AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

PRINCIPALS' MATERIAL RESOURCE MANAGEMENT COMPETENCY AS A PREDICTOR OF TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN KEBBI STATE, NIGERIA

Prof. Emenike Obi & Onyeanisi, Uju Theresa
obinujuaku@gmail.com
Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka, Anambra State

ABSTRACT

The study investigated principals' material resource management competency as predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. one research question guided the study and one null hypothesis which was tested at 0.05 level of significance. Correlation research design was adopted for the study. The population of the study comprised 14,584 teachers in the 248 public secondary schools in Kebbi State. A sample size of 731 teachers was drawn for the study using proportionate sampling technique. Two sets of instruments titled Principals' Resource Management Competency Scale (PRMCS) and Teachers' Job Satisfaction Scale (TJSS) were used to collect data. The instruments were validated by three experts, two from the Department of Educational Management and Policy, and one from the Department of Educational Foundations, Nnamdi Azikiwe University. Cronbach alpha was used for a test of internal consistency of the instrument and it yielded reliability coefficients of 0.79, 0.80 while coefficient value of 0.82 was obtained for TJSS. The researcher together with five research assistants collected data for the study using the direct administration method and 97% return was recorded. Simple regression was used to answer the research question and the test hypothesis while multiple regressionwas used to answer research question and test hypothesis. The findings of the study revealed among others that principals' material resource management competency are strong and significant predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. Based on the finding, it was recommended among others that Ministry of Education should organize annual training programmes for principals to improve their management competencies (material resource management competency) to enhance the job satisfaction of teachers.

Keywords: Material Resource Management; Competency; Prediction; Teachers' Job Satisfaction

Introduction

Education plays important roles in national development by inculcating positive character in individuals and equipping them with sound knowledge and requisite competencies. It is also a means of enlightening individuals and shaping their attitude to bring about desired changes and

improvement to the society. Obi and Chukwudebelu (2024) opined that education is an instrument for building character and getting learners informed about worthwhile and desirable behaviour acceptable to society. They added that in Nigeria, there are three different levels of educational institution (Primary, post primary and tertiary levels of education) among which is the secondary school level also regarded as the post-primary school level.

Secondary education is the bridge between basic and tertiary levels of education. Obasi, Enyi and Ibueavunam (2023) asserted that secondary school is an institution or a human industry established for refining human beings in terms of competencies, behavior and all round excellence. Obi and Ogbuagu (2020) also noted that secondary education occupies a strategic position in the education system as it serves as a 'producer' (input for tertiary level of education) and a 'consumer' (absorbs the output from basic level of education). Secondary education is the post-primary level of formal education that equips students with essential knowledge of various subjects to prepare them for higher studies in tertiary institutions. The manager of a secondary school is the principal.

The school principal is responsible for ensuring the implementation of curricular and co-curricular programmes to achieve the predetermined objectives of secondary education. Rupia and Musa (2022) referred to principal as the leader, administrator and manager entrusted with the responsibility to supervise and coordinate daily activities for the success of a secondary school. The principal is the custodian and chief accounting officer of the resources in secondary school. Mohammed and Lawal (2020) defined principal as the leader who sees to the day-to-day running of school and is accountable to the Ministry/parastatals that deployed him to a secondary school. In order words, the principal is an administrator who oversees the daily activities in a secondary school. Contextually, a principal is the manager who plans, coordinates and oversees activities or events to enable smooth running of the daily affairs of a secondary school. The principal cannot effectively perform their functions to achieve set secondary educational goals without the availability of resources.

Resources are available inputs used in attaining set goals in an organization. According to Obi and Ogbuagu (2020), resources are capital, materials, human beings, information and time that can be rationally used in teaching and learning process in order to accomplish the desired organizational vision and objectives. Similar to this, Adasigwung (2020) asserted that men, Money and materials are generally regarded as resources needed in organizations to achieve set goals. Resources are the funds, human, time and physical facilities available in learning institutions. The funds, human, time and physical facilities available in secondary schools could be properly controlled and utilized with resources management competencies.

Resources management competencies are the possession of necessary technical know-how and aptitudes to ensure optimal use of the available assets and inputs of an

organization for the achievement of set goals. Akpan and Lion (2023) described resources management competencies as the capabilities for planning, scheduling and controlling, people, equipment, materials and other facilities to ensure they are utilized optimally and in alignment with organizational objectives. Resources management competencies are combination of knowledge, ability, and experiences required for optimal use of available resources to achieve set goals. It is capabilities to safeguard school assets from loss and damage. Yidawi, Alabi and Babaji (2023) defined resources management competencies as series of knowledge, abilities, and experiences for utilizing the assets of an organization. It is the abilities to organize and effectively use available resources of an organization. Contextually, resources management competencies are abilities for planning mobilization, prudent allocation and judicious use of available human, time, financial and material assets to attain set educational goals.

There are varieties of resources management competencies highlighted by different scholars such as human, material, financial and time resources competencies. Igberaharha and Utoware (2023) highlighted resources management competencies to include human, material, time and financial resources competencies. In the same vein, Yidawi, Alabi and Babaji (2023) noted that resources management competencies are required by school administrators in the areas of human resources (staff and students), material resources (classrooms, equipment, supplies), and financial resources (budget, fundraising and accounting). The study will focus on all these resources management competencies (human, material, time and financial resources) identified by these scholars because the existence of problems which could show that these resources are not properly managed to create conducive learning environment.

Teachers' job satisfaction is the fulfillment of teaching staff towards various facets of their work. Wakkala, Danjuma and Karima (2022) defined teachers' job satisfaction as the degree to which teaching staff like their job. They alleged that a satisfied teacher is more likely to be creative, flexible, innovative, and loyal. It is positive feelings and attachments of teachers towards the teaching profession. Teachers' job satisfaction is an affective or emotional reaction of academic staff to work activities and condition in secondary schools. Nwankwo and Ifeanyi (2021) referred to teachers' job satisfaction as the overall contentment and attitude of teaching staff towards their working conditions and profession. In the context of this study, teachers' job satisfaction is the level of contentment that members of academic staff feel regarding their responsibilities, work environment and conditions.

Teachers who are satisfied with job are bound to be punctual to school and class, put extra efforts in performing their duties, effectively deliver their lesson, participate in extra-curricular activities and maintain high professional conduct. Hence, Obionu, Ughamadu and Obiagwu (2024) posited that teachers who are satisfied with their job are bound to be punctual to school, committed and dedicated to the discharging of their

duties. They added that satisfied teachers devote their time and energy in performing their duties to ensure the success of students in learning environment. Also, Obi and Chukwudebelu (2024) posited that the effectiveness of teachers' job satisfaction is evident in punctuality to work, efficiency, commitment, positive relationship with colleagues both superior and equals, high productivity, good record keeping, coverage of scheme of works, being regular to work

Some teachers display undesirable work behaviour which tends to indicate dissatisfaction with their job in public secondary schools in Kebbi State. Wakkala, Danjuma and Karima (2022) observed some teachers are dissatisfied with their job which is evident by the exit and high level of turnover intention to leave the teaching profession in public secondary schools in Kebbi State. They further noted that some teachers in the state express dissatisfaction with their job through low commitment to teaching, unaccepted ways of marking scripts, psychological withdrawals in the workplace; slowing down in work, extended breaks, late coming to work, early departures, retribution for presumed wrongs, unauthorized absences and lacking in job involvement. The increasing rate of negative attitude towards work among teachers could emanate from the ways in which the available resources are managed by the principals.

One may question whether educational resources are actually managed to an expected standard as it appears that there are prevailing cases of damaged facilities, infrastructural decay, embezzlement of funds, abandonment of school projects, misconduct among members of staff and failure to implement school programmes at the stipulated time which could be traceable to incompetence of principals in managing the available resources in pubic secondary schools in Kebbi State, Nigeria. To buttress this, El-Imam, Naseer and Gwabare (2022) asserted that over the years, maintenance of the available facilities by principals has suffered serious neglect in public secondary schools in Kebbi State. As a result of this, the authors added that dilapidated and acute shortages of infrastructures and facilities were experienced in public secondary schools of the State. Manga (2018) noted that there are increasing cases of negligence of duty by teachers, misconduct by students, as well as violation of due process by some school administrators in secondary schools in Kebbi State, Nigeria. It is against this background that this study seeks to investigate principals' resources management competencies as predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

Material resources are school plant, facilities and infrastructure that support teaching and learning in secondary school. Obi and Ogbuagu (2020) noted that material resources are tangible facilities such as school plant and facilities like furniture, buildings, play-ground, modern educational electronic gadgets, teaching aids, computers, projectors, sports and musical equipment and many more, which can be used to accomplish educational goals.

School facilities are controlled and put into judicious use through material resources

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

management competency. It is the capability of ensuring that physical facilities are in an operational state in educational institutions. Ayoro, Onyeike and Jack (2023) posited that material resources management competency is capacity for planning, purchasing, handling and distributing material resources to the right people and in the right quantity for carrying out their duties at work. The authors added that the application of material resources management competency could ensure that the needed materials are always available in the school and that wastages are reduced to the barest minimum.

Materials resources management competency includes ability to plan, purchase, allocate and maintain the available physical facilities to keep them in a good working condition. Amie-Ogan, Befii-Nwile and Elenwo (2021) asserted that material resources to the school plant which include buildings, classrooms, library, laboratories, toilet facilities, offices and other facilities and infrastructures that would likely motivate students towards learning.

Material resources are equipment, building and other infrastructure that are available to support instructional delivery in secondary schools. Amie-Ogan and Bikiya (2020) noted that material resources referred to everything within the school premises which include the site, blocks of classrooms, equipment, electricity, water, visual and audio aids, furniture, workshops, libraries, storage space, playground and conveniences. They added that educational facilities consist of not only physical structure and the variety of building system, such as mechanical, plumbing, electricity and power, telecommunication, security and fire suppression system. Mebratu and Marisennayya (2022) asserted that material resources which include facilities, equipment, land, and other assets, support students' teaching-learning process and improve institutional effectiveness. Amie-Ogan and Osazuwa (2020) descried material resources as physical facilities utilized by educational institutions in the process of implementing educational programmes. The authors further noted that they include textbooks, visual aids, charts, maps, chalkboard/whiteboard, playground and other facilities applicable in the education system.

Material resources management competency is skill for procurement, maintenance and utilization of available physical facilities to achieve objectives of secondary schools. Ayoro, Onyeike and Jack (2023) posited that material resources management competency is capacity for planning, purchasing, handling and distributing material resources to the right people and in the right quantity for carrying out their duties at work. The authors added that the application of material resources management competency could ensure that the needed materials are always available in the school and that wastages are reduced to the barest minimum. It is the capability of ensuring that physical facilities are in an operational state in educational institutions. Materials resource management competency includes ability to plan, purchase, allocate and maintain the available physical facilities to keep them in a good working condition.

Procurement is a competency for material resources management. It is the

process of acquiring facilities using the available funds budgeted for the purpose. Fertika, Sowiyah and Hasan (2022) noted that the procurement process for facilities at this school is carried out by buying through available school funds. It enables principals to decide how and purchase needed facilities in right qualities and quantities to promote teaching and learning in secondary schools. Most of material resources are capital-intensive which required to be procured based on order of importance.

Maintenance is a competency for material resource management. Maintenance competency is the capability to carry out periodic replace and replacement of damaged facilities in secondary schools. Mebratu and Marisennayya (2022) pointed out that maintenance is the continuous process of repairing and replacing pieces of property, whether grounds, buildings or equipment, as nearly as possible to the original condition of completeness. They added that it also includes good care and proper use of materials and equipment. Fertika, Sowiyah and Hasan (2022) asserted that maintenance is an ongoing activity to ensure that existing educational facilities and infrastructure remain excellent and ready to be used. Abubakar and Adamu (2019) posited that the principal's responsibility is to apply required skills to regularly check and recheck the available facilities and take necessary measures to prevent mal-functioning or non-functioning of a particular facility.

Materials resources utilization competency is the skills for ensuring that available school facilities are judiciously put into use. Abubakar and Adamu (2019) asserted that material resources utilization is the duty of the school administrators to ensure that the school facilities are ready for use when due and that it is correctly used for the purpose for which it is meant. Also Nwankwo and Chihurumnanya (2021) asserted that it is the duty of the principal as the custodian of school plant to ensure that the school facilities are ready for use as at and when due and that are correctly used for the purpose of which they are meant for. Resource utilization competency enable principals to ensure that those entrusted with these resources are maximizing their usage for the right purpose.

Statement of the Problem

Principals as the chief executive officers of secondary schools ought to be properly equipped with the competencies required for judicious use of the available resources to attain predetermined educational objectives. There are some worrisome situations that tend to suggest that principals have not been managing the available resources well in pubic secondary schools in Kebbi State, Nigeria. There are cases of lateness to work, absenteeism, professional misconduct, sneaking out of school to attend to their private businesses, irregular and unauthorized movement from their duty post among some teachers could show that human resources are poorly managed.

Some facilities which seem to be in a dilapidated state probably due to the fact that they are not properly managed by principals in public secondary schools in Kebbi State. It is an issue of concern to

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

notice worn out facilities, broken furniture, crack walls untidy environment, rough floors, windows without louvers, leaking roofs, over grown grasses in premises of public secondary schools in the state.

This could contribute to job dissatisfaction among secondary school teachers in the state. Some teachers seem to display dissatisfaction with their job by use of ill-prepared lesson notes in teaching, poor coverage of syllabus, inappropriate instructional delivery, low morale in carrying out assigned tasks, nonchalant attitude towards their work and high attrition rate in public secondary schools in Kebbi State. These acts have huge negative implications towards the attainment of objectives of secondary education. Premised on these problems, the study intends to investigate principals' resources management competencies as predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

Purpose of the Study

The purpose of the study is to investigate principals' material resource management competency as a predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. Specifically, the study sought to investigate:

1. Principals' material resource management competency as a predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

Research Question

The following research question guided the study:

1. What is the predictive value of principals' material resource management competency on teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria?

Research Hypothesis

The hypothesis for this study was tested at 0.05 level of significance:

1. Principals' material resource management competency is not a significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

Research Method

Research Design: Correlational research design was adopted for this study.

Area of the Study: The study was conducted in Kebbi State which is one of the seven states in North-West, Nigeria.

Population of the Study: The population of the study was made up of 14,584 teachers in the 248 public secondary schools in Kebbi State.

Sample and Sampling Technique: The sample for this study consisted of 731 teachers drawn using proportionate stratified sampling technique.

Instrument for Data Collection: Two sets of instruments titled Principals' Resource Management Competencies Scale (PRMCS) and Teachers' Job Satisfaction Scale (TJSS) were used to collect data. The instruments were developed by the researcher based on literature review and consultation of experts. The first instrument titled PRMCS was structured to measure resources management competencies of principals. The instrument which centres on material resource

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

management competency has 12 items. The instrument has 12 items placed on a 4-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The second instrument titled TJSS was designed to elicit information on teachers' job satisfaction. The instrument contains 21 items placed on modified a 4-point likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively.

Validation of the Instrument: Face validation of the instruments was determined by three experts

Reliability of the Instrument: The internal consistencies of the instruments were established using Cronbach alpha method. These yielded co-efficient values of 0.83 of PRMCS and the co-efficient value obtained for TJSS was 0.82.

Method of Data Collection: Direct method of data collection was applied by the researcher and five research assistants who are teachers in public secondary schools in Kebbi State.

Method of Data Analysis: Simple regression was used to analyze research question and test hypothesis, while multiple regression to answer research question and test hypothesis. For decision on the research question, the coefficient r and the size of the relationship was interpreted using the correlation coefficient by Cohen, Manion and Morrison cited in Wubante (2020), as follows

Coefficient	Relationship
.00- .10	Negligible correlation
.11- .30	Very low correlation
.31- .50	Low correlation
.51- .70	Moderate correlation
.71- .90	High correlation
.91- .99	Very high correlation
1	Perfect correlation

In taking decision on the null hypothesis, if p-value is equal to or less than significant value of 0.05 (p-value $\leq$ 0.05), the null hypothesis was not accepted, but if p-value is greater than, the significant value of 0.05 (p-value > 0.05) the null hypothesis was accepted.

Research Question: What is the predictive value of principals' material resource management competency on teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria?

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

Table: The Summary of Simple Regression on Principals' Material Resource Management Competency as Predictor of Teachers' Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.760	.577	.576	.37623	Strong

Result in the Table indicated that the predictive value of simple regression analysis between principals' material resource management competency and teachers' job satisfaction is 0.760 with a coefficient of determination of 0.577. This shows that principals' material resource management competency could account for 57.7 % variation in teachers' job satisfaction. The regression coefficient r of 0.760 indicated that principals' material resource management competency is a strong predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria

Hypothesis: Principals' material resource management competency is not a significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

Table: The Summary of Simple Regression Analysis on Principals' Material Resource Management Competency as Significant Predictor of Teachers' Job Satisfaction

Predictor	R	R^2	*F*	*P-value*	Remark
Material Resource Management Competency	.760	.577	968.180	.000	*S

*Significant

Data presented in the Table, the simple regression coefficient (R) is 0.760, while the R^2 is 0.577 showing that 57.7% change in teachers' job satisfaction could be explained by principals' material resource management competency. The *F* (1/712) = 968.180 and the *p*-value of .000 is less than 0.05. Therefore, since the *p*-value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals' material resource management competency is a significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

Discussion of findings

The result of the study indicated that principals' material resource management competency is a strong predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. This is contrary to the finding of Onyango and Sika (2020) which showed that there was a moderate negative relationship between material

resource management and job satisfaction of principals in secondary schools. This finding also disagreed with that of Etor (2011) which showed that material resource management had moderate relationship with lecturers' job satisfaction in universities. The disagreement with the findings could be attributed to difference in time span and participants of the studies. The possible reason for this finding is that material resource competency could be applied by principals to keep available facilities in operational state which possible make teachers comfortable in discharging their duties in secondary schools in Kebbi State. It is material resource management competency that principals can provide the facilities needed by members of staff to carry their duties which possibly contribute to the strong predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

Further result indicated that principals' material resource management competency is a significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. This affirmed the finding of Akinuade and Oredein (2021) which showed that school infrastructural management had significant relationship with teachers' job satisfaction of teachers in secondary schools. The similarity in participants and secondary level of education in which the studies were conducted could be responsible for agreement with the findings. Principals' material resource management competency could be applied to create an ideal working environment which is connected to the significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

The result of the study revealed that principals' resource management competencies are strong predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. This supported the finding of Esu (2014) which indicated that organizational resource management competencies had strong relationship with lecturers' job satisfaction. The agreement with the finding could be explained by the fact that resource management competencies help to create healthy, comfortable and supportive work environment that improve the job satisfaction of staff. The finding is perhaps due to the fact that it is through resource management competencies that principals provide staff with right facilities and tools needed to perform their duties effectively which create feelings of accomplishment and probably contribute to the strong predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

It was also found out that principals' resource management competency is a significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. This is in line with the finding of Esu (2014) which indicated that organizational resource management competency had significant relationship with lecturers' job satisfaction. Principals' resource management competency applied be applied in providing supports needed by members of staff to effectively carry out their duties and possibly contribute to the significant predictor of teachers' job

satisfaction in public secondary schools in Kebbi State, Nigeria.

Summary of the Finding

The summary of the finding are presented as follow:

1. Principals' material resource management competency is a strong predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.
2. Principals' material resource management competency is a significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.
3. Principals' resource management competency is strong predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.
4. Principals' resource management competency is significant predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria

Conclusion

Based on the findings of this study, it is concluded that principals' resource management competencies are positive and significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. The principals who apply their competencies in managing material and other resources create healthy atmosphere that make teachers to feel happy, fulfilled and satisfied with their job in public secondary schools in Kebbi State, Nigeria. Principals' resource management competencies can be means of creating comfortable work environment, meeting the professional needs and improving the well-being of teachers to enhance their job satisfaction in public secondary schools in Kebbi State, Nigeria.

Implication of the Study: The findings of the study have far-reaching implication for application of material resource management competency to make teachers comfortable and satisfied in the workplace. Another implication of this study is that principals' provide directions required by teachers in performing assigned duties and improving their job satisfaction.

Recommendations

1. Principals should improve their management competency (material) by seeking the professional guidance and direction of experts in controlling the use of facilities to improve the job satisfaction of teachers.

2. Ministry of Education should develop manual to guide principals in utilizing their resources management competencies to enhance the job satisfaction of teachers.

REFERENCES

Abubakar, B.B. and Adamu, M. (2019). Utilisation and maintenance of school facilities as correlate of students' academic achievement in senior secondary schools in Adamawa State, Nigeria.

Specialty Journal of Knowledge Management, *4*(4), 30-36.

Adasigwung, V.N. (2020). Influence of school resources management on academic performance of junior secondary school students in Rivers State, Nigeria. *International Journal of Innovative Social & Science Education Research*, *8*(1), 26-33.

Akpan, E.E. and Lion, C.J. (2023). Resource management capability and production of quality business educators in Tertiary Institution. *World Atlas International Journal of Education & Management*, *6*(1), 36-45.

Amie-Ogan, O.T., Befii-Nwile, C. and Elenwo, P.M. (2021). Management of physical resources for academic improvement of junior secondary school students in Rivers State, Nigeria. *International Journal of Progressive and Alternative Education*, *7*(1), 1-16.

Amie-Ogan, O.T. and Bikiya, I. (2020). Educational facilities management for public secondary schools academic improvement in the 21st Century. *International Journal of Innovative Social & Science Education Research*, *8*(1), 111-120.

Amie-Ogan, O.T. and Osazuwa, C.C. (2020). Managing material resources for effective teaching and learning In Early Childhood Education in Rivers State. *International Journal of Innovative Psychology & Social Development*, *8*(1), 114-122

Anyakora, C.I. (2021). Administrative competencies required by secondary school principals in Anambra State, Nigeria. *COOU Journal of Educational Research*, *6*(2), 1-18.

Ayoro, R.A., Onyeike, V.C. and Jack, I.F. (2023). Principals' educational resource management and teachers' job performance in private secondary schools in Delta State, Nigeria. *European Journal of Education Studies*, *10*(9), 45-67.

El-Imam, A.I., Naseer, E.S. and Gwabare, A.Z. (2022). The role of school facilities and staff in enhancing academic performance of secondary school students in Birnin-Kebbi and Argungu Zonal Education Areas of Kebbi State, Nigeria. *African Education Indices*, *12*(1), 1-19.

Fertika, W.Y., Sowiyah, N. and Hasan, H. (2022). Procurement and maintenance of facilities and infrastructure in inclusive schools. *International Journal of Educational Studies in Social Sciences*, *2*(2), 79-87.

Igberaharha, C.O. and Utoware, J.D.A. (2023). Resource management competencies required by business education graduates for engagement in small and medium scale enterprises in Delta State, Nigeria. *Journal of Advances in Education and Philosophy*, *7*(7), 228-234. 5714-5721.

Manga, S.D. (2018). Assessment of awareness of legal duties of school personnel in secondary schools in Kebbi State, Nigeria. *Kampala International University Journal of Social Sciences*, *4*(4), 133-138.

Mebratu, D. and Marisennayya, S. (2022). Physical resource management in government secondary schools, Wolaita Zone, Southern Ethiopia. *Shanlax International Journal of Education*, *11*(1), 84-93.

Mohammed, A. and Lawal, N. (2020). Resource management skills needed by principals of secondary schools In Yobe State, Nigeria. *International Journal of Innovative Development and Policy Studies*, *8*(3), 45-53.

Nwankwo, I.N. and Chihurumnanya, G.G. (2021). Comparative analysis of

principals' school plant utilization and maintenance in public and private secondary schools in Enugu State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *2*(1), 354-371.

Nwankwo, I. and Ifeanyi, F.C. (2021). Teachers' job satisfaction and job commitment as correlates of job performance in public and private secondary schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *4*(1), 136-146.

Obasi, O.U., Enyi, D. and Ibueavunam, O.J. (2023). Principals' administrative competencies and students' academic performance in public secondary schools in Ebonyi State. *Unizik Journal of Educational Research and Policy Studies*, *15*(3), 30-44.

Obi, C.E. and Ogbuagu, I.G. (2020). Management of resources for the improvement of secondary schools education in Rivers State. *International Journal of Research in Business Studies and Management*, *7*(7), 1-7.

Obi, E.F. and Chukwudebelu, E. (2024). Principals' human resource management practices as predictors of teachers' job satisfaction in public secondary schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *11*(1), 174-180.

Obionu, U.A., Ughamadu, U. and Obiagwu, C. (2024). Staff remuneration as a correlate of teachers" job satisfaction in public secondary schools in Anambra State. *International Journal of Advanced Academic Research*, *10*(3), 39-54.

Obona, E.E., Udang, J.A. and Egeh, E.U. (2023). Human resource management techniques and job performance of teachers' in special need schools in Calabar Municipality of Cross River State, Nigeria. *EPRA International Journal of Environmental Economics, Commerce and Educational Management*, *10*(4), 11-19.

Rupia, C. and Musa, M. C. (2022). Preparedness of school heads to manage financial resource in public secondary schools in Kwimba District, Mwanza Region, Tanzania. *Journal of Research Innovation and Implications in Education*, *6*(3), 201-208.

Wakkala, G.T., Danjuma, M. and Karima, B. (2022). Relationship between years of teaching experience and job satisfaction among secondary school teachers in Danko-Wasagu Local Government, Kebbi Sate, Nigeria. *International Journal of Education and Evaluation*, *8*(5), 7-18.

Yidawi, M.I., Alabi, L.A. and Babaji, A.A. (2023). Influence of managerial competencies of administrators on resource management in secondary schools in Fagge and Nasarawa Local Government Areas of Kano State. *International Journal of Innovative Science and Research Technology*, *8*(11), 2077-2083.