
Management of Educational Resources and Goals Attainment of Secondary Schools in Rivers State, Nigeria

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Abstract

The study investigated the management of educational resources and goals attainment of secondary schools in Rivers State. The study adopted the correlational research design with a population of 286 principals of public senior secondary school in Rivers State. Three research questions with corresponding null hypotheses guided the study. A sample size of 257 principals representing 90% of the population was used. Simple and sampling technique was used to draw the required sample for the study. Two-self structured instruments were used for the study titled; Management of Educational Resources Scale (MERS) and Goals Attainment of Secondary School Scale (GASSS). Cronbach alpha was used to determine the internal consistency coefficient which yielded at 0.80 and 0.88 respectively. The face and content validity of the instrument were subjected and assured by experts in the Department of Measurement and Evaluation, Guidance and Counselling, Faculty of Education, Ignatius Ajuru University of Education. Pearson Product Moment Correlation was used to answer the research questions one to three as well as hypotheses one to three while multiple regression was used to answer research question 4 and the hypothesis four was tested at 0.05 alpha level of significance using ANOVA associated with multiple regression. The study therefore showed that there is a high positive relationship between management of educational resources and goals attainment of secondary schools in Rivers State. The study therefore recommended among others that there should be managerial training to successive/promoted Principals and regular retraining to ensure good condition of resources for goals attainment of secondary school in Rivers State.

Keywords: Management, Education resources, Secondary education, Goal attainment

INTRODUCTION

Management is the function of organizational activities for getting job done within a targeted time frame. Management ensures effectiveness and efficiency with the use of available resources to achieve its goals. Material resources in secondary education are enormous, ranging from humans, play grounds, fans, chalk/marker and white or and electronic board, furniture, physical structures/buildings, instructional materials and teaching aids, laboratories, library, diaries, registers, note of lessons, first book of instance, movement book, finance and financial records, classrooms,

administrative and staff offices among others. However, the school principals who are the managers of resources are expected to have the required professional skills to manage resources if not there may be decline in the attainment of goals of secondary education. In most cases lack of professional skills, mismanaged, misappropriated or misused among others may be some of the contributing factors of managerial issues. This may call for training and retraining of management personnel in the secondary education for professional qualification and development so as to achieve a target.

CONCEPTUAL REVIEW

Management: Management involves the professional skills that are put to use in organizations to be able to achieve its set goals within a stipulated time. Management is defined according to Oshiotse (2020) as the process of various human activities of getting work done with the use of non-human resources within a stipulated time. It is a technical or scientific decision-making process towards achieving set goals in defined system of environment and within a fixed time. Management is the function of organization's day-to-day activities with the effective use of resources to the achievement of educational goals. Indeed (2020) postulated that management is the coordination and administration of tasks to achieve a goal. Olawolu and Madumere-Obike (2017) described management as the guidance and direction of people towards organizational goals or objectives. Furthermore, they postulated that it can also be seen as the supervising, controlling and coordinating of activity to attain optimum results with organizational resources. It is the process of planning, organizing and directing activities in a school, effectively utilizing human and material resources, in order to accomplish the school's objectives. Ibrahim and Mazin (2017) stated that educational management is all about factual application of management principles in education fields. To Diksha (n.d) educational management is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desired and expected goals or objectives. Bahdin (2020) stated that Principals' management functions include planning, directing, organizing, mobilizing, developing, controlling, procuring, maintaining, developing, compensating, integrating, maintaining, disciplining, and terminating/dismissal company needs in helping the realization of goals. Akpan (2016) stated that educational management planning, coordinating and controlling of interrelated activities and harnessing systematically toward the achievement of pre-determined goals in the educational system for attainment of educational goals. Management functions are Planning, Organizing, Staffing, Supervising, Directing, Coordinating, Controlling, Reporting, Budgeting, Implementing, Evaluating, Summarizing/Concluding, Promoting and Sanctioning. The functions of management or a manager is to ensure that every component within the organization is designated and utilized effectively and efficiently to achieve the purpose for their supply.

Concept of Educational Resources

Resources are anything that can be put to use with the aim of achieving a particular goal. Kaegon (2017) stated that resources are useful to those who have a use for it that anything can turn into resource, including urine, faeces, grasses, sand and so on in as much as such object or material is accorded with value. UNESCO (2015) in Livumbaze and Achoka (2017) stated that success of teaching and learning has been linked to availability of resources and can support poorly performing schools, educational authorities must increase student levels and competencies by use of these resources for students to be ready for National Assessments. Hanushek and Woessmann (2017) opined that students who choose to attend a well-equipped school may differ along both observable and unobservable dimensions from students taught in poorly equipped schools. Lafortune et al 2016; Card & Payne, 2002; Guryan, 2001; in Philip and Lucy (2018) opined that there is a direct

relationship between educational resources and student achievement which develops over time. Educate a child (n.d) sees resources in education in three categories which are necessary for delivery of quality formal and non-formal primary education programs: human resources, material resources and financial resources. However, Olawolu and Madumere-Obike (2017) viewed resources in education as human, material, finance, time, information, environment and goodwill.

Time Resource: No human activities can be done without the use of time. Hence its importance cannot be over emphasized. Everything starts with time and end with time, a time to resume schools activities and a time to end school activities among others. School as a formal organization has time for resumption, admission, devotion, teaching and learning, tests/examinations, breaks, short and long time vacation, meetings, non-academic activities, among others. To Devasis (2020) time table as a resource in education is a detailed plan showing the schedule of time allotment to various subjects and activities. All the work in the school is carried out systematically in tune with the time table. The successful working of a school depends on a suitable time table. Sevari and Kandy; Houtson; in Payel and Saradindu (2021) opined that time management is the deliberate control of the time spent on a given task, especially to increase efficiency, skill and productivity. Payel and Saradindu (2021) postulated that time management plays an important role in students' academic achievement and progress. To Katrina (2019) time is one of the most powerful levers for change in a school. Everything about how a school runs from where staff goes, to when they have breaks and collaborative time, to what classes students can take, is based on how leaders schedule the limited time within a school day, week and year.

Financial Resource: In education, finance is a veritable and inevitable resource to accomplish a set goal. According to Joel et al (2020) financial resources are used mainly to procure basic teaching and learning materials and for daily operations of the school that support learning programmes. However, Joel et al (2020) stated that financial resources are always scarce, meaning that school principals should optimally use them to enhance infrastructural development and promote students' academic performance. Onyekan et al (2015) postulated that funding in education can be attributed to the amount of money being allotted to the educational sector by the government towards the sustainability and maintenance of the sector in attaining and achieving its goals and objectives. Akpan in James et al (2020) stated that over the years, funds allocated for education has not always been spent judiciously, culminating in inadequate provision of educational infrastructure and services to schools. To them, poor management of funds leads to the inability to rehabilitate broken-down facilities, inadequate investment in teacher education, poor development, ineffective teaching and learning and poor attainment of educational goals. This may have a direct link to the assertion of Olushola (2021) that students in community primary school in Etche, Rivers State sit on the floors, use stacked bricks as tables in class. Saharareporter (2021) revealed that community primary school in Mgbede, Egbema Kingdom of Ogba Egbema Ndoni Local Government Area of Rivers State is in ruins, abandoned by the government as students learn in classrooms that are falling apart with no roof, chairs, students sit on the floor and some walls are ripped with some classrooms having human faeces on the floor.

Laboratories: The school laboratories are one of the integral parts of educational resources that cannot be neglected in the schools for the achievement of goals of various levels of education. To Ronoh (2017) school laboratory is a very important educational resource for learning scientific knowledge and skills that require proper attention by the school management. Ronoh (2017) stated that in education a head teacher is responsible for overall management, control and maintenance of

standards in the school and is accountable for all that happens in a school. Adesina in Moses (2021) believed that a well-maintained school plan will gear up expected outcomes of education that will facilitate effective teaching and learning processes and academic performance of the students. Abubakar and Adamu (2019) posited that managing facilities for the attainment of educational objectives require caution in the usage of the facilities to avoid underutilized or over-utilized, but optimally used. Hence, maximum utilization occurs when facilities are put into effective use in line with the primary objectives – otherwise, it would be counter-productive. Abubakar and Adamu (2019) continued by stating that the major problem facing schools today is the inability of the managers to properly manage and maintain facilities. It is worthy to note that the school facilities play significant roles in the actualization of educational goals. To this end, Abubakar and Adamu (2019) believes that availability of facilities has a direct satisfaction to the physical and emotional needs of students and teachers of the school; their availability, adequacy and relevance influences effectiveness, efficiency and high productivity.

Secondary education: The secondary education is the type of education that is received immediately after primary education. Secondary education enables the individuals to further education into high institution. The Federal Republic of Nigeria in her Policy on Education (FRN, 2014) stated that secondary education is the education children receive after primary education and before the tertiary stage. Secondary education empowers a child to be self-reliant, social and contribute to the national development. Arop, Ekpang, Nwannunu and Owen in James et al (2020) postulated that secondary education have essential and dynamic roles to play in equipping learners with the needed skills to thrive and function effectively in the 21st century.

STATEMENT OF THE PROBLEM

Management is inevitable and indispensable for the success of any organization and achievement of its goals. The problem in various organizations including schools most likely may be connected with lack of professional skills, negligence, misuse of resources, and incompetence. Resources in education are never sufficient but scarce therefore there is need for effective and efficient management of them in order to achieve the set goals. There has been an outcry on the devastating state of educational resources in Nigeria of which public senior secondary school in Rivers State is no exception. The researchers' experiences as teachers have shown the level of abandonment of some educational facilities. Like the case of community primary school in Etche where students sit on the floors, use stacked bricks as tables in class to learn inside a delapidated building. However, it is not yet ascertained the extent to which management of educational resources relate to goals attainment of public senior secondary schools in Rivers State. Hence, this spurred the researchers to investigate the extent to which management of educational resource related to goals attainment of public senior secondary school in Rivers State. However, the study therefore looked at how the independent variables; management of educational resources (time, classroom blocks, staff rooms, laboratory) related to the dependent variable; goals attainment of public senior secondary school in Rivers State.

AIM AND OBJECTIVES

The aim of the study was to investigate the management of resources for secondary schools goal attainment in Rivers State, Nigeria. While the objectives of the study were to;

- Examine the relationship between management of time resource and senior secondary school goals attainment in Rivers State.

- Find out the relationship between management of laboratory facility and senior secondary school goals attainment in Rivers State
- Examine the relationship between management of financial resource and senior secondary school goals attainment in Rivers State
- Examine the joint relationship between the management of time, laboratory facilities, financial resources and senior secondary school goals attainment in Rivers State

Research Questions

The following research questions guided the study;

1. What is the relationship between management of time resource and senior secondary school goals attainment in Rivers State?
2. What is the relationship between management of laboratory facilities and senior secondary school goals attainment in Rivers State?
3. What is the relationship between management of financial resource and secondary schools goal attainment in Rivers State?
4. What is the joint relationship between the management of time, laboratory facilities, financial resources and senior secondary school goals attainment in Rivers State?

Hypotheses

The following null hypotheses guided were tested at 0.05 level of significance;

1. There is no significant relationship between the management of time resources and senior secondary school goals attainment in Rivers State.
2. There is no significant relationship between the management of laboratory facilities and senior secondary school goals attainment in Rivers State
3. There is no significant relationship between the management of financial resource and senior secondary school goals attainment in Rivers State
4. There is no significant joint relationship between the management of time, laboratory facilities, financial resources and senior secondary school goals attainment in Rivers State

METHODOLOGY

The study adopted correlational research design with a population of 286 principals of public senior secondary school in Rivers State. Three research questions with corresponding null hypotheses guided the study. A sample size of 257 principals representing 90% of the population was used. Simple sampling technique was used to draw the required sample for the study. Two-self structured instruments were used for the study titled; Management of Educational Resources Scale (MERS) and Goals Attainment of Secondary School Scale (GASSS). Cronbach alpha was used to determine the internal consistency coefficient which yielded coefficients of at 0.80 and 0.88 respectively. The face and content validity of the instrument were subjected and assured by experts in the Department of Measurement and Evaluation, Guidance and Counselling, Faculty of Education, Ignatius Ajuru University of Education. Pearson Product Moment Correlation was used to answer the research questions one to three as well as hypotheses one to three while multiple regression was used to answer research question 4 and the hypothesis four was tested at 0.05 alpha level of significance using ANOVA associated with multiple regression.

Results

Table 1: Pearson Product Moment Correlation on the relationship between management of time resource and senior secondary school goals attainment in Rivers State?

Variables	R	Level of Sig.	Sig. (2tailed)	Decision
Time Resource	0.90	0.05	0.00	Rejected
Secondary Schools Goal Attainment				

Table 1 revealed that the Pearson Product Moment correlation coefficient of the relationship between time resource and secondary school goals attainment in public senior secondary schools in Rivers State was calculated to be 0.90. The result showed that there is a high positive relationship between the management of time resource and goals attainment of public senior secondary school in Rivers State as determined by the coefficient of 0.90. This implies that an increase in the independent variable (time resource) leads to a corresponding increase in the dependent variable (goals attainment of secondary school). In testing the hypothesis, the correlation coefficient ($r = 0.90$) between the management of time resource and goals attainment of public senior secondary school in Rivers State is strong and positive. The significant value of 0.00 ($p < 0.05$) reveals a significant relationship. Based on that, the null hypothesis was rejected. Therefore, there is a significant relationship between the management of time resource and senior secondary school goals attainment in Rivers State.

Table 2: Pearson Product Moment Correlation on the relationship between management of laboratory facility and senior secondary school goals attainment in Rivers State

Variables	R	Level of Sig.	Sig. (2tailed)	Decision
Laboratory Facilities	0.80	0.05	0.00	Rejected
Secondary Schools Goal Attainment				

Table 2. revealed that the Pearson Product Moment correlation coefficient of the relationship between management of laboratory facilities and senior secondary school goals attainment in Rivers State was calculated to be 0.80. The result showed that there is a high positive relationship between management of laboratory facilities and senior secondary school goals attainment in Rivers State as determined by the coefficient of 0.80. This implies that an increase in the independent variable (laboratory facilities) leads to a corresponding increase in the dependent variable (goals attainment of secondary school).

In testing the hypothesis, the correlation coefficient ($r = 0.80$) between management of laboratory facilities and goals attainment of public senior secondary school in Rivers State is strong and negative. The significant value of 0.00 ($p < 0.05$) reveals a significant relationship. Based on that, the null hypothesis was rejected. Therefore, there is a significant relationship between management of laboratory facilities and goals attainment of public senior secondary school in Rivers State.

Table 3: Pearson Product Moment Correlation on the relationship between management of financial resource and goals attainment of secondary school in Rivers State

Variables	R	Level of Sig.	Sig. (2tailed)	Decision
Financial Resource	0.90	0.05	0.03	Rejected
Secondary Schools Goal Attainment				

Table 3 revealed that the Pearson Product Moment correlation coefficient of the relationship between management of financial resource and senior secondary school goals attainment in Rivers State was calculated to be 0.90. The result showed that there is a high positive relationship between management of financial resource and senior secondary school goals attainment in Rivers State as determined by the coefficient of 0.90. This implies that an increase in the independent variable (sporadic shooting) leads to a corresponding increase in the dependent variable (job commitment). In testing the hypothesis, the correlation coefficient ($r = -0.90$) between management of financial resource and senior secondary school goals attainment in Rivers State is strong and negative. The significant value of 0.03 ($p < 0.05$) reveals a significant relationship. Based on that, the null hypothesis was rejected. Therefore, there is a significant relationship between management of financial resource and senior secondary school goals attainment in Rivers State.

Table 4: Multiple regression on the joint relationship between time, laboratory facilities, financial resources and senior secondary school goals attainment in Rivers State

Model	R	R Square	Adjusted R Square
1	.80	.64	.64

Table 4 revealed that the regression correlation and regression square coefficients are 0.70 and 0.49 respectively. The joint regression coefficient of 0.49 showed that there is a high joint relationship between management of educational resources; time, classroom blocks, staff room offices, laboratory facilities, financial resources and goals attainment in public senior secondary school Rivers State. The regression square value of 49% ($.49 \times 100$) revealed that management of educational resources; time, classroom blocks, staff room offices, laboratory facilities, financial resources and goals attainment in public senior secondary school Rivers State is related to high extent.

Table 5: ANOVA associated with multiple regression on the joint relationship between time, laboratory facilities, financial resources and goals attainment in public senior secondary school Rivers State

Model		Sum of Squares	Df	Mean Square	F	p-value.	Alpha-level	Decision
1	Regression	81.100	5	16.22	4.84	.03 ^a	0.05	Rejected
	Residual	1022.205	252	3.351				
	Total	1103.305	256					

Table 5 showed that the sum of squares were given as 71.115 and 1137.140 while the mean square was given as 14.223 and 3.728 respectively. With degrees of freedom of 5 and 252, the calculated F-value of 3.61 is significant at 0.03^a when subjected to 0.05 level of significance. Therefore, the null hypothesis is rejected. By implication, there is a significant joint relationship between time, classroom blocks, staff room offices, laboratory facilities, financial resources and goals attainment in public senior secondary school Rivers State.

DISCUSSION OF FINDINGS

The finding of the study revealed the need for effective and efficient management of time, laboratory facilities and financial resources will bring about the achievement of goals of public senior secondary school in Rivers State.

Time Resource

The result showed that there is a high positive relationship between the management of time resource and goals attainment of public secondary school in Rivers State. Devasis (2020) believed that time table in education is a detailed plan showing the schedule of time allotment to various subjects and activities carried out systematically. Payel and Saradindu (2021) agreed that time management plays an important role in students' academic achievement and progress. Similarly, Katrina (2019) is in tandem with the study which says that time is one of the most powerful levers for change in a school that everything about how a school runs from where staff goes, to when they have breaks and collaborative time, to what classes students can take, is based on how leaders schedule the limited time within a school day, week and year.

Laboratories

There is a high positive relationship between management of laboratory facilities and secondary school goals attainment in Rivers State. The school laboratories which is one of the integral parts of educational resources that has direct relationship with secondary school attainment. Ronoh (2017) posited that school laboratory is a very important educational resource for learning and acquisition of skills which requires proper attention by the school management. Adesina in Moses (2021) believed that a well-maintained school plan has the capacity to gear up expected outcomes of education that will facilitate effective teaching and learning processes and academic performance of the students. Abubakar and Adamu (2019) posited that managing laboratory facilities for the attainment of educational objectives require caution in the usage of the facilities to avoid underutilized or over-utilized, but optimally used. Hence, maximum utilization occurs when facilities are put into effective use in line with the primary objectives – otherwise, it would be counter-productive. However, the problem of management of the available laboratories contributes to low academic outcomes. Ronoh (2017) stated that in education a head teacher is responsible for overall management, control and maintenance of standards in the school and is accountable for all that happens in a school. Abubakar and Adamu (2019) stated that the major problem facing schools today is the inability of the managers to properly manage and maintain facilities. For Abubakar and Adamu (2019) the availability of facilities has a direct satisfaction to the physical and emotional needs of students and teachers of the school; their availability, adequacy and relevance influences effectiveness, efficiency and high productivity. It is worthy to note that the school laboratory facilities play significant roles in the actualization of educational goals.

Financial Resource

Finance is a veritable and inevitable resource to accomplish a set goal. Financing secondary education will go a long way to make provisions of various needed resources to accomplish

educational goals. Similarly, Joel et al (2020) financial resources are used mainly to procure basic teaching and learning materials and for daily operations of the school that support learning programmes. Akpan in James et al (2020) stated that over the years, funds allocated for education has not always been spent judiciously, culminating in inadequate provision of educational infrastructure and services to schools. However, Joel et al (2020) stated that financial resources are always scarce, therefore, the school principals should optimally use them to enhance infrastructural development and promote students' academic performance. To Akpan in James et al (2020) poor management of funds leads to the inability to rehabilitate broken-down facilities, inadequate investment in teacher education, poor development, ineffective teaching and learning and poor attainment of educational goals.

CONCLUSION

Based on the findings, the study therefore concluded that supply and management of educational resources will bring about the achievement of goals in the public senior secondary school in Rivers State. However, for effectiveness and efficiency to be achieved, the principals are required to have professional trainings so as to have the required professional skills to management all the resources for goals attainment in public senior secondary school in Rivers state.

RECOMMENDATION

Based on the findings and conclusion of this study, the following recommendations were made:

1. There should be managerial training to successive/promoted Principals and also Government should regularly sponsor principals on professional development/trainings to enable them have the professional skills to manage educational resources for goals attainment in public secondary schools in Rivers State.
2. Government should endeavour to make budget for management and regular maintenance of school resources and the Principals as well should utilize the budgeted funds for purpose it is budgeted to be able to achieve the goals of secondary schools in Rivers State.
3. There should be professionalism amongst the supervisory and inspectorates that are devoid of compromise for accountability of all resources at the care of school principals for goals achievement in public secondary schools in Rivers State.

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