducting the study was questionnaire titled "Managing Educational Resources for Students Effective Academic Performance Questionnaire (MERSEAPQ)", designed by the researchers on a 4-point scale of Very high extent to Very low extent weighted 4,3,2 and 1 respectively. The face validation of the instrument was established by three experts, two in Department of Business Education and one in Measurement and Evaluation. Cronbach alpha was used to determine the reliability of the instrument. This yielded a high reliability coefficient of 0.83 and 0.85 for Parts A and B respectively. Three hundred and Fifty-five (355) copies of the questionnaire were distributed by the researchers together with research assistants, who were briefed on how approach the principal and students in filling the copies of the questionnaire. 313 copies of questionnaire were properly filled and returned, representing 88% returns. The research questions were answered using mean and standard deviation. The mean responses on the research questions were adjudged on the following basis of any mean score that falls below 2.50 will be taken as disagreement and any mean score of 2.50 or above will be taken to indicate agreement. The statistical tool used for the hypotheses testing was the t-test statistical tool and decisions for the hypotheses were made according to the decision rule of t-test.

Results

Research Question 1: To what extent does Human resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State?

Table 4.1: Mean and Standard Deviation on the Extent Human resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State (N = 313)

S/N	Item Statements	Students = 298			Principals = 15		
		\bar{x}	SD	Remarks	\bar{x}	SD	Remarks
1	extent do the qualifications of teaching staff enhance students' academic performance	3.12	1.07	High Extent	3.13	0.96	High Extent
2	extent does the adequacy of teaching staff in your school contribute to students' academic achievements	2.66	0.99	Moderate extent	3.13	1.09	High Extent
3	extent does the availability of non-teaching staff support students' academic performance	2.73	1.17	Moderate extent	3.00	1.03	High Extent
	extent do regular staff training programs improve teachers' ability to enhance students' academic outcomes	3.52	0.79	High Extent	2.73	1.12	Moderate extent
5	extent does the use of professional development plans for teachers enhance students' academic performance	2.54	0.91	Moderate extent	3.60	0.71	High Extent
	Total	14.57	4.93		15.59	4.91	
	Grand Mean & SD =	2.91	0.98		3.11	0.98	

Source: Field Survey, (2024)

Table 4.1 which was for research question one showed that all the items were accepted. The respondents agreed that qualifications of teaching staff enhance students' academic performance. the use of professional development plans for teachers enhance students' academic performance. The confirmation was made with a grand mean of 2.91 and 0.98 while standard deviation of 3.11 and 0.98 for both Students and Principal.

Research Question 2: To what extent does Material resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State?

Table 4.2: Mean and Standard Deviation Scores on the Extent Material resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State (N = 313).

S/N	Item Statements	Students = 298			Principals = 15		
		\bar{x}	SD	Remarks	\bar{x}	SD	Remarks
6	availability of sufficient textbooks in your school	3.14	0.98	High Extent	3.27	0.93	High Extent

7	enhance students' academic performance adequacy of classroom furniture (e.g., desks, chairs) contribute to students' effective learning	2.61	0.99	Moderate extent	2.53	1.02	Moderate extent
8	extent do well-equipped laboratories (e.g., for science or technology) support students' academic success	3.00	1.05	High Extent	2.87	1.02	Moderate extent
9	extent does the availability of functional libraries with relevant books enhance students' academic outcomes	2.99	0.83	Moderate extent	3.20	0.98	High Extent
10	extent does the provision of modern teaching aids (e.g., projectors, whiteboards) improve teaching and learning processes	2.89	0.89	Moderate extent	2.93	1.18	Moderate extent
Total		14.63	4.74		14.8	5.13	
Grand Mean & SD		= 2.92	0.94		2.96	1.02	

Source: Field Survey, 2024

Table 4.2 which was for research question two showed that all the items were accepted. The respondents indicate that availability of sufficient textbooks in your school enhance students' academic performance. well-equipped laboratories (e.g., for science or technology) support students' academic success. The confirmation was made with a grand mean of 2.92 and 2.96 and standard deviation of 0.94 and 1.02 as responses of the respondents on both Students and Principal.

Research Question 3: To what extent does Financial resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State?

Table 4.3: Mean and Standard Deviation on how Financial resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State (N = 313)

S/N	Item Statements	Teacher = 298		Remarks	Principal = 15		Remarks
		\bar{x}	SD		\bar{x}	SD	
11	adequate funding for purchasing teaching and learning materials improve students' academic performance	2.85	1.14	Moderate extent	2.87	1.02	Moderate Extent
12	allocation of funds for maintaining school facilities contribute to a conducive learning environment for students	2.88	1.02	Moderate extent	3.07	1.06	High Extent
13	extent does funding for co-curricular activities (e.g., sports, clubs) indirectly	2.90	1.11	Moderate Extent	3.00	0.82	High Extent

	enhance students' academic performance								
14	extent does the availability of funds for teacher training and workshops improve students' academic outcomes	3.01	1.08	High Extent	2.60	1.08	Moderate Extent		
15	extent does financial support for providing free or subsidized textbooks affect students' ability to perform academically	3.00	0.97	High Extent	2.40	0.95	Low Extent		
	Total	14.64	5.32		13.94	4.93			
	Grand Mean & SD	=	2.92	1.06		2.78	0.98		

Source: Field Survey, 2024

Table 4.3 which was for research question three showed that three items were accepted. The respondents indicate that adequate funding for purchasing teaching and learning materials improve students' academic performance. Allocation of funds for maintaining school facilities contribute to a conducive learning environment for students. The confirmation was made with a grand mean of 3.05 and 0.90 and standard deviation of 2.76 and 0.99 respectively.

Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean rating of the opinions of Students and Principal on the extent Human resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Table 4: t-test Analysis of Mean Ratings of Students and Principal on the extent Human resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Respondents	N	\bar{x}	SD	Std Error	DF	p	t-cal	t-crit	Decision
Students	298	2.91	0.98	0.067	311	0.05	0.8	1.96	Ho failed to reject
Principals	15	3.11	0.98						

Source: Field Survey, 2024

The data in table 4 revealed that the calculated t-test value of Students and Principal mean scores were 2.91 (students) 3.11 (Principals) respectively, while the critical t value was 1.96 at degree of freedom of 311 at 0.05 significance level. Therefore, the null hypothesis was Accepted.

Hypothesis 2: There is no significant difference between the mean rating of the opinions of Students and Principal on the extent Material resource enhance Students' effective

academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State

Table 5: t-test Analysis of Mean Ratings of Students and Principal on the extent Material resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State

Respondents	N	\bar{x}	SD	Std Error	DF	p	t-cal	t-crit	Decision
Students	298	2.92	0.94	0.072	311	0.05	0.15	1.96	Ho failed to reject
Principals	15	2.96	1.02						

Source: Field Survey, 2024

The data in table 5 revealed that the calculated t-test value of Students and Principal mean scores were 2.92 (students) 2.96 (Principals) respectively, while the critical t value was 1.96 at degree of freedom of 311 at 0.05 significance level. Therefore, the null hypothesis was Accepted.

Hypothesis 3: There is no significant difference between the mean rating of the opinions of Students and Principal on the extent Financial resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Table 6: t-test Analysis of Mean Ratings of Students and Principal on the extent Financial resource enhance Students' effective academic performance in Public Junior secondary schools in Obio/Akpor Local Government Area of Rivers State

Respondents	N	\bar{x}	SD	Std Error	DF	p	t-cal	t-crit	Decision
Students	298	2.92	1.06	0.067	311	0.05	0.53	1.96	Ho failed to reject
Principals	15	2.78	0.98						

Source: Field Survey, 2024

The data in table 6 revealed that the calculated t-test value of Students and Principal mean scores were 3.20 (students) 2.99 (Principals) respectively, while the critical t value was 1.96 at degree of freedom of 311 at 0.05 significance level. Therefore, the null hypothesis was Accepted.

Discussion of Findings

The findings reveal that human resources significantly enhance students' academic performance in public junior secondary schools. Adequate teaching staff, both in quantity and quality, is critical in facilitating effective learning. Teachers' professional qualifications and ongoing training programs were found to improve the quality of instruction, aligning with Akpan and Esu's (2021) assertion that well-trained educators significantly influence students' academic achievements. Similarly, the provision of sufficient non-teaching staff, such as library assistants and administrative personnel, indirectly supports the learning environment by allowing teachers to focus more on instruction. These findings corroborate the work of Oluremi (2019), who emphasized that supportive staff create an enabling environment for academic success. Furthermore, the motivation and commitment of teachers, driven by incentives and conducive working conditions, were seen to positively impact students' engagement and performance.

These results are consistent with the theoretical frameworks proposed by Adu and Akinfolarin (2020), who highlighted the relationship between teacher-student interactions and academic success. Effective teacher recruitment, deployment, and professional development programs contribute to reducing teacher-student ratios and ensuring individualized attention, thereby boosting performance. The findings align with Yusuf and Alabi (2022), who noted that human resources play a pivotal role in achieving educational goals. The availability of skilled educators fosters a dynamic and interactive learning atmosphere, essential for effective knowledge transfer. Overall, this study emphasizes the vital role of human resources as a cornerstone for enhancing students' academic outcomes in public junior secondary schools.

The findings demonstrate that material resources play a crucial role in enhancing students' academic performance in public junior secondary schools. Adequate provision of textbooks, functional laboratories, well-maintained classrooms, and access to libraries were identified as key contributors to improved academic outcomes. These align with the views of Ehiaguina and Oladele (2020), who emphasized that the availability of instructional materials significantly improves students' comprehension and retention of lessons. Furthermore, the study highlights the importance of modern teaching aids, such as projectors and multimedia tools, in fostering an engaging and effective learning environment, supporting Adebajo and Yusuf's (2018) assertion that technological resources improve instructional delivery and student understanding.

In addition, the maintenance of school infrastructure, such as desks, chairs, and ICT facilities, was found to create a conducive learning atmosphere, aligning with the findings of Chika and Ebong (2021), who noted that well-maintained school environments positively impact students' concentration and academic engagement. Access to ICT facilities, in particular, enhances digital literacy and equips students with essential skills for academic success in the modern age. The findings also reinforce Nwankwo and Ugochukwu's (2019) argument that investment in material resources is directly linked to better educational outcomes. Overall, the study highlights that adequate and well-utilized material resources are indispensable for fostering effective teaching and learning processes, ultimately leading to improved academic performance in public junior secondary schools.

The findings reveal that financial resources significantly enhance students' academic performance in public junior secondary schools. Adequate funding ensures the availability of teaching and learning materials, including textbooks, laboratory equipment, and modern teaching aids, which directly impact students' understanding and engagement. This observation aligns with the views of Olaniyi and Ajibade (2020), who asserted that sufficient financial allocation improves the quality of education through the provision of essential resources. Furthermore, the study highlights the role of financial resources in maintaining school infrastructure, such as classrooms and recreational facilities, which foster a conducive learning environment. This supports the findings of Nwosu and Chidiebere (2018), who emphasized the importance of sustained funding in creating an enabling atmosphere for effective learning.

the findings underscore the significance of financial investments in teacher training, extracurricular activities, and ICT resources, which indirectly enhance students' academic performance. For instance, financial capacity to organize professional development programs for teachers was shown to improve instructional quality, aligning with the work of Adedokun and Fapohunda (2019), who linked such programs to better student outcomes. Moreover, school-sponsored activities and scholarships funded by financial resources were found to motivate students and boost their academic achievements. These findings are consistent with Okeke and Adeyemo's (2021) assertion that equitable and efficient use of financial resources ensures access to quality education and academic excellence. Overall, the study highlights that financial resources, when properly allocated and managed, are pivotal to improving students' academic performance in public junior secondary schools.

Conclusion

Based on the findings, it was concluded that human resources significantly enhance students' academic performance in public junior secondary schools. Adequate teaching staff, both in quantity and quality, is critical in facilitating effective learning.

Recommendations

Given the numerous benefits that come from resource management, the researcher recommends:

1. That the ministry of education and schools in Nigeria should invest more resources in the management and development of their human resources. Also, school heads should be adequately trained on the techniques of resource management.
2. The government should increase budgetary allocations to public junior secondary schools to ensure sufficient funding for essential academic resources, including textbooks, laboratory equipment, and ICT facilities.
3. Principals should conduct regular assessments of available material resources and identify gaps that hinder effective learning. They should liaise with the government, NGOs, and community stakeholders to advocate for and secure the necessary resources, ensuring their equitable distribution and efficient utilization within the school.

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