International Journal of Innovative Education Research 14(3):616-628, July-Sept, 2026

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DOI:10.5281/zenodo.22806881

Impact Of Principals' Managerial Skills On Administration Of Public Secondary Schools In Benue North-East Senatorial District, Nigeria

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ABSTRACT
This study investigated the impact of principals' managerial skills on the provision of instructional materials and resource utilization in public secondary schools in Benue North-East Senatorial District, Nigeria. Two research questions guided the study and two null hypotheses were formulated and tested at the 0.05 level of significance. The study adopted a descriptive survey research design. The population comprised 1,012 teachers in 114 public secondary schools in the district. A sample of 287 teachers and 89 schools was drawn using Taro Yamane's (1967) formula, through a multistage sampling procedure involving proportionate stratified random sampling and simple random sampling. Data were collected using the relevant clusters of the Principals' Managerial Skills and Administration Questionnaire (PMSAQ), validated by three experts from the Faculty of Education, Rev. Fr. Moses Orshio Adasu University, with an overall Cronbach Alpha reliability coefficient of 0.96 (Cluster A = 0.86; Cluster B = 0.83). Mean and Standard Deviation were used to answer the research questions, while the chi-square (χ^2) test of goodness of fit was used to test the hypotheses. Findings showed that respondents agreed principals' managerial skills impact the provision of instructional materials (cluster mean = 2.99) and resource utilization (cluster mean = 3.03). Both null hypotheses were rejected: instructional materials, $\chi^2(3) = 72.84$, $p < .05$; resource utilization, $\chi^2(3) = 78.62$, $p < .05$. The study concluded that principals' managerial skills play a crucial role in ensuring the availability and effective use of instructional and material resources in public secondary schools. It was recommended, among others, that education authorities should ensure adequate and timely funding to enable principals procure relevant instructional materials, and that regular training be provided for principals to strengthen their competencies in resource administration.

Keywords: principals, managerial skills, instructional materials, resource utilization, school administration

INTRODUCTION

The administration of secondary schools has continued to attract increasing attention due to its central role in improving educational quality, equity and national development. Secondary education occupies a strategic position in the education system as it serves as a bridge between primary and tertiary education. School administration is ideally characterized by strategic leadership, adequate resource utilization,

collaborative decision-making and supportive institutional frameworks that promote optimal teaching and learning outcomes (Adzongo, 2014). Administration of secondary schools has been identified internationally as a critical factor influencing students' academic achievement, teachers' effectiveness and overall school performance (Bush & Glover, 2014; Leithwood, Harris, & Hopkins, 2019). International organizations such as UNESCO emphasize that sound school administration enhances efficient utilization of human and material resources and supports the realization of national educational goals (UNESCO, 2017). Despite the ideal, administrative challenges appear to persist in many public secondary schools, including inadequate instructional materials and poor resource utilization, among other issues, in different educational systems.

In Nigeria, the administration of public secondary schools has remained a major concern due to persistent challenges such as inadequate instructional materials and poor resource utilization (Akomolafe & Aremu, 2018). These challenges place responsibility on principals who are expected to coordinate human and material resources and provide instructional materials that support the achievement of school objectives. Although these challenges are evident within the Nigerian educational system generally, their nature and intensity may differ across states. Benue State, and particularly Benue North-East Senatorial District, provides a relevant context for investigating the administration of public secondary schools, where these challenges mirror the broader national situation.

School administration is concerned with the utilization of adequate resources and the harmonization of relationships and interactions in a suitable environment, in order to foster the attainment of the goals of teaching and learning (Oluwole & Gire, 2022). The administration of public schools has been confronted with challenges relating to the management of school funds and other resources (Nambe, 2024). According to Wanger, Chafa and Wombo (2022), these challenges require principals to demonstrate strong managerial skills to ensure effective utilization of available resources and sustain teaching and learning activities. Administration of human, material, time and financial resources is highly crucial for institutional sustainability and the development of schools. However, the effectiveness of principals' leadership is often hindered by factors such as inadequate training, limited resources and bureaucratic constraints (Akinbobola, 2018), which could negatively impact their ability to exercise their managerial skills and, consequently, the overall quality of education.

Managerial skills refer to the conceptual, human/interpersonal and technical abilities demonstrated by principals in planning, organizing, coordinating, directing and supervising school activities and resources for the attainment of educational objectives. According to Yukl (2014), managerial skills encompass abilities in planning, organizing, decision-making, communication and problem-solving. According to Eziuzo, Chiamaka and Eziamaka (2024), the managerial competencies of principals significantly impact teachers' job performance, students' academic outcomes and the general effectiveness of school operations. Despite this recognition, many schools still experience managerial inefficiencies that hinder their growth and development.

Provision of Instructional Materials

Provision of instructional materials refers to the ability of the school principal to make available materials and devices such as chairs, chalk, chalkboard, tables and charts to be used in learning situations to supplement the written or spoken word in the transmission of knowledge. Instructional materials may also be provided through the involvement of teachers and students, for instance by guiding students to improvise charts, models and teaching aids from locally available materials. Orji, Kajo and Mando (2024) assert that when school heads possess strong planning and organizational skills, they are more likely to ensure timely procurement and equitable distribution of these materials, and that adequately provided and utilized instructional resources enhance the teaching-learning process and improve academic outcomes. However, where managerial skills are lacking, schools may suffer from delays, shortages, or misuse of resources, thereby negatively affecting teaching and learning (Chukwu, Eze, & Agada, 2016).

Resource Utilization

Resource utilization refers to principals' effective and efficient use of financial, human and material resources available in the school. Principals who efficiently manage human, financial and physical

resources are more likely to achieve educational objectives, while poor resource administration often leads to wastage, under-utilization and inefficiency. According to the Rivers State Institute of Studies (2024), effective resource administration by school heads significantly contributes to the smooth running of secondary schools, which principals can achieve by allocating responsibilities based on teachers' strengths, ensuring effective use of available teaching aids and materials, managing budgets prudently and maintaining school infrastructure. Conversely, weak managerial competence often results in resource wastage, uncoordinated task execution and infrastructural decay, which impedes school development (Iragunima, 2021). Given the observed challenges of inadequate instructional materials and poor resource utilization in Benue North-East Senatorial District, there is a need to investigate the impact of principals' managerial skills on these two dimensions of school administration. It is against this background that the researcher deemed it necessary to investigate the impact of principals' managerial skills on the provision of instructional materials and resource utilization in public secondary schools in Benue North-East Senatorial District, Nigeria.

Statement of the Problem

Administration of public secondary schools is critical to achieving educational objectives and ensuring that students receive quality education. Despite the importance of secondary education, Benue North-East Senatorial District, Nigeria is characterized by consistently poor academic performance and ineffective school administration outcomes. The researcher observed indications of challenges relating to the provision and utilization of instructional materials and other school resources in public secondary schools in the study area. It has been speculated by various stakeholders parents, teachers and ministry of education officials that the managerial skills of principals in public secondary schools in Benue North-East Senatorial District often appear ineffective in these respects. For instance, teachers are worried that school principals do not ensure timely procurement of relevant instructional materials, which affects instructional delivery, and that available resources are not always efficiently allocated or maintained. Despite these speculations, the researcher observed that not much has been done on principals' managerial skills in relation to the provision of instructional materials and resource utilization in public secondary schools in the area of study. The persistent issues highlighted above justify the need to investigate the impact of principals' managerial skills on the provision of instructional materials and resource utilization in public secondary schools in Benue North-East Senatorial District, Nigeria.

Purpose of the Study

The purpose of this study was to investigate the impact of principals' managerial skills on the provision of instructional materials and resource utilization in public secondary schools in Benue North-East Senatorial District, Nigeria. Specifically, the study sought to:

1. determine the impact of principals' managerial skills on provision of instructional materials in public secondary schools in Benue North-East Senatorial District, Nigeria.
2. investigate the impact of principals' managerial skills on resource utilization in public secondary schools in Benue North-East Senatorial District, Nigeria.

Research Questions

1. What is the impact of principals' managerial skills on provision of instructional materials in public secondary schools in Benue North-East Senatorial District, Nigeria?
2. What impact do principals' managerial skills have on resource utilization in public secondary schools in Benue North-East Senatorial District, Nigeria?

Hypotheses

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

HO1: Principals' managerial skills have no significant impact on provision of instructional materials in public secondary schools in Benue North-East Senatorial District, Nigeria.

HO2: Principals' managerial skills have no significant impact on resource utilization in public secondary schools in Benue North-East Senatorial District, Nigeria.

Literature Review

Theoretical Framework

This study was anchored on Transformational Leadership Theory by Bass and Riggio (2014) and Contingency Theory of Leadership by Fred Fiedler (1967). Transformational Leadership Theory explains how school leaders inspire, motivate and influence teachers to achieve improved school outcomes, through idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. The component of idealized influence relates to principals' ability to mobilize support and resources for the provision of instructional materials, as principals who demonstrate strong leadership qualities can attract stakeholder support and ensure necessary materials are available. Intellectual stimulation is linked to resource utilization, as principals who encourage creativity and innovation enable teachers to effectively utilize available resources, thereby improving teaching and learning processes. In this study, principals' managerial skills are operationalized as conceptual, human/interpersonal and technical skills: conceptual skills enable principals to plan for and equitably distribute instructional materials; human/interpersonal skills enable them to motivate teachers toward prudent resource use; and technical skills enable them to competently perform and supervise procurement and resource-management tasks.

Contingency Theory of Leadership, developed by Fred Fiedler (1967), posits that leadership effectiveness is contingent upon the interaction between the leader's characteristics and the situation, defined by three factors: leader-member relations, task structure and position power. In relation to instructional materials, effective task structure can facilitate their provision by clarifying responsibilities for identifying needs, acquiring and distributing materials. In relation to resource utilization, clear task structures can promote proper resource use through defined procedures for allocating and using available resources, while the principal's position power may facilitate decisions concerning the provision and utilization of instructional materials. Together, the two theories provide a complementary basis for understanding how principals' managerial skills exercised within particular school situations impact the provision of instructional materials and resource utilization.

Conceptual Review

Principal

The Federal Ministry of Education (2014) defines the principal simply as the head of a secondary school, the person occupying the highest administrative position at the secondary level in Nigeria. According to Maicibi (2024), the principal is the administrative head of the school, responsible for implementing the educational policy and strategy of the proprietor, state or country. Suleiman, Ishola and Lukman (2022) portray the contemporary principal as a resource manager and executive responsible for the organisation and operation of the school. Akinnubi, Owonwami and Olaiya (2024) specifically identified financial management, physical-facilities maintenance and interpersonal relationship skills as important areas of principals' administrative work areas closely tied to the provision of instructional materials and resource utilization examined in this study.

Principals' Managerial Skills

Principals' managerial skills refer to the competencies and abilities required by school heads to effectively administer schools and achieve educational objectives, essential for planning, organizing, leading and controlling organizational resources (Bush, 2015). Akomolafe and Aremu (2018) describe principals' managerial skills as the ability to effectively manage instructional materials, supervise teachers, motivate staff and maintain a conducive school climate. According to Ogunode and Abubakar (2020), principals' managerial skills involve the capacity to efficiently utilize available human and material resources and provide instructional leadership. Scholars have classified managerial skills into three major categories, first introduced by Katz (1974): technical skills proficiency in specific tasks and procedures (Sapiro, 2024); human/interpersonal skills the ability to work effectively with others (Lakshman, Lakshman, & Estay, 2017); and conceptual skills the ability to understand complex situations and develop strategic

plans (Jankelová & Joniaková, 2017). Each of these skill categories bears directly on how principals procure and distribute instructional materials and allocate school resources.

Principals' Managerial Skills and Provision of Instructional Materials in Public Secondary Schools

Instructional materials are essential tools that facilitate effective teaching and learning by providing concrete and visual aids to support educational content. Principals play a vital role in the provision and utilization of instructional materials in secondary schools; their managerial skills in planning, supervising and mobilizing resources significantly impact teaching and learning outcomes. According to Manasseh (2016), effective instructional leadership involves heads of schools managing the instructional programme through proper planning and resource allocation, including identifying instructional needs and ensuring appropriate distribution of available resources. Farotimi and Yara (2025) define instructional materials as resources that teachers use to facilitate the teaching and learning process, highlighting their significance in making learning more practical. Arumuru and David (2024) describe instructional resources as encompassing textbooks, laboratory equipment and digital materials, crucial for effective teaching. Chukwu, Eze and Agada (2016) define instructional material provision as making available adequate and relevant materials such as textbooks, journals, charts and audio-visuals which facilitate teaching and learning. Ibe (2016) classifies instructional materials into printed, non-printed, visual and audio-visual types, while Okoli and Osuafor (2016) describe them as tools or devices used in teaching and learning situations to enhance the achievement of educational objectives.

Okhakhu, Oladiran and Omoike (2016) note that schools with adequate instructional materials demonstrate superior academic achievement compared to those lacking such resources. Nwagbata, Emejue and Ukaegbu (2021) highlight that inadequate use or improper application of instructional materials can contribute to poor student outcomes, while Oduru, Basil, Woyengikari and Christopher (2024) emphasize the role of instructional materials in enhancing teaching effectiveness and student comprehension. Obanya (2019) states that schools require instructional materials for day-to-day administrative work, and that inadequate provision of instructional materials negatively affects the job performance of both head teachers and teachers, however brilliant. Fowoyo, Idris, Adewara and Awoyale (2020) similarly note that instructional materials are indispensable to effective teaching, supporting the sense organs during instruction, while Ogbaji (2017) adds that they help teachers teach conveniently and enable learners to learn easily. Egbule (2014) enumerates a wide range of such materials, including audio-visuals, projected and non-projected materials, chalkboards, charts, models, laboratory reagents and, more recently, computers and web-based lessons.

Abdu-Raheem and Oluwagbohunmi (2014) encourage teachers to improvise teaching aids, arguing that improvisation enhances learners' full participation, problem-solving and discussion, while Umar (2019) describes improvised resources as those produced from locally sourced materials by teachers and learners. Oluwagbohunmi and Abdu-Raheem (2015) similarly argue that resourceful and skillful teachers should improvise necessary instructional materials to promote academic standards in Nigerian schools. Olugbenga (2019) emphasizes that principals must monitor the use of instructional materials to ensure they are properly utilized in classrooms and aligned with curricular goals, while Bano (2020) adds that principals must build teachers' capacities through training programmes that promote the effective use of instructional materials, without which materials may be underutilized or misused. Overall, for effective administration of public secondary schools, principals should ensure the timely procurement of relevant instructional materials, their adequate distribution across subjects and classes, the involvement of teachers in material selection, the prompt addressing of shortages, regular inspection of teaching aids, sufficient budgetary allocation for procurement and periodic updates of materials to meet current demands.

Principals' Managerial Skills and Resource Utilization in Public Secondary Schools

Resource utilization is a core managerial function that determines how effectively available resources are converted into educational outcomes. In the context of public secondary schools, it refers to the strategic deployment and effective use of available human, physical and financial resources to achieve educational objectives efficiently and equitably. According to Atolagbe, James, Ojo and Umaru (2017), resource

utilization in secondary schools refers to the effective deployment and administration of educational resources human, material, financial and infrastructural to facilitate teaching and learning and enhance academic performance; it concerns not only the availability of resources but also their efficient and purposeful use. Umeozor (2019) defines resource utilization as a process of making use of available resources at one's disposal, emphasizing that effective utilization of instructional materials, classroom facilities and human resources enables teachers to perform their instructional duties more efficiently and improves overall school productivity, a view consistent with broader organizational perspectives on resource utilization (John, 2023). Dangara (2016) describes resources as material or non-material factors which influence the achievement of an institution's educational goals, while Asodike and Adieme (2014) note that any phenomenon which, when applied in the educational process, helps actualize educational goals is properly regarded as an educational resource.

From a managerial perspective, Kolawole and Ogbiye (2020) define resource utilization as the extent to which resources are used to accomplish specified objectives, including the proportion of time a resource is actively engaged in productive use underscoring the importance of minimizing wastage. Okeze and Ngerem (2021) similarly describe resource utilization as the ability of school administrators to apply resources practically and effectively toward organizational objectives, framing managerial competence as a key determinant of utilization efficiency. Physical resource utilization is equally important: Amadi and Ezeugo (2019) define physical resources as the materials used for accomplishment of an organization's goals, while Ugwuanyi (2013) describes utilization as the actual usage of school facilities, equipment and supplies by teachers in the course of teaching. Skilled principals strategically deploy and manage human and material resources to maximize efficiency. Omiyale and Fadokun (2018) conceptualize resource utilization as the act of putting available school resources into effective use for the attainment of educational goals, emphasizing that the mere presence of resources is insufficient without effective deployment by school administrators. Similarly, Ayodele and Ogbiye (2018) argue that resource utilization is concerned not with the quantity of resources allocated to schools but with how well available resources are efficiently used to improve school effectiveness.

Effective resource utilization directly impacts the quality of education delivered. Proper utilization ensures that teachers are assigned duties based on their skills and strengths, encourages staff to be prudent in the use of school resources, and requires regular monitoring and evaluation of how facilities are used so that underutilized or overextended resources can be identified and addressed in good time. Principals should also promote accountability in the use of school property and allocate resources according to school needs and priorities.

METHODOLOGY

The study adopted a descriptive survey research design, considered appropriate because it allowed for the collection of data from a relatively large and geographically dispersed population of teachers across multiple Local Government Areas (LGAs), thereby enhancing the generalizability of the findings (Emaikwu, 2021).

Area of the Study

The study was conducted in Benue North-East Senatorial District, one of the three senatorial districts in Benue State, Nigeria, comprising seven LGAs: Katsina-Ala, Vandeikya, Kwande, Logo, Konshisha, Ushongo and Ukum. The district has 114 public secondary schools with 1,012 teachers (Teaching Service Board, Makurdi, 2024).

Population, Sample and Sampling

The population of the study was 1,012 teachers in 114 public secondary schools in Benue North-East Senatorial District. The sample size comprised 287 teachers and 89 schools, determined using Taro Yamane's (1967) formula, considered appropriate because the population was finite, known and well-defined. The formula's margin of error (0.05) allowed the researcher to control the level of precision, which is important where findings are intended to be generalized to the entire population (Creswell,

2014). Appropriate sample size determination of this kind enhances the credibility of research findings and reduces sampling error (Nworgu, 2015).

A multistage sampling procedure was adopted, involving proportionate stratified random sampling and simple random sampling. At the first stage, the population was stratified by LGA to ensure representation, since the LGAs differ in the number of schools and teachers. At the second stage, proportionate stratified random sampling allocated the sample of 287 teachers and 89 schools to the LGAs based on their relative population sizes — for instance, Kwande LGA, with the highest number of teachers (241), contributed the largest share of the sample (68 teachers), while Logo LGA, with fewer teachers (79), contributed a smaller portion (22 teachers). At the third stage, simple random sampling (hat-and-draw balloting without replacement) was used to select the actual respondents from each sampled school, giving every teacher an equal and independent chance of selection.

Instrumentation

Data were collected using the relevant clusters of a structured instrument titled the Principals' Managerial Skills and Administration Questionnaire (PMSAQ), developed by the researcher. For the purposes of this article, only Cluster A (items 1–8, on principals' managerial skills and provision of instructional materials) and Cluster B (items 9–16, on principals' managerial skills and resource utilization) are reported. Respondents indicated their level of agreement on a four-point scale: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1.

Validation and Reliability

The instrument was subjected to face and content validation by three experts two from Educational Management and one from Mathematics Education, all at the Faculty of Education, Rev. Fr. Moses Orshio Adasu University, Makurdi who reviewed each item for clarity, ambiguity and appropriateness. Reliability was established through a trial test administered to 30 teachers in two public secondary schools not included in the main sample. Using Cronbach's Alpha, Cluster A recorded a reliability coefficient of 0.86 and Cluster B recorded 0.83, with the overall instrument recording an alpha value of 0.96 well above the acceptable threshold of 0.70 (Pallant, 2011), indicating good internal consistency.

Method of Data Collection and Analysis

Copies of the questionnaire were administered by trained research assistants to respondents in the 89 sampled public secondary schools; all 287 copies distributed to the sampled teachers were retrieved. Data were analyzed using Mean and Standard Deviation to answer the research questions, with a decision rule based on a cut-off mean of 2.50 on the 4-point scale: mean scores of 2.50 and above indicated agreement, while scores below 2.50 indicated disagreement. The chi-square (χ^2) test of goodness of fit was used to test the null hypotheses at the 0.05 level of significance; where the calculated p-value was less than 0.05, the null hypothesis was rejected.

RESULTS

A total of 287 copies of the questionnaire were administered and all 287 were returned, giving a 100% response rate.

Research Question 1: Provision of Instructional Materials

What is the impact of principals' managerial skills on provision of instructional materials in public secondary schools in Benue North-East Senatorial District, Nigeria?

Table 1: Mean and Standard Deviation Scores of the Impact of Principals' Managerial Skills on Provision of Instructional Materials

S/N	Item Description	SA	A	D	SD	N	M	SD	Dec
1	In my school the principal ensures timely procurement of relevant instructional materials.	118	102	41	26	287	3.09	.89	Agree
2	In my school instructional materials are adequately distributed across subjects.	110	105	45	27	287	3.04	.91	Agree
3	In my school the principal involves teachers in the selection of teaching materials.	95	112	50	30	287	2.95	.94	Agree

4	In my school shortages in instructional materials are promptly addressed by the school leadership.	105	98	52	32	287	2.96	.97	Agree
5	In my school the principal regularly inspects the condition of teaching aids to ensure usability.	108	101	48	30	287	3.00	.94	Agree
6	In my school the principal allocates sufficient funds for instructional material procurement.	100	97	55	35	287	2.91	.98	Agree
7	In my school the principal ensures periodic updates of instructional materials.	102	99	53	33	287	2.94	.97	Agree
8	In my school, teachers are encouraged by the principal to be innovative with available resources.	112	103	45	27	287	3.04	.92	Agree
	Cluster Mean						2.99		Agree

Table 1 shows that all eight items recorded mean scores above the decision benchmark of 2.50, ranging from 2.91 to 3.09, indicating that respondents agreed that principals' managerial skills impact the provision of instructional materials. Respondents agreed that principals ensure timely procurement of instructional materials, distribute materials adequately across subjects, involve teachers in material selection, promptly address shortages, regularly inspect instructional materials and allocate funds for procurement. The cluster mean of 2.99, above the criterion mean of 2.50, confirms that principals' managerial skills have a positive impact on the provision of instructional materials in public secondary schools in Benue North-East Senatorial District, Nigeria.

Research Question 2: Resource Utilization

What impact do principals' managerial skills have on resource utilization in public secondary schools in Benue North-East Senatorial District, Nigeria?

Table 2: Mean and Standard Deviation Scores of the Impact of Principals' Managerial Skills on Resource Utilization

S/N	Item Description	SA	A	D	SD	N	M	SD	Dec
9	In my school human resources (staff) are assigned duties by the principal based on their skills.	120	98	42	27	287	3.09	.90	Agree
10	In my school available teaching aids are effectively used to support instruction.	112	104	44	27	287	3.05	.91	Agree
11	In my school the principal encourages staff to be prudent in the use of school resources.	118	101	41	27	287	3.08	.89	Agree
12	In my school the principal monitors how facilities are used in the school.	110	103	46	28	287	3.03	.92	Agree
13	In my school physical resources such as laboratories are fully utilized.	98	106	52	31	287	2.94	.96	Agree
14	In my school, the environment is maintained efficiently with the available resources.	105	100	50	32	287	2.97	.95	Agree
15	In my school the principal promotes accountability in the use of school property.	115	102	43	27	287	3.06	.90	Agree
16	In my school resources are allocated based on school priorities.	108	101	48	30	287	2.99	.93	Agree
	Cluster Mean						3.03		Agree

Table 2 shows that all eight items recorded mean scores above 2.50, ranging from 2.94 to 3.09. Respondents agreed that principals assign duties based on staff competencies, ensure effective use of teaching aids, promote prudent use of resources and monitor the use of school facilities. Respondents also agreed that physical resources such as laboratories are fully utilized and that resources are allocated based on school priorities. The cluster mean of 3.03, above the decision benchmark of 2.50, confirms that

principals' managerial skills positively impact resource utilization in public secondary schools in Benue North-East Senatorial District, Nigeria.

Test of Hypotheses

Hypothesis 1: Principals' managerial skills have no significant impact on provision of instructional materials in public secondary schools in Benue North-East Senatorial District, Nigeria.

Table 6: Chi-Square Test of the Impact of Principals' Managerial Skills on Provision of Instructional Materials

Responses	SA	A	D	SD	Total	Df	χ^2cal	χ^2crit	P-val	Remark
Observed	106	101	48	32	287	3	72.84[a]	7.815	.000	Sig.
Expected	71.75	71.75	71.75	71.75						

Since χ^2cal (72.84) > χ^2crit (7.815), $p < .05$, the null hypothesis was rejected. This implies there is a significant impact of principals' managerial skills on the provision of instructional materials in public secondary schools in Benue North-East Senatorial District, Nigeria.

Hypothesis 2: Principals' managerial skills have no significant impact on resource utilization in public secondary schools in Benue North-East Senatorial District, Nigeria.

Table 7: Chi-Square Test of the Impact of Principals' Managerial Skills on Resource Utilization

Responses	SA	A	D	SD	Total	Df	χ^2cal	χ^2crit	P-val	Remark
Observed	111	102	46	28	287	3	78.62[a]	7.815	.000	Sig.
Expected	71.75	71.75	71.75	71.75						

Since χ^2cal (78.62) > χ^2crit (7.815), $p < .05$, the null hypothesis was rejected. This implies there is a significant impact of principals' managerial skills on resource utilization in public secondary schools in Benue North-East Senatorial District, Nigeria.

DISCUSSION OF FINDINGS

The first finding of the study revealed that principals' managerial skills have a significant impact on the provision of instructional materials in public secondary schools in Benue North-East Senatorial District, Nigeria. This finding implies that principals' ability to plan, organize, mobilize, allocate and monitor school resources contributes to the availability and proper provision of instructional materials for teaching and learning. The finding is consistent with Aliyu (2020), who found a significant relationship between the availability of instructional materials and students' academic performance in senior secondary schools in Maiduguri Metropolis, Borno State. The finding also agrees with Akuh and Ayoko (2025), who found a significant relationship between instructional resources and teachers' job performance as well as students' academic performance in public secondary schools in FCT, Abuja. The finding further supports Olugbenga (2019), who found that principals significantly support teachers through supervision, encouragement of innovation and promotion of improvisation of instructional materials. The agreement among these studies suggests that effective managerial practices of principals are important in ensuring that relevant instructional materials are available, properly supported and effectively utilized for teaching and learning. Thus, the significant impact found in the present study reinforces the view that principals' managerial skills are important for effective administration of instructional resources in public secondary schools.

The second finding of the study showed that principals' managerial skills have a significant impact on resource utilization in public secondary schools in Benue North-East Senatorial District, Nigeria. This finding indicates that principals' ability to assign duties appropriately, encourage prudent use of resources, monitor facilities, promote accountability and allocate resources according to school priorities contributes to effective utilization of available human, material and physical resources. This finding agrees with Ekundayo, Afolabi and Bamikole (2023), who found that principals' resource utilization was significantly related to the academic achievement of secondary school students in Southwest Nigeria. The finding also aligns with Adiewere and Onwuchekwa (2025), who found that the methods used by school administrators in managing human and financial resources significantly determine the quality of instructional service delivery in government-owned secondary schools in South-South Nigeria.

Furthermore, the finding is consistent with Olugbenga (2019), who found that principals' support and supervision promote the effective utilization of instructional materials despite challenges such as inadequate funding, large class sizes, insufficient storage and time constraints. The consistency of these findings indicates that managerial competence enables principals to make purposeful use of available resources, minimize wastage and direct resources towards identified school priorities. Therefore, the significant impact established in the present study suggests that effective resource utilization is an important dimension of successful administration of public secondary schools.

CONCLUSION

This study investigated the impact of principals' managerial skills on the provision of instructional materials and resource utilization in public secondary schools in Benue North-East Senatorial District, Nigeria. Based on the findings, it is concluded that principals' managerial skills have a significant impact on both the provision of instructional materials and resource utilization in public secondary schools in the district. The success of public secondary schools in these two respects largely depends on the managerial competence of principals: schools led by effective and skilled principals are more likely to have adequately provided instructional materials and efficiently utilized resources, both of which support improved teaching and learning outcomes.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. Education managers at the Federal and State levels should ensure the provision of adequate and timely funding to schools, to enable principals procure relevant and up-to-date instructional materials needed for effective teaching and learning. Transparent financial monitoring mechanisms should also be established to ensure that allocated funds are properly utilized for their intended purposes.
2. Principals should involve teachers in the selection of instructional materials and should be supported by education authorities to inspect, maintain and periodically update available teaching aids.
3. Principals should be trained regularly, through workshops and seminars organized by educational authorities, on effective resource management to enhance the optimal utilization of available human, material and financial resources.
4. Principals should establish clear procedures for allocating responsibilities based on staff strengths, monitoring the use of school facilities and promoting accountability in the use of school property.

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