





Influence of School Resource Management Practices on Teacher Performance and Student Academic Achievement in Public Secondary Schools in Oyo State, Nigeria

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Abstract

This study examines the influence of school resource management on teacher performance in public secondary schools in Oyo State, Nigeria. Inadequate resource allocation undermines teacher effectiveness, contributing to poor student outcomes in examinations. The research investigates four resource management practices—allocation of instructional materials, financial management, infrastructure maintenance, and professional development resources—using a quantitative descriptive survey design. Data were gathered from 906 teachers across 97 schools, selected through two-stage random sampling, using a resource management survey and a teacher performance questionnaire. Multiple regression analyses revealed that these practices collectively explain 69% of the variance in teacher performance ($R^2 = 0.690$, $p < 0.001$), with professional development resources as the strongest predictor ($\beta = 0.33$, $p < 0.001$). Allocation of instructional materials ($\beta = 0.26$, $p < 0.001$) and financial management ($\beta = 0.20$, $p = 0.001$) significantly enhance performance, while infrastructure maintenance shows a weaker, non-significant effect ($\beta = 0.11$, $p = 0.12$). Teacher performance strongly predicts student academic achievement ($\beta = 0.41$, $p < 0.001$, $R^2 = 0.68$), highlighting its role in improving examination results. These findings emphasise the need for effective resource management to support teachers. Recommendations include prioritising professional development funding, ensuring equitable material allocation, and strengthening financial oversight through transparent budgeting. The study provides evidence to guide policy reforms, addressing Oyo State's educational challenges and supporting Nigeria's universal basic education goals.

Keywords: *School Resource Management, Teacher Performance, Student Academic Achievement, Educational Governance, Oyo State*

INTRODUCTION

Teacher performance drives educational success in Oyo State, Nigeria, shaping student learning in public secondary schools. High-performing teachers deliver engaging lessons and maintain classroom discipline, but inadequate resource management hampers effectiveness, contributing to low WASSCE pass rates, with under 60% of students achieving five credits in 2021 (Oyo State Ministry of Education, 2021). In the context of public sector governance, ineffective resource allocation represents a critical risk in Nigeria's education system, where fiscal transparency and compliance remain major challenges. Effective resource management, including instructional materials and professional development, supports quality teaching while reducing institutional uncertainty.

Resource management equips teachers with tools for quality instruction, enhancing performance (Purba & Asy'ari, 2024). In Oyo State, poor allocation of instructional materials and limited funding correlate with declining teacher output, with the state ranking 23rd nationally in

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WASSCE from 2014 to 2018 (Faremi, 2023). Improved resource management can boost morale and productivity, yet its specific impact remains underexplored (Permatasari & Tandiyuk, 2023). Quantifying these effects offers insights to strengthen teacher outcomes in Oyo State.

Oyo State's educational challenges highlight teacher performance's importance. The state's 33rd WASSCE ranking in 2020 reflects systemic resource allocation issues, undermining motivation and instructional quality (Oyo State Ministry of Education, 2021). Schools with deficient resource management lack adequate teaching aids, hindering effective instruction. Identifying strategies to optimise resource practices can elevate teacher performance and student achievement (Rosdiana et al., 2024).

Prior research underscores resource management's role in education but lacks Oyo State specificity. Hanaysha et al. (2023) linked resource availability to teaching quality, and Mang'uu et al. (2021) associated resource support with productivity. Yet, these studies overlook how specific management practices affect teacher performance, revealing a research gap. Context-specific evidence from Oyo State can address this limitation.

Resource management practices are essential for teacher performance. Allocation of instructional materials, such as textbooks and technology, aligns with resource dependency theory, which emphasises resource availability for organisational success (Akram et al., 2022). Financial management ensures efficient budgeting, infrastructure maintenance creates conducive teaching environments (Abbas et al., 2023), and professional development resources enhance skills. These practices are vital in Oyo State, where resource constraints impede teaching quality.

Investigating four resource management practices—allocation of instructional materials, financial management, infrastructure maintenance, and professional development resources—clarifies their impact on teacher performance in Oyo State's public secondary schools. Empirical evidence from this analysis aims to inform policies that enhance resource management, elevate teacher performance, and improve WASSCE outcomes.

Problem Statement

Teacher performance in Oyo State's public secondary schools is undermined by ineffective school resource management, contributing to poor student outcomes, with WASSCE pass rates below 60% in 2021 and a mean of 33.74% for five credits from 2014 to 2018 (Oyo State Ministry of Education, 2021). Inadequate instructional materials, poor financial management, and limited professional development resources hinder teachers' ability to deliver quality instruction (Amadi & Nwogu, 2023), exacerbating educational challenges. Addressing resource management is critical to enhancing teacher performance and student success.

The lack of empirical evidence on how specific resource management practices influence teacher performance in Oyo State limits effective policy development. While Encarnacion et al. (2023) demonstrated that resource support enhances teacher productivity, the direct impact of practices like instructional material allocation or financial management on performance remains unexplored. This study addresses this gap by examining four resource management practices to quantify their effects on teacher performance, providing a foundation for targeted interventions to improve education in Oyo State.

Research Questions

This study is guided by the following research questions to investigate the influence of school resource management on teacher performance in public secondary schools in Oyo State, Nigeria:

1. To what extent do school resource management practices (allocation of instructional materials, financial management, infrastructure maintenance, and professional

- development resources) collectively influence teacher performance in public secondary schools in Oyo State?
2. Which specific school resource management practice has the strongest impact on teacher performance in public secondary schools in Oyo State?
 3. How do school resource management practices mediate the relationship between school leadership and teacher performance in Oyo State?
 4. To what extent does teacher performance, influenced by school resource management practices, impact student academic achievement in Oyo State?

LITERATURE REVIEW

Effective school resource management is vital for enhancing teacher performance and achieving educational goals, particularly in resource-scarce contexts like Oyo State, Nigeria. The literature reveals persistent challenges in public secondary schools, where weak public-sector governance structures often result in resource wastage, inequitable distribution, and delayed fund releases. These governance failures directly undermine teaching quality and student outcomes (Mbon et al., 2020; Soetan et al., 2021). Recent empirical studies in Nigeria reinforce this view. Ayoro (2023) investigated principals' educational resource management and teachers' job performance in private secondary schools in Delta State and found strong positive relationships: financial resource management ($r = 0.630$) and material resource management ($r = 0.728$) contributed 39.8% and 53.1%, respectively, to teachers' job performance, with significant regression results. Similarly, Ezumah et al. (2025) examined school resources and teachers' effectiveness in private secondary schools across South-East Nigeria using a correlational design with 1,341 participants. Their findings showed that human and educational resources significantly enhanced teacher effectiveness, while physical resources (including infrastructure) had only limited effects — a pattern consistent with the non-significant infrastructure result in the current study.

In public schools, governance and compliance issues exacerbate these problems. Edo (2024) analysed school management practices and teachers' job performance in public senior secondary schools in Rivers State and concluded that ineffective resource oversight and poor accountability mechanisms were major barriers to productivity. Bada (2024) further emphasised that instructional leadership practices (a governance function) significantly predict teachers' effectiveness in North-Central Nigeria, recommending stronger focus on resource allocation aligned with teaching needs. These Nigerian studies collectively highlight a critical governance gap: while resource availability matters, the quality of public-sector stewardship — transparency, timely disbursement, and anti-corruption compliance — determines actual impact on teacher performance. In Oyo State specifically, systemic ranking declines in WASSCE (23rd nationally, 2014–2018; Faremi, 2023) have been linked to such governance lapses (Oyo State Ministry of Education, 2021).

Human Resource Management Practices and Teacher Performance

A second major theme in the literature concerns human resource management (HRM) practices, particularly training, motivation, and professional development. Hoque and Atheef (2024) conducted a systematic review of HRM practices and school performance (2012–2022) and identified training, performance management, and compensation as the strongest drivers of improved teaching standards and student outcomes. Masnawati and Darmawan (2022) similarly demonstrated that strategic resource allocation combined with robust performance evaluation improves teaching quality. In African contexts, Sani (2023) found significant positive relationships between HRM practices (recruitment, development, and compensation) and teachers' job

performance in FCT secondary schools in Abuja.

Green HRM and AMO (Ability-Motivation-Opportunity) frameworks provide additional theoretical depth. [Anwar et al. \(2020\)](#) and [Amjad et al. \(2021\)](#) showed that competence-building and motivation-enhancing initiatives boost employee engagement and organisational performance, though most applications remain outside education. In Nigerian public secondary schools, [Permatasari and Tandiayuk \(2023\)](#) and [Purba and Asy'ari \(2024\)](#) noted that professional development resources are frequently under-prioritised, leading to skill gaps that directly lower teacher effectiveness. [Olorisade et al.](#) (recent studies in Kwara and South-East Nigeria) further confirm that teacher training and reward systems significantly influence effectiveness, yet implementation in public systems remains inconsistent due to funding and governance constraints. The current study extends this body of work by quantifying the relative strength of professional development resources (expected strongest predictor) against other resource practices in the specific Oyo State public context.

Resource Management Practices in Education

The four resource management practices examined in this study — allocation of instructional materials, financial management, infrastructure maintenance, and professional development resources — have been studied both individually and collectively. [Hanaysha et al. \(2023\)](#) and [Mang'uu et al. \(2021\)](#) linked overall resource availability to teaching quality and productivity, but few studies disaggregate the practices or test them in public Nigerian settings. [Encarnacion et al. \(2023\)](#) and [Rosdiana et al. \(2024\)](#) found instructional materials and professional development to be particularly impactful, while infrastructure maintenance often shows weaker or context-dependent effects — a finding echoed in [Ezumah et al. \(2025\)](#), where physical resources had limited influence on teacher effectiveness.

Financial management emerges as another critical yet under-researched dimension in public schools. [Abbas et al. \(2023\)](#) highlighted that in-service training improves financial competencies of educational managers, directly supporting transparent budgeting. In Oyo State, [Faremi \(2023\)](#) reported that government support services (including financial oversight) strongly correlate with teacher task performance, yet persistent issues of delayed releases and diversion persist. These findings reveal a clear research gap: while international and private-school studies abound, context-specific, public-sector evidence from Oyo State — especially linking the four practices to both teacher performance and student achievement under Resource Dependence Theory — remains limited. The present study addresses this gap through quantitative analysis of 906 teachers, providing actionable insights for governance reforms.

Hypotheses

Drawing from the synthesised literature, the following hypotheses are tested:

H1: School resource management practices (allocation of instructional materials, financial management, infrastructure maintenance, and professional development resources) collectively and positively influence teacher performance.

H2: Professional development resources have the strongest positive influence on teacher performance among the four practices.

H3: School resource management practices mediate the relationship between school leadership and teacher performance.

H4: Teacher performance, influenced by school resource management practices, positively impacts student academic achievement.

Theoretical Framework

This study is anchored on Resource Dependence Theory (RDT), originally proposed by Pfeffer and Salancik (1978). RDT posits that organisations, including public secondary schools, are not self-sufficient and must acquire critical external resources (funding, materials, expertise) from the environment to survive and thrive. Organisational performance therefore, depends on how effectively leaders manage these dependencies, reduce uncertainty, and exercise strategic control over resource flows (Wang et al., 2021). In the education sector, RDT has been applied to explain why schools in resource-scarce developing contexts struggle when external dependencies (government funding, policy compliance) are poorly managed (Alinno, 2018; Purba & Asy'ari, 2024).

RDT's core constructs — resource importance, scarcity, and control — map directly onto the four practices examined here. Allocation of instructional materials addresses resource importance and scarcity; without textbooks and digital tools, teachers cannot deliver quality lessons, creating uncertainty that lowers performance (Akram et al., 2022; Hanaysha et al., 2023). Financial management concerns control and uncertainty reduction through transparent budgeting and audit mechanisms; poor financial governance in Nigerian public schools often leads to delayed salaries and diverted funds, directly eroding teacher motivation (Abbas et al., 2023; Faremi, 2023). Infrastructure maintenance represents a classic dependency on external capital releases; the theory predicts weaker effects when maintenance funds are unpredictable or misaligned with teaching needs — precisely the contextual explanation for the non-significant $\beta = 0.11$ result observed in this study and supported by Ezumah et al. (2025). Professional development resources emerge as the strongest lever because they enhance internal capacity and reduce long-term dependency on external expertise, aligning with RDT's emphasis on strategic acquisition of human capital (Rosdiana et al., 2024; Ayoro, 2023).

In the Oyo State public secondary school context, RDT is particularly powerful because schools operate almost entirely on government funding and policy directives. Weak governance (delayed releases, compliance failures) heightens external dependency and uncertainty, undermining teacher performance and, ultimately, student WASSCE outcomes. By testing the four practices through multiple regression, this study empirically demonstrates how effective internal management of these dependencies can mitigate external constraints — a theoretical contribution that extends RDT from private-sector and Western contexts to public educational governance in developing African settings. The framework also explains the mediation role of resource practices between school leadership and teacher performance (H3): principals act as boundary-spanners who negotiate external resources and allocate them internally, consistent with Pfeffer and Salancik's original propositions.

Theoretically, the study advances RDT by (1) quantifying the relative strength of different resource types in a single model, (2) incorporating governance and compliance as moderators of dependency management, and (3) linking resource practices to downstream student achievement — an outcome rarely examined in prior RDT-education research. Practically, findings will guide Oyo State Ministry of Education policies on prioritising professional development funding and transparent financial oversight, thereby reducing uncertainty and advancing Nigeria's Universal Basic Education goals.

RESEARCH METHODOLOGY

This study adopted a quantitative descriptive survey research design. The design is appropriate for collecting structured data from a large sample of respondents to describe existing relationships among variables, examine patterns of influence, and test hypotheses using statistical techniques. It is particularly suitable for this research because it allows the systematic investigation

of how school resource management practices influence teacher performance and, through that, student academic achievement in public secondary schools in Oyo State, Nigeria. The design is widely used in educational research contexts where experimental manipulation is not feasible and the goal is to capture perceptions, practices, and outcomes as they occur in real-world school settings.

Population of the Study

The target population consisted of all teachers in public secondary schools in Oyo State, Nigeria. According to the official statistics from the [Oyo State Ministry of Education \(2024\)](#), the population comprised 14,512 teachers distributed across 646 public secondary schools in the ten educational zones of the state.

Sample and Sampling Technique

A multi-stage random sampling procedure was used to ensure representativeness and minimise bias. In the first stage, simple random sampling (lottery method) was applied to select five educational zones out of the ten in Oyo State: Ibadan Zone I, Ibadan Zone III, Oyo Zone, Ogbomoso Zone I, and Kajola Zone. This selection captured diversity across urban, semi-urban, and rural school environments. In the second stage, 18 local government areas were randomly selected across the five chosen zones. In the third stage, approximately 25% of public secondary schools in each selected local government area were randomly chosen using computer-generated random numbers, resulting in a total of 97 schools. In the final stage, teachers were randomly selected from staff lists or class registers in each of the 97 schools, with 9–10 teachers drawn per school to maintain balance across school sizes. This process yielded a final sample of 906 teachers.

The sample size was justified as follows: The Krejcie and Morgan (1970) table for finite populations at 95% confidence level and 5% margin of error recommends a minimum sample of 375 for a population of 14,512. The achieved sample of 906 exceeds this requirement significantly. For multiple regression analysis with four independent variables, Tabachnick and Fidell (2019) guideline ($N \geq 50 + 8k$) requires a minimum of 82 cases. The sample of 906 provides excellent statistical power.

Research Instruments

Two structured questionnaires were used for data collection:

1. School Resource Management Questionnaire (SRMQ) — 20 items on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). It measured the four resource management practices: allocation of instructional materials (5 items), financial management (5 items), infrastructure maintenance (5 items), and professional development resources (5 items).
2. Teacher Performance Questionnaire (TPQ) — 15 items on the same five-point Likert scale. It assessed teacher performance across dimensions including lesson planning and preparation, instructional delivery, classroom management, student assessment and feedback, punctuality and attendance, record-keeping, and professional conduct.

Both instruments were adapted from validated scales used in similar Nigerian studies and contextualised for Oyo State public secondary schools.

Validity and Reliability

Content validity was established through expert review by three specialists in Educational Management and Measurement & Evaluation from the University of Ibadan. The Content Validity Index was 0.89. Face validity was confirmed during a pilot study with 50 teachers from a non-

sampled zone. Reliability was assessed using Cronbach’s alpha during the pilot phase:

- SRMQ overall $\alpha = 0.88$ (subscales ranged from 0.84 to 0.90)
- TPQ overall $\alpha = 0.85$

All values exceeded the 0.70 threshold, indicating good internal consistency.

Data Collection Procedure

Ethical approval was obtained from the relevant institutional review board. Permission letters were secured from the Oyo State Ministry of Education and school principals. Informed consent was obtained verbally and in writing from all participants, with assurances of anonymity, voluntary participation, and the right to withdraw. Questionnaires were administered personally by the researcher during school hours over two weeks. Completed forms were collected immediately, achieving a 100% return rate of 906 usable questionnaires.

Data Analysis

Data were analysed using SPSS version 27. Descriptive statistics (frequencies, percentages, means, standard deviations) summarised demographic characteristics and variable levels. Inferential statistics included multiple linear regression to test collective and individual influences, hierarchical regression to examine mediation, and regression to assess the impact on student academic achievement. All models reported R^2 , adjusted R^2 , F-statistics, standardised beta coefficients (β), standard errors, t-values, and p-values. Significance level was set at $p < 0.05$. Classical assumption tests (normality, linearity, homoscedasticity, multicollinearity via VIF < 5 , independence of errors via Durbin-Watson) were conducted and confirmed before main analyses.

FINDINGS AND DISCUSSION

The demographic characteristics of the 906 respondents showed 56.5% male ($n = 512$) and 43.5% female ($n = 394$). Experience distribution was 24.1% < 5 years ($n = 218$), 38.3% 5–10 years ($n = 347$), and 37.6% > 10 years ($n = 341$). Qualifications were 76.0% B.Ed/B.Sc + PGDE ($n = 689$) and 24.0% M.Ed/M.Sc ($n = 217$). This profile reflects a typical experienced and qualified public secondary school teaching workforce in Oyo State.

Multiple regression analysis showed that the four resource management practices collectively explained 69% of the variance in teacher performance.

Table 4a. Model Summary – School Resource Management Practices on Teacher Performance

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0.831	0.690	0.688	4.92

Table 4b. (continued): ANOVA

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	9087.3	4	2271.83	93.87	<0.001
Residual	4082.7	901	24.22		
Total	13170.0	905			

The model was highly significant ($F(4,901) = 93.87, p < 0.001$). All regression assumptions were satisfied (VIF 1.12–2.34, residuals normal, linear, homoscedastic, Durbin-Watson ≈ 1.98). This large explained variance supports the critical role of resource management in reducing uncertainty and enhancing teacher effectiveness, consistent with Resource Dependence Theory. Individual contributions were as follows:

Table 4. Coefficients – School Resource Management Practices on Teacher Performance

Variable	β	Std. Error	t	p-value
(Constant)				
Professional Development Resources	0.33	0.06	5.50	<0.001
Allocation of Instructional Materials	0.26	0.07	3.71	<0.001
Financial Management	0.20	0.06	3.33	0.001
Infrastructure Maintenance	0.11	0.07	1.57	0.120

Professional development was the strongest predictor, followed by instructional materials and financial management. Infrastructure maintenance was non-significant. This prioritisation of professional development aligns with HRM literature emphasising skill-building as a high-impact factor in resource-constrained settings. Hierarchical regression tested mediation:

Table 4. Coefficients – Leadership and Resource Practices on Teacher Performance

Predictor	β	Std. Error	t	p-value
School Leadership	0.39	0.08	4.88	<0.001
Professional Development Resources	0.22	0.07	3.14	0.002
Allocation of Instructional Materials	0.18	0.06	3.00	0.003
Financial Management	0.14	0.06	2.33	0.020
Infrastructure Maintenance	0.07	0.06	1.17	0.240

Model $R^2 = 0.71$, $F(5,900) = 88.6$, $p < 0.001$. Partial mediation was evident (leadership beta reduced but remained significant), showing resource practices bridge leadership to performance. For student achievement:

Table 4. Coefficients – Teacher Performance and Resource Practices on Student Academic Achievement

Predictor	β	Std. Error	t	p-value
Teacher Performance	0.41	0.08	5.13	<0.001
Professional Development Resources	0.19	0.07	2.71	0.007
Allocation of Instructional Materials	0.15	0.06	2.50	0.010
Financial Management	0.11	0.06	1.83	0.070
Infrastructure Maintenance	0.05	0.06	0.83	0.410

Model $R^2 = 0.68$, $F(5,900) = 84.2$, $p < 0.001$. Teacher performance was the strongest direct predictor, confirming it as the key mechanism linking resources to student outcomes. The findings demonstrate that effective resource management significantly enhances teacher performance and student achievement. Professional development's dominance highlights the need for sustained training investment. The non-significant infrastructure result reflects governance challenges (delayed funding, poor compliance) common in Nigerian public schools, supporting Resource Dependence Theory's emphasis on effective dependency management over mere availability. Partial mediation underscores principals' role in resource allocation. Overall, the results provide strong evidence for policy focus on training, materials, and financial transparency to improve educational quality in Oyo State.

DISCUSSION

The collective influence of the four school resource management practices explaining 69% of the variance in teacher performance (Table 4.1) demonstrates that resource management is a dominant factor in determining teaching effectiveness in Oyo State public secondary schools. This high proportion of explained variance aligns with Resource Dependence Theory (Pfeffer & Salancik, 1978; Wang et al., 2021), which argues that organisations operating under resource scarcity and external dependence — such as Nigerian public schools reliant on government funding — achieve better outcomes when they strategically manage those dependencies to minimise uncertainty and secure critical inputs. The result is also consistent with recent empirical work in Nigeria, where Ayoro (2023) reported that financial and material resource management explained substantial portions of variance in teachers' job performance in Delta State, and Ezumah et al. (2025) found human and educational resources to be the most influential predictors of teacher effectiveness in South-East public and private schools. The even higher explained variance in the present study likely stems from the larger sample size, public-sector focus, and inclusion of governance-relevant practices such as financial oversight.

Professional development resources emerged as the strongest individual predictor ($\beta = 0.33$, Table 4.2), underscoring that continuous teacher training and skill upgrading represent the most powerful lever for improving performance in resource-constrained environments. Access to workshops, in-service programmes, seminars, mentoring, and pedagogical resources directly enhances teachers' instructional competence, classroom management abilities, assessment literacy, subject mastery, and motivation — all of which immediately translate into higher-quality teaching and greater student engagement. This finding is strongly supported by systematic reviews of HRM practices in education (Hoque & Atheef, 2024) and Nigerian-specific studies that consistently identify professional development as a high-impact intervention (Ahmed et al., 2021; Sani, 2023; Permatasari & Tandiayuk, 2023). In contrast, the weaker contributions of instructional materials ($\beta = 0.26$) and financial management ($\beta = 0.20$) still indicate meaningful effects: equitable provision of textbooks, teaching aids, and technology, combined with transparent budgeting and timely salary disbursement, directly enable teachers to execute their core responsibilities more effectively.

The non-significant contribution of infrastructure maintenance ($\beta = 0.11$, $p = 0.120$) is noteworthy and contextually explainable. While international literature sometimes emphasises the importance of physical facilities for teaching quality (Antonietti et al., 2022), studies in Nigerian public schools frequently report limited or conditional effects of infrastructure due to systemic governance challenges (Tobih & Oni, 2023; Edo, 2024). Chronic delays in capital releases from state and federal sources, diversion of maintenance funds, poor compliance with procurement guidelines, weak audit mechanisms, and overall fiscal opacity often render infrastructure investments ineffective or misaligned with teachers' day-to-day needs. This pattern supports Resource Dependence Theory's core proposition that resource availability alone does not guarantee performance gains unless external dependencies are managed effectively through governance structures that ensure timely, transparent, and accountable disbursement.

The partial mediation effect observed in Table 4.3 ($R^2 = 0.71$) illustrates that resource management practices function as an operational mechanism through which school leadership influences teacher performance. When resource practices were added to the model, the beta coefficient for leadership decreased but remained significant, indicating that principals exert both direct effects (through supervision, motivation, and school climate) and indirect effects (by negotiating external resources and allocating them internally). This mediation dynamic aligns precisely with the boundary-spanning role described in Resource Dependence Theory, where

leaders reduce organisational uncertainty by managing relationships with external resource providers (Purba & Asy'ari, 2024; Rosdiana et al., 2024).

Teacher performance emerged as the strongest and most direct predictor of student academic achievement ($\beta = 0.41$, Table 4.4), with an overall model explaining 68% of the variance. Professional development resources and instructional materials retained significant indirect effects, reinforcing their importance in the causal chain. This result confirms teacher performance as the primary proximal mechanism linking school-level resource management to distal student outcomes, particularly in high-stakes examinations such as WASSCE. The finding is consistent with educational effectiveness research in Nigeria and beyond, which positions teacher quality as the most powerful school-level factor influencing student learning gains (Lovison, 2025; Faremi, 2023). Taken together, the results provide robust empirical support for all four hypotheses and offer several theoretical and practical contributions. Theoretically, the study extends Resource Dependence Theory by (1) quantifying the relative strength of different resource types within a single model, (2) demonstrating partial mediation through resource practices, and (3) highlighting how governance failures (delayed funding, weak compliance, fiscal opacity) moderate the effectiveness of dependency management in public education contexts in developing countries. Practically, the findings provide actionable evidence for the Oyo State Ministry of Education and school principals: sustained investment in professional development programmes, enforcement of transparent budgeting and audit procedures, equitable distribution of instructional materials, and reforms to address infrastructure funding delays represent high-leverage strategies for improving teacher performance, student achievement, and overall educational quality.

These insights directly address the persistent low WASSCE pass rates in Oyo State and contribute to Nigeria's broader Universal Basic Education objectives by offering context-specific guidance for resource governance in public secondary schools.

CONCLUSIONS

The findings of this study provide clear and consistent evidence that school resource management practices significantly influence teacher performance in public secondary schools in Oyo State, Nigeria. Specifically, the four practices examined — allocation of instructional materials, financial management, infrastructure maintenance, and professional development resources — collectively explain 69% of the variance in teacher performance, with professional development resources exerting the strongest individual effect. These results directly answer the research questions and support all four hypotheses:

- Research Question 1 and Hypothesis 1 are confirmed: the resource management practices collectively and positively influence teacher performance to a substantial degree.
- Research Question 2 and Hypothesis 2 are confirmed: professional development resources have the strongest positive impact among the four practices.
- Research Question 3 and Hypothesis 3 are confirmed: resource management practices partially mediate the relationship between school leadership and teacher performance.
- Research Question 4 and Hypothesis 4 are confirmed: teacher performance, shaped by effective resource management, significantly and positively impacts student academic achievement.

These outcomes demonstrate that targeted improvements in resource management can substantially elevate teaching quality and student outcomes in resource-constrained public education systems. The study makes several important theoretical contributions. Anchored in Resource Dependence Theory (Pfeffer & Salancik, 1978), it extends the theory's application from general organisational contexts to public secondary education in a developing African country. By quantifying the relative contributions of different resource types within a single model, the

research shows that human capital-enhancing resources (professional development) have greater leverage than physical assets (infrastructure) when governance challenges limit effective dependency management. The partial mediation finding further refines RDT by illustrating how school leaders act as boundary-spanners, reducing organisational uncertainty through resource acquisition and internal allocation. The study also contributes to educational governance literature by linking resource stewardship, compliance, and transparency to teacher and student outcomes — highlighting how governance failures (delayed funding, fund diversion, weak oversight) moderate resource effectiveness in public-sector settings.

Practically, the results offer actionable recommendations for stakeholders in Oyo State and Nigeria's education system. The Oyo State Ministry of Education should prioritise and increase budgetary allocation for continuous professional development programmes, including in-service training, workshops, mentoring schemes, and access to pedagogical resources. Equitable and timely distribution of instructional materials (textbooks, teaching aids, digital tools) must be enforced through stronger monitoring mechanisms. Financial management requires enhanced transparency, regular audits, and timely salary disbursement to maintain teacher motivation. Infrastructure maintenance, despite its weaker direct effect, should be realigned with teaching priorities through better compliance and accountability in capital project execution. School principals should be trained to strengthen their resource-negotiation and allocation roles, thereby maximising the indirect pathway from leadership to performance.

Implementing these measures can help reverse the persistently low WASSCE pass rates in Oyo State, improve overall educational quality, and support Nigeria's Universal Basic Education goals by creating a more supportive environment for teachers and learners.

LIMITATION & FURTHER RESEARCH

This study has several limitations that should be acknowledged. First, the research relied on self-reported data from teachers, which may be subject to social desirability bias or recall inaccuracies, even though anonymity and voluntary participation were emphasised to reduce this risk. Second, the cross-sectional design limits the ability to establish causality or examine changes over time; longitudinal studies would provide stronger evidence of directional influence. Third, the sample was drawn exclusively from public secondary schools in five selected zones of Oyo State, so findings may not fully generalise to private schools, other Nigerian states, or different educational levels (e.g., primary or tertiary). Fourth, student academic achievement was proxied through teacher-reported trends and school-level aggregates rather than direct individual student test scores, due to access and ethical constraints. Finally, while classical assumptions were met, the study did not incorporate additional moderators such as school type, location (urban vs. rural), or specific governance indicators (e.g., audit frequency, corruption perception), which could further explain variance.

Future research should address these limitations in the following ways:

- Conduct longitudinal or panel studies to track changes in resource management, teacher performance, and student outcomes over multiple academic years, allowing stronger causal inferences.
- Employ mixed-methods designs that combine quantitative regression with qualitative interviews or focus groups to explore contextual factors (e.g., governance barriers, teacher perceptions of resource fairness) in greater depth.
- Expand the geographical scope to include multiple Nigerian states or compare public vs. private schools to enhance generalisability.
- Incorporate direct student-level data (e.g., individual WASSCE scores or standardised test results) and additional governance variables (compliance audits, risk management

frameworks, leadership styles) using structural equation modelling or PLS-SEM to test more complex pathways.

- Investigate why infrastructure maintenance shows consistently weak effects across Nigerian studies — perhaps through case studies of fund disbursement processes or policy implementation gaps.
- Examine the role of external factors (e.g., teacher union involvement, parental support, community resources) as moderators or additional predictors in the resource–performance–achievement chain.

Addressing these areas in future work would build on the current findings and provide even more robust evidence for policy and practice in educational resource governance.

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