

Essential Administrative Skills for School Resources Efficient Management

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ABSTRACT

The study looked at the administrative skills of principals in Delta State, Nigeria's public secondary schools for efficient resource management. All of the principals of Delta State's public secondary schools made up the study's population, which was surveyed descriptively. There were 320 respondents in the sample, 200 of whom were principals of urban schools and 120 of whom were principals of rural schools. The study was guided by four research questions and four hypotheses. Data was gathered using the Principals Administrative Competency for Effective Management of School Resources Questionnaire (PRACEMSRQ), a 20-item instrument created by researchers. Experts validated the instrument, and the reliability was assessed using Cronbach alpha, which required a high reliability coefficient of 0.82. The z-test statistic was used to test the hypotheses, and mean and standard deviation were used to analyze the data for the research questions. Among other things, the study's findings showed that principals in urban and rural schools have similar views on the administrative skills and efficient use of time, money, materials, and people in public secondary schools in Delta State, Nigeria. The study's conclusions suggested, among other things, that school administrators should include teachers and students in decision-making processes, develop their skills in the acquisition and upkeep of tangible teaching materials, and hold seminars and workshops for school administrators on resource management in the educational system.

Key words: Secondary School, School Resources, Efficient Management, Administrative Competencies.

Introduction:

For any country to develop sustainably, education is essential. It has been recognized as a true tool for political, cultural, and social change on all levels. It is essential for gaining the right skills for the growth of one's physical, mental, and social abilities, all of which enable one to be productive and useful to society. Through secondary education, education continues to play a significant role in both individual and societal development. According to the Federal Republic of Nigeria (2013), the goal of secondary education is to get students ready for college. It is the engine of national growth and can only succeed if its goals are effectively implemented and carried out with the help of the resources that schools have to offer. Therefore, it is the duty of the school administrator to ensure that every resource available to the school is focused on achieving the goals that have been established (Akinfolarin, 2017). The different tangible and intangible inputs that schools use to provide educational services are referred to as school resources. Any educational institution's ability to operate and succeed depends on its resources. They comprise a wide variety of imputed resources, including time, money, materials, and people. For schools to fulfill their mission of providing high-quality education, effective management and utilization of these resources are essential (Omoike, 202).

According to Nwunne et al. (2016), management is the organization of available material and human resources to accomplish desired goals and objectives. It is the effective and efficient use of the resources at hand with the goal of achieving predefined objectives. Nkwah (2011) claimed that in order to effectively guide schools towards achieving their educational objectives, principals and other school administrators need to have a broad range of competencies. According to Card and Edward (2009), competence is the ability to successfully complete tasks by applying knowledge, skills, attitude, and judgment. It is the capacity and

necessary abilities to complete a task. Heller (2012) lists teaching program management, staff and student personnel management, financial and physical resource management, and community relations management as among the duties of school administrators. The creation of school action plans and the sustainability of the institution depend heavily on the efficient management of time, money, people, and material resources.

Today, attaining educational goals and maintaining the general standard of education depend heavily on the efficient management of school resources. As the heads of administration, principals are essential to this process. Their managerial skills are essential for making sure that the material and human resources that are available are used effectively and efficiently to support teaching and learning. The ability of a person to carry out particular tasks or activities in a professional setting by skillfully utilizing a variety of knowledge, abilities, and attitudes is known as managerial competence (Boyalzis, 2008). These competencies for school principals include leadership in strategic planning, resource management, and problem-solving skills, all of which are essential for the efficient operation of the schools.

The successes of secondary schools are largely determined by school resources. To guarantee that students receive a top-notch education and that educational objectives are fulfilled, efficient management of time, money, materials, and human resources is essential.

Nonetheless, a principal's ability to effectively manage school resources frequently reflects their degree of managerial training and experience. Principals are better able to make informal decisions about the distribution and use of resources when they have received training in areas like human resource management, material resource management, financial resource management, and time resource management (Komba and Sigala, 2015). Additionally, the management of school resources is greatly influenced by the leadership styles of the individuals in charge. For example, it has been discovered that a transformational leadership approach improves resource mobilization and utilization by encouraging staff motivation, accountability, and collaboration (Osman & Mukuna, 2013).

Even though managerial competence is crucial for school principals, many of them suffer from a lack of leadership skills, especially in rural areas. Poor resource management frequently stems from this disparity in competence between urban and rural principals, which has a detrimental effect on educational quality (Olorunsola, 2012). It takes a concentrated effort to address this issue by giving school administrators continual professional development so they have the abilities needed to efficiently manage resources.

The problem statement

Achieving educational objectives in secondary schools depends heavily on efficient resource management. Principals' administrative proficiency in overseeing these resources, however, is coming under more and more scrutiny. Many secondary schools in Nigeria, especially those in Delta State, struggle with poor resource management and underutilization. These may be the consequence of ineffective managers' incapacity to effectively and efficiently manage the human, material, financial, and time resources that are essential to any organization, including the educational system. The ability of schools to deliver high-quality instruction—which is necessary to produce students who can compete globally—is severely hampered by this circumstance. According to research, principals are essential in managing school resources, and their administrative skills have a distinct impact on the system's overall operational efficacy (Okeke and Nwosu, 2019). Proficiency in managing human, material, financial, and time resources is expected of competent principals. As a result, poor management has a negative impact on teachers' satisfaction, students' performance, and the general growth of the school. Thus, the purpose of this study is to investigate the administrative proficiency and the efficient resource management of principals in public secondary schools in Delta State, Nigeria.

The Goals of the Research

The goal of the research is examining principals' administrative skills and efficient resource management in public secondary schools in Delta State, Nigeria, which is the primary goal of this study. In particular, the research:

1. Analyze the managerial skills and efficient human resource management of principals in Delta State, Nigeria's public secondary schools.
2. Determine the administrative proficiency of principals and their efficient use of material resources in Delta State, Nigeria's public secondary schools.
3. Determine the administrative proficiency and efficient financial resource management of principals in Delta State, Nigeria's public secondary schools.
4. Assess the administrative skills and time-management skills of principals in public secondary schools in Delta State, Nigeria.

Questions for Research

The study was directed by the following research questions:

1. What administrative skills do principals in Delta State, Nigeria's public secondary schools need to efficiently manage their human resources?

2. What administrative skills do principals in Delta State, Nigeria's public secondary schools need to efficiently manage material resources?
3. What administrative skills are necessary for public secondary schools in Delta State, Nigeria, to efficiently manage their financial resources?
4. What administrative skills do principals in Delta State, Nigeria's public secondary schools need to efficiently manage time resources?

Hypotheses

The following hypotheses were examined in the study:

1. There is no significant difference between the mean scores of principals in urban and rural schools on principals' administrative competencies and efficient management of human resources in public secondary schools in Delta State, Nigeria.
2. There is no significant difference between the mean scores of principals in urban and rural schools on principals' administrative competencies and efficient management of material resources in public secondary schools in Delta State, Nigeria.
3. There is no significant difference between the mean scores of principals in urban and rural schools on the administrative competencies of principals and the efficient management of financial resources in public secondary schools in Delta State, Nigeria.
4. There is no significant difference between the mean scores of principals in urban and rural schools on the administrative competencies of principals and efficient management of time resources in public secondary schools in Delta State, Nigeria.

Conceptual Structure

Recognizing Efficient School Human Resource Management.

Human resources are the individuals who work for the organization to accomplish its objectives. In order to help an organization accomplish its goals, it refers to a strategic approach to personnel management (Armstrong, 2014). According to Heatfield (2011), human resource management is the department within an organization that is responsible for hiring, managing, and guiding its employees. Recruiting, training, and retaining teaching and non-teaching staff; creating a positive school climate; handling conflict; guaranteeing ongoing professional development; and offering staff members sustainable welfare policies are all part of the secondary school situation. Since welfare policies frequently aim to improve employee performance, they encompass more than just financial benefits; they also include other packages like employer-employee relationships (Akinfolarin, 2017).

A key component of human resource management for principals is leadership. The ability to inspire, encourage, and direct both teaching and non-teaching staff towards accomplishing the school's objectives is a necessary component of effective leadership. To create a cooperative school culture where employees are inspired to give their best efforts, principals need to embrace both transformational and instructional leadership philosophies (Bush, 2018). According to research by Mulford and Silins (2011), schools with principals who demonstrate strong leadership qualities typically have happier employees and better academic results.

For the principal and staff to interact smoothly, effective communication is essential. In addition to making sure that teachers and students are aware of their roles and responsibilities, principals must be able to clearly communicate the school's goals, visions, and policies. For goals to be achieved, teachers, students, and school administrators must have an effective communication system both inside and outside the school, claim Akinfolarin and Rufai (2017). Feedback from open communication is essential for making well-informed decisions regarding staff management (Miller, 2009).

Effective and efficient human relationship management requires the ability to resolve conflicts and negotiate. Relationship problems between students and staff regarding school rules or discontent with working conditions can lead to conflict in secondary schools. To resolve these issues in a timely and equitable manner, principals need to be skilled negotiators and conflict resolution specialists. Resolving conflicts amicably keeps the school environment positive and keeps instruction and learning uninterrupted (Adeyemi, 2011).

Another important component of human resource management is funding teachers' professional development. According to Mulford and Silins (2011), schools with principals who place a high priority on staff development typically have better student programs and higher teacher retention rates. Principals are necessary for effective human resource management when making decisions that affect the performance and well-being of employees and students. Adaptability in problem-solving and timely decision-making based on data and feedback are essential for principals. Those with the best decision-making abilities are better able to manage human resources in a way that fosters fairness, transparency, and contentment (Bush, 2018).

Comprehending Efficient Material Resource Administration in Educational Institutions

The term "material resources management" refers to the strategic planning, acquisition, allocation, maintenance, and disposal of physical resources within an organization. Examples of material resources

include school buildings, laboratories, libraries, e-learning facilities, instructional materials, furniture, classrooms, offices, school records, sports facilities, etc. Efficient material resource management in secondary schools entails making sure that the facilities, tools, and instructional materials are sufficient and used efficiently to support learning goals (Owolabi & Amisu, 2012). As the leader of the school, the principal is in charge of organising these events and making sure that tangible resources are utilised in ways that improve the learning environment (Okoroma, 2007). Principals need to be skilled in strategic planning in order to manage material resources in schools.

Setting long-term objectives for the acquisition, use, and upkeep of resources, as well as projecting future requirements, are all part of strategic planning. According to Bonsai and Kusi (2011), efficient planning guarantees that resources are in line with the educational goals of the school and that surpluses and shortages are prevented. The majority of principals create well-defined plans for allocating resources, making sure that classrooms, labs, and libraries are sufficiently furnished to facilitate teaching and learning activities.

Additionally, budgeting and financing are closely related to material resource management because both require the efficient allocation of financial resources to acquire, the maintenance of an efficient budget to prioritize needs, the forecasting of expenses, and the assurance that expenditures are in line with the objectives of the school (Omoike, 2020). To keep an eye on expenditures, prevent waste, and guarantee that money is available for essential resources, principals need to be proficient in financial management.

Another crucial area where principals need to show their abilities is procurement. This entails investing in resources like computers, furniture, and textbooks. The procurement process, which includes choosing suppliers, negotiating contracts, and guaranteeing value for money, must be understood by principals (Olagunju & Ajayi, 2021). Most importantly, principals make sure that resources are distributed fairly throughout the school, taking into account the unique requirements of various departments or student groups.

For school equipment and facilities to last a long time and remain useful, maintenance is essential. To avoid deterioration and expensive repairs, principals must put in place efficient maintenance schedules for the communication and technology infrastructure. This calls for taking a proactive stance towards possible issues and resolving them before they become more serious (Ogundele & Adelabu, 2017).

Again, good decision-making and problem-solving skills are necessary for efficient material resource management. When it comes to buying, repairing, or replacing materials, principals need to be able to assess the school's resource requirements, consider their options, and make well-informed decisions (Omoike, 2020). In order to minimize disruptions to learning, principals must find quick and workable solutions to problems like equipment breakdowns or resource shortages.

Knowing the Managerial Skills of the Principals to Manage Financial Resources Efficiently

The strategic planning, organizing, directing, and controlling of financial activities, including purchases and fund allocation, in order to accomplish an organization's objectives is known as financial resource management (Armstrong, 2014). According to Alia and Iwuoha (2014), "School principals and administrators are responsible for the preparation of the school budget and ensure effective financial management in order to achieve the objectives of the school." In the context of secondary schools, financial management includes budgeting of funds, tracking expenditures, ensuring proper accounting, managing grants and external funds, and making financial decisions that align with school goals. As financial administrators, principals have a voting role in making sure that school resources are used efficiently and that spending is in line with educational priorities. In order to make sure that financial decisions support teaching and learning activities, they must supervise the school's financial operations and ensure compliance with pertinent laws and policies (Okoroma, 2007).

Principals in secondary schools must possess a variety of competencies, including budgeting and financial planning, in order to effectively manage their finances. The cornerstone of school financial management is budgeting. Principals need to be adept at creating understandable budgets that take into account the resources and priorities of the school. There should be a carefully thought-out budget that demonstrates how funds are distributed to important areas (Omoike, 2020). Forecasting income and expenses, prioritizing spending, and managing adjustments based on financial constraints are all necessary for effective budgeting.

Additionally, the principal must be competent in revenue generation and fundraising for the school system to have effective financial management. Government support is frequently insufficient to cover all of the needs of the educational system in many schools, particularly in developing nations like Nigeria. Principals need to be capable of looking into other funding options, like planning fundraisers, applying for grants, and forming alliances with nearby companies and civic associations (Ugwulashi, 2017). Successful financial managers are proactive in identifying new and creative ways to make money that can be utilized to improve the facilities and educational programs offered by schools.

Another essential skill for principals is spending control. Monitoring spending is necessary for effective and efficient financial management in order to make sure that it adheres to the approved budget and the priorities of the school. To avoid financial mismanagement or abuse, principals primarily implemented transparent financial processes and internal controls (Okoroma, 2007). This entails maintaining thorough records of every financial transaction, carrying out frequent audits, and guaranteeing financial reporting transparency.

The use of financial resources must benefit the school, and principals must make sure that all parties involved—teachers, parents, and school boards—are aware of how the money is being spent.

Comprehending the Managerial Skills of Principals for Efficient Time Management in Secondary Schools.

To guarantee the seamless operation of secondary schools, school principals must practice efficient time management. Efficient time management by a principal affects not only administrative effectiveness but also the general school climate and academic results. Efficient time management necessitates good leadership, delegation, organizational abilities, and strategic planning.

One essential skill that helps people manage their time effectively and efficiently is strategic planning. The ability to prioritize tasks, set clear goals, and allot time according to the importance and urgency of tasks is the first step towards effective time management. According to a study by Adeyemi (2010), principals of schools with organized time management plans typically see an increase in student performance. In order to adjust to the changing needs of the school, principals should actually review their time allocation plans on a regular basis.

Delegation is another essential managerial skill that improves time management. Task delegation to capable employees promotes teamwork, increases staff members' ability to assume leadership roles, and frees up the principal to concentrate on more strategic duties (Mullins, 2007). Other senior staff members in the school system can be assigned tasks like managing non-critical issues, coordinating extracurricular activities, and handling routine administrative paperwork. As a result, the principal has more time to devote to more important leadership duties like coaching teachers and making sure the school's goals and procedures are in line. Time usage and organizational productivity are enhanced by effective delegation (Yuki, 2013).

The ability of principals to communicate and make decisions is directly related to their ability to manage their time effectively. While prompt or decisive action guarantees that time is not wasted on indecision, clear communication helps to avoid misunderstandings and lessens the need for drawn-out meetings. In addition to spending less time resolving disputes or providing clarification, principals who communicate effectively with staff, students, and parents also tend to make decisions more quickly and minimize delays in the implementation of school policies and activities. Fostering a positive school climate requires prompt decision-making and effective communication (Bush 2008).

On the other hand, integrating technology is a crucial managerial skill for principals, particularly when it comes to time management. The amount of time spent on administrative duties can be significantly decreased by using communication tools, online meeting platforms, and scheduling software. Without having to be physically present in every situation, principals can use school management systems to monitor teachers' lesson plans, students' attendance, and the status of school projects. As a result, they are able to better manage their time and concentrate on strategic leadership tasks rather than day-to-day operational details. Principals who effectively use information and communication technologies (ICT) in their administrative roles report significantly better time management (Afshari et al, 2009).

Another crucial component of time management for principals is the capacity to settle disputes and find effective solutions to issues. Conflicts can occur often in schools because they are dynamic environments. Principals who possess strong conflict resolution and problem-solving abilities can handle these issues quickly, preventing them from getting worse and taking up more time. Another managerial competency for principles is the ability to manage one's own time effectively. This includes the capacity to manage stress, avoid procrastination, and preserve work-life balance. A principal's efficiency at work is directly impacted by how well they manage their personal time. Principals can better manage their personal and professional time by implementing simple strategies like making daily to-do lists, scheduling meetings at specific times, and employing time-blocking techniques.

Materials and Procedures

The descriptive research of the survey period is the type of research intended for this study. According to Akinfolarin (2017), descriptive research is a methodical examination of the current variable in order to address a particular issue. All public secondary school principals in Delta State, Nigeria, made up the study's population. Using stratified random sampling, 200 principals from urban schools and 120 principals from rural schools were chosen from the population. The "Principals Administrative Competence for Efficient Management of School Resources Questionnaire" (PACEMSRQ), was the tool used to gather data for the study. There were two sections to the instrument: A and B. The demographics were in Part A. Information about the schools' personal information was elicited. Twenty items on administrative competencies for efficient school resource management were included in Part B. Strongly agree (SA = 4 points), agree (A = 3 points), disagree (D = 2 points), and strongly disagree (SD = 1 point) made up the four-point rating system. Two specialists from the University of Delta in Agbor, Delta State, Nigeria, validated the tool. The final versions of the study's instrument included the content and language clarity corrections and modifications that had been made. Forty Delta State principals who were not part of the study's initial sample were used to test the instrument's reliability. Cronbach Alpha was used to estimate internal consistency, and the result was 0.82, which was deemed sufficient for the study. With the assistance of three research assistants, the

researchers administered the research questions. In order to answer the research questions, the mean and standard deviation of the data gathered from the respondents were compiled and examined. While an item with a mean score of less than 2.50 was rejected and one with a mean score of 2.50 or higher was accepted. The hypotheses were analyzed with a Z-test at an alpha level of 0.05.

Results Presentation

Research Question 1:

What administrative skills do principals in Delta State, Nigeria's public secondary schools need to efficiently manage their human resources?

Table 1 shows the mean and standard deviation of principals' administrative competency scores for efficient human resource management in public secondary schools in Delta State, Nigeria, across both urban and rural schools.

S/N	Items description	Urban Principals (N=200)		Rural Principal (N=120)	
X	std	Decision	x	std	Decision
1.	Providing incentives to teachers to increase their motivation to work	3.14	0.22	Agree	3.14 0.28 Agree
2.	Effective Communication in the school system to ensure that teachers and students understand their roles	3.24	0.22	Agree	2.90 0.26 Agree
3.	Ensuring conflict resolution and negotiation strategies	3.25	0.22	Agree	3.14 0.28 Agree
4.	Investing in the professional development of teachers	3.22	0.22	Agree	3.13 0.28 Agree
5.	Involving both staff and students in decision making	3.25	0.22	Agree	3.13 0.28 Agree
Grand mean &Std		3.22	0.22		3.08 0.27

The mean scores and standard deviation of the administrative competencies of urban and rural principals for the efficient management of human resources in Delta State's public secondary schools are shown in Table 1. The respondents' mean scores were higher than the criterion mean of 2.50, as the table demonstrates. According to the respondents, principals' administrative responsibilities for the efficient management of human resources in secondary schools revolve around offering teachers incentives to boost their drive to work, ensuring that teachers and students understand their roles through effective communication within the school system, ensuring conflict resolution and negotiation techniques, and involving both staff and students in decision-making processes. Additionally, the items were strongly accepted, as indicated by the grand means of 3.22 and 3.08 for urban and rural principals, respectively. Additionally, their standard deviation fell between 0.22 and 0.27, which is consistent with the statement and shows convergence.

Research Question 2:

What administrative skills do principals in Delta State, Nigeria's public secondary schools need to efficiently manage material resources?

Table 2 shows the administrative competency mean scores and standard deviation of principals in both urban and rural schools for efficient material resource management.

S/N	Items description	Urban Principals (N=200)		Rural Principal (N=120)	
X	std	Decision	x	std	Decision
6.	Possessing strategic planning skills	3.07	0.21	Agree	3.15 0.28 Agree
7.	Possessing financial management skills to monitor spending	3.21	0.22	Agree	3.09 0.26 Agree
8.	Possessing procurement procedure skills to ensure value for money	3.19	0.22	Agree	3.13 0.28 Agree
9.	Possessing maintenance culture to ensure the longevity of school facilities	3.27	0.22	Agree	3.16 0.28 Agree
10.	Possessing strong decision making and problem solving abilities	3.35	0.22	Agree	3.17 0.28 Agree
Grand mean &Std		3.21	0.22		3.14 0.27

The mean scores and standard deviation of the administrative competencies of principals in urban and rural areas for the efficient management of material resources in secondary schools were displayed in Table 2. The respondents agreed that having strategic planning skills is one of the administrative competencies of principals for the efficient management of material resources, as indicated by the aggregate mean of 3.21 and

3.14 for urban and rural principals, respectively. They showed convergence and a closer deviation from the statement, with a standard deviation ranging from 0.22 to 0.27.

Research Question 3:

What administrative skills do principals in Delta State, Nigeria's public secondary schools need to efficiently manage their financial resources?

Table 3 shows the mean and standard deviation of principals' administrative skills for efficient financial resource management in both urban and rural schools.

S/N	Items	Urban Principals (N=200)		Rural Principals (N=120)	
X	std	Decision	x	std	Decision
11.	Possessing finance planning and budgeting skills	3.18	0.23	Agree	3.08 0.26 Agree
12.	Possessing revenue generation and fund raising skills	3.35	0.22	Agree	3.12 0.28 Agree
13.	Possessing controlling and monitoring expenditure skills	3.29	0.22	Agree	3.16 0.28 Agree
14.	Procurement and allocation of funds skills	3.40	0.23	Agree	3.27 0.29 Agree
15.	Proper accounting skills	3.13	0.21	Agree	3.28 0.29 Agree
Grand Mean & Std		3.31	0.22		3.18 0.28

Table 3 displayed the responses of both urban and rural principals regarding their administrative proficiency in managing financial resources in Delta State's public secondary schools. In order to effectively manage financial resources in secondary schools, principals must have the following administrative competencies: financial planning and budgeting skills, revenue generation and fundraising skills, controlling and monitoring expenditure skills, procurement and allocation of funds, and proper accounting skills. This is implied by the aggregate mean of 3.31 and 3.18 for urban and rural principals, respectively. They showed convergence and a closer deviation from the statement, with a standard deviation ranging from 0.22 to 0.28.

Research Question 4

What administrative skills do principals in Delta State, Nigeria's public secondary schools need to efficiently manage time resources?

Table 4: Mean and standard deviation of principals in urban and rural schools on principals' administrative competencies for the efficient management of time resources

S/N	Items	Urban Principals (N=200)		Rural Principals (N=120)	
X	std	Decision	x	std	Decision
16.	Strategic Planning and time prioritization skills	3.20	0.22	Agree	3.12 0.28 Agree
17.	Delegation of tasks to competent staff members	3.25	0.22	Agree	3.25 0.29 Agree
18.	Clear communication and decision making	3.23	0.22	Agree	3.20 0.29 Agree
19.	Involving the integration of technology skills	3.24	0.22	Agree	3.21 0.29 Agree
20.	Possessing the ability to resolve conflicts and solve problems	3.32	0.22	Agree	3.21 0.29 Agree
Grand Mean & Std		3.24	0.22		3.12 0.29

The mean scores and standard deviation of principals' administrative competencies for efficient time resource management in Delta State's public secondary schools were displayed in Table 4 for both urban and rural schools. All of the items with means higher than the criterion mean of 2.50 were agreed upon by the respondents. It suggests that both urban and rural school principals agreed that good time management involves strategic planning and time prioritization, assigning work to qualified employees, having clear communication and decision-making abilities, and being able to settle disputes and find solutions. They showed convergence and a closer deviation from the statement, with a standard deviation ranging from 0.22 to 0.29.

Hypothesis 1: There are no significant differences between the mean scores of principals in urban and rural schools on principals' administrative competencies and efficient management of human resources in public secondary schools in Delta State, Nigeria.

Table 5: Z-Test analysis on the differences between mean scores of principals in urban and rural schools on principals' administrative competencies and efficient management of human resources.

Variables	N	X	Std	df	z-cal	z-crit	Remark
Urban Principals	200	3.22	0.22	318	0.90	1.96	Accepted
Rural Principal	120	3.08	0.27				

The Z-test analysis of the administrative skills and efficient human resource management of principals in public secondary schools in Delta State, Nigeria, was displayed in Table 5. According to the table, the mean and standard deviation scores of principals in urban schools are 3.22 and 0.22, respectively, whereas those in rural schools are 3.08 and 0.27. Since the z-calculated value of 0.90 is less than the z-critical value of 1.96 at the 0.05 alpha level and degree of freedom of 3.18, the null hypothesis is not rejected. Therefore, it was determined that there are no appreciable differences between the views of principals in urban and rural schools regarding their administrative skills and efficient human resource management.

Hypothesis 2

There is no significant difference between mean scores of principals in urban and rural schools on principals' administrative competencies and the efficient management of material resources in public secondary schools in Delta State, Nigeria.

Table 6: Z-Test analysis on the differences between mean scores of principals in urban and rural schools on principals' administrative competencies and efficient management of material resources.

Variables	N	X	Std	df	z-cal	z-crit	Remark
Urban Principals	200	3.21	0.22	318	0.46	1.19	Accepted
Rural Principal	120	3.14	0.27				

According to Table 6, the mean and standard deviation scores of principals in urban schools are 3.21 and 0.22, respectively, whereas those in rural schools are 3.14 and 0.27. The outcome suggests that the hypothesis was not rejected because the z-calculated value of 0.46 is less than the critical value of 1.96 at the 0.05 alpha level and 3.8 degrees of freedom. Therefore, when it comes to the administrative competencies and efficient use of material resources in secondary schools in Delta State, Nigeria, the mean scores of principals in urban and rural schools do not differ significantly.

Hypothesis 3

There is no significant difference between the mean scores of principals in urban and rural schools on the administrative competencies of principals and the effective management of financial resources in public secondary schools in Delta State, Nigeria.

Table 7: Z-Test analysis on the differences between mean scores of principals in urban and rural schools on principals' administrative competencies and effective management of financial resources

Variables	N	X	Std	df	z-cal	z-crit	Remark
Urban Principals	200	3.31	0.22	318	0.81	1.96	Accepted
Rural Principal	120	3.18	0.28				

The null hypothesis was not rejected, according to the results of hypothesis 7, since the computed z-test value of 0.81 is less than the table value of 1.96. Thus, in public secondary schools in Delta State, Nigeria, the mean score of principals in urban and rural schools on administrative competencies and efficient financial resource management did not differ significantly.

Hypothesis 4

There is no significant difference between the mean scores of principals in urban and rural schools on the administrative competencies of principals and effective management of time resources in public secondary schools in Delta State, Nigeria.

Table 8: Z-Test analysis on the differences between mean scores of principals in urban and rural schools on principals' administrative competencies and effective management of time resources.

Variables	N	X	Std	df	z-cal	z-crit	Remark
Urban Principals	200	3.24	0.22	318	0.75	1.96	Accepted
Rural Principal	120	3.12	0.29				

According to Table 8, the mean and standard deviation scores of principals in urban schools are 3.24 and 0.22, while those in rural schools are 3.12 and 0.29, respectively. The outcome shows that the hypothesis was not rejected because the z-calculated value of 0.75 is less than the z-critical value of 1.96 at the 0.05 alpha level and 318 degrees of freedom. Consequently, the mean scores of principals in urban and rural schools regarding their administrative skills and efficient financial resource management in public secondary schools in Delta State, Nigeria, did not differ significantly.

Analysis of the Results

According to the research question's findings, principals' administrative competencies for effective human resource management include investing in teachers' professional development, involving staff and students in decision-making, offering initiatives to teachers to increase their motivation to work, and ensuring that teachers and students understand their roles through effective communication within the school system. This supports Akinfolarin's (2017) claim that human resources encompass more than just financial compensation; they also include other benefits like the interpersonal relationships between employers and employees, which are frequently intended to enhance personnel programs. Additional research revealed that there is no discernible difference between the mean scores of principals in rural and urban schools regarding their administrative skills and efficient human resource management in Delta State's public secondary schools. Although urban and rural principals have different levels of competence, their perceptions of each other's administrative competencies are the same.

Table 2's results indicate that respondents generally agreed that having strong decision-making and problem-solving abilities, as well as strategic planning, financial management, procurement procedure, and maintenance culture skills, are essential administrative competencies for efficient material resource management. As the leader of the school, the principal is in charge of organizing these events and making sure that financial resources are allocated in ways that improve the educational process (Okoroma, 2007). Additional research revealed no discernible difference in the mean scores of urban school principals, urban school principals, and rural school principals on effective material resource management and administrative strategies in Delta State's public secondary schools. Regarding their abilities and efficient use of school resources, principals in both urban and rural schools are anonymous. When it comes to buying, fixing, or replacing materials, principals need to be able to evaluate the school's resource requirements, consider their options, and make well-informed decisions.

In a similar vein, research question three uncovered the views of rural school principals regarding the efficient use of materials and administrative tactics in Delta State's public secondary schools. Principals in both urban and rural schools can learn about effective financial resource management and administrative skills. Among these are having knowledge of finances and budgeting. This is consistent with Okoroma (2007) assertion that school principals are responsible for supervising the financial operations of the institution, guaranteeing adherence to pertinent laws and policies while making sure that financial choices promote instruction and learning. Additional research revealed that the mean scores of principals in urban and rural schools on their administrative skills and efficient financial resource management in Delta State's public secondary schools did not differ significantly. Since the management of school resources is greatly influenced by the leadership styles of the principals, their opinions are identical.

Additionally, the research question four uncovered the perspectives of both urban and rural school principals regarding the administrative skills and efficient use of time in research in schools. These include time prioritization and strategic planning, assigning employees to qualified staff, having clear communication and decision-making abilities, integrating technology, and having the capacity to settle disputes and find solutions. Effective time management calls for a combination of leadership, delegation, organizational abilities, and strategic planning. Furthermore, the results of Hypothesis 4 showed that the mean scores of

Delta State's urban and rural principals did not differ significantly. This suggests that the principals have different viewpoints. These are consistent with Adeyemi's (2010) assertion that principals of schools that implement systematic time management plans typically see an increase in students' performance. In order to adapt to the changing needs of the school, principals should actually review their time allocation strategies on a regular basis.

In conclusion

The teaching and learning process is given purpose by school resources. Thus, managing resources is an essential component of running the school as a whole. To ascertain which resources are necessary, school administrators should conduct a thorough assessment of the available resources. Therefore, since it improves teacher productivity and student performance overall, efficient management is a prerequisite for resource sustainability, utilisation, and maintenance. To guarantee that resources are appropriately managed and maintained in accordance with the aims and objectives of the educational system, an integrated effort by all stakeholders is desperately needed. This will guarantee that the teaching and learning objectives in the educational systems are successfully met.

Suggestions

The findings led to the following suggestions being made:

1. For the school system's human resource management to be effective, principals should involve teachers and students in decision-making.
2. School administrators should become proficient in the acquisition and upkeep of instructional and physical resources for the school system.
3. When creating school budgets, department heads should be involved, according to school principals.
4. In order to raise money for school improvement, school principals ought to include stakeholders.
5. The government ought to host workshops and seminars for school administrators on resource management within the educational system.

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