



**PRINCIPALS' EDUCATIONAL RESOURCE
MANAGEMENT AND TEACHERS' JOB PERFORMANCE IN
PRIVATE SECONDARY SCHOOLS IN DELTA STATE, NIGERIA**

Raphael Aruoture Ayoro¹,

Victoria C. Onyeike²,

Ihechi F. Jack³ⁱ

¹Rev. Fr., Department of Educational Management,
Faculty of Education,
University of Port Harcourt,
Rivers State, Nigeria

²Prof., Department of Educational Management,
Faculty of Education,
University of Port Harcourt,
Rivers State, Nigeria

³Dr., Department of Educational Management,
Faculty of Education,
University of Port Harcourt,
Rivers State, Nigeria

Abstract:

The paper investigated principals' educational resource management and teachers' job performance in private secondary schools in Delta State. Two research questions were raised and two corresponding hypotheses were tested in the study. A correlation survey design was adopted in the study. The population of the study was 15,951 (1,177 principals and 14,774 teachers) out of which 390 respondents (29 principals and 361 teachers) were sampled for the study using a stratified random sampling technique after applying the Taro Yamane minimum sample size determination formula. Two questionnaires titled "Principals Educational Resource Management Scale "PERMS" with 20 items and "Teachers Job Performance Scale" (TJPS) with 20 items were used to collect data on the independent and dependent variables of the study. The instruments were face and content validated by three experts in Measurement and Evaluation from the Department of Educational Psychology, Guidance and Counselling, University of Port Harcourt while Cronbach alpha was used to estimate the reliability of the questionnaires. Out of the 390 copies of the questionnaire administered, 352 copies (90.3%) were retrieved. The research questions were answered using simple regression while the hypotheses were tested using a t-test associated with simple regression at a 0.05 level of significance. The result of the study showed that financial and material resource management had a strong positive

ⁱ Correspondence: email raphael.ayoro@gmail.com, vonyeike@yahoo.com, florencejack539@gmail.com

relationship of 0.630 and 0.728 with teachers' job performance and contributed 39.8% and 53.1% respectively to teachers' job performance. The relationship between both variables was also significant. The regular financial audit was recommended so that school funds can be judiciously used to promteachers'hers job performance.

Keywords: principals, educational resources, management, teachers' job performance, private secondary schools

1. Introduction

Teachers' job performance is central to all of the activities that are carried out in the school. The duties of the teacher in today's school system extend beyond the four walls of the classroom as they sometimes discharge their responsibilities even to the home front. The teacher is often saddled with both academic and administrative duties which combine to determine how well the school will fare in meeting her goals and objectives. The performance of the teacher is often determined by the extent to which the outlined goals and objectives of the school are achieved as expected from the teacher (Onaolapo *et al.*, 2019). If the teacher is able to achieve the outlined objectives or exceed them, then the performance is high. Otherwise, the performance of the teacher is termed as being low when very little is done in terms of achieving the job functions assigned to the teacher as it relates to the goals and objectives of the school. However, the performance of teachers in public and private secondary schools has been an issue of debate as a result of the different administrative and management strategies that guide both school type, especially how principals discharge their responsibilities in terms of managing available educational resources which also affects how much the teacher can perform.

The increase in the proliferation of private schools is another administrative challenge that has bedevilled the education system. Since the government declared educational service provision open to private individuals, the number of private schools at all levels has continued to increase. However, the worse of this situation is that the level of competition among these schools has remained unbearable for some. There are schools that have been forced to shut down while others struggle to stay afloat as a result of this stiff competition. The problem of competition on another hand has also forced some other schools to engage in sharp practices in order to remain in business and this affects the quality of education provided in some private secondary schools.

Therefore, the principal as the administrator of the school has a lot of roles to play to assist teachers perform well in the line of duty as well as in the general administration of the school. This administrative process according to Kalagbor (2017) involves sourcing, utilizing and deploying resources appropriately and the principal as the school administrator must be professional in this conduct for the teacher to be able to deliver quality services to the school. The principals must therefore device measures that will help ensure that the factors that can limit the performance of the teacher especially in the area of educational resource management are adequately addressed.

2. Teachers Job Performance

Limon and Nartgun (2020) stated that job performance is the expected total value of what an employee is able to discharge in the line of duty. This means that the value of what an employee is able to contribute to the organization is the employees' level of job performance. Furthermore, Motowidlo *et al.*, as cited in Limon and Nartgun (2020:565) identified some of the assumptions of job performance as follows:

Job performance is behavioral which means that circumstances not controlled by the employee can be influential on it. In this sense, an approach based on only outcomes will not reflect the contribution to organizational objectives truly, job performance is episodic which means that an employee can sometimes be engaged in activities that do not contribute to organizational objectives, job performance is evaluative which means that behavioral episodes can display variance in terms of the extent of the contribution they provide for organizational objectives and job performance is multi-dimensional.

On this note, teachers' job performance is the extent to which a teacher is able to contribute to the attainment of the objectives of the school as an entity. Explaining in a clearer term, Okunola as well as Olaniyan as cited in Onaolapo *et al.*, (2019) posited that when we talk about the performance of the teacher, it is the extent to which the teacher is accomplishing or executing a given task or the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives. Therefore, the teachers' job performance simply relates to how well the teacher is contributing to the attainment of the goals and objectives of the school as an organization in whatever area he or she is being deployed.

2.1 Principals' Financial Resource Management and Teachers' Job Performance

Generally speaking, financial management practice refers to every activity that relates to the process of raising funds and using such funds judiciously, prudently and efficiently to meet the goals and objectives of an organization. The process of financial management in any organization often includes managing the income and expenditure of an organization, auditing its expenses and making reasonable budgetary allocations and all of these are all examples of financial management practices that are expected from principals as administrative heads of any school. Scholars such as Yogendrarajah *et al.*, (2017) asserted that financial management is a process and this process often involves sourcing, planning and proper allocation and monitoring of the funds that come into an organization in order to achieve organizational goals efficiently and effectively. Principals as the administrative head of the school in collaboration with other accounting staff of the school are majorly involved in the financial management process of the school. This is because the principal is expected statutorily to give an account of how the funds of the school have been used to pursue the goals and objectives of the school.

Due to the fact that private schools make their monies from private engagements, the issue of financial management practices of principals in these schools has become a sensitive issue which most school owners give apt attention to because the failure of this

department can have dire consequences on the school and all of its activities. On this note, the principal is most often not allowed to work alone in this department but is expected to put in place adequate financial management practices that will enable the school to succeed in meeting its objectives. Activities such as auditing, fundraising and budgeting are directed and overseen by the principal with the intention of ensuring that the school is financially healthy at any point in time and Maronga *et al.*, (2013) noted that this process is of essential importance in all of its ramifications for the success of the school.

Unlike what obtains in public schools, financial management in private secondary schools are expected to meet the expectation of all stakeholders as each stakeholder is expected to maximize the value of their financial involvement with the school and it is on this note that school administrators focus on ensuring efficient running of school funds. Although there are speculations and allegations of fiscal irresponsibility by principals, this kind of experience is usually minimal in private schools as apt financial management practices are usually put in place. In private schools, cases such as poor financial management practices among principals are usually rare as they make an effort to ensure normalcy and transparency in how funds are sourced, budgets are made and disbursement often goes through clear routes to ensure that every money expended creates value for the expenses made. However, extra effort is also made to ensure that the principal is slightly knowledgeable in all of these areas to ensure proper financial management in the school.

According to Ogbonaya (2019), when we talk about financial management, it is the process of procuring, allocating, spending, and accounting for funds at the disposal of an individual or an institution for meeting predetermined goals and objectives. The reason why financial management is carried out is to ensure an organization remains financially solvent and is able to carry out all activities that will assist it meet its goals and objectives. If schools must be able to institute functional laws are required in secondary schools like every other level of education to control financial issues and ensure that adequate financial records are kept and maintained for effective service delivery. Ezra (2019) noted that financial management is a body of facts, principles, and theories that deal with the raising and use of funds by individuals, firms, educational institutions, and the government for meeting timed objectives that must be met at scheduled periods.

Odo (2019) noted that financial management is an administrative function that deals with the administration of funds which is usually supervised by someone who is experienced such as the principal and under an established procedure. Adding to this, Eze (2019) noted that financial management focuses on how funds are raised in an organization as well as how such funds are put to proper use so that each expense made can contribute to the maximization of value for every expense made and also improve on goal attainment in the organization. The process of financial management helps to ensure that every fund that comes into an organization is effectively and efficiently used through appropriate planning and control of such generated funds. The entire financial management practices instituted in any organization make no sense if the funds generated are not optimally utilized to acquire the highest satisfaction at the most

minimal cost to the organization as this will help to improve profitability and performance in the organization.

In secondary schools, the principal is often held accountable for the use and management of school finances since he is the overseer of the entire activities of the school. As a result, principals should be well-versed in financial management policies and practices as well as tools that will assist them or her achieve meaningful use of the funds under their leadership in the school. Principals are often cautioned against succumbing to the temptation of embezzling school funds as well as misusing or mismanaging school funds, as this not only impedes school progress but may also result in unfavourable consequences for the school head and the school in general and the process of financial management in the school starts and ends with the principal as the head of the school. Principals are expected to lead by example by strengthening rules guiding financial management in the school and ensuring that there is compliance with rules and regulations governing financial management policies and principles in the school by everyone in the school. Prudent financial management ensures that funds are available for purchasing teaching materials and promoting educational goals. Effective financial management is essential for making full use of available resources, which leads to the successful achievement of organizational goals. It is this kind of financial measure that ensures that funds are available for meeting any need that can help improve on the job performance of the teacher. Several schools have failed to meet their short- and long-term goals as a result of a lack of effective and efficient financial management practices which is also traceable to lapses from the principals in terms of how school funds were used. School principals must show professional competencies and integrity in financial issues in order to perform their duties and also assist teachers perform well. However, there are a host of challenges that often make this effort difficult for several principals.

2.2 Principals' Material Resources Management and Teachers' Job Performance

There is no doubt that no organization can function in the absence of material inputs. Materials serve as inputs that drive any process including the teaching and learning process for meaningful output to be generated. The process of generating quality educational services and also meeting educational goals and objectives is heavily dependent on the availability of materials, equipment, infrastructure and other physical resources in the right quantity. If any school must achieve its goals and objectives, then the process of material management must be taken seriously by school administrators. Materials management in general parlance is the process of planning, obtaining, managing, stockpiling, and distributing of materials for meaningful teaching and learning while maintaining effective control measures. These materials include any items that is needed for producing goods and rendering of services in the school.

Materials management practices include planning, purchasing, handling, and distributing material resources to the right people and in the right quantity for carrying out their duties at work. Materials management allows for proper material handling so that waste can be avoided in the organization. This material management process

involves a chain of activities that cut across the planning, procurement, handling, controlling and minimization of waste of materials available in the organization. In material management, the material planning process includes creating and keeping records for each item used for the delivery of different tasks in the chain of activities (Tanko *et al.*, 2017) in this case the chain of activities that make meaningful teaching and learning to take place. Proper material management will help to ensure that the needed materials are always available in the school and that wastages are reduced to the barest minimum. The management of these resources is what makes it easy for any employee to be able to carry out their job as expected.

The material management practice of the principal should also include how materials are procured because the procurement in materials management is to provide high-quality materials at the right time, place, and budget. Adeyinka *et al.* (2014) explained further that procurement is the process of organizing the purchase of materials, issuing delivery schedules to those who need the resources and following up to ensure that the resources provided meet the right need for which they were ordered. The principal also needs to ensure that the resources in the school are situated in places where they are needed and can contribute to educational goal attainment. The fact that material resources are capital-intensive and involve critical decisions emphasizes the importance of proper material resource management by principals. Principals also need to ensure that those entrusted with these resources are maximizing their usage for the right purpose.

It is critical for the principal to understand the type of materials needed by every employee because this is what will make it easy for them to perform in the line of duty. Principals who carry out proper material management process must ensure that this is done with the support of the employees so that the resources provided make sense and meaning and can contribute to educational goals and objectives. Principals need to also ensure that all materials in whatever form they are provided in the school are available when needed and can contribute to the purpose for which they were purchased (Harris & Coffey, 2013). The principal through his or her resource management practices must ensure that wastes are reduced by carefully considering the need for minimization and better material reuse during all activities of the school and this is what improved goal attainment. It is based on this that the principal must develop policies that will ensure that these resources are maximized whenever they are provided and in whatever department they are put to use.

Material management differs between organizations, which are producers and users. Material handling in some businesses may include sourcing, procuring, transporting, storing, and all other aspects of material flow. Separate departments for procurement, supply chain, logistics, and other functions may exist in those other organizations, particularly in public and private educational institutions. Direct materials are those that go directly into the teaching and learning process and thus represent the direct cost and benefit of accumulating such resources. These materials may include chalkboard, textbooks, notebooks and so on. The availability and quality of direct

materials are critical to the success of any project and teachers need this kind of resources to be able to perform well at work. Poor planning for direct materials can result in significant losses and consequences for the school, whereas indirect materials are those that are used in the process of teaching and learning but do not end up in the learning process directly. These materials may include shelves, containers, and so on. Their value to teaching and learning is difficult to quantify, but their absence or breakdown will have a negative impact on the process and results that teachers can achieve when teaching. The importance of the material management process is frequently underestimated, but poor execution will have serious consequences. To appreciate the management of material resources, it is necessary to comprehend the magnitude of the principal's material management responsibilities. The principal must ensure that the right materials, in the right quantities, are delivered at the right time and place to the teacher so that he or she can deliver the best service. The fact that materials account for a huge proportion of teaching and learning activities in the school emphasizes the importance of proper material management. Materials management must be planned, procedural and includes purchasing, delivery, handling, and waste minimization with the goal of ensuring that requirements are met and it is only when the principal does this that the teacher is able to perform optimally and achieve the outlined goals and objectives of teaching and learning in the school. However, there are several challenges that principals must deal with in the material resource management process in order to improve teachers' performance and educational goal attainment.

Despite the importance of material resources in school administration, it has remained one of the most neglected areas by school administrators and this has complicated the process of school administration which has been forced to battle with the problem of shortage of material resources. In the past, material resource problems were peculiar to public schools alone as the excessive enrolment of students complicated the problem of material resource challenge. However, private schools have not been spared from this problem of material resource challenge as they experience the problem of inadequate or unavailable basic material resources which makes the process of teaching and learning difficult. Material resource challenges faced by schools often take different dimensions depending on the situation of the school.

Researchers such as Ejiogu as cited in Dania *et al.*, (2016:100) noted that "*one of the problems in the Nigerian school system with regards to material resource management is not quite the non-availability or inadequate provision of good quality facilities but the inability to take good care of what is already available*". This goes on to explain the fact that the lack of maintenance culture among some of these schools has worsened the material resource condition of the majority of these schools and this has made school administration a heinous task for most school administrators. These material resources which include those found within the classroom setting such as tables, chairs, charts, writing materials etc. to those outside the classroom such as classroom blocks, laboratories and other essential equipment are either unavailable, inadequate, or poorly managed and this has worsened the case of most of these schools.

Explaining the severity of this situation, Dhakal (2020:37) stated that “*the essential materials for teaching and learning are often unavailable in most of community secondary schools. The unavailability of such materials in secondary schools leads the teachers to talk and chalk in the teaching and learning*”. This means that without necessary material resources, teaching and learning will only become mechanical instead of interactive and this in the long run will affect teaching and learning outcomes. Furthermore, material resource challenges can also arise from the utilization of available materials. This includes the underutilization, overutilization or mis-utilization of the material resources available which has a devastating effect on the job performance of the teacher and the administration of the school in the long run.

3. Empirical Reviews

The study conducted by Uwaleke *et al.*, (2021) focused on the financial management practices of principals and the implementation of education laws in secondary schools in Nasarawa State and it was discovered that the use of education law has a significant impact on principals' procurement funds of secondary schools in Nasarawa State, as well as on principals' utilization of funds for national cohesion. Education laws also have a significant impact on principals' financial record-keeping practices of secondary schools in Nasarawa State. Similarly, Wanjala *et al.*, (2020) conducted a study on the effect of principals' financial management practices on academic achievement in public secondary schools in Bungoma East Sub-County, Kenya. The study discovered a strong positive relationship between the financial management practices of principals and academic achievement in public secondary schools.

Okon *et al.*, (2020) examined principals' management of school material resources and secondary education goal attainment focusing on the case study of secondary school managers in Akwa Ibom State, Nigeria. The population of the study included 681 secondary school administrators (227 principals and 454 vice principals) from 227 public secondary schools in Akwa Ibom State, Nigeria. According to the study's findings, financial management, school library management, and school records management all have a partially significant relationship with goal attainment in secondary schools. The study conducted by Chidi and Egboka (2017) focused on the analysis of resource management strategies adopted by principals for secondary schools' improvement in Enugu State, Nigeria. Two research questions guided the study in order to achieve the study's goal. The study used a descriptive survey design. From a population of 291,146 principals were sampled using a simple random sampling technique. It was indicated that material and human resource management strategies for secondary school improvements in Enugu State have not been adequately adopted by principals.

On the other hand, Osuji and Iheanyichukwu (2021) carried out a study on material resources management for effective teaching and learning in Nigerian tertiary education with a focus on implications for quality tertiary education delivery. Findings revealed that respondents agreed on all 50 items of the questionnaire on planning,

organizing, controlling, and coordinating as necessary in material resource management for effective teaching/learning in tertiary education. The results of the null hypotheses tests revealed that there was no significant difference in the mean responses of the respondents to the planning, organizing, controlling, and monitoring questions. Kaguri *et al.*, (2014) investigated financial management challenges facing implementation of free day secondary education in Imenti North District, Kenya. The result of the study showed that in financial planning, budgeting was usually often as a caressed fashion or not done at all with minimal involvement of education stakeholders in the budgetary process. Similarly, the study also showed that financial reports were poorly prepared while auditing was done in an arbitrary way.

Mapolisa *et al.*, (2014) conducted a study on the challenges faced by school heads in the management of school finances in Nkayi District secondary schools. The findings of the study showed that most of the school heads lacked the accounting literacy required for effective management of school finances. The study also revealed that there was little or no supervision of any kind from the Ministry of Primary and Secondary Education finance department personnel on financial management issues. Dania *et al.*, (2016) conducted a study on the challenges of material resource management among social studies lecturers in Nigerian universities. Two research questions were raised and three hypotheses tested in the study. The design employed in the study was a descriptive survey. The population of the study comprised 1,855 administrators in Delta State and Niger Delta Universities. A stratified random sampling technique was used to draw 360 respondents as a sample for the study. The result of the study indicated that the appointment of an internal material resource manager was appropriate and that material resource management in schools should not be the sole responsibility of the school administrator. The study also showed that the role of the school administrator differs considerably from the material resource manager.

Mbon *et al.*, (2020) investigated wastage of school material resources and secondary school system effectiveness in Nigeria.

Ogbaji (2017) investigated teachers' perception of the utilization of instructional materials in teaching social studies in junior secondary schools in Calabar Municipality, Cross River State, Nigeria. The result of the study showed that social studies teachers perceived instructional materials as necessary for effective teaching and learning in Calabar Municipality. Mbon (2019) conducted a study on analysis of the quality of educational resources and effective instructional service delivery in Nigerian universities and found that the quality of educational resources had a significant relationship with effective instructional service delivery. The study also showed that the quality of the library was significantly low and influenced effective instructional delivery negatively.

Ntui and Udah (2015) conducted a related study on the accessibility and utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State, Nigeria. The findings of the study indicated that the availability of textbooks, visuals, audio-visual materials, reference materials and newspaper/magazines significantly influenced the utilization of library resources by teachers. Onuorah *et al.*,

(2020) conducted a study on principals' application of technological security management practices for curbing security threats in secondary schools in Anambra State. The result of the study indicated that the principals utilized technological security management practices for curbing security threats in secondary schools in Anambra State to a very low extent. It was also revealed that male and female principals in rural and urban public secondary schools did not differ in their opinion on the extent they apply technological security management practices in public secondary schools in Anambra State.

The study conducted by Ogbuanya *et al.*, (2017) focused on material resource management for effective teaching of electrical/electronic technology in colleges of education (technical) in Nigeria. The result of the study indicated that all 50 items of the questionnaire on planning, organizing, controlling and coordinating were agreed by respondents as needed in the management of material resources for effective teaching of electrical/electronic technology. The study also showed that there was no significant difference in the mean responses of the respondents on the planning, organizing, controlling and coordinating strategies for proper management of material resources for effective teaching of electrical/electronic technology education.

Abijo and Oyekanmi (2017) conducted another study on material resources availability, parent subject perception and school type as correlates of student performance in secondary school Yoruba language in Oyo State. The findings of the study showed that student performance correlated with School Material Availability Inventory at $r=0.85a$ and parental subject perception at $r=0.75$. The study conducted by Amie-Ogan and Osazuwa (2020) focused on managing material resources for effective teaching and learning in early childhood education in Rivers State. The result of the study indicated that material resources should be used based on the manufacturers' manual, and the selection of suitable locations within the school for children's activities should be prioritized.

Izuagie (2015) conducted another study on material resources management skills needed by preschool teachers in Ondo State. The result of the study showed that material resources management skills needed by preschool teachers in Ondo State included material resource planning, material resource organizing, material resource controlling and material resource evaluation skills. The study also showed that there were no significant differences in the mean ratings of the respondents on the materials resource skills needed by preschool teachers in Ondo State. On their part, Amadi and Gbarador (2021) conducted another study on the perceived influence of the management of material resources on quality education service delivery in private secondary schools in South-West Senatorial Districts, Rivers State, Nigeria. According to the findings of the respondents, the management of material resources such as instructional and recreational resources have a significant impact on the quality of education service delivery in private secondary schools in Rivers South-West Senatorial Districts.

4. Aim and Objectives of the Study

The aim of the study was to investigate principals' educational resource management and teachers' job performance in private secondary schools in Delta State. In specific terms, the objectives of the study were to:

- 1) ascertain the relationship between principals' financial resource management practices and teachers' job performance in private secondary schools in Delta State.
- 2) determine the relationship between principals' material resource management practices and teachers' job performance in private secondary schools in Delta State.

4.1 Research Questions

The following research questions guided the study:

- 1) What is the extent to which principals' financial resource management practices predict teachers' job performance in private secondary schools in Delta State?
- 2) What is the extent to which principals' material resource management practices predict teachers' job performance in private secondary schools in Delta State?

4.2 Hypotheses

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

- 1) Principals' financial resource management practices do not significantly predict teachers' job performance in private secondary schools in Delta State.
- 2) Principals' material resource management practices do not significantly predict teachers' job performance in private secondary schools in Delta State.

5. Methodology

The study adopted a correlation survey design since the study intends to investigate the relationship that exists between dependent and independent variables. The population of the study consisted of 15,951 respondents (1,177 principals and 14,774 teachers) in all the 1,177 private secondary schools in Delta State. There were 390 respondents (29 principals and 361 teachers) sampled for the study using a stratified random sampling technique from the senatorial zones to the local government and then the schools while the sample size was determined using the Taro Yamane minimum sample size determination formula. The instrument used for data collection was a questionnaire. Two questionnaires were designed for the study for the collection of data on the dependent and independent variables of the study. The instruments had two sections which were Sections A for the collection of demographic data on the respondents of the study and Section B which contained the questionnaire items. The first questionnaire was titled "Principals Educational Resource Management Scale "PERMS" with 20 questionnaire items respectively while the second questionnaire was titled "Teachers Job Performance

Scale" (TJPS) and contained 20 questionnaire items for the collection of data on the dependent variable of the study. The questionnaire was responded to on a four-point modified Likert Scale of Strongly Agree (SA), Agree (A) Disagree (D) and Strongly Disagree (SD) with weighted values of 4, 3, 2 and 1 respectively. The instruments face and content were validated by three experts in Measurement and Evaluation from the Department of Educational Psychology, Guidance and Counselling, University of Port Harcourt. Cronbach alpha was used to estimate the reliability of the questionnaire with the two clusters of the independent variables having coefficients of 0.84 and 0.97 while that of the dependent variable was 0.97 which showed that the instruments were reliable. Out of the 390 copies of the questionnaire administered by the researcher and four Research Assistants, 352 copies (25 principals and 327 teachers) representing 90.3% were retrieved. The research questions were answered using simple regression while the hypotheses were tested using a t-test associated with simple regression at a 0.05 level of significance.

6. Result

6.1 Answer to Research Questions

Research Question One: What is the extent to which principals' financial resource management practices predict teachers' job performance in private secondary schools in Delta State?

Table 1: Simple Regression Analysis of the extent to which Principals' Financial Resource Management Practices Predict Teachers Job Performance in Private Secondary Schools in Delta State

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remark
1	.630 ^a	.398	.396	8.38231	Moderate and positive relationship
a. Predictors: (Constant), FinancialResourceManagementPractices					

Table 1 indicated that the value of r was 0.630 which indicated that principals' financial resource management practices had a moderate and positive relationship with teachers' job performance in private secondary schools in Delta State. In the same manner, the value of r² of 0.396 implied that 39.6% (0.396*100) of teachers' job performance in private secondary schools in Delta State was accounted for by principals' financial resource management practices while the remaining 60.4% was accounted for by other factors aside principals financial resource management practices in the study area.

Research Question Two: What is the extent to which principals' material resource management practices predict teachers' job performance in private secondary schools in Delta State?

Table 2: Simple Regression Analysis of the extent to which Principals' Material Resource Management Practices Predict Teachers' Job Performance in Private Secondary Schools in Delta State

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remark
1	.728 ^a	.531	.529	7.39839	High and positive relationship
a. Predictors: (Constant), MaterialResourceManagementPractices					

Table 2 showed that the value of r was 0.728 and this meant that principals' material resource management practices had a high and positive relationship with teachers' job performance in private secondary schools in Delta State. Furthermore, the value of r^2 of 0.531 indicated that 53.1% (0.531×100) of teachers' job performance in private secondary schools in Delta State was as a result of principals' material resource management practices while the remaining 46.9% was accounted for by other factors aside principals' material resource management practices as indicated in the study.

6.2 Test of Hypotheses

Hypothesis One: Principals' financial resource management practices do not significantly predict teachers' job performance in private secondary schools in Delta State.

Table 3: t-test Associated with Simple Regression on whether Financial Resource Management Practices Significantly Predict Teachers Job Performance in Private Secondary Schools in Delta State

Coefficients ^a							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	134.572	4.468		30.120	.000	
	FinancialResourceManagementPractices	-3.882	.255	-.630	-15.196	.000	Not retained
a. Dependent Variable: TeachersJobPerformance							

Table 3 showed that the value of the t-test associated with the simple regression was 30.120 at a significance level of 0.000 which was less than the p-value of 0.05 and on this note, the null hypothesis was not retained while the alternative hypothesis was upheld implying that principals' financial resource management practices significantly predicted teachers job performance in private secondary schools in Delta State.

Hypothesis Two: Principals' material resource management practices do not significantly predict teachers' job performance in private secondary schools in Delta State.

Table 4: t-test Associated with Simple Regression on whether
 Material Resource Management Practices Significantly Predict
 Teachers Job Performance in Private Secondary Schools in Delta State

Coefficients ^a							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	-14.534	4.118		-3.529	.000	
	MaterialResourceManagementPractices	5.907	.297	.728	19.893	.000	Not retained
a. Dependent Variable: TeachersJobPerformance							

Table 4 revealed that the value of t-test associated with the simple regression was -3.529 at a significance level of 0.000 which was less than the p-value of 0.05 and as a result of this, the null hypothesis was not retained while the alternative hypothesis was upheld meaning that principals' material resource management practices significantly predicted teachers job performance in of private secondary schools in Delta State.

7. Discussion of Findings

7.1 Principals' Financial Resource Management Practices and Teachers' Job Performance in Private Secondary Schools in Delta State

It was indicated that principals' financial resource management practices had a moderate and positive relationship with teachers' job performance in private secondary schools in Delta State and that 39.6% of teachers' job performance in private secondary schools in Delta State was accounted for by principals' financial resource management practices. Based on the data collected from the teachers who served as respondents for the study, the result of the study indicated that principals' financial resource management practices significantly predicted teachers' job performance in private secondary schools in Delta State.

The result from the responses of the teachers indicated that principals' financial resource management practices had a moderate and positive relationship with teachers' job performance in private secondary schools in Delta State. This finding differs from the position of the study carried out by Wanjala *et al.*, (2020) which showed that there was a strong positive relationship between the financial management practices of principals and academic achievement in public secondary schools. It was also established that principals' financial resource management practices significantly predicted teachers' job performance in private secondary schools in Delta State. This result agrees with the outcome of the study by Onuorah and Egbosi (2020) which showed that principals in public and private secondary schools applied personnel and financial management practices for effective administration of secondary schools to a moderate extent. The study also showed that the public and private secondary school principals did not differ in their mean ratings on their application of personnel and financial management

practices for the effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria.

This finding also lightly agrees with the outcome of the study by Wanjala *et al.*, (2020) which revealed that a strong positive relationship existed between principals' financial management practices and achievement of students. It was indicated that principals who had high scores on financial management practices recorded high academic mean scores in their schools. The study also showed that financial managerial practices played a major role in the infrastructural and academic development of the sampled schools. The difference between both studies is that this study showed a moderate relationship between the financial management practices of the principals and teachers' job performance while the study by Wanjala *et al.*, (2020) indicated that principals' financial management practices can have a high influence on the activities of school personnel. This tends to suggest that the principals can have different results in their financial management processes depending on how they handle this issue and this can have different implications on the educational goals and objectives being pursued in the school.

The effect of principals' financial management practices depends on the level of expertise displayed by the principal in the management of the finances of the school. In the study, it was revealed that principals' financial management practices had the least influence on teachers' job performance in private secondary schools in Delta State. This finding tends to give strength to the outcome of the study by Mapolisa *et al.*, (2014) which showed that most of the school heads lacked the accounting literacy required for effective management of school finances. The study also revealed that there was little or no supervision of any kind from the Ministry of Primary and Secondary Education finance department personnel on financial management issues. The finance of the school is regarded as the life wire of the school as this essential resource is needed for procuring other school resources. It means that the financial resource of the school can be one of the resources that can be easily abused but if properly managed could contribute to better performance among all school personnel.

There are several practices that principals are supposed to imbibe in the process of managing the finances of the school and part of this is by ensuring that the income and expenditure of the school are properly managed. Following this assertion, researchers such as Uwaleke *et al.*, (2021) indicated from the findings of their study that the use of education law has a significant impact on principals' procurement funds for secondary schools in Nasarawa State, as well as on principals' utilization of funds for national cohesion. This kind of practice assists in the management of the funds of the school for meeting important educational objectives. If the principal intends to boost the performance of the teachers, he or she must ensure that the finances of the school are also tailored towards meeting the need of teachers. In this vein, the budget of the school must be structured in such a way that the needs of the teachers especially those required for carrying out their duties are given adequate attention. However, this is sometimes not the case and this was confirmed by the outcome of the study by Kaguri *et al.*, (2014) which

showed that in financial planning, budgeting was usually often done in a careless fashion or not done at all with minimal involvement of education stakeholders in the budgetary process. Similarly, the study also showed that financial reports were poorly prepared while auditing was done in an arbitrary way. It is this kind of attitude that makes it difficult for some principals to be able to put the financial resource at their disposal to judicious use and improve on the performance of staff and students where necessary.

7.2 Principals' Material Resource Management Practices and Teachers' Job Performance in Private Secondary Schools in Delta State

The study showed that principals' material resource management practices had a high and positive relationship with teachers' job performance in private secondary schools in Delta State and that 53.1% of teachers' job performance in private secondary schools in Delta State was as a result of principals' material resource management practices. Following the data collected and analysed from the teachers sampled for the study, the study was able to establish that principals' material resource management practices significantly predicted teachers' job performance in private secondary schools in Delta State.

It was established in the study that principals' material resource management practices had a high and positive relationship with teachers' job performance in private secondary schools in Delta State. This finding however negates the findings of the study carried out by Chidi and Egboka (2017) which indicated that many material and human resource management strategies for secondary school improvements in Enugu State have not been adequately adopted by principals. It was also indicated in the findings of this study that principals' material resource management practices significantly predicted teachers' job performance in private secondary schools in Delta State. This finding aligns with the position of the study by Mbon (2019) which showed that the quality of resources in the school had a significant relationship with effective instructional service delivery. This simply implies that the relevance of material resources in the delivery of quality service in the school cannot be ignored. Teachers' access to relevant material resources is significant in determining how well they will perform in the line of duty.

There are several material resources in the school that are provided for teaching and learning but how these materials are managed goes a long way to determine how well the teacher will perform at work. Aligning with this fact, Ogbaji (2017) identified in his study that social studies teachers perceived instructional materials as necessary for effective teaching and learning in Calabar Municipality. It means that teachers cannot do much if the material resources in the school are not deployed in a manner that will aid service delivery. Teaching takes place both within and around the classroom and in some cases learning materials may involve the use of recreational materials which are essential in the overall development of the learner but how well these resources are provided and arranged can determine how much service the teacher is able to deliver. Similarly, the size and arrangement of the classroom where the teacher teaches need to be adequate to allow for the free movement of the teacher so that meaningful teaching and learning can

take place with relevant support resources supplied and this will enable the teacher to dispense less energy in carrying out his or her duties. A study by Ntui and Udah (2015) asserted the fact that the availability of text book, visuals, audio-visual materials, reference materials and newspaper/magazines significantly influenced teachers' activities in the school and as such principals must take all of these into cognizance in the material resource management process.

Principals who wish that their teachers do well, need to also bear in mind that the materials used by the teachers must be regularly maintained to put them in good working condition and this is what obtains across different schools as the study conducted by Osuji and Iheanyichukwu (2021) also alluded to this fact. If the principals fail to carry out routine maintenance of material resources as part of the management practices, the teachers will not be able to do much with faulty equipment although the study conducted by Okon *et al.*, (2020) indicated that this influence may be partial but this can differ from one school to another. In addition to this, the principal should be able to ensure that instructional materials are provided in the right quality and quantity for teachers to use so that the educational need of each child can be given adequate attention as all of this determines the performance of the teacher both directly and indirectly. There is equipment in the classroom that every child needs to own so that they can communicate properly with the teacher during teaching and this helps to improve the service delivery and performance of the teacher in the line of duty. Throwing more light on this, the research by Amie-Ogan and Osazuwa (2020) indicated that material resources in the school should be used based on the manufacturers' manual, and the selection of suitable locations within the school for children's activities should be prioritized and this is what makes it easier for the teacher to perform on the job and as such should form part of the material management practices of principals who want their teachers to perform adequately.

The assumption of whether or not material resources contribute to the performance of teachers was also put to rest from the study by Abijo and Oyekanmi (2017) which showed that student performance correlated with school material availability inventory at $r=0.85$ and there is no doubt that the performance of students is a vital yardstick for determining the job performance of the teacher. Additionally, principals need to also give teachers access to some of the materials in the school so as to put them in the right physical, mental, and social balance to contribute to the success of the school and this should form part of the material management practices of school administrators. In some schools, the sick bay needs to be opened to also take care of the health need of teachers so that they can be healthy enough to deliver essential services when necessary. Ogbuanya *et al.*, (2017) in their study agreed that the planning, organizing, controlling, and coordinating of resources were agreed by the respondents as needed in the management of material resources for effective teaching of electrical/electronic technology. The study also showed that there was no significant difference in the mean responses of the respondents on the planning, organizing, controlling and coordinating strategies for proper management of material resources for

effective teaching of electrical/electronic technology education. Therefore, the teachers whether male or female have certain expectations from the principal in the process of managing the material resources under his care and this should involve putting the teachers into consideration on how these resources are managed so that they can be effective at work. School facilities used by teachers should also be serviced on a regular basis to avoid workplace accidents and all of these practices enable the teacher to improve their level of commitment when they are certain that the principals are putting their interest at heart in how available material resources are managed and this is what improves on their performance at work.

Furthermore, the principal as the chief coordinator of the materials in the school should be able to pay attention to resources that are faulty in the school which can hinder the teacher from delivering quality service. Dysfunctional facilities should be immediately replaced for the safety of teachers and students and the principals should also ensure that material resources are stored under the right condition as this is essential for sustaining the ability of the teacher to perform for a long period of time. Unfortunately, the study by Mbon *et al.*, (2020) revealed that school material resources were wasted in different and numerous ways and some of these ways were significant while others were not. Teaching equipment that was wasted in the schools included manuals, desks, workbooks, charts, projectors, playgrounds, drawing books, chalks, textbooks, laboratories, chalkboard/whiteboards, markers, handbooks, and computers. The study also showed wastages in school farm resources, buildings, and teaching equipment and this had a direct significant but negative effect on the effectiveness of schools, accounting for 17% of the total variance in the effectiveness of the school. When principals fail to adopt the right management practices which includes attending to damages in the school in terms of available school materials, the performance of the teacher may be hampered in the process.

In a related manner, in cases where the principal cannot handle all of the management decisions that affect the handling of school materials, the principal should be able to set up a committee to handle such matter. Dania *et al.*, (2016) indicated from the findings of their study that the appointment of an internal material resource manager was appropriate and that material resource management in schools should not be the sole responsibility of the school administrator. The study also showed that the role of the school administrator differs considerably from the material resource manager. This kind of committee is better at supporting the principal in the management of the material resources of the school so that the teachers can perform well but this step must be initiated by the principal as the administrative head of the school. It is the facility or material committee that will often take steps to address the material needs of teachers for better performance and also fill any vacuum that can limit the performance of the teacher.

However, where the needed material resources are not available, there is nothing that stops the principal from hiring the needed resources as long as the performance of the teacher is of importance to the school. Additionally, the principal must ensure that teachers are trained on how to optimize the material resources available in the school as

this helps to promote performance. Supporting this assertion, Izuagie (2015) showed from his study that material resources management skills needed by preschool teachers in Ondo State included material resource planning, material resource organizing, material resource controlling and material resource evaluation skills. The study also showed that there were no significant differences in the mean ratings of the respondents on the materials resource skills needed by preschool teachers in Ondo State. When principals ensure that teachers are adequately trained in the use of the materials at their disposal, the teachers will maximize the resources provided and even use such tools to achieve more educational outcomes than what is expected by the school. The need for proper record keeping on the materials available in the school is also important as this helps to support the overall objectives of the school and as put forward in the study by Okon *et al.*, (2020) these resources and school records management all have a partial significant relationship with goal attainment in secondary schools and this should not be ignored in upscaling the performance of the teacher and the attainment of the educational goals and objectives of the school in general as also supported by the outcome of the study by Amadi and Gbarador (2021) which established a significant relationship between the management of material resources and the overall quality of education.

8. Conclusion

Based on the data analyzed in the study, it was concluded that principals' management of financial and material resources had a significant effect on teachers' job performance in private secondary schools in Delta State. This implies that the way these resources are managed can influence the job of the teacher in a significant manner which cannot be taken for granted due to its influence on how teachers will be able to eventually carry out their jobs. However, the management of material resources made more impact on teachers' job performance than that of financial resource management as indicated in the result of the study.

8.1 Recommendations

The following recommendations were made based on the findings of the study:

- 1) The management of financial resources had the least influence on teachers' job performance among the resource management practices of principals in Delta State secondary schools. On this note, it is important for regular financial audits to be carried out in these schools on a regular basis to determine how the finances of the school are being managed and adequate financial management training and sensitization can be provided for these principals where they need assistance.
- 2) The government through collaboration with school proprietors should put in place adequate legislation that will ensure that basic materials are available in these schools in the right quality and quantity and that principals deploy these resources in areas of use that will help improve the performance of teachers in these schools.

- 3) It is important for school owners to ensure that qualified and competent teachers and other personnel are employed in the private secondary schools in the State so that the management of essential educational resources can be able to contribute to improving performance and the attainment of educational goals and objectives.

Conflict of Interest Statement

This research is the original work of the authors and as such there is no conflict of interest on the articles as all cited works have been duly referenced and acknowledged.

About the Authors

Rev. Fr. Raphael A. Ayoro is a PhD candidate in the Department of Educational Management, Faculty of Education, University of Port Harcourt. His area of specialization is Educational Administration. He is a seasoned administrator who has served as Principal of different secondary schools in Delta State, Nigeria. He has participated in several conferences and published articles in different national and international journals.

Prof. Victoria C. Onyeike is a Professor of Educational Management in the Department of Educational Management, Faculty of Education, University of Port Harcourt. She has served in different committees within the University and contributed to several community development services. She has attended several national and international conferences with scores of journal publications and books to her credit.

Dr. Ihechi F. Jack is a lecturer in the Department of Educational Management, Faculty of Education, University of Port Harcourt. Her area of research interest is Educational Administration. She has published in several journals as well as book chapters. She has also occupied different administrative positions in the University.

References

- Abijo, J. A. & Oyekanmi, J. O. (2017). Material resources availability, parent subject perception and school type as correlate of student performance in secondary school Yoruba language in Oyo State: *African Research Review*, 11(1), 49-59
- Adeyinka, B. F., Jagboro, G. O., Ojo, G. K., & Odediran, S. J. (2014). An assessment of construction professionals' level of compliance to ethical standards in the Nigerian construction industry: *Journal of Construction Project Management and Innovation*, 4(1), 863-881
- Amadi, E. C. & Gbarador, B. F. (2021). Perceived influence of management of material resources on quality education service delivery in private secondary schools in South-West Senatorial Districts, Rivers State, Nigeria: *International Journal of Innovative Development and Policy Studies*, 9(1), 94-102

- Amie-Ogan, O. T. & 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
- Chidi, N. & Egboka, P. N. (2017). Analysis of resource management strategies adopted by principals for secondary schools improvement in Enugu State, Nigeria: *International Journal of Advance Research and Innovative Ideas in Education*, 3(3), 4124-4129
- Dania, P. O., Obro, S. & Owhorhu, J. S. (2016). Challenges of material resource management among social studies lecturers in Nigerian universities: *Journal of Education and Practice*, 7(20), 99-102
- Dhakal, K. R. (2020). Challenges of the use of instructional materials in geography classroom in secondary school: Nepal. *Journal of Geographical Research*, 3(3), 36-39
- Ezra, S. (2019). *The theory of financial management*. Columbia University Press.
- Harris, F., & McCaffer, R. (2013). *Modern construction management*. John Wiley & Sons.
- Izuagie, F. O. (2015). *Material resources management skills needed by preschool teachers in Ondo State*. Master's thesis submitted to the Department of Vocational Teacher Education, Faculty of Education, University of Nigeria, Nsukka, Enugu State
- Kaguri, M., Njati, I. C. & Thiaine, K. S. (2014). Financial management challenges facing implementation of free day secondary education in Imenti North District, Kenya: *IOSR Journal of Business and Management*, 16(1), 55-78
- Kalagbor, L. D. (2017). *Educational administration: Principles and practices in schools*. Port Harcourt: Standout publishers
- Limon, I. & Nartgun. S. S. (2020). Development of teacher job performance scale and determining teachers' job performance level: *Journal of Theoretical Educational Science*, 13(3), 564-590
- Mapolisa, T., Ncube, C., Tshabalala, T. & Khosa, M. T. (2014). Challenges faced by school heads in the management of school finances in Nkayi District secondary schools: *Nova Journal of Humanities and Social Sciences*, 3(4), 1-5
- Maronga, E., Weda, C. W., & Kengere, D. O. (2013). An investigation on the influence of government financial management on Kenyan public secondary schools: A case of Sameta Division. *International Journal of Scientific & Technology Research*, 2(9), 23-30
- Mbon, U. F., Omorobi, G. O., Owan, V. J. & Ekpenyong, J. A. (2019). Analysis of the quality of educational resources and effective instructional service delivery in Nigerian universities: *International Journal of Education and Evaluation*, 5(7), 25-34
- Mbon, U. F., Ukpabio, G. E., Ekanem, E. E., Okon, J. E., Uko, E. S., Ngaji, M. N. & Okon, E. E. (2020). Wastage of school material resources and secondary school system effectiveness: Evidence from a survey in Nigeria. *Humanities and Social Sciences Letters*, 8(3), 264-279
- Ntui, A. I. & Udah, A. E. (2015). Accessibility and utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State, Nigeria: *Global Journal of Human-Social Science: Arts & Humanities-Psychology*, 15(8), 1-12

- Odo, F. O. (2019). Educational policies and problems of implementation in Nigeria: *Australian Journal of Adult learning*, 46(2), 241-246
- Ogbaji, D. I. (2017). Teachers' perception of the utilization of instructional materials in teaching social studies in junior secondary schools in Calabar Municipality, Cross River State, Nigeria: *Global Journal of Educational Research*, 16, 95-100
- Ogbonnaya, N. I. (2019). *Principles and applications of educational policies in Nigeria*. University Trust Publishers.
- Ogbuanya, T. C., Nweke, J. N. & Ugwoke, S. C. (2017). Material resource management for effective teaching of electrical/electronic technology in colleges of education (technical) in Nigeria: *International Journal of Applied Engineering Research*, 12(18), 7238-7253
- Okon, J. E., Arop, F. O., Osim, R. O. & Ukpong, N. N. (2020). Principals' management of school material resources and secondary education goal attainment: A case study of secondary school managers in Akwa Ibom State, Nigeria. *The Journal of Social Sciences Research*, 6(9), 856-864
- Onaolapo, A. A., Olajiga, D. G. & Onaolapo, T. M. (2019). Teachers job performance in secondary schools, Nigeria: The effect of family satisfaction and job satisfaction. *The International Journal of Business and Management*, 7(3), 65-69
- Onuorah, H. C. & Egbosi, I. B. (2020). Principals' application of personnel and financial management practices for effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria: *Unizik Journal of Educational Management and Policy*, 4(1), 128-140
- Onuorah, H. C., Eziamaka, C. N. & Ofojebe, E. N. (2020). Principals application of technological security management practices for curbing security threats in secondary schools in Anambra State: *JECAPE*, 2(2), 13-22
- Osuji, C. U. & Iheanyichukwu, C. (2021). Material resources management for effective teaching and learning in Nigerian tertiary education: Implications for quality tertiary education delivery. *International Journal of Innovative Education Research*, 9(3), 13-28
- Tanko, B. L., Abdullah, F., & Ramly, Z. M. (2017). Stakeholders assessment of constraints to project delivery in the Nigerian construction industry: *International Journal of Built Environment and Sustainability*, 4(1), 56-62
- Uwaleke, G. C., Sani, Y. & Stephen, U. (2021). Financial management practices of principals and implementation of education laws in secondary schools in Nasarawa State: *African Scholar Journal of African Sustainable Development*, 22(2), 117-130
- Wanjala, J., Wamocha, L. & Sang, A. (2020). Effect of principals' financial management practices on academic achievement in public secondary schools in Bungoma East Sub-County, Kenya: *British Journal of Education*, 8(9), 13-27
- Yogendrarajah, R., Kengatharan, L. & Jeyansuganya, S. (2017). Financial management practices and performance of SMEs in Sri Lanka: Evidence from Jaffna District. *International Journal of Accounting & Business Finance*, 1(1), 134-140

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).