
Resources Management Effectiveness: A Panacea to Student Poor Academic Performance in Imo State

BY

NWACHUKWU, Chinyere Maryrose, *Ph.D*
Department of Education Foundation
Imo State College of Education, Ihitte Uboma

Felicia A. ORIH, *Ph.D*
Department of Education Foundation
Imo State College of Education, Ihitte Uboma

AND

IHEANAETU Beatrice Ifeyinwa, *Ph.D*
Department of Education Foundation
Imo State College of Education

ABSTRACT

This study was to assess resources management effectiveness as a panacea to student poor academic performance in Imo State. The population comprised principals, vice principal, teachers and students. Stratified random sampling technique was used to select 10 principals, 10 vice principal and 40 teachers and 100 students in Imo State giving a total of 160 respondents that constituted the sample size for the study. The Instrument used in this study for data collection was a questionnaire titled “Resources Management Effectiveness Questionnaire (RMEQ)”. Face and content validation of the instrument was carried out by an expert in test measurement and evaluation from Imo State University to ensure that the instrument was valid enough for the study. Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.80 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as descriptive statistics and regression analysis. The test for significance was done at 0.05 alpha levels. The study concluded that school administrators play important roles in for the school success. The result also proved that the extent of resources management effectiveness by the school administrators in Imo State is high. Finally, the results proved that there is significant influence of resources management effectiveness on student academic performance in Imo State. One of the recommendations was that school administrators should be encouraged to develop method of prudent resource management to increase the efficiency in the use of available resources in the school.

KEYWORDS: Resources Management Effectiveness, School Administrators, Student Academic Performance and Imo State

Introduction

Resources are anything that has utility and adds value to your life. Air, water, food, plants, animals, minerals, metals, and everything else that exists in nature and has utility to mankind is a 'Resource'. The value of each such resource depends on its utility and other factors. For example, metals are gold, silver, copper or bronze have economic value; i.e. they can be exchanged for money. However, mountains, rivers, sea or forests are also resources but they do not have economic value. There are two most important factors that can turn any substance into a resource- time and technology. With the help of technology, innovation humans can transform a natural or man-made substance into a resource. Like, minerals, fish or other marine creatures sourced from the sea can be used for our food and medicines. Similarly, time also adds to the value of a resource. For example, fossil deposits of organisms over hundreds of years can turn into fossil fuels (Toppr, 2019).

In organizational studies, resource management is the efficient and effective development of an organization's resources when they are needed. Such resources may include the financial resources, inventory, human skills, production resources, or information technology (IT) and natural resources. Schools are planned, organized, and settled organizations that help people socialize, improve their economic productivity, recognize and realize themselves, and adopt the policies of the nation to the resources. The schools are responsible for the terms of personal and social development of vital importance of the resource management. The reason why schools are essential for society is that it is the most productivity-based, concrete, and functional part of the educational system (Açıklan, 1994).

Statement of the problem

Over the years, limited resources have constantly remained a major constraint to smooth operations in our educations system. The problem of limited fund, manpower, materials and insufficient time, all as the needed resources in our educational system have created a great concern to policy makers, school administrators, teachers, learners and the general public. Another concern is on poor management of these limited resources by the school administrators ranging from the male to the female ones. It has become obvious that our school administrators are identified with poor management of these limited resources. This result in low outputs in the case of the teachers and the general poor performance of the learners. Sequel to this problem there is need to find out the major player of effective or ineffective resources management and the subsequent effect on students' academic performance in Imo State, whether it is the male or the female school administrators.

Objective of the study

- To ascertain the extent of resources management effectiveness by the school administrators in Imo State
- To find the influence of resources management effectiveness on student academic performance in Imo State.

Research question

- What is the extent of resources management effectiveness by the school administrators in Imo State?
- What is the influence of resources management effectiveness on student academic performance in Imo State?

Hypothesis

- There is no significant influence of resources management effectiveness on student academic performance in Imo State.

Concept of Resources

The idea of resources has been developed across many established areas of work, in economics, biology and ecology, computer science, management, and human resources for example - linked to the concepts of competition, sustainability, conservation, and stewardship. In application within human society, commercial or non-commercial factors require resource allocation through resource management. From a broader biological or ecological perspective, a resource satisfies the needs of a living organism (Ricklefs, 2005). It is technology which gives value to the neutral stuffs which it processes; and as the useful arts advance the gifts of nature are remade. With technology on the march, the emphasis of value shifts from the natural to the processed good.

Resource creation process is not static; it is dynamic in nature. The thing or substance considered as neutral stuff today may be converted into precious resource tomorrow. Since the beginning of civilization, Paleolithic man started devoting his limited knowledge to convert neutral stuff into resource for his own requirement. Archana (2018) With the passage of time, with increasing knowledge, man was able to harness more resource from same amount of stuff. Bowman has rightly remarked: "The moment we give them human association they are as changeful as humanity itself". With the increasing need, man frantically explored all possibilities or avenues to expand resource base from his existing stock. So, resource creation is a continuous and need-based operation. At the present era, when the world is passing through acute energy crisis, man is exploring possibilities to produce energy from all sources solar energy, wind energy, geothermal energy etc. Previously ocean current was never considered as resource but, now, man is able to convert this force into energy. So, the concept of resource is dynamic and resource study is a dynamic science.

A resource is a source or supply from which a benefit is produced and that has some utility. Resources can broadly be classified upon their availability. (WanaGopa & Spoolman, 2011) They are classified into renewable and non-renewable resources. They can also be classified as actual and potential on the basis of the level of development and use, on the basis of origin they can be classified as biotic and abiotic, and on the basis of their distribution, as ubiquitous and localized (private, community-owned, natural and international resources). An item becomes a resource with time and developing technology. The benefits of resource utilization may include increased wealth, proper functioning of a system, or enhanced well-being. From a human perspective, a natural resource is anything obtained from the environment to satisfy human needs and wants.

Concept of Resources Management

Resource management is the process in which individuals and families use what they have to get what they want. It begins with thinking and planning and ends with the evaluation of actions taken. Three fundamental concepts in resource management are values, goals, and decision making. Values such as honesty and trust are principles that guide behaviour. They are desirable or important and serve as underlying motivators. Values determine goals, which are sought-after end results. Goals can be implicit or explicit. They can be short-term, intermediate-, or long-

term. Decisions are conclusions or judgments about some issue or matter. Decision making involves choosing between two or more alternatives and follows a series of steps from inception to evaluation. Through choices, individuals and families define their lives and influence the lives of others.

The study of resource management focuses on order, choices, and control, and how people use time, energy, money, physical space, and information. As an applied social science, it is an academic field that is fundamental to our understanding of human behavior. "The knowledge obtained through the study of management is evaluated in light of its ability to make an individual's or family's management practice more effective" (Goldsmith 2000). Individuals and families have characteristic ways of making decisions and acting called their management style. Although similar styles are exhibited within families (such as a tendency to be on time or to finish tasks to completion), there are also wide ranges of styles within families making the study of management intrinsically interesting, especially from a socialization point of view. Measuring devices, techniques, or instruments that are used to make decisions and plan courses of action are called management tools. For example, time is a resource and a clock or stopwatch is a management tool.

Types of Resources

According to NOUN (2009), Education resources based on their nature are basically classified into the following categories:

Material/Physical Resources: These are the tangible resources that can easily be seen and observed in any institution. The physical resources include the structure, the machines, raw materials, vehicles, and other tools, which can facilitate organizations activities and processes. The physical resources may not be the same in all organization. In educational system, the physical resources would include the classrooms/lecture rooms, staff offices, vehicles, health centers, library, laboratory, and so on, which directly or indirectly contribute to the achievement of goals.

Financial Resources: Financial resources are the funds required for the smooth operations of a school and are regarded as the life-wire of any system. It is indeed a more critical facet with which other factors of administrations are created, maintained and sustained. In school administration, funds are necessary for the procurement of facilities, equipment, electronics and communication gadget needed for effective performance. Apart from this, funds are needed to pay the salaries of administrative, academic and non-academic staff. A robust financial allocation for school administration would not only enhance goals attainment but its sustainability. Plan and policy implementation are responsive to funds availability. Funds are needed for the acquisition of fixed and current assets and to settle current liabilities and expenditures incurred in the course of administration.

Time Resources: Time is a unique resource and is considered as one of the scarce resources known to man. (Adedeji, 1998). Time is the most expensive of all resources due to its non-recoverable nature. Time utilization refers to the proper allocation of time to the various stages and tasks of administrative activities. The application of hours of duty to organizational activities is to ensure equal combination of time with other resources. The use of time is one of the parameters to measure an effective school administration. In a school system, time is managed

through the use of a time table. Consequently, time management stands as an effective tool necessary for the organizations effectiveness in realization of set out objectives and goals (Ugwulashi,2012)

Human Resources: Human resource constitutes a vital vein of any institution. The human resource in the school system includes teachers, support staff in the school, students, parents, community members and a host of other interest and social groups. Human resources is responsible for planning, organizing, coordinating, controlling, manipulating and maintaining other forms of resources, its administrative and forecasting ability placed it ahead of other forms of resources. The availability of human resources is not only required in school administration, but their quality and quantity must be considered, if effective and efficient administration is to be guaranteed. According to Likert (1969) all activities of any institution are initiated by the persons that make up that institution. Plant, offices, computer, automated equipment and all inputs that an institution uses are unproductive except for human effort and direction

Elwood and James (1996) observed that in governing human resources three major trends are typically considered, they include:

- a. **Demographics:** The characteristics of a population/workforce for example age, gender or social class. The type of trend may have an effect in relation to pension offering, insurance packages etc.
- b. **Diversity:** The variation within the population/workplace changes in the society now mean that a larger proportion of organization is made up of “baby boomers or old workers in comparison to thirty years ago. Advocates of workplace divert advocates an employee base that is a minor reflection of the make- up of the society in so far as race, gender, sexual orientation etc.
- c. **Skills and Qualification:** As industries move from manual to more managerial profession, so does the need for more highly skilled graduates. If the market is tight (i.e. not enough staff for the job) employers must compete for employees by offering financial rewards, community investments etc.

Every aspect of an institution’s activities is determined by the competence, motivation and general effectiveness of its human resource. It is noteworthy that the quality of human resources in any educational system determines to a great extent the quality of the system itself and professional staff in particular are crucial to the formulation and successful implementation of the education policies and programmes in any country. (Nakpodia,2010).

Information and Communication Technology (ICT) Resources: ICTs stand for information and communication technologies and are defined, for the purposes, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” These technologies include computers, the Internet, broad casting technologies (radio and television), teleprompter and telephony. Information and communication are vital resources in any establishment more particularly for planning, policy making and decision making. Apart from enabling the public to be aware of the existence, activities and products of any organization, information and communication serve as means of getting the feedback from the public, clienteles and consumers. Some of the information communication Technologies in school administration includes the global system for mobile communication (GSM) telephone, intercom, television, overhead and film projector, internet/radio, cable, etc. All these enhance

quality communication within and outside the school environment. These broad goals should guide the choice of technologies to be used and their modalities of use. The potential of each technology varies according to how it is used. Hadad and Drexler (2002) identified at least five levels of technology used in education: presentation, demonstration, drills & practice, interaction and collaboration. ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly through teleconferencing etc.

Community Resources: Community resources are both human and non-human materials that are within the geographical milieu of teachers and learners (Omosewo, Ogunlade, and Oyedeji, 2012). The community has bounteous resources ranging from religious resources (e.g. Mosque, churches and shrines), commercial banks (e.g. first bank, union bank and unity bank etc.), historical places (e.g. palace, zoo, museums), water bodies (e.g. Sea, oceans, lakes, rivers and ponds) and landscapes (e.g. rocks, mountains).

The human community resources include teachers, learners, curriculum developers, parents and other members of the society. The School administrator is to attract the movable community resources to the school or alternatively, the school could also arrange for the learners to visit the immovable resources in the community so that they would have a glimpse the real structure of what they have learnt and could have imagined, perhaps with an erroneous conception. Every community no matter how large or small holds cultural, natural, human and technological resources that can be utilized by the students and teachers to improve the educational outcomes of the society.

Concept of School Administrator

School administration involves the management of all school operations, from creating a safe learning environment to managing the school budget. To further define school administration, one needs to consider the different areas of school administration and who performs these school administrative duties. School administrators are the professionals who, as a whole, carry out these different administrative tasks that keep a school running smoothly. At elementary, middle, and high schools, school administration is typically led by a principal and, depending on the school, may also include assistant principals, instructional coordinators, athletic directors, and other support staff. School administrators could also be superintendents, who help oversee multiple schools in a district.

School Administrator is a process of systematically arranging and coordinating the human and material resources available to any organization for the main purpose of achieving stipulated goals of that organization. When applied to the school system, the process is referred to as Educational Administration or School Administration. Administration is a term used to refer more to Government business. Administration occurs in every organization. The basic aim of administration is the need to get things done for defined objectives to be accomplished. Educational Administration is the process of bringing men and materials together for effective and functional teaching and learning in the school. The focus of school administrator is the enhancement of teaching and learning. We can define school administrator as a process through

which the school administrators arrange and co-ordinate their sources available to education, for the purpose of achieving the goals of the educational system

Extent of Resources Management Effectiveness by School Administrators

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 and efficient utilization of school plant facilities in the school system (Oboegbulem 2004, Adeogun, 2002; Mbipom 2000). School administrators which helps in the assessment of an individual's efforts and weaknesses in the execution of one's assigned roles and responsibilities, cannot be separated from resource management. This suggests that resource management and school administrators walk hand in gloves. In the event that where the school administrator fails in his/her resource management practices, teachers' job performance would be affected. The effects of such outcome would be reflected in the students' attitude and academic achievement. Human resources in the education sector in terms of quality and quantity contribute largely to the overall success of the education system.

Olukunle (2001) revealed that human resource, not capital, not income, not material resource constitutes the ultimate basis for job performance. Bolaji (2002) posited that an important educational input, which to him was one of the most important indicators of resources management, was the human resource. It has been noted that the efficiency of the school depends largely on the teachers' competence. This is because no curriculum can be effectively implemented without the support of well qualified and highly motivated teachers (Afolabi, 2000) and no education system can rise above the level of its teachers (Obanya, 2000). To this end, training and re-training of teachers remain the major source of redeeming the performance of the school system (Aromolaran, 2001). On the other hand, 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). 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'. 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, and destruction, (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. Arising from the above literature, the study intends to investigate the administrators' resource management practices.

Resources Management and Students' Academic Performance

The quality of school facilities and environment shape attitude not only of the students, but that of the teachers and other support staff. However, many school facilities throughout Nigeria face general mismanagement and social turmoil. Michael (2002) observed that, a successful management of school facilities is a necessary and essential investment that would increase quality of schools and education performance and future outcomes. An academically successful school must radiate a sense of well-being of its 78 facilities which in turn generate information for positive results. This will lead to effective restoration achieved through good design that addresses education needs of the students. Apart from the grossly inadequate facilities in most secondary schools in Nigeria, the classrooms are usually overcrowded with up to sixty or more students in classrooms designed for only thirty or forty students, the chairs and desks are not enough, students therefore engage in sharing chairs, standing up, or sitting on windows or broken desks, a situation that generally stalls the teaching-learning process, disrupts the students mental activity, and militates against the intellectual development of the children (Akomolafe, 2013). Lyons (2012) documented that learning is a complex activity that supremely tests student's motivation, physical conditions, teaching resources, methods and skills of teaching and the school curricula. All these play vital roles in the children's development. He further stated that there was an explicit relationship between the physical characteristics of school facilities and education outcomes. While good maintenance, modern systems and flexible designs are clearly required; linkages between different subject areas are growing and teachers continually are enhancing their multi-disciplinary capabilities. The implication is that effective management of school facilities must of necessity take cognizance of the changes in teaching methods, the grounds and school environment, school curricula, designs and systems, ages and numerical strength of the children, personnel and expected outcomes (Fuller & Dellagnelo, 1999).

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

(ANOVA) was used to test the hypotheses. Qualitative data from interviews were analysed through interview transcription and thematic analysis and used mainly to support the data generated through statistical analyses. The major findings were that resources were managed effectively in most schools using various strategies. In addition, there was a positive and significant correlation between the effectiveness of resource management strategies and learners' academic performance in national examination. The overall result indicates that the human resource management techniques that focus sharply on the learner and teacher recommended that schools managers should involve teachers and learner in decision making process and management strategies that enhance learners' academic performance in national examinations in the study locale of Makindu District, Makueni Country, Kenya. In view of the above review, this study is similar to the present study because the topic was similar to the present study and the study was a survey research which involves the use of questionnaire. Despite the similarities, the study differs as it was conducted in Kenya while the present study will be carried out in Kaduna State.

Olaleye (2013) conducted a research titled: Improving Teacher Performance Competency through Effective Human Resource Practices in Ekiti State Secondary Schools. This study examined human resource practices and teacher performance competency. It is a descriptive design of the survey type, the study population comprised all the secondary schools and teachers in Ekiti State. Out of which a sample of 100 secondary schools were randomly selected, 500 hundred teachers, 100 principals and 120 vice principals were randomly selected for the study, 25 items questionnaire was used to elicit information from the respondents selected. The questionnaire was based on the eight areas of human resources practices and their links with teacher performance competency. Data collected were analysed using simple means and percentages. Findings showed that teachers recruitment should not be based on political affiliation. Recruitment should be advertised on the media and internet. Selection should be on merit. Newly recruited were not mentored by experienced teachers. Regular-in-service programmes should be organized for teachers to enhance better performance. Based on the findings, recommendations were made that mentoring of teachers enhanced better performance and this should be imbibed. The study conducted by Olaleye (2013) is related to the present study because it surveyed one of the variables of this study and data was collected through the use of questionnaire which this study will use. The study differs as it was carried out in Ekiti state, while the present study will be conducted in Kaduna state. The study also differs as simple percentages was used for data analysis, but the current study will be analysed using both descriptive and inferential statistics.

Methods

In this study an Expost-Facto was adopted. The population comprised principals, vice principal, teachers and students. Stratified random sampling technique was used to select 10 principals, 10 vice principal and 40 teachers and 100 and students in Imo State giving a total of 160 respondents that constituted the sample size for the study. The Instrument used in this study for data collection was a questionnaire titled "Resources Management Effectiveness Questionnaire "(RMEQ)". Face and content validation of the instrument was carried out by an expert in test measurement and evaluation in Imo State University to ensure that the instrument was valid enough for the study. Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.80 and this was high enough to justify

the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as independent t-test analysis. The test for significance was done at 0.05 alpha levels.

Result

Research Questions 1: The research question sought to find out the extent of resources management effectiveness by the school administrators in Imo State. To answer the research question percentage analysis was performed on the data, (see table 1).

Table 1: Percentage analysis of the extent of resources management effectiveness by the school administrators in Imo State

| EXTENTS | FREQUENCY | PERCENTAGE |
|------------------|------------|-------------|
| VERY HIGH EXTENT | 23 | 14.38* |
| HIGH EXTENT | 65 | 40.63** |
| LOW EXTENT | 45 | 28.13 |
| VERY LOW EXTENT | 27 | 16.88 |
| TOTAL | 160 | 100% |

** The highest percentage frequency

* The least percentage frequency

SOURCE: Field survey

The above table 1 presents the percentage analysis of the extent of resources management effectiveness by the school administrators in Imo State. From the result of the data analysis, it was observed that the highest percentage (40.63%) of the respondents affirmed that the extent of resources management effectiveness by the school administrators in Imo State is high, while the least percentage (14.38%) of the respondents stated that the extent of resources management effectiveness by the school administrators in Imo State is high.

Research Question Two

The research question sought to find out the influence of resources management effectiveness on student academic performance in Imo State. In order to answer the research question, descriptive analysis was performed on the data collected as shown in Table 2.

Table 2: Descriptive statistics of the influence of resources management effectiveness on student academic performance in Imo State

| Variable | N | Arithmetic mean | Expected mean | r | Remarks |
|--------------|-----|-----------------|---------------|-------|---------------------------------|
| Performances | 160 | 13.00 | 12.5 | 0.94* | *Strong to perfect Relationship |
| Resources | | 17.44 | 12.5 | | |

Source: Field Survey

Table 2 presents the result of the descriptive analysis of the influence of resources management effectiveness on student academic performance. The two variables were observed to have strong to perfect relationship at 94%. The arithmetic mean for performance (13.00) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as regards to resources (17.44) was observed to be higher than the expected mean score of 12.5. The result therefore means that there is remarkable influence of resources management effectiveness on student academic performance in Imo State.

Hypothesis One

The null hypothesis states that there is no significant influence of resources management effectiveness on student academic performance in Imo State. In order to test the hypothesis simple regression analysis was performed on the data, (see table 3).

TABLE 3: Simple Regression Analysis of the influence of resources management effectiveness on student academic performance in Imo State

| Model | R | R-Square | Adjusted R Square | Std. error of the Estimate | R Square Change |
|-------|-------|----------|-------------------|----------------------------|-----------------|
| 1 | 0.94a | 0.88 | 0.88 | 0.53 | 0.88 |

***Significant at 0.05 level; df= 158; N= 160; critical R-value = 0.197**

The above table 3 shows that the calculated R-value (0.94) was greater than the critical R-value of 0.197 at 0.5 alpha levels with 158 degrees of freedom. The R-Square value of 0.88 predicts 88% of the influence of resources management effectiveness on student academic performance. This rate of percentage is highly positive and therefore means that there is significant influence of resources management effectiveness on student academic performance in Imo State. It was also deemed necessary to find out the influence of the variance of each class of independent variable as responded by each respondent (see table 4).

TABLE 4: Analysis of variance of the of resources management effectiveness on student academic performance in Imo State

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|---------|-------|
| Regression | 315.93 | 1 | 315.93 | 1132.58 | .000b |
| Residual | 44.073 | 158 | 0.28 | | |
| Total | 360.00 | 159 | | | |

a. Dependent Variable: Performances

b. Predictors: (Constant), Resources

The above table 4 presents the calculated F-value as (1132.58) and the P-value as (.000b). Being that the P-value (.000b) is below the probability level of 0.05, the result therefore means that there is significant influence exerted by the independent variables resources on the dependent variable which is performances. The result implies that there is significant influence of resources management effectiveness on student academic performance in Imo State. The result therefore is in agreement with the research findings of Michael (2002) observed that, a

successful management of school facilities is a necessary and essential investment that would increase quality of schools and education performance and future outcomes. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

Conclusion

The study concluded that school administrators play an important role in the school to achieving the main factors for school success. Achieving school goals and optimum learning by students is all about school effectiveness and resources management. This study shows the views of School administrators in the use of resources management in effective school contexts. The effects of school administrators on student success are examined, it can be seen that school administrators in particular have a key role in increasing student success by creating effective learning/teaching, social environment and teachers' motivation and the use of resources in Imo state.

Recommendations

1. School administrators should be encouraged to develop method of prudent resource management to increase the efficiency in the use of available resources in the school.
2. The government has to increase the quality and quantity of resources (human, financial and material) allocated to schools.
3. School administrators should develop a positive attitude in the use of the physical facilities and resources management provided.
4. The principal as the school administrator should be exposed to regular seminar and workshops on school resources management.

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