



Availability and Utilization of Financial Resources and Goal Achievement of Secondary Education in Kwara State, Nigeria

Abdulyakin Tukur Murtala^{1*}, Abdulmumin Abubakar Lawal², Habibat Abubakar Yusuf³, Habeeb Tihamiyu⁴

^{1,2,3,4} Department of Educational Management, University of Ilorin, Ilorin Nigeria

Correspondence e-mail * : murtala.aa@unilorin.edu.ng

Abstract : The importance of financial resources in achieving secondary education goals cannot be overstated. With financial resources, new blocks, laboratories, etc., will be built, teacher wages will be paid, staff training and development will take place, and instructional materials will be provided. Based on this, this study evaluated the availability and utilization of financial resources, as well as secondary education goal achievement in Kwara State, Nigeria. To steer the study, three research questions and two operational hypotheses have been proposed and formulated. A Descriptive survey research design was adopted in carrying out the study. The population of this study comprised all public secondary schools across Kwara State. However, the target population of the study comprises the principals of the entire 397 public secondary schools in Kwara State. A stratified sampling method and a simple random sampling method were adopted in selecting samples across the 397 schools located in all local government areas in the state. The instruments used in the collection of data for this study were a questionnaire titled "Availability and Utilization of Financial Resources Questionnaire" (AUFQR) which was used to generate data on the level of financial resources availability and its utilization in secondary schools education in Kwara State and a checklist titled "Students' Academic Performance Checklist" (SAPC) was to obtain data on the students' academic performance in general subjects. Descriptive statistics of frequency, percentage, mean and standard deviation were used to answer the research questions while correlational statistics of Pearson product-moment correlation was used to test the formulated hypotheses at 0.05 level of significance, a confidence level of 95% was adopted. The findings of the study revealed that the financial resources are not available in secondary schools; financial resources are utilized below average in secondary' schools; the level of secondary education goal achievement in terms of students' academic performance was high. Based on the findings of the study, it was recommended that the state government should prioritize strategic resource allocation to address critical needs such as infrastructure, instructional materials, and human resources and School administrators should invest in continuous teacher training, curriculum development, and active parental engagement. This comprehensive strategy will contribute to a more well-rounded and impactful learning environment, ultimately leading to improved academic performance and educational outcomes.

Keyword : Availability, Utilization, Financial Resources, Goal Achievement, Secondary Education

Article info: Submitted : 2026-02-30 | Accepted : 2026-04-20 | Published : 2026-04-24

Copyright © 2026, Authors.

This is an open-access article under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



INTRODUCTION

In the contemporary global landscape, education has emerged as an indispensable catalyst for the advancement of both individuals and societies. Central to the expansion of the educational sphere is the judicious allocation and accessibility of financial resources. This research endeavours to scrutinize the accessibility and allocation of financial resources in tandem with the attainment of objectives within the realm of secondary education. The availability of financial resources serves as a pivotal determinant influencing the trajectory of growth within the educational domain. Varied factors such as governmental policies, economic expansion, and contributions from external benefactors converge to shape the availability of financial resources. Notably, governmental bodies stand as primary purveyors of financial support to the education sector. Nonetheless, the domain frequently grapples with underfunding, engendering an insufficiency of foundational infrastructure, an inadequacy of pedagogical staff, and a scarcity of requisite learning materials. Consequently, an imperative exists for governments to earmark substantial allocations for the education sector, ensuring its unfaltering evolution. While external benefactors can play a role in augmenting financial resources, they must not form the primary font of educational funding. Instead, they can serve as catalysts for specific projects

such as school construction or scholarship provisioning.

Beyond availability, the efficacious utilization of financial resources emerges as an equally pivotal facet. Mere access to funds proves insufficient; their efficacious deployment remains integral for the realization of coveted outcomes. The proficiency with which financial resources are employed within the education sector hinges upon the tenets of accountability and transparency, constituting essential elements for a robust system. The efficient allocation of financial resources assumes significance, as they constitute the linchpin for remunerating educators, procuring essential textbooks, enhancing infrastructural facilities, and fostering research endeavours. It is, however, noteworthy that the distribution of these resources often hinges upon governmental prerogatives, which may not consistently prioritize the educational sphere. Hence, optimizing the utilization of financial resources assumes a fundamental mantle within the domain of educational administration. Education's cardinal import in steering national growth is underscored by its role in sculpting human capital reservoirs that in turn influence economic and societal progress. UNESCO (2011) affirms education's pivotal role in propelling scientific and technological advancements, economic upswings, and the cultivation of essential

competencies and values that fortify societies. Moreover, the gamut of educational manifestations serves as a potent instrument for engendering social reconstruction, augmenting national advancement, empowering women and youth, bolstering administrative efficacy, and elevating human productivity (Kolawole & Ogbiye, 2020). This recognition of education's centrality has culminated in orchestrated endeavours to fulfil this developmental vision, thereby underscoring the import of secondary education, which occupies the focal point of this study.

Secondary education, an extension beyond mandatory basic education, seeks to equip students for tertiary studies and vocational roles. The objectives of this level, as delineated by the National Policy on Education (NPE), encompass endowing students with vocational, technical, and entrepreneurial aptitudes for self-sufficiency and for nurturing agricultural, industrial, commercial, and economic progress. Additionally, the ambit spans the promotion of native languages, arts, and cultural heritage within a global framework. The aspiration for self-improvement, excellence, and patriotism converges with the cultivation of national unity and security consciousness, encompassing diversity (FGN, 2014). Measuring the realization of these multifaceted goals defies facile quantification, prompting

reliance on academic performance as an evaluative yardstick.

Within educational systems, student academic performance is shaped by a mosaic of factors, including the provisioning of financial resources. Vistez (2013) expounds on financial resources as underpinning fiscal operations, while Livinus and Ibiam (2020) encapsulate them as resources bearing monetary value and fuelling expenditure. Hence, financial resources encompass a spectrum of monetary or credit assets earmarked for the operations of secondary education. Their sufficiency essentially shapes the attainment of secondary education's objectives, necessitating judicious resource allocation to foster goal achievement. Apart from conventional governmental grants, funding sources at this stratum encompass tuition fees, contributions from Parent-Teacher Associations (PTAs), philanthropic aid, external grants, alumni endowments, exigent levies endorsed by educational authorities, fundraising initiatives, returns from school activities, and non-governmental organization support. Livinus and Ibiam (2020) contend that robust financial resourcing eases the realization of secondary education goals, with Onuma (2016) corroborating the influence of financial resource allocation on student academic performance.

Empirical evidence underscores the correlation between student

performance and the accessibility and efficient utilization of dedicated financial resources. The prudent deployment of funds not only fosters academic achievement but also spurs investors toward enhanced contributions. Concomitantly, stringent oversight mechanisms and audit protocols are imperative to mitigate misallocation while fostering transparency. However, diverging from anticipated outcomes, the works of Ayodele, Odunlami, and Busari (2018) accentuate a disheartening decline in student performance despite augmented financial allocations. Thus, the nexus between the availability and proficient employment of financial resources and students' scholastic accomplishments is manifest. Substantiating this premise, the present study scrutinizes the accessibility, allocation, and impact of financial resources on goal attainment within the realm of secondary education in Kwara state.

Statement of the Problem

The importance of financial resources in the attainment of secondary education objectives cannot be overstated. These resources are fundamental in enabling the provision of essential components within the educational system, such as the establishment of laboratories, administrative and staff offices, remuneration of teachers, facilitation of staff training and development, and procurement of instructional materials.

It is not solely about ensuring the availability of crucial financial resources; it is equally imperative to ensure their effective utilization to accomplish the goals outlined in secondary education. Over time, it has become evident that the educational sector has not been operating at its optimal capacity, primarily due to the limited proportion of national and state budgets allocated to education.

Taking Nigeria as a case study, in 2020, the education sector received a total of N686.82 billion, which accounted for approximately 6.5% of the overall approved budget for the year. In 2021, the sector received N742.52 billion, representing approximately 5.6% of the total budget for the year. This allocation constitutes the lowest budgetary allocation the sector has ever received compared to previous years. In 2022, with a budget totalling N17.13 trillion, the sector was allocated a sum of N923.79 billion. Although this figure represents an increase, the allocation still stands at 5.4% of the total budget approved by the National Assembly. (Source: Dataphyte). These percentage allocations fall below the UNESCO recommendation of allocating a minimum of 15–25% of the total budget to the education sector. In Kwara State, the education sector received allocations of 18%, 17.29%, and 23.06% of the total budget in 2019, 2020, and 2021, respectively. However, even though these figures exceed the UNESCO recommendation of 15-20%,

it is important to note that the utilization of these resources is not always efficient and judicious. Often, funds are directed towards areas that require them less, while other essential areas are neglected. These challenges have prompted the researcher to investigate the availability and utilization of financial resources as well as the achievement of secondary education goals in Kwara State, Nigeria. Previous studies have explored this subject matter, such as Livinus & Ibiaam's (2020) examination of the availability and extent of financial resource utilization in public secondary schools in Ebonyi State; Eyasu & Berhanu's (2019) exploration of the practices and challenges of financial resource utilization in government secondary schools in Dawro zone, Ethiopia; Tyger's (2018) investigation into financial resource allocation and its implications for students' academic performance in River State; and Oyekan, Adelodun, and Oresajo's (2015) analysis of the allocation of financial resources to enhance educational productivity and student outcomes in Nigeria. However, none of these studies have specifically focused on the area targeted by this research, namely Kwara State. Therefore, this study aims to fill this gap in the existing literature.

Purpose of the Study

The goal of this study is to analyse the access to the availability and usage of financial resources for

secondary education in Kwara State, Nigeria and to observe how much progress has been made in attaining its goals. Specifically, this research seeks:

1. To assess the level of financial resource availability in secondary education in Kwara state, Nigeria.
2. To assess the degree of financial resource utilization in secondary education in Kwara state, Nigeria.
3. To examine the extent to which secondary education goals have been achieved in Kwara state, Nigeria.
4. To examine the relationship between financial resource availability and goal attainment in Kwara state, Nigeria.
5. To examine the relationship between financial resources utilization and secondary education goal attainment in Kwara state, Nigeria.

Research Questions

The following questions are posed to guide the research study.

1. What is the level of financial resource availability for secondary education in Kwara State?
2. What is the degree of financial resource utilization in secondary education in Kwara state, Nigeria?
3. To what extent have secondary educational goals been achieved in Kwara state, Nigeria?

Research Hypothesis

H₀: There is no significant relationship between financial resources availability

and secondary education goal achievement in Kwara State, Nigeria.

H₁: There is no significant correlation between financial resource utilization and secondary education goal achievement in Kwara State, Nigeria.

METHODOLOGY

The study employs a descriptive survey research design. This design was found to be adequate given that the study examined the relationship between the two variables without modifying or controlling the variables involved in the study. The design enables us to assess the real-world scenario, events, attitudes, and opinions of respondents regarding the availability and utilization of financial resources within the population, ensuring an authentic and comprehensive exploration of the subject matter.

Population, Sample, and Sampling Technique

For the research study, the population comprises all public secondary schools across Kwara state. The principal of each school is, however, the target population. In Kwara state, there are a total of 397 secondary schools. In conducting the research, a stratified sampling method and a simple random sampling method were adopted. The stratified sampling method involved categorizing members of the population into mutually exclusive and collectively exhaustive groups. There are 16 local

governments in the state of Kwara, each local government is grouped into strata under the 3 senatorial districts- Kwara South, Kwara Central, and Kwara North. The simple random sampling method is then applied in selecting samples from each district, this gives each school principal an equal chance of being selected. A table of random numbers generated through Microsoft Excel was used in selecting the samples. The sample size for the research study from the target population is 15 principals. The data for this research has been obtained from the 15 schools.

Instrumentation

Two sets of instruments were used in the collection of data for this study. A questionnaire titled "Availability and Utilization of Financial Resources Questionnaire" (AUFRQ) was used to generate data on the availability of financial resources and the extent of their utilization in secondary schools, Kwara State while a checklist titled Students' Academic Performance Checklist (SAPC) was used in obtaining data on the students' academic performance in the West African Senior Secondary School Certificate Examination (WASSCE) for the 2021/2022 academic session. The questionnaire is divided into sections A and B. Section A was used to obtain the demography data of the respondents and section B was used to generate questions that would help in answering all the research questions and

hypotheses raised and formulated respectively.

The instrument was an adopted questionnaire from the study of Livinus and Ibiaam (2020) on the availability and extent of utilization of financial resources in public secondary schools in Ebonyi State of Nigeria; hence, its reliability score was adopted. The validity of an instrument is the degree to which an instrument measures what it purports to measure. The instruments were validated by three (3) experts in the Department of Educational Management, Faculty of Education, University of Ilorin for both face and content validity. The reliability of an instrument is the consistency with which a measuring instrument measures what it is designed to measure. It means the degree to which a particular test yields similar scores over two or more administrations or the degree to which two similar tests yield about the same scores. The instrument has been tested for reliability using Cronbach Alpha measure of internal consistency which yielded a coefficient of 0.72.

Procedure for Data Collection

A letter of introduction was obtained from the Department of Educational Management, Faculty of Education, University of Ilorin and was presented to the relevant authority where data would be obtained. The respondents are the principals who are to fill up the questionnaire and provide

quantitative information regarding the student's academic performance.

Method of Data Analysis

Descriptive statistics of frequency, percentage, mean, and standard deviation were used in answering the research questions raised in the study. Correlational statistics of Pearson Product-Moment Correlation (PPMC) were used to test the formulated hypotheses. Pearson product-moment correlation was found suitable because the study intends to find the relationship that exists between the availability and utilization of financial resources as well as the goal achievement of secondary education. All hypotheses formulated were tested at a 0.05 level of significance and a confidence level of 95% was adopted.

RESULT AND DISCUSSION

DESCRIPTIVE DATA ANALYSIS

Research Question 1: What is the level of financial resource availability for secondary education in Kwara State, Nigeria?

Table 1.

Financial Resources Availability

S/N	ITEMS	N	Available	Not Available	No Option
1	Allocation from the state government	15	4 (26.7)	10 (66.7)	1(6.7)
2	Tuition fees paid by students	15	4 (26.7)	11 (73.3)	0
3	Allocation from local government	15	0 (0)	14 (93.3)	1(6.7)
4	Contribution from the PTA	15	13 (86.7)	2 (13.3)	0
5	Donation from Old students' association (Alumni)	15	8 (53.3)	7 (46.7)	0

Availability and Utilization of Financial Resources and Goal Achievement of Secondary Education in Kwara State, Nigeria

6	Proceeds from the School farm	15	1 (6.7)	13 (86.7)	1 (6.7)
7	Donations from corporate organizations	15	3 (20)	11 (73.3)	1 (6.7)
8	Proceeds from rental of school premises, properties, etc.	15	4 (26.7)	11 (73.3)	0
9	Donation from NGO's	15	4 (26.7)	10 (66.7)	1 (6.7)
10	Proceeds realized from special launching	15	1 (6.7)	13 (86.7)	1
	Total	15	4 (26.7)	10 (66.7)	1 (6.7)

Table 1 reveals that 26.7% of the respondents agreed that financial resources are available in secondary schools in Kwara State. 66.7% of the respondents agree that financial resources are not available and 6.7% of the respondents did not input any response.

Research Question 2: What is the degree of financial resource utilization in secondary education in Kwara state, Nigeria?

Table 2.
Utilization of Financial Resources

S/N	ITEMS	N	VLE	LE	AVE	BAVE	None
1	Construction of new blocks and infrastructural development	15	3 (20)	1 (6.7)	4 (26.7)	7 (46.7)	0
2	Purchase of instructional materials	15	2 (13.3)	3 (20)	5 (33.3)	5 (33.3)	0
3	Hiring of human resources (staff, security, cleaner etc.)	15	3 (20)	3 (20)	5 (33.3)	4 (26.7)	0
4	Purchase of classroom equipment and supplies	15	2 (13.3)	3 (20)	5 (33.3)	3 (20)	2 (13.3)
5	Purchase of stationery	15	7 (46.7)	2 (13.3)	3 (20)	3 (20)	0
6	Maintenance of motor vehicle	15	1 (6.7)	2 (13.3)	0	10 (66.7)	2 (13.3)
7	Payment of minor claims	15	4 (26.7)	2 (13.3)	2 (13.3)	5 (33.3)	2 (13.3)

8	Medical supplies	15	1 (6.7)	3 (20)	7 (46.7)	4 (26.7)	0
9	General maintenance	15	2 (13.3)	5 (33.3)	2 (13.3)	4 (26.7)	2 (13.3)
10	Extra-curricular activities and sports programs	15	4 (26.7)	5 (33.3)	5 (33.3)	1 (6.7)	0
11	Staff training and professional development	15	2 (13.3)	0	5 (33.3)	8 (53.3)	0
12	Technology and digital resources	15	2 (13.3)	3 (20)	5 (33.3)	5 (33.3)	0
	Total	15	2.8 (18.7)	2.7 (18)	4.26 (28.4)	4.9 (32.7)	0.67 (4.5)

Table 2 reveals that 18.7% of the respondents agreed that financial resources are utilized to a very large extent in secondary schools in Kwara State. 18% of the respondent agrees that financial resources are utilized to a large extent, 26.7% of the respondent agree that financial resources are utilized on average, 32.7% of the respondent agree that financial resources are utilized below average and 4.5% of the respondent did not input any response.

Research Question 3: What is the extent of secondary education goal achievement in Kwara State, Nigeria?

Table 3
Secondary Education Goal Achievement

S/N	Variables	N	X	SD	Decision
1.	English Language	15	8.45	5.29	High
2.	Mathematics	15	8.54	5.27	High
3.	Economics	15	7.17	5.67	High
4.	Civic Education	15	8.59	5.25	High
	Total	15	8.19	5.33	High

Key:

Low (0.1-2.25)

Average (2.26-4.5)

High (4.51-6.75)

Very High (6.76-9)

Table 3 revealed that the level of secondary education goal achievement in terms of students' academic performance was high with a mean score of 8.19.

Testing Research Hypotheses

H₀: There is no significant relationship between financial resources availability and secondary education goal achievement in Kwara State, Nigeria.

Table 4.
Financial Resources Availability and Secondary Education Goal Achievement

Variable	N	X	SD	Df	r-value	p-value	Decision
Financial Resource Availability	15	1.68	0.25				
Secondary Education Goal Attainment	15	8.19	5.33	13	0.156	0.59	Accepted

Significant@p < 0.05

Table 4 shows the calculated R-value (0.156) while the p-value (0.59) is greater than the significance level (0.05) therefore the null hypothesis is accepted this shows that there was no significant relationship between resource availability and secondary education goals achievement in Kwara state Nigeria.

H₁: There is no significant correlation between financial resources utilization and secondary education goal achievement in Kwara State, Nigeria.

Table 5. Financial Resources Utilization and Secondary Education Goal Achievement

Variable	N	X	SD	df	r-value	p-value	Decision
Financial Resource Utilization	15	2.73	0.82				
Secondary Education Goal Attainment	15	8.19	5.33	13	-0.27	0.34	Accepted

Significant@ p >0.05

Table 5 shows the calculated r-value (-0.27) while the p-value (0.34) is greater than the significance level (0.05). Therefore, the hypothesis which stated that there is no significant correlation between financial resources utilization and secondary education goal achievement was accepted. This shows that there was no significant correlation between resource utilization and secondary education goal achievement in Kwara State, Nigeria.

Summary of the Findings

This study aimed to explore the relationship between financial resource availability, utilization, and secondary education goal achievement in Kwara State, Nigeria. The findings from the data analysis presented in the previous chapters have provided valuable insights into these aspects. In the analysis of financial resource availability (Table 1), it was evident that while some resources, such as contributions from the Parent-Teacher Association (PTA) and donations from the Old Students' Association, showed relatively high levels of availability, there was a general perception of

scarcity in financial resources from government sources and tuition fees paid by students. The utilization of financial resources (Table 2) highlighted the allocation across various areas. Infrastructure development, instructional materials, and human resource hiring emerged as key areas of resource utilization. However, the data indicated a potential mismatch between perceived priorities and resource allocation, underscoring the need for strategic resource planning.

The assessment of secondary education goal achievement (Table 3) demonstrated high mean scores in subjects such as English Language, Mathematics, and Civic Education, indicating a positive trend in students' academic performance. Nonetheless, the considerable standard deviations pointed to variations in individual performance. The correlation analysis (Table 4) revealed that there is no significant relationship between financial resource availability and secondary education goal achievement. Similarly, Table 5 indicated that the extent of financial resource utilization does not significantly impact secondary education goal achievement.

CONCLUSION

This study has shed light on the complex interplay of financial resources, utilisation, and secondary education goal achievement in Kwara State, Nigeria. The findings suggest that while financial resources play a

role in shaping the educational landscape, they are not the sole determinants of students' academic success. Other factors, such as teaching quality, curriculum effectiveness, student engagement, and parental involvement, contribute significantly to achieving educational goals. Furthermore, the study highlights the need for a comprehensive approach to improving educational outcomes in Kwara State. Simply allocating more financial resources to schools is not a sufficient solution. Enhancing teaching quality through professional development programs and ensuring an effective curriculum that meets the needs of students are equally important. Additionally, fostering a culture of student engagement and encouraging active parental involvement can also positively impact academic success. Overall, this research underscores the multidimensional nature of educational achievement, which requires a holistic and collaborative effort from various stakeholders.

Recommendations

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

1. The state government should prioritize strategic resource allocation to address critical needs such as infrastructure, instructional materials, and human resources. By effectively distributing funds based on these priorities, the government can enhance the overall quality of

education in Kwara State.

2. School administrators should diversify funding sources by actively engaging with alumni associations, corporate entities, non-governmental organizations, and local communities. This proactive approach to securing financial support can provide greater stability and flexibility in funding educational initiatives.
3. Adopting a holistic approach to educational planning is crucial. School administrators should invest in continuous teacher training, curriculum development, and active parental engagement. This comprehensive strategy will contribute to a more well-rounded and impactful learning environment, ultimately leading to improved academic performance and educational outcomes.

REFERENCES

- Agim, J. C. (2016). Reforms and innovation in secondary education through community participation. *Journal of Teacher Perspective*, 2(3), 36-42.
- Akinsolu, A. O. (2011). Teachers and students' academic performance in Nigeria secondary schools: Implication for planning. *Florida Journal of Educational Administration and Policy*, 3(2), 86-103.
- Andrew, E. C. (2016). *School finance decisions and academic performance: An analysis of the impacts of school expenditures on student performance*, (Department of Public Policy and Administration, California State University, Sacramento)
- Awuor, J. O. (2015). *Financial resource mobilisation strategies and internal efficiency of public secondary schools in Rachuonyo South Sub-County, Homabay county, Kenya* (Doctoral dissertation, University of Nairobi)
- Ayodele, J. B., & Ogiye, C. A. (2018). Resource availability and internal efficiency of secondary schools in Ekiti State, Nigeria. *International Journal of Educational Foundations and Management*, 12(1), 204-208.
- Boma, B. P. (2018). Financial management and practices for principals for quality service delivery in secondary schools in Rivers State. *International Journal of Innovative Finance and Economics Research*, 6 (2), 62-69.
- Chinyere O. A. (2010). Prudential approach to resource management in Nigerian education: A Theoretical Perspective. *International Journal of Scientific Research in Education*, 3(2), 94-106.
- Dataphyte. (2022). Retrieved from https://www.dataphyte.com/la-test-reports/education-development/with-n4-68-trillion-budget-allocation-in-6-years-nigerias-education-sector-struggles-to-improve/?amp_markup=1
- Ekundayo, H. T. (2007). A comparative

- analysis of the private cost of higher education in Ekiti State, Nigeria. *Journal of Educational Foundations and Management (JEFAM)*, 4(1),12-18.
- Etor, C. R., Obeten, R. B., & Obona, E. E. (2018). Management of skill-oriented subjects and goal attainment in private secondary schools in Ikom education zone, Cross River State, Nigeria. *Global Journal of Educational Research* 18, 27-34.
- Eyasu, I., & Berhanu, E. (2019). Practices and challenges of financial resource utilization in government secondary schools of Dawro Zone. *Research on Humanities and Social Sciences*, 9(15), 1-17.
- Federal Government of Nigeria. (2014). *National Policy on Education* (6th edition). Lagos: National Education Research & Development Council.
- Gaspar, M. R., Gabriel, J. P., Manuel, M. B., Ladrillo, D. S., Gabriel, E. R., & Gabriel, A. G. (2022). Transparency and Accountability of Managing School Financial Resources. *Journal of Public Administration and Governance*, 12(2), 102.
- Irikana, D. G., & Weli, S. E. (2019). Analysis of constraints and strategies in funding educational sector for academic performance in secondary schools in Rivers State. *International Journal for Innovative Education Research*, 1-12.
- Kolawole, A. O., & Ogbiye, C. A. (2020). Resource utilization and internal efficiency of secondary schools in Ekiti State, Nigeria. *International Journal of Education, Learning and Development*, 5(5), 11 -20.
- Livinus, E., & Ibiam, U. (2020). Availability and extent of utilization of financial resources in public secondary schools in Ebonyi State of Nigeria. *International Journal of Development Research*, 10(7), 37953-37958.
- Mwikaria RK & Chepkonga, S., Gori, J.M, (2019), Effects of Resource Management on Academic Achievement of students in Public Secondary Schools in Garissa Sub-County, Kenya. *Journal of International Business, Innovation and Strategic Management*, 2(2), 35-45
- National Institute for Education Planning and Administration. (NIEPA 2012). *Facilitators guide on the development of head teacher's skills for effective school management*. Ondo: Author.
- Ngigi, S. K., & Tanui, P. J. (2019). Principals' financial management practices, educational administration and performance in selected secondary schools in Kenya. *Nairobi Journal of Humanities and Social Sciences*, 3(1), 14-26
- Nicolleti, C., & Rabe, B. (2012). Productivity of school

- expenditure; Difference across pupils from adverse backgrounds. *Tech. rep. institute for social and economic research*.
- NPE. (2013) *National policy on education: post-basic education and career development* (6th ed., p12). Lagos, Nigeria: NERDC.
- Nwakpa, P. (2017). Management of diversification at the senior secondary education level in Nigeria by the school administrators. *Educational Research*, 5(1), 001 - 005.
- Nwosu, K. L., & Ozioko, I. D. (2020). Accountability in the management of financial resources for secondary education in Nigeria. *International Journal of Institutional Leadership, Policy and Management*, 2(3).
- Ofem, W. E., Akeke, M. N. G., & Ameh, E. (2021). Financial resources and junior secondary school students' academic performance in Cross River State, Nigeria. *Global Journal of Educational Research*, 20(1), 81-88.
- Oguntoye, A. O. (2008). *Financing education in Nigeria: Theory and practice*. Ibadan: University Press.
- Olowoye, B., Oludotun, O. D., & Adetayo, A. S. (2005). Accounting and management of school funds. Lagos: Centre for Educational Human Resources Management (CEHRM).
- Omolade, O. A. (2007). Financing higher education in Nigeria, *International Journal of African and American Studies*, 2(1), 69-75.
- Onuma, M. N. (2007). Problems of financing secondary school education. *international journal of African studies* , 69-75.
- Onuma, M. N. (2016) *Problems of financing secondary education in Nigeria*, A paper presented at a workshop of Secondary School Principals held at Eagle Royal Hotel, Abakaliki, March, 31.
- Oyekan, O. A., Adelodun, S. S., & Oresajo, N. O (2015) Allocation of financial resource to enhance educational productivity and student outcomes in Nigeria. *International Journal of Development and Management Review (INJODEMAR)*, 10, 201-209.
- Sofoyeke, A. D., Ogunsola, L., Omotayo, O. T., & Adegbesan, S. (2012). *Maintenance culture and sustainability of educational projects in the 21st century School Manager*. Sagamu: SOMACH.
- Tyger, M. I. (2018). Financial resources allocation and its implication for students performance in Rivers State, Nigeria. *International Journal of Innovative Finance and Economics Research*. 6(3), 27-33.
- Ugwuanyi, M. O., & Eze, M. E. (2008). An assessment of the educational resources available for implementing the mandate of the secretarial studies programme in Nigeria polytechnics. *Business Education Journal*, 6(2), 198-208.
- UNESCO. (2011). Policy and practice:

Financial management in schools in the Mafeteng District of Lesotho University of Free State, Bloemfontein, South Africa, 9300 pp156.

World Bank. (2011). Education in sub-Saharan Africa. *Policies for adjustment, revitalization, and expansion (English)*. Retrieved from <http://documents.worldbank.org/curated/en/816101468009945118/Education-in-Sub-Saharan-Africa-policies-for-adjustment-revitalization-and-expansion>

Yizengaw, J. Y., & Agegnehu, M. A. (2021). *Practices and challenges of school financial resource management implementation in Bahir Dar city administration of Ethiopia: A comparative study between government and private secondary schools*. Cogent Education, 8(1), 1884340.

AUTHOR CONTRIBUTIONS

Conceptualization: All Authors ;

Methodology: All Authors ;

Investigation: All Authors ;

Writing – original draft preparation: All Authors ;

Writing – review and editing: All Authors ;

Visualization: All Authors ;

All authors have read and agreed to the published version of the manuscript.