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**PERCEIVED IMPACT OF GUIDANCE AND COUNSELLING SERVICES ON  
ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN KADUNA  
SOUTH LGA**

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**Abstract**

*There is a decline in the academic performance of secondary school students despite the inclusion of guidance and counselling in school system in Nigeria. As a result, Guidance and Counselling services are of utmost importance to address the academic, vocational, personal and social needs of the students. The abilities, skills and desired personalities are harnessed through effective Guidance and Counselling programmes. Accordingly, the study investigated the impact of guidance and counselling services on the academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State, Nigeria. A student sample of 200, drawn from four Secondary Schools in Kaduna South Local Government Area of Kaduna State was used. To give a direction to the study, two research questions were raised and one hypothesis was formulated. The research was hinged on the social learning theory. Descriptive survey research was adopted by the researchers. It focused on describing the variables in the study. The researchers adopted simple random sampling method for selecting the participants. A research instrument was adopted to obtain necessary information in respect to the subject. The collated data were analyzed using mean and t-test. The findings from the test of hypotheses revealed that guidance and counselling have a significant impact on academic performance ( $t=4.037$   $df=183$ ; significant value  $p = 0.000 < 0.05$ ). It was recommended amongst others that guidance and counselling should be encouraged and promoted in all secondary schools beyond what is obtainable on*

*ground. School administrators should employ the services of trained counselors in guidance and counselling and those without qualification should be encouraged to participate in seminars, workshops and conferences in guidance and counselling*

**Keywords:** *Guidance and Counselling Services, Academic Performance, Students and perceived Impact*

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### **Introduction**

The low academic performance of some secondary school students (despite the presence of guidance counsellors) in Nigeria of recent is not just worrisome but a serious matter of concern that needs to be investigated, and Kaduna South Local Government Area is not exempted from this problem. The researchers observed this during teaching practice supervision and were motivated by this problem as counsellors to investigate if guidance and counselling services which are meant to assist students to excel in their academic undertakings, have any impact on the academic performance of secondary school students in Kaduna South Local Government Area or not. The Federal Government of Nigeria has directed each state to provide guidance and therapy services in the school curriculum in its National Policy on Education (2014). Guidance and counselling services were established to assist students develop competencies needed to overcome academic, career and personal challenges (National Policy on Education, 2014). Kaduna State is not left out in the implementation of this policy. However, the low academic performance of some secondary school students in Nigeria is deteriorating despite the presence of guidance counsellors in almost all the secondary schools. Al-Zoubi and Mohammad (2015) observed this when they stated that the deterioration of academic performance of secondary school students has an undesirable outcome in human society. This raises a question such as; does the provision of guidance and counselling services make any positive impact on the academic performance of students? It is pertinent to examine the impact guidance and counselling services have made on secondary school students in different secondary schools in Kaduna South Local Government Area, and to what degree such facilities were important in enhancing academic achievement of students. Every human person encounters numerous challenges and difficulties as he or she goes through various stages of education and life itself. These challenges cannot be overcome without certain

life skills such as having a good understanding of oneself, which is one of the aims of guidance and counselling. In Nigeria, guidance and counselling programs were established to assist students develop competencies needed to overcome academic, career and personal challenges, (National Policy on Education, 2014). This provided the chances of establishing guidance and counselling unit in all learning institutions. Guidance and counselling helps to promote self-understanding, self-direction and decision-making and other life skills of the human person. According to Egenti (2016) counselling is a transformative process of all-round learning that helps people to learn all that they need to learn. Guidance and counselling is an integral part of education which helps people to go through various stages of life (Lunenburg, 2010). UNESCO (2012) describes guidance and counselling as a person-to-person relationship between an individual who is in need and a concerned person, it could also involve more than two people. Alutu (2017) describes guidance as the processes, by which people are directed, guided, supervised, and are offered relevant professional assistance for future endeavours. Still describing guidance and counselling, Alutu (2015) explains that it is made available for people of different groups, backgrounds and beliefs to enable them in decision making as regards their problems. In the same line, she observed that counselling is an 2 encounter between two individuals in which one person is the professional who helps the other (the client) to resolve a conflict. According to Audu (2015) guidance and counselling is a term typically used together, which focuses on assisting individuals, to attain self-understanding and direction, even though attempts have been made by various authors to define the term separately. Hence, guidance and counseling are developed to help individuals or students to resolve their various problems and concerns, so that they grow as well-adjusted individuals who are not only able to live a productive life, but are also fully ready to contribute to the growth of their society. Eze (as cited in Audu, 2015) describes counselling as an inter-personal relationship between a professionally trained individual (counsellor) and a troubled individual (counsee) or individuals (counsees) whereby the former uses his technical expertise to help the latter overcome his educational , vocational and personal social problems. Allen (as cited in Gatua, Sindabi & Chephieng, 2015) portrays guidance and counselling as an ultimate icon that addresses students' behaviour, considering context, global issues, local priorities, building moral capacities into account based on rational decision-making, social tolerance, care of the

environment and quality of life. Education is the foundation on which the development of every society is built (King, 2011). Lunenburg (2010) emphasized that education is concerned with providing opportunities for students to develop fully in terms of education, vocation, and emotionally. Alutu, (2016) posits that the citizens' level of academic achievement and literacy influences greatly the life, development, standard of living and progress of a nation. Egbo (as cited in Egenti, 2016) postulate that the all-round development of a child can only take place in a teaching and 3 learning environment which is conducive enough to cater for their needs. Egenti observes that the above statement must be taken seriously for effective teaching and learning to be realized. Secondary school education is an important aspect in the life of every human person; because it is a stage in which adolescents develop their future career. It is a stage an individual must go through before reaching higher institution. Certainly, early experiences have lasting influences on an individual's personality, hence the need to guide and counsel them young (Kendra, 2019). Ezekwesili (as cited in Umar & Haruna, 2014) state that secondary education could be seen as an influential stage where students acquire knowledge, skill and experience, which will also enable them to make the right career choices in future. In secondary school, just as a teacher is important in teaching and learning, so also is the guidance counsellor in the development and academic excellence of a child. Guidance and counselling services according to Alutu (2017) are those services that assist an individual to discover and develop his or her educational and vocational potentialities to be useful members of the society. In schools, guidance and counselling services assist students in harmonizing their interests, talents and values and enable them to develop their full potential (Okita, 2014 & Egbo, 2015). Yakubu and Shaibu (2019) states that guidance and counselling services are paramount in the promotion of the child's wellbeing. Guidance and counselling services help people to resolve their emotional and interpersonal problems. According to Ruttoh (2015) well-organized guidance and counselling services are indispensable in the development of a child, be it morally, intellectually and otherwise. Ruttoh also posit that guidance and counselling services such as individual and group counselling, information services and 4 placement services, provide students with the assistance they need to overcome a lot of challenges be it educational, personal-social or vocational in order to adjust properly and improve their academic performance. In terms of academics, they promote reading culture which is gradually dying

down especially among young people in Nigeria, and is being replaced with watching television, ping-pong, listening to music and chatting on social media (Alutu, 2016). For students with behavioural or relationship problems, they help them to develop resilience to overcome their challenges. In terms of career choices and development, the trained counsellors help them to understand the prospects and challenges of each career, and also their capabilities and potentialities to take up such careers in future. There are different facets of guidance and counselling such as school guidance and counselling, marriage guidance and counselling, pastoral guidance and counselling and family guidance and counselling among others. However, the researcher is concerned with school guidance and counselling. School guidance and counselling has three major parts namely: educational, vocational, and personal-social forms of counselling (Adu, 2015). Educational guidance and counselling refers to the help given to students to enable them excel in their academic pursuit, while vocational counselling is described as a process through which various factors affecting an individual's occupational choices are brought into focus, thereby helping the individual by equipping him with knowledge about his or her own potentialities in order to make informed choices of suitable jobs (Alutu, 2017). Ifelunni (as cited in Adu, 2015) Personal-social counselling takes care of the problems of the students that are not educational or vocational such as home and family relationship, leisure time activities, social skills and boy-girl relationship among others. Okere (2015) stated that the Nigerian government implemented the concept of guidance and counselling into the National policy on education in 1977, and many individuals and organizations have shown concern towards the promotion of guidance and counselling. Accordingly, Guidance and counselling is being promoted in almost all the secondary schools in Nigeria, yet the academic performance of secondary school students are not yet as expected. Consequently, the need to examine the impact of guidance and counselling services on the academic performance of secondary school students is very necessary.

**Hence, the study aimed at achieving the following specific objectives:**

I. To determine the availability of guidance and counselling and the causes of poor academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State.

II. To determine the impact of guidance and counselling services on the academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State.

### **Research Questions**

**The study attempts to verify the following research questions;**

- I. What are the major causes of poor academic performance in secondary schools in Kaduna South Local Government Area of Kaduna State?
- II. What is the impact of guidance and Counselling services on Students' academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State?

### **Hypothesis**

The null hypothesis was tested at 0.05 level of significance:

H<sub>01</sub>: Guidance and counselling services do not have a significant impact on academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State.

### **Methodology**

The design of the study was descriptive survey. The target population of the study comprised of all secondary school students in Kaduna South Local Government Area. There are 48 secondary schools in Kaduna South Local Government Area. The total population of the schools is sixteen thousand four hundred (16,400) (Sourced from Kaduna South Education Board). A simple random sampling technique was used to sample four (4) schools out of 48 secondary schools in Kaduna South. The researchers used ten percent (10%) of the total number schools to get the number of school to be sampled. Four schools were be sampled, and the population is four thousand two hundred and forty (4,240) students. Out of this, ten percent (10%) of the students were sampled from the population of each of the four schools. Hence, a total of 200 participants were selected as the sample size using simple random sampling technique. The instrument used for data collection was titled "Impact of Guidance and Counselling Services on Academic Performance of Secondary School Students (IGCSAPSSSQ). The questionnaire contained three sections. Section A dealt with bio-data of the

respondents, section B contained items on poor academic performance while section C contained items on impact of guidance and counselling on academic performance of secondary school students. The Participants rated their perception on a 4 point Likert scale of (SA) = Strongly Agree, (A) = Agree, (D) = Disagree, (SD) = Strongly Disagree which will be scored 4, 3, 2, and 1 respectively. The research instrument was validated by two experts in guidance and counselling. Test re-test was adopted for the study. 0.76 was gotten as correlation coefficient which was high enough for the reliability of the instrument. The copies of the questionnaire were administered to the respondents in their various schools with the aid of two research assistants. The collected data were analysed using mean to answer the research questions while t-test was used to test the research hypothesis at 0.05 level of significance.

## Results

### Research Questions

Research Question 1: What are the major causes of poor academic performance in secondary schools in Kaduna South Local Government Area of Kaduna State?

Table 1: Mean analysis showing major causes of poor academic performance in secondary schools in Kaduna South Local Government Area of Kaduna State

S/N	Item	Level of Agreement				Mean	Decision
		SA	A	D	SD		
1	Corporal punishment	15	34	59	92	1.86	Disagreed
2	Poor reading techniques	88	57	41	14	3.10	Agreed
3	Anxiety	78	56	37	29	2.92	Agreed
4	Poor self-concept	66	71	34	29	2.87	Agreed
Sectional Mean						2.69	Agreed

*Scale Mean 2.50; n=200*

From Table 2, it could be observed that the mean values of 3.10, 2.92 and 2.87 respectively were in agreement with items 2, 3 and 4 while the mean value of 1.86 was in disagreement with item 1. The sectional means of 2.69 indicated that some of the respondents agreed that poor reading techniques, anxiety and poor

self-concept were the major causes of poor academic performance in secondary schools while the remaining respondents disagreed with corporal punishment as a cause of poor academic performance.

Research Question 2: What is the impact of guidance and counselling services on Students' academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State?

Table 2: Mean analysis showing impact of guidance and counselling services on students' academic performance in secondary schools in Kaduna South Local Government Area of Kaduna State

S/N	Item	Level of Agreement				Mean	Decision
		SA	A	D	SD		
5	School guidance counsellors gather information from student for counselling purpose	78	65	40	17	3.02	Agreed
6	Sometimes we answer questions to enable counsellors to help us	67	71	34	28	2.89	Agreed
7	The information we supply counsellors are used to provide guidance and counselling	66	67	41	26	2.87	Agreed
8	School guidance counsellors make use of questionnaire to get information from us	64	65	38	33	2.80	Agreed
9	We are encouraged to express our feeling so that counsellors can use the information for counseling	56	69	42	33	2.74	Agreed
10	School guidance counsellors help me to discover myself	54	66	38	42	2.66	Agreed
11	School guidance counsellors help me to develop tolerance and self-control	34	32	76	58	2.21	Disagreed
12	School guidance counsellors help me to understand my temperament as well as others so I can relate freely with my peers	65	77	35	23	2.92	Agreed
13	School guidance counsellors help me to achieve self-awareness	65	66	34	35	2.81	Agreed



14	School guidance counsellors help students plan and prepare for post-secondary schooling	71	54	39	36	2.80	Agreed
15	Sometimes I am sent to other counsellor who can properly handle my issue	59	66	24	51	2.67	Agreed
16	Sometimes I am directed to a particular counsellor because he/she is so good at handling specific matters	65	54	42	39	2.73	Agreed
17	The school has guidance counsellors who specialize in specific areas of school guidance and counseling	34	41	67	58	2.26	Disagreed
18	School guidance counsellors can refer a student to another counsellor if they are not properly disposed to attend to the student	56	67	39	38	2.71	Agreed
19	Students with special needs are sent to counsellors trained to handle special needs	51	72	32	45	2.65	Agreed
20	School guidance counsellors provide us with information on vocational training	54	68	32	46	2.65	Agreed
21	School guidance counsellors provide us with information to help us grow in our studies	68	74	35	23	2.94	Agreed
22	School guidance counsellors give us information on available educational opportunities and scholarships	61	54	35	50	2.63	Agreed
23	School guidance counsellors source for information to help students address their needs	50	69	34	47	2.61	Agreed
24	School guidance counsellors get relevant information on environmental and weather conditions and sources of school life, for the safety of students in school	28	35	67	70	2.11	Disagreed

<b>25</b>	School guidance counsellors help students plan and prepare for their work roles after secondary school	57	65	34	44	2.68	Agreed
<b>26</b>	School guidance counsellors give direction on school courses to help students in career decision making	66	67	31	36	2.82	Agreed
<b>27</b>	School guidance counsellors organize career seminars to educate students on their career choices	65	55	45	35	2.75	Agreed
<b>28</b>	School guidance counsellors help students in subject selection for various courses of study	56	67	34	43	2.68	Agreed
<b>29</b>	School guidance counsellors guide students to develop written career plans	56	71	29	44	2.70	Agreed
<b>Sectional Mean</b>						<b>2.69</b>	<b>Agreed</b>

*Scale Mean 2.50; n=200*

From Table 2, it could be observed that the mean values of 3.02, 2.89, 2.87, 2.80, 2.74, 2.66, 2.92, 2.81, 2.80, 2.67, 2.73, 2.71, 2.65, 2.65, 2.94, 2.63, 2.61, 2.68, 2.82, 2.75, 2.68 and 2.70 respectively were in agreement with items 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28 and 29 while the mean values of 2.21, 2.26 and 2.11 were in disagreement with item 11, 17 and 24. The sectional mean of 2.69 indicated that some of the respondents agreed that school guidance counsellors gather information from student for counselling purpose, sometimes they answer questions to enable counsellors to help them, the information they supply counsellors are used to provide guidance and counseling, school guidance counsellors make use of questionnaire to get information from them, they are encouraged to express our feeling so that counsellors can use the information for counseling, school guidance counsellors help them to discover themselves, school guidance counsellors help them to understand their temperament as well as others so they can relate freely with their peers, school guidance counsellors help them to achieve self-awareness, school guidance counsellors help them plan and prepare for post-secondary schooling, sometimes they are sent to other counsellor who can properly handle their issue, sometimes they are directed to a particular counsellor because he/she is so good at handling specific matters, school guidance counsellors can

refer a student to another counsellor if they are not properly disposed to attend to the student, students with special needs are sent to counsellors trained to handle special needs, school guidance counsellors provide them with information on vocational training, school guidance counsellors provide them with information to help them grow in their studies, school guidance counsellors give them information on available educational opportunities and scholarships, school guidance counsellors source for information to help students address their needs, school guidance counsellors help students plan and prepare for their work roles after secondary school, school guidance counsellors give direction on school courses to help students in career decision making, school guidance counsellors organize career seminars to educate students on their career choices, school guidance counsellors help students in subject selection for various courses of study and school guidance counsellors guide students to develop written career plans as impact of guidance and counseling on academic performance of secondary school students while the remaining respondents disagreed with school guidance counsellors help me to develop tolerance and self-control, schools have guidance counsellors who specialize in specific areas of school guidance and counseling and school guidance counsellors get relevant information on environmental and weather conditions and sources of school life, for the safety of students in school as impact of guidance and counseling on academic performance of secondary school students.

### Hypotheses Testing

The null hypotheses earlier formulated was tested at 0.05 level of significance.

H<sub>01</sub>: Guidance and counselling services do not have a significant impact on academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State.

Table 3: t-test analysis showing impact of guidance and counselling services on academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State

Variables	N	Mean	Std. deviation	Df	t-cal	t-tab	Sig(P-cal)	Remarks
<i>Guidance and counselling services</i>	200	8.24	1.321					

Students' academic performance	200	6.47	1.221	398	2.179	1.649	0.000	Reject $H_0$

Significant at  $df=398$ ;  $P \leq 0.05$ ,  $t_{cal} > t_{tab}$

Table 3 showed t-test analysis of impact of guidance and counselling services on academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State. The  $t_{cal}$  value of 2.179 was found to be greater than the  $t_{tab}$  value of 1.649 given 398 degrees of freedom at 0.05 level of significance. The  $t_{cal}$  value was significant since it was greater than  $t_{tab}$  value, the null hypothesis was rejected. It implied that guidance and counselling services had a significant impact on academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State.

### Conclusion

The findings from the study revealed that guidance and counselling has significant impact on academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State. The researchers, therefore concluded from their findings that guidance and counselling had significant Impact on the students' academic performance.

### Recommendations

Based on the findings of this study, it was recommended that:

1. Guidance and Counselling should be encouraged and promoted in all secondary schools beyond what is obtainable on ground.
2. School administrators should employ the services of trained counselors in guidance and counselling and those without qualification should be encouraged to participate in seminars, workshops and conferences in guidance and counselling
3. Guidance counsellors, teachers and parents should encourage students to make use of proper reading skills in order to improve their academic performance.
4. Parents and guardians should be encouraged to seek information in guidance and counselling as it will serve to help understand how to guide their wards and help them develop their interest in academics.

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**EDUCATIONAL RESOURCES MANAGEMENT AND TEACHERS' JOB PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN NORTHERN SENATORIAL DISTRICT OF NASARAWA STATE, NIGERIA**

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**ABSTRACT**

*The study focused on the educational resources management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State, Nigeria. The study was guided by three research questions, three objectives and three null hypotheses. The research design used for this study was cross-sectional survey research design. The population of this study consisted of 2605 teachers. The sample size of this study consisted of 602 (578 teachers and 24 principals) obtained from 24 secondary schools. The instrument used for data collection was a the researcher's self-designed questionnaire called 'Teachers' Questionnaire on Educational Resources Management and Teachers' Job Performance (TQERMTJP)'. The instrument was duly validated and it yielded 0.75 as validity index. The instrument was pilot tested on 20 teachers in GSS Wamba of 0.78 was obtained as the reliability index. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's product moment correlation was employed to test all the hypotheses at 0.05 level of significance. The findings of the study indicated that there is a significant relationship between financial resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State, there is a significant relationship between material resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa States and there is a significant relationship between human resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa States. One of the recommendations of the study was that the*

*Nasarawa State's Teachers' Service Commission should enlighten the principals of the various secondary schools in through conferences, seminars and workshops to integrate Information and Communication Technology into financial activities of their schools as such measure would help to enhance effective management of financial resources electronically as well as easy detection of fraudulent conducts associated with financial mismanagement.*

**Keywords:** *Educational Resources, Management, Teachers, Job Performance, Materials, Financial and Human Resources*

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## INTRODUCTION

The quality of every society seems to depend on the standard of its educational system. The various resources needed for achieving standard education are always limited. As such, the limited resources are expected to be properly managed to enhance effective teaching and learning. The purpose of managing educational resources in secondary schools is to ensure that limited educational resources are efficiently utilized to minimize wastage. Educational resources refer to the human and non-human materials available in schools to enhance the teaching and learning process. They also include other fundamental materials used in the school system to make teaching and learning more meaningful. Educational resources consist of all the materials, financial and human factors that are committed into the teaching and learning process in the school system. Educational resources in secondary schools include teachers, real objects, specimen, chalk and display boards, school buildings and layout and other materials like pencils, pens, exercise books among others that aid the smooth operation of secondary schools. Educational resources are essential in creating a conducive teaching-learning atmosphere in the school setting. The use of educational resources would provide useful direction to teachers by helping them to undertake their teaching jobs successfully (Okendu, 2017).

The availability of educational resources alone may not guarantee an effective performance of schools, their adequacy and effective management seem to inevitable. However, No matter the sufficiency of educational resources, without proper management of the resources, teaching and learning may be hampered. Proper management and use of educational resources in secondary schools may not only boost the morale of teachers who coordinates other activities in the school system but also ensure easy attainment of secondary educational goals.



However, the inadequacy of educational resources may be inimical to effective teaching and learning. Accessibility of educational resources by teachers would make teaching job effective thereby enhancing the output of the education system at the secondary school level (Agabi, 2012). Educational resources are of different kinds which include financial, human, material, information and time. This study assessed how the management of human, physical and financial resources influences teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State, Nigeria.

Financing education is the provision of money to operate the activities of educational programmes and such money may come from the government, philanthropists, non-governmental organizations, international organizations and advanced countries. Funds provided for execution of educational programmes and projects are normally stated in the educational budgets and plans. When such funds are not properly utilized, managed and accounted for, adequate teaching aids may not be provided to enable teachers to perform their jobs effectively. As such, effective management of funds in the secondary schools system is indispensable. Financial management is the aspect of general management that is responsible for effective and efficient generation and utilization of funds as it entails the regulations and practices governing the receiving, keeping and spending of funds by chief executives of different institutions (Asemah, 2017). Achieving the goals of secondary education through financial management involves the principles of general management such as planning, organizing, coordinating, directing, reporting, evaluation and making payments in a transparent manner. Proper financial management requires principals to undertake adequate forecasting, planning, budgeting and executing the budget effectively and efficiently based on estimated plans. The essence of financial management in the secondary school system is to mobilize and utilize funds in a transparent and accountable means in order to provide school facilities needed to enhance effective teaching and learning. Funds provided in secondary schools are used staffing, equipping and maintenance of school facilities. Quality teaching in secondary schools requires appropriate management of limited funds in order to construct more classrooms, pay teachers' salaries, train teachers, provide teaching materials, construction among others to enable teachers perform their jobs successfully. Teachers' job performance is shaped by the interplay between a school's physical features and general working conditions. Provision and adequate management of financial resource may

enhance positive working conditions of teachers by ensuring that adequate teaching aids are made available in the school system (Ladd, 2011).

The job performance of teachers may also be influenced by the approaches adopted for managing the limited material resources in secondary schools. Management of school facilities entails series of activities such as regular renovation, repairs, servicing, replacement of worn-out equipment, repairs of broken chairs and tables as well as the painting of offices and classrooms. Other aspects of managing material resources include ensuring that gardeners and labourers keep tidy the plants and flowers through regular pruning for esthetics purposes. Fire prevention and safety is needed to put off fire outbreaks by keeping fire-fighting materials in strategic parts of school buildings. These provisions would make schools conducive and comfortable to facilitate effective job performance among teachers (Li, Locke, Nair & Bunting, 2015). However, the situation in Nasarawa North Senatorial District seems to suggest that there is poor management of material resources which make the school environments untidy and unsafe for staff and students, as teachers seem not to be happy to teach effectively under unconducive school atmosphere. Proper management of material resources may enhance safety and reduce accidents, stress, energy and time committed into teaching and learning staff and students. Principals who manage schools with poor material resources may stand the risk of answering the question of poor performance in an examination that sometimes occurs as a result of poor job performance by teachers. Secondary schools with defaced and dilapidated material resources may be dangerous to the health of teachers and students as untidy classrooms would bring discomfort that may limit effective teaching and learning activities. Similar experience may be observed in laboratories and libraries that are ill-maintained which sometimes affect students' academic performance through poor teaching since teachers may not be able to use the dilapidated facilities to teach effectively. Management of material resources seems to be critical a factor which determines the level of job performance among teachers in secondary schools (Bullock, 2017).

The nature of human resource management equally determines the manners of teachers' job performance in secondary schools. Human resources in educational institutions include both teaching and non-teaching staff. The activities involved in the management of human resources in secondary schools consist of the process of attracting, developing, motivating and retaining teachers in order to achieve the purpose of education through quality teaching. The essence of human

resource management in secondary schools is to obtain and retain high-quality teachers in order to improve the teaching and learning process. The success of teaching and learning in secondary schools depends on the quality of teachers employed in the school system. The aspect of human resource management that would enhance teachers' job performance is training and development which may help them to take into account the principles of efficiency, effectiveness and individual differences of students during teaching and learning. Training as an aspect of human resource management is a systematic acquisition and development of knowledge, skills and attitudes required by teachers to adequately perform their teaching responsibilities successfully (Aliyu & Kabiru, 2014). It is aimed at equipping teachers with the necessary knowledge and skills to help them undertake their job effectively. Managing teachers through appropriate training and development may help them to modify their attitudes, knowledge, skills and behaviour to perform any duty assigned to them diligently. A teacher is an individual who undergo professional training on the various methods and principles of teaching. The success and failure of educational programmes at any level depend on teachers' job performance. Their job performance is directly linked to the process of teaching and learning. The job performance of teachers is indispensable for the improvement of the teaching and learning process. Performance refers to the act of accomplishing or executing a given task. It is the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives (Osibanjo, Adeniji, Falola & Heirsmac, 2014). Teacher job performance means the functions undertaken by a teacher in the school system in order to achieve school goals and objectives. It is determined by the teachers' level of participation in the day-to-day academic programmes of a school. Teachers perform different functions such as communication and classroom management, students discipline and control, cooperation with other teachers and management staff and proper use of instructional materials during lesson delivery (Mgbekem, 2012).

It seems there is a difficulty for the employers of teachers to take matters concerning conditions of service as a serious issue in Nasarawa State. Such negligence seems to have negative effects on teachers' morale with the consequence of low productivity. The provision and poor management of financial, material and human resources may be responsible for teachers' poor job performance in Nasarawa North Senatorial District senior secondary schools. The issue of poor teachers' job performance is manifested in teachers'

unwillingness to participate in school activities, playing truant, irregular attendance to classes, frequent absence from school, frequent late coming to school, poor classroom management, poor interest in staff meetings, unwillingness to contribute useful ideas for effective school management and development of unnecessary arguments with colleagues. The aim of this study was to assess the Relationship between Educational Resources Management and Teachers' Job Performance in Senior Secondary Schools in the Northern Senatorial District of Nasarawa State, Nigeria.

### **Statement of the Problem**

Successive governments in Nasarawa State have made several efforts towards the provision of adequate educational resources to secondary schools in the state. However, certain challenges seem to persist with regards to the management and utilization of the various educational resources as many senior secondary schools especially in North Central Senatorial District of Nasarawa State seem to have problems as regards human and materials resources. In terms of human resources, there is seems to be inadequate teaching and non-teaching staff as teachers are assigned with much responsibility that seems to prevent them from performing their teaching tasks effectively. The quality of teachers employed by the Teachers' Service Commission for secondary schools appear to be of the low standard and some of the teachers do not undergo proper training to enable them master their various subjects of specializations. Sometimes, teachers in senior secondary schools in North Senatorial District of Nasarawa State are employed based on the influence of 'god-fatherism' and not on account of merit and quality. Teachers employed under the above influence may be difficult to be properly managed to perform their teaching job effectively.

Management of funds is another aspect of educational resource that seems to limit the effectiveness of teaching activities in senior secondary schools in Northern Senatorial District of Nasarawa State. The problem of financial resource arises in terms of improper management and utilization of available funds as many secondary schools seem to have the problem of mismanagement and diversion of school funds for personal use. When school funds are mismanaged as being experienced in senior secondary schools in Northern Senatorial District of Nasarawa State, it becomes difficult for teachers to have access to adequate and modern teaching aids and textbooks that would enable them to teach perfectly. In view of this, this study is designed to assess the relationship between

Educational Resources Management and Teachers' Job Performance in Senior Secondary Schools in Northern Senatorial District of Nasarawa State, Nigeria.

### **Research Questions**

The study was guided by the following research questions:

1. What is the relationship between financial resource management on teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State?
2. To what extent does material resource management determine teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State?
3. What is the relationship between human resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State?

### **Objective of the Study**

The aim of this study was to assess the relationship between Educational Resources Management and Teachers' Job Performance in Senior Secondary Schools in Northern Senatorial District of Nasarawa State, Nigeria. The study achieved the following specific objectives:

1. To determine the relationship between financial resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State.
2. To examine the relationship between material resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State.
3. To ascertain the relationship between human resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State.

### **Statement of Hypotheses**

The study tested the following hypotheses at 0.05 level of significance:

**HO<sub>1</sub>.** There is no significant relationship between financial resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State.

**HO<sub>2</sub>**. Material resource management does not have a significant relationship with teachers job performance in senior secondary schools in Northern Senatorial District of Nasarawa State.

**HO<sub>3</sub>**. Significant relationship does not exist between human resource management and teachers job performance in senior secondary schools in Northern Senatorial District of Nasarawa State.

## METHODOLOGY

The study focused on the educational resources management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State, Nigeria. The study was guided by three research questions, three objectives and three null hypotheses. The research design used for this study was cross-sectional survey research design. The population of this study consisted of 2605 teachers. The sample size of this study consisted of 602 (578 teachers and 24 principals) obtained from 24 secondary schools. The instrument used for data collection was a the researcher's self-designed questionnaire called 'Teachers' Questionnaire on Educational Resources Management and Teachers' Job Performance (TQERMTJP)'. The instrument was duly validated and it yielded 0.75 as validity index. The instrument was pilot tested on 20 teachers in GSS Wamba of 0.78 was obtained as the reliability index. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's product moment correlation was employed to test all the hypotheses at 0.05 level of significance.

## DATA ANALYSIS

### Analysis of Research Questions

Three research questions were raised and answered using mean and standard deviation. The details of the results are presented on Table 1 to 3 below:

**Research Question One:** What is the relationship between financial resource management on teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State?

**Table 1: Mean and Standard Deviation Analysis Showing the Description of Financial Resource Management on Teachers' Job Performance in Senior Secondary Schools in Northern Senatorial District of Nasarawa State**

S/N	ITEMS	SA	A	D	SD	$\bar{x}$	Std. $\sigma$	Decision
1.	School funds are adequately utilized to provide teachers with the instructional materials needed to improve their teaching jobs.	38	50	254	250	2.10	0.79	Disagreed

2.	The available school funds are misused which prevent the adequate provision of text books to enhance effective performance by teachers.	54	40	218	280	2.15	0.78	Disagreed
3.	The school financial accounts are audited regularly to avoid misappropriation of funds that hinder efficient job performance by teachers.	74	75	208	235	2.20	0.87	Disagreed
4.	There is a school budget which ensure that funds are carefully planned before usage to enhance effective teaching and learning.	38	30	226	298	2.17	0.70	Disagreed
5.	Ineffective teaching in the school is caused by poor management of funds which prevent the employment of unqualified teachers.	17	88	237	250	2.02	0.76	Disagreed
6.	Relevant writing materials to aid effective teaching are not provided for teachers due to management of funds.	38	24	220	310	2.05	0.79	Disagreed
7.	The school normally earmark special funds for providing internet facilities to aid effective teaching and learning.	67	85	340	225	2.26	0.78	Disagreed
8.	Tables and chairs are sufficiently provided for teachers to sit and write comfortably due to proper management of available school funds.	20	56	274	242	2.19	0.80	Disagreed
Cluster Mean						2.14	0.78	Disagreed

**Scale Mean 2.50**

Table 1 shows that item 1 has the mean score of 2.10 and standard deviation of 0.79, item 2 has the mean score of 2.15 and standard deviation of 0.78, item 3 has the mean score of 2.20 and standard deviation of 0.87, item 4 has the mean score of 2.17 and standard deviation of 0.70, item 5 has the mean score of 2.02 and standard deviation of 0.76, item 6 has the mean score of 2.05 and standard deviation of 0.79, item 7 has the mean score of 2.26 and standard deviation of 0.78 while item 8 has the mean score of 2.19 and standard deviation of 0.80. The details of the analysis showed that the cluster mean of 2.25 is below the scale mean of 2.50, as such, there is poor financial resource management which

induces poor teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State.

**Research Question Two:** To what extent does material resource management determine teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State?

**Table 2: Mean and Standard Deviation Analysis Showing the Description of Material Resource Management on Teachers' Job Performance in Senior Secondary Schools in Northern Senatorial District of Nasarawa State**

S/N	ITEM	S	A	D	SD	$\bar{X}$	Std. 6	Decision
9.	The management of the school make adequate provision for immediate repairs of broken equipment to ease the job performance of teachers.	30	5 8	24 0	26 4	2.0 8	0.7 0	Disagree d
10.	The school strictly observed the laid down principles for school facilities maintenance to ensure that teaching activities are done effectively.	42	5 2	20 0	29 8	2.1 6	0.8 5	Disagree d
11.	Staff and students are properly enlightened by the school management on how to use any new equipment purchases by the school to avoid wrong usage that	50	7 9	21 8	24 5	2.2 8	0.7 5	Disagree d



	would hinder efficient teaching.							
12.	Renovation of old school buildings is undertaken periodically so that it will not constitute a threat to life and prevent effective teaching and learning.	33	25	22	30	2.2	0.7	Disagreed
13.	There is an integrated water supply and distribution network to assist in proper functioning of toilet facilities require to make the school environment conducive for teaching and learning.	25	80	23	25	2.2	0.7	Disagreed
14.	The school make adequate preventive measures to avoid malfunctioning of school equipment that would enhance diligent teaching by teachers.	43	29	20	32	2.0	0.7	Disagreed
15.	Teaching materials and resources are used appropriately to facilitate proper teaching and learning.	40	92	22	23	2.0	0.7	Disagreed
16.	There is proper planning for quick replacement of	42	64	24	24	2.1	0.8	Disagreed

	outdated facilities with new ones so that teaching and learning activities are not hampered.							
Cluster Mean						2.14	0.76	Disagreed

Scale Mean 2.50

Table 2 shows that item 9 has the mean score of 2.08 and standard deviation of 0.70, item 10 has the mean score of 2.16 and standard deviation of 0.85, item 11 has the mean score of 2.28 and standard deviation of 0.75, item 12 has the mean score of 2.20 and standard deviation of 0.73, item 13 has the mean score of 2.26 and standard deviation of 0.76, item 14 has the mean score of 2.00 and standard deviation of 0.77, item 15 has the mean score of 2.05 and standard deviation of 0.78 while item 16 has the mean score of 2.10 and standard deviation of 0.81. The details of the analysis showed that the cluster mean of 2.31 is less than the scale mean of 2.50, as such, there is a poor material resource management that lead to poor teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State.

**Research Question 3:** What is the relationship between human resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State?

**Table 3: Mean and Standard Deviation Analysis Showing the Description of Human Resource Management on Teachers' Job Performance in Senior Secondary Schools in Northern Senatorial District of Nasarawa State**

S/N	ITEM	SA	A	D	SD	$\bar{x}$	Std. Dev.	Decision
17.	Better conditions of services are provided for teachers by their employers to induce them to work deligently.	47	43	25	25	2.06	0.69	Disagreed

18.	Evaluation of staff job performance is conducted periodically to ensure that weak teachers are identified and strengthened to work harder.	46	40	20 4	30 2	2.1 1	0.7 5	Disagree d
19.	Teachers are given the opportunity for further studies to improve their job performance.	54	84	22 3	23 0	2.0 0	0.7 7	Disagree d
20.	Workshops are organized for teachers to enable them acquire the knowledge needed for effective teaching.	20 0	30 9	30	43	2.7 8	0.7 1	Disagree d
21.	There is ineffective teaching because of the shortage of staff which makes the few available ones to be over loaded with much responsibility.	21 0	26 0	85	30	2.8 0	0.7 2	Disagree d
22.	The school management makes provisions for experienced teachers to mentor the newly employed ones to enable them perform their job efficiently.	46	20	20 3	32 3	2.0 5	0.7 0	Disagree d
23.	Fair and equitable recruitment policies	22 0	23 0	90	52	2.7 5	0.7 8	Disagree d

	are used to employ qualified teachers needed for efficient performance of teaching job.							
24.	Training programmes are organized periodically for teachers to update their knowledge on the relevant teaching skills.	52	74	21	25	2.0	0.8	Disagreed
Cluster Mean						2.4	0.7	Disagreed

Scale Mean 2.50

Table 3 shows that item 17 has the mean score of 2.06 and standard deviation of 0.69, item 18 has the mean score of 2.11 and standard deviation of 0.75, item 19 has the mean score of 2.00 and standard deviation of 0.77, item 20 has the mean score of 2.78 and standard deviation of 0.71, item 21 has the mean score of 2.80 and standard deviation of 0.72, item 22 has the mean score of 2.05 and standard deviation of 0.70, item 23 has the mean score of 2.75 and standard deviation of 0.78 while item 24 has the mean score of 2.08 and standard deviation of 0.80. The details of the analysis showed that the cluster mean of 2.41 is below the scale mean of 2.50, as such, there is a poor human resource management and poor teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State.

### Testing of Hypotheses

The following hypotheses were tested using Pearson's product moment correlation at 0.05 level of significance.

**Hypothesis 1:** There is no significant relationship between financial resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State.

**Table 4: Correlation Coefficient Analysis Showing the Relationship between Financial Resource Management on Teachers' Job Performance in Senior Secondary Schools in Northern Senatorial District of Nasarawa State**

Group	$\bar{x}$	N	Df	r-cal	r-tab	Level of Sig.	Remarks
Financial Resource Management							
Teachers' Job Performance	2.40	592	590	0.440	0.196	0.05	Reject H <sub>01</sub>

Table 4 indicated the correlation coefficient of the significant relationship between financial resource management and teachers job performance in senior secondary schools in Northern Senatorial District of Nasarawa States. The analysis of the results revealed that the r-calculated value is 0.440 while the r-table value is 0.0196 at the significant level of 0.05 and 558 as the degree of freedom. Since the calculated value of 0.440 is above the table value of 0.0196, the null hypothesis one was rejected which implies that there is a significant relationship between financial resource management and teachers job performance in senior secondary schools in Northern Senatorial District of Nasarawa State.

**Hypothesis 2:** Material resource management does not have a significant relationship with teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State.

**Table 5: Correlation Coefficient Analysis Showing the Relationship between Material Resource Management on Teachers Job Performance in Senior Secondary Schools in Northern Senatorial District of Nasarawa State**

Group	$\bar{x}$	N	Df	r-cal	r-tab	Level of Sig.	Remarks
Material Resource Management							
Teachers' Job Performance	2.37	592	590	0.523	0.196	0.05	Reject H <sub>02</sub>

Table 5 showed the correlation coefficient of the significant relationship between material resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa States. The analysis of the results indicated that the r-calculated value is 0.523 while the r-table value is 0.0196 at the significant level of 0.05 and 558 as the degree of freedom. Since the calculated value of 0.523 is above the table value of 0.0194, the null hypothesis two was rejected which means that there is a significant relationship between material resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa States.

**Hypothesis 3:** There is no significant relationship between accommodating strategy and teachers job performance in secondary schools in Nasarawa West Senatorial Zone of Nasarawa State.

**Table 6: Correlation Coefficient Analysis Showing the Relationship between Human Resource Management on Teachers Job Performance in Senior Secondary Schools in Northern Senatorial District of Nasarawa State**

Group	$\bar{x}$	N	Df	r-cal	r-tab	Level of Sig.	Remarks
Human Resource Management							
Teachers' Job Performance	2.37	592	590	0.502	0.196	0.05	Reject H <sub>03</sub>

Table 6 showed the correlation coefficient of the significant relationship between human resource management and teachers job performance in senior secondary schools in Northern Senatorial District of Nasarawa States. The analysis of the results indicated that the r-calculated value is 0.502 while the r-table value is 0.0196 at the significant level of 0.05 and 558 as the degree of freedom. Since the calculated value of 0.502s is above the table value of 0.0196, the null hypothesis three was rejected which means that there is a significant relationship between human resource management and teachers job performance in senior secondary schools in Northern Senatorial District of Nasarawa States.

1. The findings of hypothesis one (Table 6) revealed that there is a significant relationship between financial resource management and

- teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State.
2. The findings of hypothesis two (Table 7) showed that there is a significant relationship between material resource management and teachers job performance in senior secondary schools in Northern Senatorial District of Nasarawa States.
  3. The findings of hypothesis three (Table 8) indicated that there is a significant relationship between human resource management and teachers job performance in senior secondary schools in Northern Senatorial District of Nasarawa States.

### **Discussion of the Findings**

The findings of the study showed there is a significant relationship between financial resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa State. The findings of the study agreed with Mucai (2013) who ascertained that school funds were not being managed effectively to influence teachers' performance in secondary schools in Mbeere South, Embu County, Kenya. Funds provided for execution of educational programmes and projects are normally stated in the educational budgets and plans. When such funds are not properly utilized, managed and accounted for, adequate teaching aids may not be provided to enable teachers to perform their jobs effectively. As such, effective management of funds in the secondary schools system is indispensable. Financial management is the aspect of general management that is responsible for effective and efficient generation and utilization of funds as it entails the regulations and practices governing the receiving, keeping and spending of funds by chief executives of different institutions. Achieving the goals of secondary education through financial management involves the principles of general management such as planning, organizing, coordinating, directing, reporting, evaluation and making payments in a transparent manner. Proper financial management requires principals to undertake adequate forecasting, planning, budgeting and executing the budget effectively and efficiently based on estimated plans. The essence of financial management in the secondary school system is to mobilize and utilize funds in a transparent and accountable means in order to provide school facilities needed to enhance effective teaching and learning. Funds provided in secondary schools are used staffing, equipping and maintenance of school facilities. Quality teaching in secondary schools requires appropriate management of limited funds in order to construct more classrooms, pay teachers' salaries, train teachers, provide teaching materials, construction among others to enable teachers perform their jobs successfully. Teachers' job performance is shaped by the interplay between

a school's physical features and general working conditions. Provision and adequate management of financial resource may enhance positive working conditions of teachers by ensuring that adequate teaching aids are made available in the school system.

The findings further showed that there is a significant relationship between material resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa States. The study confirmed the position of Barindewa (2014) cited in Bullock (2017) who found out that school physical resources were not properly managed to enhance effective job performance of teachers in Secondary Schools in Osun State, Nigeria. Management of school facilities entails series of activities such as regular renovation, repairs, servicing, replacement of worn-out equipment, repairs of broken chairs and tables as well as the painting of offices and classrooms. Other aspects of managing material resources include ensuring that gardeners and labourers keep tidy the plants and flowers through regular pruning for esthetics purposes. Fire prevention and safety is needed to put off fire outbreaks by keeping fire-fighting materials in strategic parts of school buildings. These provisions would make schools conducive and comfortable to facilitate effective job performance among teachers. However, the situation in Nasarawa North Senatorial District seems to suggest that there is poor management of material resources which make the school environments untidy and unsafe for staff and students, as teachers seem not to be happy to teach effectively under unconducive school atmosphere. Proper management of material resources may enhance safety and reduce accidents, stress, energy and time committed into teaching and learning staff and students. Principals who manage schools with poor material resources may stand the risk of answering the question of poor performance in an examination that sometimes occurs as a result of poor job performance by teachers. Secondary schools with defaced and dilapidated material resources may be dangerous to the health of teachers and students as untidy classrooms would bring discomfort that may limits effective teaching and learning activities. Similar experience may be observed in laboratories and libraries that are ill-maintained which sometimes affect students' academic performance through poor teaching since teachers may not be able to use the dilapidated facilities to teach effectively. Management of material resources seems to be critical a factor which determines the level of job performance among teachers in secondary schools.

The findings of the study also indicated that there is a significant relationship between human resource management and teachers' job performance in senior secondary schools in Northern Senatorial District of Nasarawa States. The findings of the study agreed with Oladele, Fadeyib and Abayomi (2015) who submitted that there is a significant difference between the human resource management practices and staff performance in Federal and state Universities in



Osun State. Human resources in educational institutions include both teaching and non-teaching staff. The activities involved in the management of human resources in secondary schools consist of the process of attracting, developing, motivating and retaining teachers in order to achieve the purpose of education through quality teaching. The essence of human resource management in secondary schools is to obtain and retain high-quality teachers in order to improve the teaching and learning process. The success of teaching and learning in secondary schools depends on the quality of teachers employed in the school system. The aspect of human resource management that would enhance teachers' job performance is training and development which may help them to take into account the principles of efficiency, effectiveness and individual differences of students during teaching and learning. Training as an aspect of human resource management is a systematic acquisition and development of knowledge, skills and attitudes required by teachers to adequately perform their teaching responsibilities successfully. It is aimed at equipping teachers with the necessary knowledge and skills to help them undertake their job effectively. Managing teachers through appropriate training and development may help them to modify their attitudes, knowledge, skills and behaviour to perform any duty assigned to them diligently.

### **Conclusion**

The following conclusions were drawn based on the findings of the study:

The study concluded that teachers in secondary schools in Northern Senatorial District of Nasarawa State perform their job poorly because of the improper management of financial resources.

The study also concluded that the material resources are poorly managed which induces poor teachers' job performance in secondary schools in Northern Senatorial District of Nasarawa State.

The study finally concluded that there is mismanagement of human resources which causes poor teachers' job performance in secondary schools in Northern Senatorial District of Nasarawa State.

### **Recommendations**

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

1. The Nasarawa State's Teachers' Service Commission should enlighten the principals of the various secondary schools in through conferences, seminars and workshops to integrate Information and Communication Technology into financial activities of their schools as such measure would help to enhance effective management of financial resources electronically as well as easy detection of fraudulent conducts associated with financial mismanagement.

2. All principals in Northern Senatorial District of Nasarawa State should to be mandated by state ministry of education to carry out routine activities such as regular renovation, servicing, replacement of broken equipment, doors, windows, re-painting of offices and classrooms for proper maintenance of school physical resources and report to the department of quality assurance of the ministry every term in order to ensure that teachers perform their jobs effectively.
3. The Nasarawa State's Government as part of its effort to promote human resource management should grant teachers the in-service training opportunities to help them acquire additional skills and knowledge that will improve the quality of their job performance.

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