# Assessment of the Impact of Resources Management On Quality Instructions in Government Owned Secondary Schools In Delta State.

By

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## Abstract

The study was on the impact of resources management in quality instructions in government owned Secondary Schools in Delta State. The purpose of the study was to determine the effect of resource management on quality instructions in government owned secondary schools in Delta State. The area of the study was government owned secondary schools in Delta State. Four research questions and four hypotheses guided the study. The research design instrument for data collection was a researcher made research instrument. The population of the study consisted of 6380 respondents. The sample for the study were 260 principals and 1380 teachers. The method for data collection was stratified random sampling technique. The instrument for the study was validated by three experts before a reliability test was conducted which produced a reliability index of 0.88. Data collected were analyzed using mean and standard deviation

while the hypotheses were analyzed using t-test statistic. The result of the study showed that the methods adopted by school administrators for resources management significantly determine quality instructions in schools. On the basis of the finding, it was recommended that appropriate and staff friendly methods should be adopted by school administrators in managing resources in schools.

## 1.0 **Introduction**

Resources management is focused on planning, organizing, directing and controlling of the human, financial and physical resources that are available in the organization as to meet the objectives of the organization. Resources management in the views of Babalola and Ayeni (2022) is the coordination of the resources made available in the education sector for the purpose of producing quality graduates in the system. According to Banjoko (2021), Management in education is focused on planning, leading, directing and a number of other activities in order to achieve efficient utilization of resources available to education. Also Olaboye (2020) opined that resources management is the prudent utilization and maintenance of the human, financial and other available resources (man, money, machine and materials), to ensure the attainment of the stated organizational objectives. In the same vein resources management in the opinion of Onuka (2019) includes the managing of the resources that are needed and utilized in the education enterprises such as students, human resources, funds, physical facilities and equipment. Resources management can therefore be said to mean the act of prudently organizing and directing the work force, funds and physical facilities available by the manger of an organization including schools, in order to achieve set objectives.

Just like all other organizations, the success or failure of the educational industry depends not only on the availability of resources but on its prudent and judicious utilization. The overriding need for availability of resources is prudent utilization to avoid wastages. In the opinion of Babalola and Ayeni (2022), the rational for resources management in education is to ensure that resources are properly maintained, that the available ones are also judiciously utilized, its quality controlled, better academic performance achieved and a healthy education environment maintained.

Adeogun (2021) identified the rationale for resources management in education to include increase in efficiency in the education system, that brings about cost effectiveness in the achievement of the objectives of an institution and attainment of the goals of the society and the community, which the educational institution serves, achieving sustainable development in education by harnessing all institutional resources and bringing about productivity. Similarly, Onuka (2019) stated that the rationale for resources management in education is a result of the fact that education is not only a social but also a capital and economic factor of production that needs to be properly developed. He added that since the resources available to education are limited, there is therefore rationale for its prudent management.

Rationale for resources management therefore is informed by the fact that resources (human, financial and physical) available to the institutional sector are inadequate compared to their competing needs and hence they must be judiciously and prudently managed as to meet the objectives of education. Resources managed in schools are human, financial and physical. Resources management refers to that aspect of management which deals with recruitment, training, transfer, redeployment and disengagement of staff of an organization. According to Douglas (2018), it is that part of management which is concerned with people at work and with their relationships within an institution. Human resource management is aimed at achieving both efficiency and effectiveness in the organizational tasks. It seeks to bring together men and women in the organization and providing enabling environment for them to contribute optimally to the growth of the organization. It further seeks to provide fair terms and conditions of employment which enables employees to have job satisfaction. The success of any organization to a large extent, depends on the availability and management of resources in that organization, as observed by Nworgu (2019)

Resources in schools that can be managed in achieving quality instructional service delivery are human, financial and physical resources. The absence or inadequacy of any of these resources in schools will create gap in service delivery which will be capable of bringing about less qualitative graduates at various levels. In the views of Nwafor (2020), human resource include academic staff, non-academic staff and the students who must be properly managed in order to

accomplish quality educational service delivery in the school system. The management of human resource in schools therefore is so important to the achievement of institutional goals.

Management of human resource involves getting work done through coordinated efforts of people in the organization. This is in line with Douglas (2018), who emphasized that school mangers are most likely to be judged not just on their own performance but also on the results achieved by their subordinates. Effectiveness therefore in schools in both teaching and learning may be assessed by such factors as:

a. The availability of staff and the extent of their utilization.
b. The strength of motivation and moral of staff and students.
c. The success of their training and development.
d. The creation of an institutional environment in which students and staff work willingly and effectively.

The success of any organization whether private or public depends to a large extent on the availability of human resource, their utilization and management, as noted by Uduma (2018). For an organization to succeed and achieve its set goals, it must obtain the willing co-operation of its work force. The management of the organization must work with well-motivated employees and develop programmes and policies that will enable the work force to put in their best in the organization. This is important because each employee comes to work as an individual with personal desires and aspirations. They have their individual needs which include recognition, attention, reward etc. Therefore, managers of organisations including schools must understand and attend to the personal needs of their staff in order to obtain the best from them.

Furthermore, management can be effective and results achieved in schools if the right quality and quantity of staff are recruited, trained, developed and motivated. The absence of these can lead to reduced productivity. Human resource management as expressed by Babalola and Ayeni (2023), is the co-ordination of the resources made available in the education sector for the system. It is therefore the effective combination of the potentials of the work force in an organization by management as to achieve organizational goals.

Nwafor (2020), stated that human resource management for quality educational service delivery must focus on the educational needs, expectations, values and rights within the system and the use of appropriate educational resources and effective management strategies. It is not enough to have abundant resources in schools but they require proper management in order to achieve set goals. Adequate and effective management is therefore vital to the optimum use of resources. According to Mack-Ben (2020), the importance of resources management to teaching and learning is that inputs and outcomes in educational organizations are related to resource decisions, particularly to planning, organizing, directing and controlling the resources of the organization. It then implies that school administrators must plan, anticipate, consult, supervise and act timely as to ensure that all the required resources are identified, developed and fully utilized.

Besides human resource, financial resources available in schools is probably the second most important resource that are required to be effectively managed in schools for quality instructions. Financial resources in schools include all the monetary inputs into the system such as grants, donations, subventions and internally generated revenues. In schools, funds are required for the payment of salaries of academic and non-academic staff, staff training and development and procurement of school equipment etc. School managers require enough funds to plan, implement and evaluate educational programmes hence the need for their prudent management.

Besides human resource and financial resources, physical resources in schools, which include buildings, transport facilities, library, furniture etc are also required to be properly managed. This is necessary because the effective realization of set goals and objectives in schools also depend on how effective the physical resources are managed and utilized. Mismanagement of any of these resources will adversely affect the quality of education in schools. Management of resources in schools therefore is an important factor that is relevant to quality instructional service delivery in schools.

Resources therefore refers to a stock or supply of money, materials, staff and other assets that can be drawn on by a person or organization in order to function optimally. Resources in schools are human, financial and physical.

Management is the process of dealing with or controlling things or people in an organization. Quality refers to the standard of something as measured against other things of a similar kind; the degree of excellence of something.

It explains how good or bad a thing is. Quality is high when good and low when bad.

Instruction here means an act or practice of teaching people. Service refers to an act of helping or doing work for someone, a system supplying a public need. Since effective school management is necessary as to achieve set objectives, it is therefore expedient to carry out investigation on resources management for quality instructional service delivery in schools.

### 1.1 **Purpose of Study**

General the study sought to find out the impact of resources management on quality instructions in government owned secondary schools in Delta State. Specifically the study compared the effect of methods adopted by school administrators for resources management on quality instructions in government owned secondary schools in Delta State.

### 1.2 **Area of Study**

The study was conducted in government owned secondary schools in Delta State.

### 1.3 **Significance of the Study**

The findings of the study has enormous implications to both the schools administrations, teachers, students and the general public.

The study discovered that the methods adopted by school administrator for human resource management significantly determine quality instructional service delivery in schools. The implication is that school administrators should adopt

adequate methods in managing human resource in schools, for there to be quality instructional service delivery.

The study also discovered that the methods adopted by school administrators for financial resources management significantly determine quality instructional service delivery in schools. The implication is that school administrators should also adopt adequate methods in managing financial resources in schools for there to be quality instructional service delivery. Another discovery of the study is that the methods adopted by school administrators for physical resources management significantly determine quality instructional service delivery. This implies that strategies used by school administrators for physical resource management significantly determine the quality of instructions in schools. In totality, it was discovered that methods adopted by school administrators for resources management significantly determine quality instructions in schools in secondary schools in Delta State.

### 1.4 **Research Questions**

1. To what extent do methods adopted by schools administrators for human resource management determine quality instructions in government owned secondary schools in Delta State.
2. To what extent do methods adopted by schools administrators for financial resources management determine quality instructions in government owned secondary schools in Delta State.
3. To what extent do methods adopted by schools administrators for physical resources management determine quality instructions in government owned secondary schools in Delta State.
4. To what extent do methods adopted by schools administrators for resources management determine quality instructions in government owned secondary schools in Delta State.

### 1.5 **Hypotheses**

1. There is no significant difference in the mean score responses of principals and teachers on the extent to which methods adopted by school

administrators for human resource management determine quality instructions in government owned secondary schools in Delta State.

2. There is no significant difference in the mean score responses of principals and teachers on the extent to which methods adopted by school administrators for financial resources management determine quality instructions in government owned secondary schools in Delta State.
3. There is no significant difference in the mean score responses of principals and teachers on the extent to which methods adopted by school administrators for physical resource management determine quality instructions in government owned secondary schools in Delta State.
4. There is no significant difference in the mean score responses of principals and teachers on the extent to which methods adopted by school administrators for resources management determine quality instructions in secondary schools in Delta State.

## 1.6 **Research Design**

This study adopted a descriptive research design. The design was adopted because it provided an opportunity for the researcher to assess the opinions, attitudes and beliefs of respondents on how resources management determine quality instructions in schools.

## 1.7 **Instrument For Data Collection**

The instrument for the data collection was researcher developed instrument called "Impact of Resources Management on Quality Instructions (IRMQI) Questionnaire. The questionnaire instrument was made up of two parts. Part 1 was made up of the personal data of the respondents while part 2 was made up of items of human, financial and physical resources, were administered on the respondents.

## 1.8 **Method Of Data Collection**

Data for the study were collected by the researcher and two other research assistant trained by the researcher on how to handle research instruments. 98% of the research instruments were.

1.9 **Method of Data Analyses**

Research Question 1

To what extent do methods adopted by schools administrators for human resource management determine quality instructions in government owned secondary schools in Delta State.

Table I

Mean score responses of principals and teachers on the extent to which methods adopted by schools administrators for human resource management determine quality instructions in government owned secondary schools in Delta State.

| S/N | QUESTIONNAIRE ITEMS | PRINCIPALS | RESPONSES | TEACHERS RESPONSES | |
|---|---|---|---|---|---|
| | Methods adopted by schools administrators in human resource management for quality instructions in government owned secondary schools in Delta State. | Mean scores | Decision | Mean Scores | Decisions |
| 1. | Recruitments are carried out based on areas of need. | 3.24 | Accepted | 2.73 | Accepted |
| 2. | Job positions are usually publicized to attract quality personnel | 2.21 | Not Accepted | 2.66 | Accepted |
| 3. | Selections are done on the basis of job analysis and competence. | 3.22 | Accepted | 2.60 | Accepted |
| 4. | Training of staff are regularly carried out based on areas of need | 3.35 | Accepted | 2.08 | Not Accepted |

| | | | | | |
|---|---|---|---|---|---|
| 5. | Staff are usually encouraged to perform tasks through incentives | 2.25 | Not accepted | 2.18 | Not Accepted |
| 6. | Staff are usually evaluated before promotion | 3.00 | Accepted | 2.60 | Accepted |
| 7. | Staff are made to understand how their jobs contribute to the overall set goals. | 3.08 | Accepted | 2.68 | Accepted |
| 8. | Staff are evaluated regularly as to improve their performance | 3.39 | Accepted | 2.71 | Accepted |
| TOTAL MEAN | | 23.74 | TOTAL MEAN | 20.26 | |
| GRAND MEAN | | 2.97 | GRAND MEAN | 2.53 | |

The result from table 1 above indicates a grand mean of 2.97 for the responses of principals and 2.53 for teachers, on the extent to which methods adopted by schools administrators for human resource management determine quality instructions in government owned secondary schools in Delta State. The grand means were above the decision bench mark of 2.50. This therefore implies that on the average, both the principals and teachers accepted that the items enumerated above are significant determinants of quality instructions in government owned Secondary Schools in Delta State. The table further shows that while the principals accepted all the items except items 2 and 5, the teachers accepted all the items postulated except items 4 and 5 as methods adopted by school administrators for human resource management which determine quality instructions government owned secondary schools in Delta State.

Research Question 2

To what extent do the strategies used by school administrators for managing financial resources determine quality instructions in government owned secondary schools in Delta State.

**Table II**

Mean score responses of Principals and teachers on the extent to which strategies used by school administrators for financial resources management determine quality instructions in government owned secondary schools in Delta State.

| | QUESTIONNAIRE ITEMS | PRINCIPALS RESPONSE | | TEACHERS RESPONSES | |
|---|---|---|---|---|---|
| S/N | Strategies used by schools administrators for financial resources management for quality instructions in government owned secondary school one Delta State. | Mean Scores | Decision | Mean Scores | Decisions |
| 9 | Budgets are usually prepared to ensure that finances are allocated to areas of need | 3.26 | Accepted | 2.69 | Accepted |
| 10 | Expenditures of school finances are done in line with laid down rules | 3.14 | Accepted | 2.55 | Accepted |
| 11 | Financial records are properly maintained in School s | 2.96 | Accepted | 2.24 | Not Accepted |
| 12 | Deliberate efforts are made to raise funds internally for schools use | 2.96 | Accepted | 2.24 | Not Accepted |
| | TOTAL MEAN | 12.33 | Accepted | 10.17 | |
| | GRAND MEAN | 3.08 | | 2.54 | |

The result from table II above indicates grand means of 3.08 and 2.54 for the responses of principals and teaches respectively, on the extent to which strategies used by school administrators for financial resources management determine

quality instructions in government owned Secondary Schools in Delta State. This suggests that on the average, both the principals and the teachers accepted that the strategies enumerated for the management of financial resources significantly determine quality instructions in government owned secondary schools in Delta State. The table further reveals that whereas the principals accepted all the items enumerated, the teachers also accepted all except items 11 and 12, as determinants of quality instructions in government owned secondary schools in Delta State.

**Research Question 3**

To what extent do strategies adopted by school administrators for physical resources management determine quality instructions in government owned secondary schools in Delta State.

**Table III**

Mean score responses of Principals and teachers on the extent to which strategies used by school administrator for management of physical resources determine quality instructions in government owned secondary schools in Delta State.

| | QUESTIONNAIRE ITEMS | PRINCIPALS RESPONSE | | TEACHERS RESPONSES | |
|---|---|---|---|---|---|
| S/N | Methods adopted by schools administrators in physical resources management for quality instructions in government owned secondary school in Delta State | Mean Scores | Decision | Mean Scores | Decisions |
| 13 | Existing physical facilities in schools are regularly inspected | 3.15 | Accepted | 2.73 | Accepted |
| 14 | There are adequate record of the present state of physical facilities in schools | 2.63 | Accepted | 2.53 | Accepted |

| | | | | | |
|---|---|---|---|---|---|
| 15 | Distribution of materials are handled in effective and efficient manner in schools. | 3.04 | Accepted | 2.67 | Accepted |
| 16. | There are laid down procedures for the procurement of materials in schools | 3.17 | Accepted | 2.54 | Accepted |
| 17 | Physical resources available in schools are regularly maintained | 2.80 | Accepted | 3.11 | Accepted |
| TOTAL MEAN | | 14.93 | Total mean | 13.10 | |
| GRAND MEAN | | 2.99 | Grand mean | 2.62 | |

The result from table III above shows grand means of 2.99 and 2.62 for the responses of principals and teachers respectively on the extent to which strategies used by school administrators for physical resources determine quality instructions in government owned Secondary Schools in Delta State. The grand mean of principals responses of 2.99 indicates that on the average, the principals accepted that the items enumerated for physical resources management significantly determine quality instructions in Government owned secondary schools in Delta State. In the same vein, the grand mean for the teachers (2.62) also reveals that the teachers on the average accepted that the items enumerated for physical resources management determine quality instructions in government owned secondary schools in Delta State. The result further shows that both the principals and teachers, on the average, accepted all the items postulated as items that determine quality instructions in government owned secondary schools in Delta State.

It therefore implies that both the principals and teachers agree that the strategies adopted by school administrators for physical resources management determine quality instructions in Schools. This is so because their grand means (2.99 and

2.62) respectively, were above the decision bench Mark (2.50).

Research Question IV
To what extent do methods adopted by school administrators for resources management determine quality instructions in government owned secondary schools in Delta State.

Table IV
Mean score responses on the extent to which methods adopted by school administrators for resources management determine quality instructions in government owned secondary schools in Delta State.

| | QUESTIONNAIRE ITEMS | PRINCIPALS RESPONSE | | TEACHERS RESPONSES | |
|---|---|---|---|---|---|
| S/N | Strategies used by schools administrators in resources management for quality instructions in government owned secondary school one Delta State. | Mean Scores | Decision | Mean Scores | Decisions |
| 1 | Recruitments are carried out based on areas of need | 3.24 | Accepted | 2.73 | Accepted |
| 2 | Job positions are usually publicized to attract quality personnel | 2.21 | Not Accepted | 2.73 | Accepted |
| 3 | Selections are done on the basis of job analysis and competence. | 3.22 | Accepted | 2.60 | Accepted |
| 4 | Training of staff are regularly carried out based on areas of needs | 3.35 | Accepted | 2.08 | Accepted |
| 5 | Staff are usually encouraged to perform tasks through incentives | 2.25 | Accepted | 2.18 | Not accepted |
| 6 | Staff are usually evaluated before promotion | 3.00 | Accepted | 2.68 | Accepted |

| | | | | | |
|---|---|---|---|---|---|
| 7 | Staff are made to understand how their jobs contribute to the overall set goals | 3.08 | Accepted | 2.62 | Accepted |
| 8 | Staff are evaluated regularly as to improve their performance | 3.39 | Accepted | 2.71 | Accepted |
| 9 | Budgets are usually prepared to ensure that finances are allocated to areas of need | 3.26 | Accepted | 2.69 | Accepted |
| 10 | Expenditures of school finances are done in line with laid down rules | 3.14 | Accepted | 2.69 | Accepted |
| 11 | Financial records are properly maintained in Schools | 2.97 | Accepted | 2.55 | Not Accepted |
| 12 | Deliberate efforts are made to raise funds internally for school use | 2.96 | Accepted | 2.24 | Not Accepted |
| 13 | Existing physical facilities in schools are regularly inspected | 3.15 | Accepted | 2.73 | Accepted |
| 14 | There are adequate record of the present state of physical facilities in schools | 2.63 | Accepted | 2.53 | Accepted |
| 15 | Distribution of materials are handled in effective and efficient manner in schools. | 3.04 | Accepted | 2.67 | Accepted |
| 16 | There are laid down procedures for the procurement of materials in schools | 2.94 | Accepted | 2.63 | Accepted |
| 17 | Physical resources available | 3.17 | Accepted | 2.54 | Accepted |
| | TOTAL MEAN | 51.00 | TOTAL | 43.53 | |
| | GRAND MEAN | 3.00 | 2.56 | | |

The result from IV above reveals a grand mean of 3.00 and 2.56 for the responses of principals and teachers respectively on the extent to which the methods used by school administrators for resources management determine quality

instructions in government owned secondary schools in Delta State. The grand mean of principals (3.00) suggests that on the average, principals accepted that the enumerated methods used by school administrators for resources management determine quality instructions in government secondary schools in Delta State. This is also true in view of the fact their grand means are above the decision bench mark of 2.50. In the same vein, the grand mean of teachers (2.56) suggests that on the average, teachers accepted that the enumerated methods adopted by school administrators for resources management determine quality instructional service delivery in government owned secondary schools in Delta State. This is also true in view of the fact that their grand mean is above the decision making bench mark of 2.50. The table further reveals that whereas the principals accepted all the items enumerate except item 2 as methods used by school administrators for resources management, as determinants of quality instructions in schools, the teachers accepted all except items 5, 11 and 12.

Hypothesis IV:
There is no significant difference between the mean responses of principals teachers on the extent to which methods adopted by school administrators for human resource management determine quality instructions in government owned secondary schools in Delta State.

Table VI t-test comparison on the extent to which methods adopted by school administrators for human resource management determine quality instructions in government owned secondary schools in Delta State.

| GROUP | NUMBER | MEAN | STANDARD DEVIATION | DEGREE OF FREEDOM | T-CAL | T-CRIT | DECISION |
|---|---|---|---|---|---|---|---|
| Principals | 300 | 2.97 | 1.37 | 9298 | 0.56 | 1.96 | HO1 Accepted |
| Teachers | 9000 | 2.53 | 0.22 | | | | |

In table VI above, the calculated t-value is 0.56 while the critical t-value at 0.05 level of confidence is 1.96. Since the calculated t-value (0.56) is less than critical t-

value (1.96), it implies that the null hypothesis which states that there is no significant difference between the mean responses of principals and teachers on the extent to which methods adopted by school administrators for human resource management determine quality instructions in government owned secondary schools in Delta State is accepted. This implies that the principals and teachers do not significantly differ on their responses on the extent to which methods adopted by school administrators for human resource management determine quality instructions in schools.

Hypothesis 2:
There is no significant difference between the mean responses of principals and teachers on the extent to which strategies used by school administrators for financial resources management determine quality instructions in schools. There is no significant difference between the mean responses of principals and teachers on the extent to which strategies used by school administrators for physical resources management determine quality instructions in government owned secondary schools in Delta State.

Table VIII

t- test comparison on the extent to which strategies used by school administrators for physical resources management determine quality instructions in government owned secondary schools in Delta State.

| Group | Number | Mean | Standard Deviation | Degree of Freedom | t-cal | t-crit | Decision |
|---|---|---|---|---|---|---|---|
| Principals | 300 | 2.99 | 0.86 | 9298 | 1.21 | 1.96 | $HO_3$ Accepted |
| Teachers | 9000 | 2.62 | 0.14 | | | | |

In table VIII above, the calculated t-value is 1. 21 while the critical t-value is 1.96 at 0.05 level of confidence. Since the calculated t-value is less than the critical tvalue, the null hypothesis which states that there is no significant difference between the

mean responses of principals and teachers on the extent to which methods used by school administrators for physical resources management determine quality instructions in government owned secondary schools in Delta State is accepted. The implication is that principals and teachers significantly differ in their opinions on the extent to which methods adopted by school administrators determine for physical resource management determine quality instructions in schools. Therefore the strategies adopted by school administrators for physical resources management significantly determine quality instructions in schools.

Hypothesis 4: There is no significant difference between the mean responses of principals and teachers on the extent to which strategies adopted by school administrators for resources management determine quality instructions in government owned secondary schools in Delta State.

Table IX

t- test comparison on the extent to which strategies adopted by school administrators for resources management determine quality instructions in government owned secondary schools in Delta State.

| Group | Number | Mean | Standard Deviation | Degree of Freedom | t- cal | t-crit | Decision |
|---|---|---|---|---|---|---|---|
| Principals | 300 | 3.00 | 2.93 | 9298 | 0.95 | 1.96 | $HO_4$ Accepted |
| Teachers | 9000 | 2.56 | 0.46 | | | | |

Table IX above depicts a t-calculated value of 0.95 and t-critical value of 1.96 at 0.05 level of confidence. Since the t-calculated value is less than the t-critical value, then the null hypothesis which states that there is no significant difference between the mean responses of principals and teachers on the extent to which strategies adopted by school administrators for resources management determine quality instructions in government owned secondary schools in Delta State is

accepted. It shows that both principals and teachers do not significantly differ in their opinions on the extent to which strategies adopted for resources management determine quality instructions in government owned secondary schools in Delta State. strategies adopted by school administrators for resources management therefore significantly determine quality instructions in in government owned secondary schools in Delta State.

## 2.0 **Population of Study**

The population of the study was comprised of 6380 respondents. The sample of the study were 260 Principals and 1380 teachers drawn from the 260 government owned secondary schools in Delta State.

## 2.1 **Sample and Sampling Technique**

The sample for the study were 260 Principals and 1380 teachers. The sampling technique was a stratified random sampling technique.

## 2.2 **Validation of the Instrument**

The instrument for the data collection was given to three experts from the University of Port – Harcourt, who did the face and content validation. All the corrections and recommendations they made were reflected in the final draft of the instrument.

## 2.3 **Reliability of Instrument**

The instrument was tested for reliability using the Pearson's Product Moment Correlation Coefficient Procedure which produced a reliability index of 0.88.

## 2.4 **Discussion of Findings**

The findings from the study shows that strategies adopted by school administrators for resources management significantly determine quality instructions in government owned secondary schools in Delta State. This finding is in line with the views of Cole (2021) who also discovered that there is a positive correlation between methods adopted by school administrators for resource management and the quality of instructions in schools.

## 2.5 **Conclusion**

The outcome of the research reveals that strategies adopted by schools administrators for resources management significantly determine quality instructions in Government Secondary Schools in Delta State.

## 2.6 **Recommendation**

Based on the finding of the research, it is recommended that school administrators should adopt methods and policies that will favour staff in managing resources (human, financial and physical) in schools, as to achieve quality instructional service delivery.

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