

RESOURCE MANAGEMENT AND STUDENTS' LEARNING OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN IBADAN, OYO STATE, NIGERIA

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Abstract: Despite the recognized importance of education as a tool for national development, evidence suggests that students' learning outcomes in public secondary schools across Oyo State remain below expected standards, particularly in the cognitive, affective, and psychomotor domains. This study, therefore, examined the relationship between resource management and students learning outcomes in public secondary schools in Ibadan, Oyo State. Three research questions and two hypotheses guided the study. The descriptive research of the survey type was adopted for this study. The population of the study comprised both principals and teachers in all public senior secondary schools in Ibadan township of Oyo State, Nigeria. The sample of this study was 200 respondents (teachers). They were selected using simple random and purposive sampling techniques. From the 11 Local Government Areas in Ibadan, simple random sampling technique was used to select two LGAs which were Ona-Ara and Egbeda LGAs. 10 public secondary schools were randomly selected in each of the LGAs to give a total 20 schools. A questionnaire instrument entitled: "Resource Management and Students Learning Outcomes Questionnaire (RMSLOQ)" with a reliability coefficient 0.87 was used for data collection. The research questions were answered using descriptive statistics of frequency counts, percentage and mean while the hypotheses were tested using inferential statistics of Pearson Product Moment Correlation at 0.05 level of significance. Findings showed that the extent of human resource management in public secondary schools was moderate; there was a significant relationship between human resources management and student learning outcomes and there was a significant relationship between physical resources management and student learning outcomes. It was, therefore, recommended that Education authorities should establish structured, ongoing professional development programmes for principals and teachers on effective resource management.

Keywords: Resource management, human resource, physical resource, student learning outcome.

Introduction

Education is widely recognised as the most reliable pathway through which societies transmit knowledge, values and skills that underpin economic, civic and personal development. At its core, education is both a public good and a planned social endeavor as it organises learning experiences so learners can acquire knowledge, develop dispositions and perform skills that are necessary for life and work. Ekpenyong et al (2023) emphasises that the quality of these organised learning experiences

depends not only on curricula and pedagogy, but on the wider ecosystem that supports teaching and learning such as families, communities, school leadership and the resources that schools can access and manage.

Within that broader system, secondary education plays a special role. It is the stage where foundational literacy and numeracy are consolidated, higher-order subject knowledge is built, and occupational and civic dispositions begin to crystallise. In many Nigerian states, including Oyo State, secondary schools are expected to transform

Academic Journal of Current Research

An official Publication of Center for International Research Development

Double Blind Peer and Editorial Review International Referred Journal; Globally index

Available <https://cirdjournals.com/index.php/ajcr>; E-mail: journals@cirdjournals.com



adolescents into informed citizens and skilled entrants into tertiary education or the labour market. However, scholars and policy analysts have repeatedly shown that the promise of secondary education is brittle where governance and resource stewardship are weak through uneven teacher quality, dilapidated facilities, and poor planning which all blunt the sector's potential. Studies of secondary schools in southwestern Nigeria and related contexts point to management of people (e.g., principals' human-resource practices, teacher deployment and professional development) as decisive for classroom instruction and school climate (Oladeji, & Yusuf, 2024).

When researchers measure students' learning outcomes they increasingly recognise three interlocking domains which are the cognitive (knowledge and intellectual skills), the affective (attitudes, values and motivation), and the psychomotor (practical and manual skills). A rounded appraisal of schooling must therefore look beyond test scores alone to include learners' dispositions and practical competencies. Resource management in schools especially the management of human resources (teachers, counsellors, non-teaching staff and school leaders) and physical resources (classrooms, furniture, laboratories, libraries, ICT and maintenance systems) is seen to be central to translating policy aims into daily teaching-learning interactions. Evidence from several recent Nigerian studies indicates that adequate and well-managed human resources (in terms of qualifications, deployment, motivation and continuous professional development) and fit-for-purpose physical resources (in terms of provision, utilization and maintenance) are associated with better student engagement and higher academic and practical attainment. Conversely, shortages, poor maintenance and weak management practices undermine instruction, reduce students' opportunities to practise psychomotor skills, and erode the school climate that supports positive attitudes and motivation (Nmema et al, 2024).

Focusing on Oyo State, it is pertinent to find out how human and physical resources are distributed across public secondary schools in the state, how effectively principals and local managers are deploying teachers, scheduling professional development and maintaining facilities so that

students make gains in the cognitive, affective and psychomotor domains. Observations have shown perceived gaps in managerial capacity, uneven provision and maintenance of facilities, and variable supports for teachers in Oyo State and neighbouring states all of which suggest that research examining the link between resource management and students' holistic learning outcomes in Oyo State would both fill an empirical void and offer actionable guidance to policymakers and school leaders. The present study therefore situates itself at the intersection of these literatures: it treats learning outcomes as multidimensional (cognitive, affective, psychomotor) and treats resource management as the combination of human-resource practices and physical-resource stewardship that schools exercise daily.

Statement of the Problem

Despite the recognized importance of education as a tool for national development, evidence suggests that students' learning outcomes in public secondary schools across Oyo State remain below expected standards, particularly in the cognitive, affective, and psychomotor domains. Many schools continue to grapple with inadequate human and physical resources which are manifested in teacher shortages, poor instructional supervision, overcrowded classrooms, and dilapidated infrastructure which undermine effective teaching and holistic learning. The inefficient management of available resources further compounds these challenges, leading to uneven teacher deployment, poor maintenance of facilities, and low motivation among staff. Consequently, the ability of schools to nurture well-rounded learners with the requisite knowledge, skills, and values is compromised. While various educational reforms have aimed to enhance quality and accountability in Nigerian secondary education, the persistent gaps in resource management and their implications for students' overall learning outcomes in Oyo State remain insufficiently explored, thus necessitating this study.

Literature Review



Human Resource Management and Students' Learning Outcomes

Olali and Humphrey (2025) conducted a study on educational resources for students' effective academic performance in public junior secondary schools in Obio/Akpor Local Government Area of Rivers State. Three Objectives, three research questions and three Hypotheses guided the study. Descriptive survey research design was used for the study. The population of the study comprised of 3,195 Principals and students in (twenty-seven) Public Junior Secondary Schools in Obio/Akpor LGA. The sample size of the study consists of 355 through the use of Taro Yemen formula. The simple random sampling technique was used for the study. Data for the study were collected by means of questionnaire titled "Managing Educational Resources for Students' Effective Academic Performance (MERSEAPQ)". The finding shows that human resources significantly enhance students' academic performance in public junior secondary schools.

Empirical studies across Nigeria consistently find that principals' HRM practices, teacher professional development, deployment and motivation are important predictors of teacher performance and, indirectly, students' learning outcomes. Ejiofor (2024) used survey data from public secondary schools in Abia State to show that principals' human-resource management skills (recruitment, supervision, appraisal) are positively correlated with teacher job performance and classroom effectiveness, which could be linked to improved student engagement and attainment. Oladeji and Yusuf (2024) analysed principals' HRM practices and found that where school leaders practiced systematic supervision, equitable teacher deployment and routine in-service training, teachers reported higher instructional quality and schools showed better standardized test performance.

Onyali and Akpunonu (2024) reported that principals' human resource management practices influenced teachers' job engagement which in turn affect students' performance in public secondary schools in Enugu State. Olaifa et al. (2025) used a correlational survey of senior secondary schools in Niger State and reported a significant

positive relationship between teachers' participation in structured professional development (workshops, peer observation, online courses) and students' academic achievement. A national/regional review and cross-sectional studies similarly report that better HRM practices including continuous professional development, performance appraisal linked to incentives, and transparent posting/transfer policies are associated with higher teacher effectiveness and better student outcomes across cognitive (test scores) and affective (motivation, attendance) measures (Hoque & Atheef, 2024). They also found that teachers have positive perception about human resources management among others. Equally, Adedoyin and Ishaya (2025) averred through their findings that irregular professional development, low recognition, unclear appraisal) undermines teacher motivation, raises absenteeism, and produces lower student gains; conversely, targeted HRM reforms improve teacher attendance, instructional time and measurable student learning.

Physical Resource Management and Students' Learning Outcomes

Empirical work on school physical resources in Nigeria similarly shows robust links between the availability/condition of facilities and student learning outcomes, though the strength of the relationship varies with the resource type and how it is managed. Moses and Umar (2024) reported that adequate classrooms, functioning laboratories, libraries and sanitation facilities are associated with higher academic performance and attendance; where laboratories and libraries are available and properly maintained, students perform better on practical and psychomotor tasks and show improved science and vocational outcomes.

Udeze (2024) carried out a study in public schools within Yenagoa Local Government Area of Bayelsa State. Mixed method was used to demonstrate that infrastructural decay (leaking roofs, overcrowded classrooms, poor furniture) reduces instructional quality and student concentration, producing lower scores on standardized exams and weaker psychomotor skill attainment. Ekpoto et al (2024)



conducted a review and empirical analyses across states and found that while basic classroom space and furniture primarily affect cognitive outcomes through instructional time and attention, specialised facilities (labs, workshops, ICT) have outsized effects on psychomotor competencies and student attitudes toward STEM subjects when they are both available and actively integrated into teaching. Similarly, Odeajo and Odefadehan (2025) underline that the management of physical resources through timely maintenance, equitable allocation, and teacher training in using equipment, conditions whether investments translate into learning gains: poorly maintained labs or unused libraries yield little benefit, whereas modest investments in maintenance and teacher use practices produce measurable improvements in cognitive, affective and psychomotor domains.

Together, the empirical literature indicates two clear, related points: (1) effective human-resource management (principals' HRM skills, teacher professional development, transparent deployment) improves teacher practices that drive student learning across cognitive and affective domains; and physical resources matter most when they are fit-for-purpose *and* well-managed (maintained, integrated into pedagogy) especially for psychomotor outcomes and STEM achievement.

Purpose of the Study

The main purpose of this study was to examine the relationship between resource management and students learning outcomes in public secondary schools in Ibadan, Oyo State. Specifically the study:

1. examined the extent of human resource management in public secondary schools in Ibadan, Oyo State.
2. investigated the level of physical resource management in public secondary schools in Ibadan, Oyo State.
3. determined the level of students' learning outcomes in public secondary schools in Ibadan, Oyo State.

Research Questions

The study aims to answer the following research questions:

1. What is the extent of human resource management in public secondary schools in Ibadan, Oyo State?
2. What is the level of physical resource management in public secondary schools in Ibadan, Oyo State?
3. What is the level of students' learning outcomes in public secondary schools in Ibadan, Oyo State?

Research Hypotheses

The following hypotheses guided the study:

1. There is no significant relationship between human resource management and students learning outcomes.
2. There is no significant relationship between physical resource management and students learning outcomes.

Methodology

The descriptive research of the survey type was adopted for this study. The population of the study comprised both principals and teachers in all public senior secondary schools in Ibadan township of Oyo State, Nigeria. The sample of this study was 200 respondents (teachers). They were selected using simple random and purposive sampling techniques. From the 11 Local Government Areas in Ibadan, simple random sampling technique was used to select two LGAs which were Ona-Ara and Egbeda LGAs. 10 public secondary schools were randomly selected in each of the LGAs to give a total 20 schools. From each of the sampled schools, 10 teachers were randomly sampled totaling 200 teachers. A questionnaire instrument entitled: "Resource Management and Students Learning Outcomes Questionnaire (RMSLOQ)" was used for data collection. The questionnaire contained two sections. Section A requested the gender of teachers, educational qualifications and years of teaching experience. Section B elicited responses on resource management and students learning outcomes in public secondary schools. The questionnaire was validated by specialists in the Department of Educational Management and Tests and Measurement in Adekunle Ajasin University, Akungba Akoko, Ondo State. The reliability was ensured using the test re-test method. The



questionnaire was trial-tested in two public secondary schools in Akinyele Local Government Area. The scores gotten were correlated using Pearson Product Moment Correlation. The reliability coefficient obtained was 0.87 which indicated that the instrument was reliable. The research questions were answered using descriptive statistics of frequency counts, percentage and mean while the hypotheses were tested using inferential statistics of

Pearson Product Moment Correlation at 0.05 level of significance.

Results

Research Question One: What is the extent of human resource management in public secondary schools in Ibadan, Oyo State?

Table 1
The Extent of Human Resource Management

S/N	Items	N	SA Freq %	A Freq %	D Freq %	SD Freq %	Mean (\bar{X})	St.D
1.	Teachers are adequately trained to perform their roles in the school	200	80 40%	70 35%	30 15%	20 10%	3.05	0.97
2.	Teacher workload is balanced and does not affect their teaching effectiveness	200	40 20%	60 30%	60 30%	40 20%	2.50	1.00
3.	The school provides regular professional development for staff.	200	60 30%	80 40%	40 20%	20 10%	2.90	0.88
4.	There are sufficient staff members in the school to meet its needs.	200	50 25%	70 35%	50 25%	30 15%	2.70	0.97
5.	The school management provides adequate resources and tools for teachers to effectively carry out their roles	200	70 35%	80 40%	30 15%	20 10%	3.00	0.89
6.	Teachers' workload is appropriately balanced	200	44 22%	66 33%	56 28%	34 17%	2.60	0.97
7.	Teachers are motivated and committed to their work	200	76 38%	72 36%	36 18%	16 8%	3.04	0.88
8.	The school provides sufficient resources to support teaching activities	200	64 32%	76 38%	40 20%	20 10%	2.92	0.88
9.	The school has an efficient system for managing human resources	200	56 28%	74 37%	50 25%	20 10%	2.83	0.93
10.	There is adequate collaboration and communication among school staff	200	68 34%	72 36%	40 20%	20 10%	2.94	0.89
Grand Mean							2.84	

Note: Low= ≤ 2.5 ; Moderate= $>2.5 < 3.25$; High= ≥ 3.25

The analyses of the statements relating to human resource management in public secondary schools in Ibadan, Oyo State were presented in Table 1. The result from research question one shows that total grand mean 2.84 was greater than standard mean score 2.50. This indicated that the

extent of human resource management in public secondary schools in Ibadan, Oyo State was moderate.

Research Question Two: What is the level of physical resource management in public secondary schools in Ibadan, Oyo State?



Table 2
The Level of Physical Resource Management

S/N	Items	N	SA	A	D	SD	Mean (\bar{X})	St.D
			Freq %	Freq %	Freq %	Freq %		
1.	The school has sufficient classrooms for all students	200	80 40.0	70 35.0	20 10.0	30 15.0	3.00	1.00
2.	The school has adequate learning materials such as books, projectors, and computers	200	50 25.0	60 30.0	30 15.0	30 30.0	2.50	1.11
3.	The school environment is well-maintained and conducive to learning.	200	100 50.0	60 30.0	20 10.0	20 10.0	3.20	0.89
4.	Physical resources such as classrooms and furniture are in good condition	200	70 35.0%	80 40.0	20 10.0	35 15.0	2.95	0.98
5.	The school has a well-equipped science laboratory	200	40 20.0	50 25.0	40 20.0	70 35.0	2.30	1.13
6.	The school's sports facilities are adequate for student activities.	200	60 30.0	80 40.0	20 10.0	40 20.0	2.80	1.06
7.	The school provides a safe and secure physical environment for students	200	90 45.0	70 35.0	20 10.0	20 10.0	3.15	0.93
8.	There are enough facilities to accommodate extracurricular activities	200	40 20.0	60 30.0	40 20.0	60 30.0	2.40	1.11
9.	Proper maintenance of school buildings and grounds is regularly carried out	200	80 40.0	70 35.0	20 10.0	30 15.0	3.00	1.00
10.	The school has a clear policy for the proper use and management of physical resources	200	50 25.0	40 40.0	30 15.0	40 20.0	2.70	1.03
Grand Mean							28	2.80

Note: Low= ≤ 2.5 ; Moderate= $>2.5 < 3.25$; High= ≥ 3.25

The result on the level of physical resource management in public secondary schools in Ibadan, Oyo State was presented in Table 2. The result revealed that the grand mean 2.80 was greater than standard mean score 2.50 and less than 3.25. This implied that the level of physical

resource management in public secondary schools in Ibadan, Oyo State was moderate.

Research Question Three: What is the level of students' learning outcomes in public secondary schools in Ibadan, Oyo State?



Table 3
Level of Students' Learning Outcomes in Public Secondary Schools

S/ N	Items	N	SA	A	D	SD	Mean (\bar{X})	St.D
			Freq %	Freq %	Freq %	Freq %		
1	Students demonstrate a high level of understanding of key concepts in their subjects	200	90 45.0%	70 35.0%	10 5.0%	15 15.0%	2.90	1.07
2	Students are able to apply their knowledge to solve complex problems	200	80 40.0%	60 30.0%	20 10.0	40 20.0	3.20	0.89
3	Students can recall and explain important facts and theories learned in class	200	100 50.0%	60 30.0%	20 10.0%	20 10.0%	2.95	0.96
4	Students show critical thinking skills when analyzing information or concepts.	200	70 35.0%	80 40.0%	20 10.0%	30 15.0%	2.80	1.03
5	Students consistently achieve high scores in assessments and exams	200	60 30.0%	40 40.0%	20 10.0%	40 20.0%	2.60	1.08
6	There is a noticeable difference in the learning outcomes of students in well-managed schools compared to those in poorly managed schools	200	50 25.0%	70 35.0%	30 15.0%	50 25.0%	3.00	0.98
7	Students demonstrate good behavior and discipline in the school	200	80 40.0%	70 35.0%	20 10.0%	30 15.0%	2.80	1.03
8	The academic performance of students meets the expected standards	200	60 30.0%	80 40.0%	20 10.0%	40 20.0%	3.00	0.96
9	Students in the school are well-prepared for further education or the workforce	200	70 35.0%	80 40.0%	20 10.0%	30 15.0%	2.75	0.99
10	Students' academic performance improves when the school receives adequate resources and management	200	50 25.0%	90 45.0%	20 10.0%	40 20.0%	2.90	1.07
Grand Mean							2.89	

Note: : Low= ≤ 2.5 ; Moderate= $> 2.5 < 3.25$; High= ≥ 3.25

Table 4 revealed the result from research question four shows that total grand mean 2.89 was greater than standard mean score 2.50. This indicated that the level of students' learning outcomes in public secondary schools in Ibadan, Oyo State was moderate.

Test of Hypotheses

Hypothesis One: There is no significant relationship between human resources management and student learning outcomes

Table 4
Human Resources Management and Student Learning Outcomes



Variables	N	df	r-cal	P	Decision
Human Resource Management	200				
		198	.438*	0.000	Significant
Students' Learning Outcome	200				

P < 0.05

The result in Table 4 indicated that there was a significant relationship between human resources management and student learning outcomes [r(198)= .438, p < .05]. The result negates the formulated hypothesis, therefore, it was rejected.

Hypothesis Two: There is no significant relationship between physical resources management and student learning outcomes

Table 5
Physical Resource Management and Student Learning Outcomes

Variables	N	df	r cal	p	Decision
Physical Resources Management	200				
		198	.382*	0.000	Significant
Student Learning Outcomes	200				

P < 0.05

The result in Table 5 indicated that there was a significant relationship between physical resources management and student learning outcomes [r(198)= .382, p < .05]. The result negates the formulated hypothesis and therefore, it was rejected.

schools in Abia State to show that principals' human-resource management skills (recruitment, supervision, appraisal) are positively correlated with teacher job performance and classroom effectiveness, which could be linked to improved student engagement and attainment. Oladeji and Yusuf (2024) analysed principals' HRM practices and found that where school leaders practiced systematic supervision, equitable teacher deployment and routine in-service training, teachers reported higher instructional quality and schools showed better standardized test performance. In addition, Onyali and Akpunonu (2024) reported that principals' human resource management practices influenced teachers' job engagement which in turn affect students' performance in public secondary schools in Enugu State. Olaifa et al. (2025) used a correlational survey of senior secondary

Discussion

Finding showed that there was a significant relationship between human resource management and student learning outcomes. This implied that adequate management of human resources in schools is expedient for improved students' performance. The finding is tandem with the finding of Olali and Humphrey (2025) who submitted that human resources significantly enhance students' academic performance in public junior secondary schools. Ejiofor (2024) also used survey data from public secondary



schools in Niger State and reported a significant positive relationship between teachers' participation in structured professional development (workshops, peer observation, online courses) and students' academic achievement.

Finding equally showed that there was a significant relationship between physical resource management and student learning outcomes. This implied that provision of physical resources and their proper utilization is sine qua non for higher students' academic performance. The finding is consistent with that of Moses and Umar (2024) who reported that adequate classrooms, functioning laboratories, libraries and sanitation facilities are associated with higher academic performance and attendance; where laboratories and libraries are available and properly maintained, students perform better on practical and psychomotor tasks and show improved science and vocational outcomes. Udeze (2024) carried out a study in public schools within Yenagoa Local Government Area of Bayelsa State and submitted that infrastructural decay (leaking roofs, overcrowded classrooms, poor furniture) reduces instructional quality and student concentration, producing lower scores on standardized exams and weaker psychomotor skill attainment. Similarly, Odeajo and Odefadehan (2025) underline that the management of physical resources through timely maintenance, equitable allocation, and teacher training in using equipment, conditions whether investments translate into learning gains: poorly maintained labs or unused libraries yield little benefit, whereas modest investments in maintenance and teacher use practices produce measurable improvements in cognitive, affective and psychomotor domains.

Conclusion

The findings of this study paint a realistic picture of public secondary schools in Ibadan, Oyo State. Human and physical resources are being managed at a moderate level, which suggests that while efforts are being made, they are not yet strong enough to drive optimal results. In the same vein, students' learning outcomes also remain at a moderate level, reflecting the direct impact of how these resources are handled. This balance at the "average" point

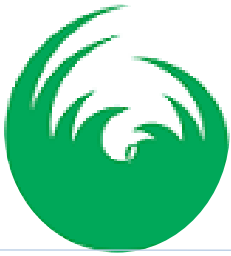
indicates a system that is functioning, but not thriving; one that has the potential to improve significantly if more deliberate and strategic actions are taken.

Importantly, the study shows that both human resource management and physical resource management have a meaningful influence on students' learning outcomes. This underscores the fact that teachers, school leaders, facilities, and instructional materials are not just supportive elements but central drivers of student success. When these resources are better managed, students are more likely to perform at higher levels. Therefore, improving the quality and efficiency of resource management is not optional but essential for enhancing academic outcomes and moving schools in Ibadan beyond moderate performance toward excellence.

Recommendations

Based on the findings and conclusion, the following recommendations are made:

1. Education authorities should establish structured, ongoing professional development programmes for principals and teachers. These programmes should go beyond routine workshops to include mentoring systems, instructional coaching, and leadership training focused on effective resource utilization.
2. Schools should be supported to implement data-informed decision-making processes for both human and physical resource management. This includes regular needs assessments, performance tracking, and resource audits to ensure optimal allocation and utilization. Leveraging simple digital tools or school-based management information systems can enhance transparency, accountability, and efficiency, thereby improving the alignment between available resources and students' learning needs.
3. Governments and stakeholders should prioritise sustained investment in school infrastructure, teaching materials, and learning environments, alongside establishing clear maintenance policies. Public-private partnerships and community engagement initiatives can also be explored as complementary strategies to enhance the quality and sustainability of physical resources.



4. Policy and practice should move toward a more holistic model where human and physical resources are managed in an integrated manner with explicit focus on improving learning outcomes.

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Academic Journal of Current Research

Vol.13, No. 04; April-2026;

ISSN (2837-3707);

p-ISSN 3244 –5621

Impact factor: 6.37

*Journal of Library Science and
Educational Research, 3(8), 1 – 12.*

Academic Journal of Current Research

An official Publication of Center for International Research Development

Double Blind Peer and Editorial Review International Referred Journal; Globally index

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