

Educating for Effective Resource Management as Predictor to Quality of Intellectual Attainment amongst Primary School Teachers in APA Local Government Area of Benue South, Nigeria

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Abstract

All things considered, the most prioritized resource on planet earth is people. With human beings, resources can be managed. Without people to decide how they need to be served, resources have no value. People decide what is best for them. We rate materials in the order in which they appeal to us. We also decide on the combination of variables that work better for us. In that same breath, resources can be optimally utilized so as to minimize wastes. Elimination of wastes leads to effectiveness in resource management. This study assessed the effectiveness of educational resource management as it relates to the quality of intellectual attainment amongst primary school teachers in Benue South, Nigeria. Descriptive-correlational research design was employed to gather data among 534 teaching personnel from 26 public primary schools in Apa L. G. A of Benue- South during the academic year 2023-2024. The primary instrument of the study was a researcher-made survey questionnaire distributed using Google forms. The study revealed that physical resources in different schools like human beings as well as non-human resources like time, financial, human, information and communication technology and community resources are well-managed. Moreover, the community and physical/material resources are factors that significantly relate to the respondents' quality of intellectual prowess in terms of job satisfaction, workplace stress, financial reimbursement, working condition, work-life balance, and safety as well as health based on the regression of variables. However, there is no significant difference in the perception of both groups of respondents in the area of educational resource management and level of the quality of work life. School leaders may prioritize the management of community and physical resources since these are the two factors that can be linked to personnel's quality of work-life. This is important for all organizational inputs because it leads to employee satisfaction and influences organizational effectiveness. Suggestions have been made to the effect that the culture of sustainability demands that effectiveness in resource usage demands that we keep a tab for generations unborn. They also require these same support systems to survive on. Should they be allowed to go into extinction, it means at some point our children will suffer.

Keywords: Quality of life, education, educational resources, quality education, resource management.

Introduction

Educational resources are means by which teachers attain effectiveness in delivering quality instructions. These include all human, material as well as other non-material resources required to simplify the teaching-learning process and to make school administration easier (Abioro *et al.*, 2018), physical resources that entail providing a safe and clean environment (Akram and Amir, 2020), time as a resource, and product mobility (Olaleye, 2014, 2020). Also, not left out is financial resources which are required for a school's smooth operation. The human resource builds the workforce and attempts to harness all other activities that the organization requires (Sarah, 2013). Not left out are information and communication technology resources which the community requires to support the teaching-learning process. The current economic downturn has weakened educational systems while also providing opportunities to transform school education into a more resilient and firmer paradigm. The Federal Ministry of Education is collaborating with the Tertiary Education Trust Fund and other sister agencies of Government in addressing fundamental issues in education at the moment.

Moreover, Osuji (2016) stated that work-life quality is an essential concept in an employee's life. Work-life quality indicates an employee's ability to balance job satisfaction and personal life satisfaction while also ensuring organizational productivity. Furthermore, Padala (2010) emphasized that a worker's expectation and experience of quality work-life may result from his perspective of himself, his task, and his working environment. Hence, in order to provide a high-quality education, schools must attract, develop, and retain effective teachers. Working conditions have a significant impact on a school's ability to do so. Schools that can provide a safe, pleasant, and supportive working environment for their teachers and adequate compensation, are better able to attract and retain good teachers and motivate them to do their best (Alhamouri *et al.*, 2015).

This study aimed to determine if the factors of school's educational resources, singly or in combination, relate to the respondents' quality of work-life (QWL), if so, which factors relate to the QWL, and the perception difference of two groups of respondents to the educational resource management and level of quality of work-life. School educational resources may provide the teacher with more valuable and powerful direction than any personal efforts without the materials. Educational resources are not only limited to school administration, but they can also be effectively and efficiently managed when management activities are appropriately harmonized, organized, coordinated, and controlled by the school management team. Usman (2014) argues that it is not the availability of these resources alone that ensures

effective school performance, but their adequacy and effective utilization. This means that the presence of various educational resources like physical/material, time, financial, human, information and communication, and community resources must be adequate for the school operations. (Fashiku *et al.*, 2015).

Methodology

This study employed descriptive-correlational research design in determining the relationship between school educational resources as predictors to teachers' quality of work-life. This study was conducted in 26 public primary schools in Apa, Benue South. There were 534 public schools teaching personnel who were grouped and became the respondents of the study. The participants were purposively chosen, haven agreed to answer the research questionnaire. The respondents were mostly from Apa Local Government in Benue South, within the age ranges from 41 to 50.

The study used a researcher-made questionnaire as the primary instrument to gather data. The questionnaire was divided into three parts. The first part describes the respondents' profile which includes the name, school, age, gender, civil status, educational attainment, area of specialization, designation, years in service, school classification, SBM level and ancillary services. The second part covers the management of educational resources which includes physical/material resources, time resources, financial resources, human resources, information and communication resources and community resources. The last part conforms to quality of work-life which includes job satisfaction, workplace stress, working condition/job environment, work-life balance and safety and health. Cronbach's alpha was used by the researcher to determine the instrument's internal consistency. The statements were in a 4-Likert style format. The researcher created a Google form to conduct the survey with the link distributed to all 26 public schools in Apa, Benue South. The researcher ensured the confidentiality of the respondents' data.

In dealing with the data regarding various school educational resource management and quality work-life dimensions of teachers, mean and standard deviation were used. To test the correlation of the perceived educational resource management and the perceived level of respondents' quality of work-life, Pearson product-moment correlations was used. A stepwise multiple regression was used to determine which factors of educational resources singly or in combination, relate to the respondents' work-life quality. To find out if there is significant difference in the perception of the two groups of respondent to the management of educational resources and level of quality of work-life, Analysis of Variance was used.

Findings and Discussion

Table 1: Summary of Perceived Extent of Physical/ Material Resource Management

Indicators	Mean	SD	Verbal Interpretation
Utilization of Physical/Material Resources	3.48	0.51	Managed
Adequacy of Physical/Material Resources	3.47	0.53	Managed
Overall	3.48	0.52	Managed

Legend: 3.50-4.00 Strongly Agree/ Well- Managed; 2.50-3.49- Agree/Managed; 1.50 -2.50 Disagree/Fairly Managed; 1.00 -1.49 Strongly Disagree/ Not Managed at all

Table: 2 Summary of Perceived Extent of Time Resource Management

Indicators	Mean	SD	Verbal Interpretation
Availability of Time	3.49	0.56	Managed
In-school/Work time	3.49	0.56	Managed
Work from Home	3.59	0.49	Well-Managed
Overall	3.52	0.54	Well-Managed

Legend: 3.50-4.00 Strongly Agree/ Well- Managed; 2.50-3.49- Agree/Managed; 1.50 -2.50 Disagree/Fairly Managed; 1.00 -1.49 Strongly Disagree/ Not Managed at all

Table: 3 Summary of Perceived Extent of Human Resource Management

Indicators	Mean	SD	Verbal Interpretation
Management of Personnel	3.51	0.57	Well-Managed
Training and Development	3.59	0.51	Well-Managed
Benefits of Teachers	3.58	0.51	Well-Managed
Overall	3.56	0.55	Well-Managed

Legend: 3.50-4.00 Strongly Agree/ Well- Managed; 2.50-3.49- Agree/Managed; 1.50 -2.50 Disagree/Fairly Managed; 1.00 -1.49 Strongly Disagree/ Not Managed at all

Table: 4 Summary of Perceived Extent of Educational Resource Management

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Interpretation</i>
Physical/Material Resource Management	3.48	0.52	Managed
Time Resource Management	3.52	0.54	Well-Managed
Financial Resource Management	3.56	0.56	Well-Managed
Human Resource Management	3.56	0.55	Well-Managed
Information and Communication Resource Management	3.53	0.53	Well-Managed
Community Resource Management	3.54	0.52	Well-Managed
Overall	3.53	0.54	Well-Managed

Legend: 3.50-4.00 Strongly Agree/ Well- Managed; 2.50-3.49- Agree/Managed; 1.50 -2.50 Disagree/Fairly Managed; 1.00 -1.49 Strongly Disagree/ Not Managed at all

Table 5: ANOVA on the Perceived Management of Educational Resources and Level of Quality Work-Life

		Sum of Squares	df	Mean Square	F	Sig
Physical/Material Resources	Between Groups	3.194	7	.456	1.965	.058
	Within Groups	122.172	526	.232		
	Total	125.367	533			
Time Resources	Between Groups	2.804	7	.401	1.727	.100
	Within Groups	122.032	526	.232		
	Total	124.836	533			
Financial Resources	Between Groups	2.386	7	.341	1.415	.197
	Within Groups	126.687	526	.241		
	Total	129.072	533			
Human Resources	Between Groups	3.236	7	.462	1.967	.058
	Within Groups	123.638	526	.235		
	Total	126.873	533			
Information and Communication Resources	Between Groups	2.417	7	.345	1.588	.136
	Within Groups	114.384	526	.217		
	Total	116.801	533			
Community Resources	Between Groups	2.101	7	.300	1.353	.223
	Within Groups	116.728	526	.222		
	Total	118.830	533			
Job Satisfaction	Between Groups	2.176	7	.311	1.500	.165
	Within Groups	108.992	526	.207		

	Total	111.168	533			
Workplace Stress	Between Groups	2.217	7	.317	1.028	.411
	Within Groups	162.114	526	.308		
	Total	164.331	533			
Financial Reimbursement	Between Groups	1.797	7	.257	.926	.486
	Within Groups	145.915	526	.277		
	Total	147.712	533			
Working Condition /Job Environment	Between Groups	2.107	7	.301	1.120	.349
	Within Groups	141.432	526	.269		
	Total	143.539	533			
Work life Balance	Between Groups	.947	7	.135	.478	.851
	Within Groups	149.014	526	.283		
	Total	149.961	533			
Safety and Health	Between Groups	1.041	7	.149	.527	.815
	Within Groups	148.566	526	.282		
	Total	149.607	533			
Overall Work life Quality	Between Groups	.829	7	.118	.717	.657
	Within Groups	86.798	526	.165		
	Total	87.627	533			

**Significant at $p < .05$*

Table 1 summarizes the mean level of the respondent's perception concerning the management of physical resources. Data reveals that respondents both interpreted as agree/managed on the variables related to physical resources with the overall mean of 3.48 and 0.52 SD. This signifies that school authorities have carefully established and managed physical or material resources in their respective schools. The difference of the two indicators is 0.01 which means that respondents agreed that utilization and adequacy of physical resources should always be together. That is, controlled and managed by the school management. This implies that physical/material resources should not only be available, but also adequate in quantity. The effective use of school resources has an impact on educational institution personnel' job performance and students' learning outcomes. Investing in educational resources is critical for ensuring that educational institutions foster student collaboration and integration, as well as a pleasant and welcoming school atmosphere which is similar to Pandey (2015) study that resource availability in schools is crucial to attaining set objectives and goals.

Table 2 demonstrates the mean level summary of the respondent's perception concerning the management of time as a resource. This presents that sub variables one and two which got the lowest mean of 3.49 and 0.56 SD implies that respondents do not prioritize on-site schedule of reporting and doing school-related tasks. On the contrary, work from home set-up has the highest mean of 3.59 and 0.49 SD which implies that personnel preferred to have WFH schedule instead of the other two options. This is because school head teachers can effectively

manage the WFH schedule to allow teachers to complete school-related tasks at home, which was more convenient during the pandemic. In general, it has the overall mean of 3.52 and 0.54 SD interpreted as well-managed which signifies that school authorities have carefully established and followed time resource management effectively. Improving personal effectiveness requires an individual to control and manage time effectively in conducting relevant school activities. Thus, good leaders always remain mindful of the essential tasks that the school needs so that they can prioritize onsite of WFH schedule. This study is related to the findings of Prachi (2018) who emphasized that employees under work from home schedule felt satisfied with their jobs, which could be attributed to the flexibility of working hours compared to more static office-based hours.

Table 3 summarizes the mean level of the respondent's perception regarding human resource management. Though it reveals that management of personnel has the lowest mean of 3.51 and 0.57 SD. This still signifies that school leaders manage their teaching personnel well. As a result, teachers are satisfied with the welfare provided and supported by their leaders, and have received substantial benefits. Meanwhile, most of the respondents strongly agreed on training and development with the highest mean of 3.59 and 0.51 SD. It signifies that teachers enjoy activities regarding training and development and are well-managed by the school managers showing their good skills in imparting specific knowledge and abilities through orientation, communication, supervision, conflict resolution, motivation, and ensuring teachers' professional development.

In general, respondents agreed and interpreted as well-managed on all the variables related to human resource management with an overall mean of 3.56 and 0.55 SD. This signifies that school leaders have carefully established, developed and managed career orientation and professional development. Furthermore, good leaders are constantly providing opportunities for teachers to participate in various activities and programmes to share their talents through with adequate remuneration and other means of job motivation and fulfillment. Comprehensive evaluation of school success is based not only on the managerial acumen of school principals, but also on the combined team of school management, which includes motivation of teachers and administrative staff. Meanwhile, this work is connected to the study of Osuji (2016) who emphasized a harmonious relationship and conduct of various activities to help realize stated objectives both for school and students. One must possess infectious skills in human resource management and cooperating with school members, teachers, and administrative staff.

The respondents' perceptions of the educational resources available at their schools are summarized in Table 4. The respondents firmly agreed upon all of the variables with a well-managed interpretation, except for their physical and material resources, which they also strongly decided upon. Despite their agreement on these points, teachers still hold that their particular school administrators had done an excellent job managing the physical and material resources. The State Government or Local Government provides most of the funding for the Education Department. All requirements for the school, including facilities and instructional materials, must be put out on a bid. A reasonable sum will be selected to cover all needs. Regarding building and other infrastructure projects, some government efforts tend to take longer to deliver. In other words, using those infrastructure involves time on the part of the teacher.

Respondents viewed physical or material resources as having the lowest mean of 3.48 and 0.52 SD because they were believed to be unimportant or unavailable at their school. According to respondents' perceptions, which are well-managed, financial resource and human resource management had the highest means of 3.56 and 0.56 SD and 0.55 SD, respectively. These two factors are crucial to any institution of learning. Human resources help the organization achieve its aims and objectives. It guarantees an effective working environment through workable and realisable policies and a set of norms. Hiring talented and qualified personnel for the institution is the primary responsibility of human resource management. HR creates policies such as training and development, attractive salaries and compensation, incentives, promotion policies, and other measures to keep the workforce highly charged and motivated for a long time. Financial resources must be used in the meantime to pay for additional school expenses like phone and WiFi, to finance school infrastructure and projects like hand washing stations, clinics, and other similar things, to develop learning materials like printing lesson plans, to allocate funds for teacher development, and to oversee all of these. It is crucial to control how much money comes in and goes out of an institution. Allocating money properly and efficiently becomes challenging without those mentioned above.

The local government area education authority is generally thought to be effective, and respondents concur with this assessment. They opined that their school leaders effectively managed them while creating long-term plans for allocating and utilizing school resources. Overall, it has a 3.53 mean and a 0.54 SD. As a result, to accomplish school objectives, school administrators must have a comprehensive vision for the attainment of instructions and an excellent curriculum. Influential leaders invest time in employee mentoring and creating

educational initiatives. They also acknowledge the importance of ICT and community potential for staff development and school operations. This is related to Sarah's (2013) view that school principals should have a comprehensive, distinct, active, ambitious, and results-driven vision. Vision is crucial for the performance of students in an institution.

Table 5 shows the test of difference on the perceptions among the group of respondents (eight of them) based on designations; group 1 for Teachers I-III and group 2 for teachers with managerial function such as coordinators, OIC/TIC, master teachers, head teachers and school principal) using the ANOVA reveals $F(7, 526) = .717, p = .657$ no significant difference on the perceived management of educational resources and level of quality of work-life when tested at $p < .05$. This means that generally, the perceptions are similar. The means are closely related. The overall 0.717 f-value which is higher than the critical value of .657 implies that educational resource management is significant to respondents' quality of work-life. As a result, group 1 perceived educational resources in Benue south to be well-managed in the same way that group 2 perceived educational resource management to have a significant relationship to the level of their quality of work-life. This means that there is no significant difference in the perceptions of the two groups of respondents to the management of educational resources and level of quality of work-life. This could be because the respondents appreciate the needs of their assigned school, regardless of their designations or positions, and understood how well their school managers supported and managed educational resources to facilitate school administration and develop a workable teaching-learning atmosphere.

Conclusion and Recommendation

This study attempts to examine the relationship between school educational resource and teachers' quality of work-life among public school teachers in Apa, Benue South. Through descriptive-correlational design, 534 public elementary school teachers from 26 schools were chosen through total enumeration. The study used a researcher-made survey questionnaire as an instrument. Results showed that overall perception of the respondents regarding their school educational resource management is interpreted as well-Managed. Meanwhile, the level of quality of respondents' work-life are perceived by the respondents as satisfactory. Likewise, considering the results, the findings revealed that all variables have significant relationship with a moderate degree when tested at $p < .05$ level. Moreover, the community resource management and physical/material resource management are factors that significantly relate to respondents' quality work-life. Furthermore, there is no significant difference in the perceptions of the two groups of respondents to the management of educational resources and

level of quality of work-life. The study recommended that school leaders may collaborate with the community in planning of potential activities and programme and at the same time, allot budget to sustain school physical infrastructure to enhance delivery of instructions. They may prioritize the management of community and physical resources since these are the two factors that can be linked to teaching personnel's quality of work-life.

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