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Management of school Resources for goal attainment in public junior Secondary schools in Port Harcourt Metropolis, Rivers State

By

Corresponding authors: Dr. Nwanguma -Timothy Kelecchi & Dr. Hope Chimzi Onyeukwu

^{1,2}-Rivers state university Port Harcourt.

ABSTRACT: This study investigated how the management of school resources contributes to goal attainment in public junior secondary schools within Port Harcourt Metropolis, Rivers State. The population comprised 2,566 teachers and 41 administrators drawn from 41 public junior secondary schools. Using purposive sampling, 300 teachers and all 41 administrators participated in the study. A structured questionnaire titled “Managing School Resources for Goal Attainment Questionnaire (MSRGAQ)” was developed and validated by experts in educational management and measurement and evaluation, with a reliability coefficient established through pilot testing. The study was guided by three research questions and corresponding null hypotheses, tested using t-test at 0.05 level of significance. Data were analyzed using mean and standard deviation. Findings revealed that effective management of human resources—through recruitment, supervision, training, and motivation—significantly enhances goal attainment in schools. Similarly, material resources such as instructional materials, classroom space, and laboratory facilities were rated highly effective in promoting teaching and learning outcomes. Financial resources, including budgeting, timely release of funds, transparent accounting, and diversified income sources, were also found to play a vital role in achieving school objectives. The study concluded that resource management is central to the success of public junior secondary schools and recommended that stakeholders strengthen policies and practices on teacher development, material provision and maintenance, and financial accountability to ensure sustained educational effectiveness.

KEYWORDS: Human resources, Material resources, Financial resources, Goal attainment, Public junior secondary schools, Port Harcourt Metropolis.

INTRODUCTION

School resources constitute the foundation upon which the education process is built, encompassing human resources such as teachers and administrators, material resources like textbooks and infrastructure, and financial resources necessary for smooth operation. These resources are integral to the delivery of quality education and remain critical for supporting students' cognitive, emotional, and social

development (Tunde, 2022). However, the mere availability of resources does not guarantee quality education unless they are effectively managed within the school environment.

Effective resource management involves the strategic planning, allocation, utilization, and supervision of both tangible and intangible inputs in ways that enhance productivity and learning outcomes. Schools that adopt sound management

practices tend to optimize resource use, motivate staff, and achieve institutional goals more consistently (Ezumah et al., 2025). In contrast, poor management leads to resource wastage, teacher attrition, student underperformance, and weak institutional structures (Chinwuba et al., 2022).

Despite the provision of various educational resources, there remains a visible gap between inputs and expected educational outcomes. In many instances, learning objectives are not met due to ineffective deployment of available resources, managerial inefficiencies, or lack of coordinated policies (Olali & Humphrey, 2025). This disconnection necessitates an empirical assessment of how school resources are being managed and whether such practices contribute meaningfully to the realization of educational goals.

Statement of the Problem

School resources are frequently provided in substantial quantities through government allocations, interventions by NGOs, or donor agencies. However, the recurring challenge in many public junior secondary schools is the apparent underachievement of key educational objectives. This persistent failure raises concerns about whether school administrators are utilizing and managing available resources effectively. In the absence of efficient resource management systems, even well-resourced institutions may fail to meet expected standards of performance. This study, therefore, seeks to address the problem of ineffective resource management and its implications for goal attainment in public junior secondary schools in Port Harcourt Metropolis, Rivers State.

Purpose of the Study

The main objective of this study is to examine the extent to which school resource management contributes to goal attainment in public junior secondary schools in Port Harcourt Metropolis. The study specifically seeks to:

1. Examine the extent to which the management of human resources enhances goal attainment in public junior secondary schools in Port Harcourt Metropolis.
2. Investigate the extent to which the management of material resources enhances goal attainment in

public junior secondary schools in Port Harcourt Metropolis.

3. Assess the extent to which the management of financial resources enhances goal attainment in public junior secondary schools in Port Harcourt Metropolis.

Research Questions

The following research questions guided the study:

1. To what extent does the management of human resources enhance goal attainment in public junior secondary schools in Port Harcourt Metropolis?
2. To what extent does the management of material resources enhance goal attainment in public junior secondary schools in Port Harcourt Metropolis?
3. To what extent does the management of financial resources enhance goal attainment in public junior secondary schools in Port Harcourt Metropolis?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean scores of administrators and teachers on the extent to which the management of human resources enhances goal attainment in public junior secondary schools in Port Harcourt Metropolis.
2. There is no significant difference in the mean scores of administrators and teachers on the extent to which the management of material resources enhances goal attainment in public junior secondary schools in Port Harcourt Metropolis.
3. There is no significant difference in the mean scores of administrators and teachers on the extent to which the management of financial resources enhances goal attainment in public junior secondary schools in Port Harcourt Metropolis.

Scope of the Study

This study is delimited to examining the extent to which the management of school resources—specifically human, material, and financial resources—enhances goal attainment in public junior secondary schools. It focuses on how these resources are mobilized, utilized, and sustained to promote administrative efficiency, academic excellence, and institutional growth.

The study is restricted to junior secondary education, drawing data from key stakeholders such as school administrators and teachers. Private

schools and other educational levels are excluded to ensure clarity, precision, and relevance.

Significance of the Study

This study holds theoretical, practical, and policy significance. Theoretically, it contributes to the body of knowledge on educational resource management and school effectiveness by offering empirical evidence on the relationship between resource utilization and institutional goal attainment. Practically, it provides school administrators and education stakeholders with insights into best practices for managing human, material, and financial resources in a way that drives measurable school outcomes. Policymakers and educational planners would also benefit from the findings as a basis for improving funding structures, personnel deployment, and infrastructural development strategies. Additionally, the study serves as a reference for future researchers investigating educational resource management and school improvement strategies.

Literature Review

Conceptual Dialectics

Concept of School Resources

School resources comprise the human, material, and financial inputs that collectively drive the achievement of educational objectives. Their effective management is vital for quality teaching, efficient administration, and improved student outcomes. As Adenike and Cornelius (2020) observe, these resources form the foundation of educational activities, with their optimal use directly linked to institutional effectiveness. Conversely, poor management or inadequate provision often leads to systemic underperformance, especially in developing contexts (Omodu, 2025).

By contrast, schools that strategically deploy and align resources with institutional goals benefit from motivated staff, conducive learning environments, and stronger academic performance (Dangara, 2016).

Human Resources in Schools

Human resources are the most vital asset in any educational system, encompassing teaching and non-teaching staff whose competence, attitudes, and performance directly shape school effectiveness. Their management—through recruitment, deployment, training, supervision,

and motivation—is crucial, as effective leadership, professional development, and supportive environments enhance productivity and commitment (Rosette et al., 2025; Maurine et al., 2024). Studies show that well-managed personnel foster higher morale, lower absenteeism, improved instructional delivery, and stronger academic outcomes (Kuku, 2022). Moreover, sound human resource practices promote accountability, discipline, and positive school culture, which are indispensable for achieving institutional goals, particularly in junior secondary schools where foundational learning is consolidated (Edu, 2025).

Material Resources in Schools

Material resources encompass the physical and instructional facilities—such as classrooms, libraries, laboratories, furniture, and ICT tools—that support effective teaching and learning. Their availability, adequacy, and proper maintenance create a conducive environment for learning, while their absence or deterioration undermines educational progress (Beals et al., 2019). Ayodele (2020) found a strong positive link between the adequacy of instructional materials and students' academic performance, underscoring their central role in learning outcomes. In today's junior secondary schools, where modern pedagogy increasingly relies on digital and interactive tools, effective management of material resources ensures that infrastructure remains functional, relevant, and capable of enhancing student engagement and achievement.

Financial Resources in Schools

Financial resources, comprising government grants, internally generated revenue, donations, and subsidies, are essential for sustaining school operations. Their management through transparent budgeting, accounting, auditing, and allocation ensures efficiency and accountability (Anokere et al., 2024). Studies show that schools with stable, well-managed finances maintain quality infrastructure, provide adequate teaching aids, and support extracurricular activities, thereby enhancing goal attainment (Odok et al., 2023). Conversely, poor funding or mismanagement creates resource shortages, lowers staff morale, and undermines student performance, underscoring the centrality of prudent financial management to educational effectiveness.

Managing School Resources

Effective management of school resources is fundamental to the smooth operation and success of educational institutions. It entails the planning, organizing, coordinating, and monitoring of human, material, and financial inputs to achieve set goals. Properly managed resources enhance teacher performance, student engagement, and institutional efficiency (Maurine et al., 2024). Human resource management covers recruitment, deployment, supervision, motivation, and professional development, with well-managed teachers shown to be more committed and effective in facilitating learning (Nnebedum et al., 2019). Material resource management focuses on the maintenance and use of facilities such as libraries, laboratories, and ICT infrastructure, which, when adequately provided, strengthen teaching and learning (Beals et al., 2019). Financial resource management involves budgeting, auditing, and expenditure tracking to ensure that funds are efficiently directed to priority areas like staff welfare, infrastructure, and instructional materials (Anokere et al., 2024).

However, mismanagement of resources often results in learning disruptions, infrastructural decay, teacher dissatisfaction, and poor student outcomes. Nwuke and Agu (2021) stress that the effectiveness of resource management lies not only in resource availability but in their strategic allocation, equitable distribution, and transparent utilization.

Schools that align resources with institutional objectives and learning needs are better positioned to achieve academic excellence and long-term development.

The Concept of Goal Attainment in Education

Goal attainment in education refers to the extent to which schools achieve their set objectives, including academic performance, moral development, student retention, and administrative efficiency. It reflects how effectively school inputs and processes translate into desired outcomes (Kuku, 2022). In junior secondary schools, these goals may involve improving student achievement, fostering discipline, and promoting inclusive education. Research shows that the adequacy and proper utilization of school resources—qualified personnel, instructional materials, and funding—are directly tied to the

realization of these objectives (Adenike & Cornelius, 2020).

Moreover, goal attainment is strongly influenced by educational leadership and management practices. Visionary leadership, strategic planning, and participatory decision-making enhance resource use and improve institutional outcomes (Rosette et al., 2025). Schools that consistently evaluate their input-output dynamics, engage stakeholders, and adapt their resource allocation strategies are more likely to achieve learning targets, gain community support, and foster sustainable student success (Omodu, 2025).

Theoretical Framework

This study is anchored on Systems Theory, propounded by Ludwig von Bertalanffy in 1968, which views organizations as systems made up of interrelated and interdependent parts working together to achieve common goals. In education, the school functions as a system with subsystems such as human resources (teachers and administrators), material resources (infrastructure and instructional materials), and financial resources (funding and budgeting). For the school to achieve its objectives, each of these components must be effectively coordinated and managed (Beals et al., 2019; Maurine et al., 2024).

Applied to this study, Systems Theory suggests that the effectiveness of public junior secondary schools depends on how well their resources are mobilized and utilized.

Mismanagement of teachers, facilities, or finances can disrupt the instructional process and hinder outcomes like quality teaching, student discipline, and academic performance (Odok et al., 2023). The theory also underscores the importance of feedback mechanisms, enabling school leaders to monitor, evaluate, and adjust resource use to align inputs with expected outcomes. Thus, Systems Theory provides a suitable lens for understanding how resource management drives goal attainment in schools.

Empirical Review

Human resources remain central to the success of any educational institution. Peleyeju (2021) found that teacher quality, professional development, and supportive work environments significantly predict students' academic success in Ogun State. Similarly, Okafor and Enemu (2024) revealed that teacher competence, training, and classroom

management strongly enhance school effectiveness in Anambra State. Both studies affirm that the recruitment, motivation, and continuous training of teachers are indispensable for realizing school goals, emphasizing that no educational system can rise above the quality of its teachers.

Material resources, including physical infrastructure and instructional materials, also pivotally shapes the learning environment. Ajayi and Oyeniyi (2017) reported that well-maintained classrooms, libraries, and instructional materials were closely linked to improved student performance in Ogun State. Likewise, Oginni and Saibu (2019) showed that access to laboratories, teaching aids, and conducive facilities significantly boosted science achievement in Lagos schools. These findings underscore that schools with adequate and functional material resources are better positioned to support effective teaching and learning, while their absence hinders instructional delivery.

Financial resources provide the foundation for sustaining all other school functions. Awolola and Owoyemi (2023) highlighted that accountability in fund utilization enhanced secondary education outcomes in Ogun State. More recently, Anokere et al. (2024) demonstrated that prudent budgeting, timely disbursement, and income diversification significantly improved school effectiveness in Rivers State.

Together, these studies underscore that transparent and efficient financial management is critical for achieving educational goals, as inadequate or mismanaged finances limit the provision of quality human and material resources.

Gap in Literature

Existing studies agree on the importance of managing human, material, and financial resources in achieving educational objectives. However, many of these studies have focused on either one or two resource domains in isolation and are often situated in broad educational settings such as all public schools across a state or nation. There remains a paucity of research that holistically examines all three core school resources within the specific context of public junior secondary schools, especially within Port Harcourt Metropolis. Additionally, comparative analysis using inferential statistics such as t-tests

to examine perception differences among stakeholders (administrators and teachers) is underexplored.

Methodology

This study adopted a descriptive survey research design to investigate the management of school resources for goal attainment in public junior secondary schools in Port Harcourt Metropolis, Rivers State. The population comprised 2,566 teachers and 41 administrators drawn from the 41 public junior secondary schools located within the metropolis. A purposive sampling technique was employed to select a sample size of 300 teachers, ensuring representativeness across schools, while all 41 administrators were included due to their relatively small number. Data were collected from primary sources through the administration of a structured questionnaire titled Managing School Resources for Goal Attainment Questionnaire (MSRGAQ), designed based on the study's objectives and rated using a 4-point scale: Very High Extent (VHE), Highly Extent (HE), Low Extent (LE), and Very Low Extent (VLE). The instrument's validity was ascertained through expert review for face and content validity by two senior lecturers in Educational Management and Measurement and Evaluation. Reliability was tested using Cronbach's Alpha, yielding a coefficient of 0.87, indicating high internal consistency.

The key variables included independent variables (management of human, material, and financial resources) and the dependent variable (goal attainment). The study did not adopt an econometric model but relied on descriptive and inferential statistics. The a priori expectation posits that effective resource management positively influences goal attainment. Data analysis was conducted using mean and standard deviation for research questions, with a criterion mean of 2.50. Responses with mean scores ≥ 2.5 was interpreted as HE, while those < 2.5 indicated LE. Also, independent samples t-test were used for the hypotheses. The Statistical Package for Social Sciences (SPSS) version 25 was used for all analyses.

Results and Findings

Research Question 1: To what extent does the management of human resources enhance goal

attainment in public junior secondary schools in Port Harcourt Metropolis?

Table 1: Mean Responses of Teachers and Administrators on the Extent Management of Human Resources Enhance Goal Attainment in Public Junior Secondary Schools in Port Harcourt Metropolis.

Teachers = 300		Administrators = 41					
S/No	Items	Mean	S.D	Rmk	Mean	S.D	Rmk
1	Recruitment of qualified and competent teachers enhances students' academic achievement.	3.42	0.88	HE	3.55	0.76	HE
2	Regular in-service training and workshops improve teacher performance.	3.38	0.91	HE	3.49	0.82	HE
3.	Effective supervision of teachers' work enhances the attainment of school objectives.	3.41	0.85	HE	3.60	0.74	HE
4.	Equitable distribution of workload among teachers improves teaching effectiveness.	3.29	0.93	HE	3.44	0.79	HE
5.	Motivating teachers through recognition and incentives enhances their productivity.	3.36	0.89	HE	3.52	0.77	HE
Grand Mean		3.37		HE	3.52		HE

Field survey, 2025

S.D-Standard Deviation;

HE - High Extent

The findings in Table 1 reveal that respondents rated the management of human resources as highly effective (HE) in enhancing goal attainment, with all mean scores surpassing the criterion mean of 2.50. Recruitment of qualified teachers (Means = 3.42 & 3.55) was identified as a major driver of student achievement, while regular in-service training and workshops (Means = 3.38 & 3.49) were recognized as essential for improving teacher performance. Effective supervision (Means = 3.41 & 3.60) was also viewed as critical to attaining school objectives. Furthermore, equitable workload distribution (Means = 3.29 & 3.44) was seen to improve

teaching effectiveness, and teacher motivation through recognition and incentives (Means = 3.36 & 3.52) was rated highly in enhancing productivity. The grand mean scores of 3.37 (teachers) and 3.52 (administrators) affirm a strong consensus that effective management of human resources—through recruitment, training, supervision, workload distribution, and motivation—is pivotal to achieving school goals.

Research Question 2: To what extent does the management of material resources enhance goal attainment in public junior secondary schools in Port Harcourt Metropolis?

Table 2: Mean Responses of Teachers and Administrators on the Extent Management of Material Resources Enhance Goal Attainment in Public Junior Secondary Schools in Port Harcourt Metropolis.

Teachers = 300		Administrators = 41					
S/No	Items	Mean	S.D	Rmk	Mean	S.D	Rmk
6	Adequate provision of teaching and learning materials improves lesson delivery.	3.40	0.87	HE	3.58	0.74	HE
7	Proper maintenance of school facilities enhances a conducive learning environment.	3.36	0.90	HE	3.54	0.79	HE
8	Effective allocation and utilization of classroom space promote academic performance.	3.32	0.92	HE	3.49	0.81	HE

9	Availability of instructional aids (e.g., charts, projectors) enhances teaching effectiveness.	3.38	0.88	HE	3.51	0.78	HE
10	Provision of well-equipped laboratories improves students' practical skills.	3.35	0.91	HE	3.47	0.82	HE
Grand Mean		3.36			HE 3.52		HE
<i>Field survey, 2025</i>		<i>S.D-Standard Deviation;</i>		<i>HE - High Extent</i>			

The results in table 2 show that respondents rated the management of material resources as highly effective (HE) in facilitating goal attainment, with all mean scores above the criterion mean of 2.50. Adequate provision of teaching and learning materials (Means = 3.40 & 3.58) was viewed as vital for lesson delivery, while proper maintenance of school facilities (Means = 3.36 & 3.54) was linked to a conducive learning environment. Effective allocation of classroom space (Means = 3.32 & 3.49) was seen as important for academic performance, and the availability of instructional aids (Means = 3.38 & 3.51) was recognized for

enhancing teaching effectiveness. Similarly, provision of well-equipped laboratories (Means = 3.35 & 3.47) was rated crucial in improving students' practical skills.

With grand mean scores of 3.36 (teachers) and 3.52 (administrators), the findings affirm broad consensus that effective material resource management is indispensable to achieving school objectives.

Research Question 3: To what extent does the management of financial resources enhance goal attainment in public junior secondary schools in Port Harcourt Metropolis?

Table 3: Mean Responses of Teachers and Administrators on the Extent Management of Financial Resources Enhance Goal Attainment in Public Junior Secondary Schools in Port Harcourt Metropolis.

Teachers = 300		Administrators = 41					
S/No	Items	Mean	S.D	Rmk	Mean	S.D	Rmk
11	Adequate budgeting for school activities improves the quality of education delivery.	3.42	0.85	HE	3.61	0.72	HE
12	Timely release of funds facilitates smooth running of school programmes.	3.38	0.89	HE	3.57	0.76	HE
13	Transparent accounting of school funds builds trust and enhances goal attainment.	3.36	0.90	HE	3.54	0.79	HE
14	Efficient allocation of funds to priority areas improves school performance.	3.40	0.87	HE	3.59	0.74	HE
15	Diversifying sources of school income (e.g., PTA contributions, grants) enhances resource availability.	3.34	0.92	HE	3.52	0.81	HE
Grand Mean		3.38			HE 3.57		HE
<i>Field survey, 2025</i>		<i>S.D-Standard Deviation;</i>		<i>HE - High Extent</i>			

The findings in table 3 indicate that respondents rated the management of financial resources as highly effective (HE) in enhancing goal attainment, with all mean scores exceeding the criterion mean of 2.50. Adequate budgeting for school activities (Means = 3.42 & 3.61) was viewed as vital for improving education delivery, while timely release of funds (Means = 3.38 & 3.57) was seen as essential for the smooth running of school programmes. Transparent accounting of funds (Means = 3.36 & 3.54) was recognized for building trust and

strengthening institutional effectiveness. Likewise, efficient allocation of funds to priority areas (Means = 3.40 & 3.59) was identified as a key driver of improved school performance, while diversifying income sources such as PTA contributions and grants (Means = 3.34 & 3.52) was rated crucial for sustaining resource availability. With grand mean scores of 3.38 (teachers) and 3.57 (administrators), the results affirm a strong consensus that prudent and transparent financial management is indispensable to the attainment of school objectives.

Hypotheses

H₀₁: There is no significant difference in the mean scores of administrators and teachers on the extent

to which the management of human resources enhances goal attainment in public junior secondary schools in Port Harcourt Metropolis.

Table 4: Independent Samples t-test Analysis of Teachers’ and Administrators’ Mean Scores on Human Resource Management and Goal Attainment in public junior secondary schools in Port Harcourt Metropolis.

Respondents	N	X	SD	df	t-cal	t-crit (0.05)	p-value	Decision
Teachers	300	3.37	0.89	339	1.52	1.96	0.13	Accept H ₀
Administrators	41	3.52	0.78					

The data in table 4 shows that the calculated t-value of 1.52 at df = 339 with a p-value of 0.13 ($p > 0.05$) is not statistically significant when compared to the critical t-value of 1.96 at 0.05 level of significance. This implies that there is no significant difference in the mean scores of teachers and administrators on the extent to which human resource management enhances goal

attainment in public junior secondary schools. The null hypothesis is therefore accepted.

H₀₂: There is no significant difference in the mean scores of administrators and teachers on the extent to which the management of material resources enhances goal attainment in public junior secondary schools in Port Harcourt Metropolis.

Table 5: Independent Samples t-test Analysis of Teachers’ and Administrators’ Mean Scores on Material Resource Management and Goal Attainment in public junior secondary schools in Port Harcourt Metropolis.

Respondents	N	X	SD	df	t-cal	t-crit (0.05)	p-value	Decision
Teachers	300	3.36	0.90	339	1.47	1.96	0.14	Accept H ₀
Administrators	41	3.52	0.79					

The data in table 5 reveals that the calculated t-value of 1.47 at df = 339 with a p-value of 0.14 ($p > 0.05$) is less than the critical t-value of 1.96 at 0.05 significance level. This indicates that there is no statistically significant difference between the mean scores of teachers and administrators on the

extent to which material resources enhance goal attainment. Hence, the null hypothesis is accepted.

H₀₃: There is no significant difference in the mean scores of administrators and teachers on the extent to which the management of financial resources enhances goal attainment in public junior secondary schools in Port Harcourt Metropolis.

Table 6: Independent Samples t-test Analysis of Teachers’ and Administrators’ Mean Scores on Financial Resource Management and Goal Attainment in public junior secondary schools in Port Harcourt Metropolis.

Respondents	N	X	SD	df	t-cal	t-crit (0.05)	p-value	Decision
Teachers	300	3.38	0.89	339	1.62	1.96	0.11	Accept H ₀
Administrators	41	3.57	0.76					

The data in table 6 shows that the calculated t-value of 1.62 at df = 339 with a p-value of 0.11 ($p > 0.05$) is less than the critical t-value of 1.96 at the 0.05 level of significance. This means that

there is no statistically significant difference between the mean scores of teachers and administrators on the extent to which financial

resources enhance goal attainment. Thus, the null hypothesis is accepted.

Discussion of Findings

The findings of this study revealed that effective management of human, material, and financial resources significantly enhances goal attainment in public junior secondary schools in Port Harcourt Metropolis. Regarding human resources, recruitment of qualified teachers, in-service training, supervision, equitable workload distribution, and motivation were all rated as crucial to improving teaching and learning outcomes. This is consistent with Peleyeju (2021), who demonstrated that teacher quality and supportive work environments predict student performance, and Okafor and Enemu (2024), who confirmed that teacher competence and training are strong determinants of academic success.

In terms of material resources, respondents emphasized that adequate provision and proper maintenance of classrooms, instructional facilities, laboratories, and teaching aids are indispensable for achieving school objectives. This finding aligns with Ajayi and Oyeniyi (2017), who found that well-maintained facilities enhance student performance, and Oginni and Saibu (2019), who showed that access to laboratories and conducive learning environments significantly boost science achievement. The results reinforce the critical role of physical and instructional resources in shaping student engagement and academic outcomes.

On financial resources, the study found that adequate budgeting, timely release of funds, transparent accounting, efficient allocation, and income diversification are pivotal to sustaining school operations and improving performance. These results corroborate Awolola and Owoyemi (2023), who reported that accountability in resource use promotes educational development, and Anokere et al. (2024), who demonstrated that prudent financial management enhances institutional effectiveness in Rivers State secondary schools. Together, the findings confirm that human, material, and financial resources, when well-managed, form the backbone of educational goal attainment.

Conclusion

This study concludes that goal attainment in public junior secondary schools is strongly dependent on the effective management of human, material, and

financial resources. Human resources—through proper recruitment, training, supervision, and motivation—are pivotal to improving teaching and learning. Material resources, when adequately provided and maintained, such as classrooms, instructional materials, and laboratories, directly enhance the quality of education. Financial resources, managed through sound budgeting, timely disbursement, transparency, and diversified funding, remain indispensable for sustaining school operations. Collectively, the effective coordination of these resources constitutes the backbone of educational success and the realization of institutional objectives.

Recommendations

1. Education authorities should prioritize the recruitment of qualified teachers, regular in-service training, effective supervision, and motivation strategies to sustain teacher commitment and enhance learning outcomes.
2. Schools should be adequately equipped with modern teaching and learning materials, and a robust maintenance culture should be institutionalized to ensure optimal use of facilities for improved student performance.
3. Government and school management should strengthen financial planning by ensuring timely release of funds, transparent accounting, and exploring alternative funding sources such as grants and community support to enhance sustainability and efficiency.

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