

# Relationship Between Resource Utilisation and Administrative Effectiveness of Principals of Public Secondary Schools in North-west Zone, Nigeria

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## Abstract

*This study investigated the relationship between resource utilization and administrative effectiveness of principals of public secondary schools in North-West Zone, Nigeria. Two objectives, research questions, and null hypotheses respectively were formulated for the study. The study employed a descriptive survey design of a correlation. A sample of 383 was drawn from a population of 110,004, which comprised of principals, teachers, quality assurance officers, PTA and SBMC officials of public secondary schools. The researcher used a multi-stage sampling technique in the selection of the respondents. Two researcher designed instruments titled "Resource Utilisation Instruments" (RUI) and "Principal Administrative Effectiveness Questionnaire" (PAEQ) were used for data collection. The instruments were validated by experts in the field of Educational Administration and Planning. The reliability of the instruments was obtained through pilot-testing using test-retest method, which was conducted after an interval of four weeks and the scores were correlated using Pearson Product Moment Correlation Coefficient (PPMC) and the reliability coefficient of 0.81 and 0.80 were obtained for RUI and PAEQ, respectively. Means and standard deviation were used in answering the research questions, while Pearson Product Moment Correlation (PPMC) was used for testing the hypotheses at a 0.05 level of significance. The findings of the study revealed among others that, there was positive relationship between effective utilization of school infrastructure and administrative effectiveness of principals of public secondary schools in North West Zone, Nigeria. The study concluded that there was a significant relationship between the effective utilization of school resources and administrative effectiveness of principal in public secondary schools in North-west zone, Nigeria. It was recommended among others that, Regular inspections and evaluations should be conducted by the Ministry of Education (MOE) to assess how effectively school infrastructure is being used and maintained.*

**Keywords:** Resource Utilisation, Administrative effectiveness, Principals, Public secondary schools, North-West zone.

## Introduction

Schools serve as essential public institutions dedicated to societal development, operating not for profit but to nurture informed, skilled, and responsible citizens. Through structured educational processes, schools transmit cultural norms, social values, and critical life skills across generations. As agents of socialization and transformation, schools play a vital role in shaping the intellectual, moral, and civic capacities of individuals. Central to this mission is

the school administrator particularly the principal whose administrative effectiveness significantly influences the quality of educational delivery.

Administrative effectiveness refers to the ability of school leaders to execute core managerial functions such as planning, supervision, communication, decision-making, and influence to achieve organizational goals. Effective administration ensures a conducive teaching and learning environment, facilitates teacher performance, and enhances student outcomes. The principal, as the chief executive of the school, serves not merely as an overseer but as an instructional leader, resource manager, motivator, and liaison between the school and its stakeholders. The effectiveness of this role is largely determined by how well the principal deploys available resources to support instructional programs and manage school operations.

Resource utilisation in education refers to the strategic deployment and management of human, material, and financial resources to achieve the objectives of schooling. It involves measuring how effectively resources such as teachers, instructional materials, infrastructure, and time are used to enhance productivity and learning outcomes. Proper resource utilization ensures that school assets whether classrooms, libraries, laboratories, or teaching personnel are not underused or overburdened but optimally engaged to meet educational demands. The Full-Time Equivalent (FTE) formula, for instance, is one method school leaders use to assess resource efficiency in relation to work hours and expected outcomes. According to Nyam, (2015), observed that effective resource utilization directly impacts students' ability to acquire skills and knowledge through well-planned and explicitly delivered instruction. In resource-limited settings like Nigeria's North West Zone, where public secondary schools often grapple with inadequate funding, dilapidated infrastructure, and shortages of qualified personnel, the need for judicious resource utilization becomes even more pressing. Principals in this region are confronted with the challenge of ensuring quality education despite these constraints. Thus, their capacity to manage resources effectively is crucial for maintaining school functionality and achieving desired educational outcomes.

Administrators who effectively carry out planning, communication, and supervisory roles not only inspire trust and motivation among staff but also lay the groundwork for institutional success. A principal's ability to communicate clearly, influence positively, and make strategic decisions contributes significantly to the school's operational efficiency (McDonald (2022)). He further emphasized that effective principals foster productive relationships with teachers, promote a culture of collaboration, and act as instructional leaders who continually guide and support staff development. The dynamic interaction between resource utilization and administrative effectiveness is therefore critical to the overall performance of public secondary schools. An effective principal not only ensures that limited resources are used optimally but also drives the school toward achieving its academic and developmental goals. This is especially vital in the North West Zone of Nigeria, where public education is often undermined by socioeconomic challenges, political instability, and systemic inefficiencies. Yet, it is within such contexts that the leadership capacity of school principals becomes a defining factor in educational success. Despite the importance of this relationship, empirical studies exploring the nexus between resource utilization and the administrative effectiveness of school principals in Nigeria's North West Zone remain limited. This study, therefore, seeks to bridge this gap by investigating how the management and utilization of school resources influence the administrative performance of principals in public secondary schools across the region. By doing so, it aims to provide evidence-based insights that can inform policy, improve school leadership practices, and ultimately enhance educational outcomes in the region.

However, administrative effectiveness is a key player in successful school management; directly impacting both the educational environment and learning outcomes. An effective principal is often one who can skillfully integrate community support and make judicious use of available resources. In the Northwest region, where principals frequently face challenges such as limited funding, high student-to-teacher ratios, and inadequate facilities, their ability to navigate these obstacles is essential to achieving institutional goals. Despite the importance of these factors, there is limited research on how community participation, resource utilization, and administrative effectiveness are interlinked within the context of public secondary schools in Northwest Nigeria. Understanding these relationships can provide insights into how school administration can be strengthened to improve educational quality across the region. This study seeks to explore these connections, providing a foundation for developing strategies that enhance principal effectiveness through community engagement and better resource management practices.

### **Statement of the Problem**

The role of school principals in effectively managing and utilizing available resources is critical to the attainment of educational goals in public secondary schools. In an ideal situation, schools are expected to have adequate human, financial, and material resources, which are strategically utilized by principal to create an enabling environment for teaching and learning. However, in many public secondary schools in the North-West Zone, Nigeria, resource constraints have remained a persistent challenge (Bakwai, (2017). These schools often operate with limited instructional materials, dilapidated infrastructure, overcrowded classrooms, and insufficient teaching personnel. The burden of managing these scarce resources falls on the principals, whose administrative effectiveness is vital to sustaining school functionality and improving academic performance. Despite the strategic position of principals in resource allocation and utilization, there is increasing concern that many public secondary schools in the region are underperforming. Reports of mismanagement of school resources, underutilization of available facilities, and inadequate supervision of teaching and non-teaching staff point to lapses in administrative effectiveness. These shortcomings may be linked not only to the insufficiency of resources but also to the manner in which the available resources are utilized. A school may have limited resources yet achieve substantial educational outcomes if those resources are managed effectively by a competent principal.

Furthermore, while previous studies have explored issues related to school leadership, teacher performance, and infrastructure deficits, few have specifically examined the relationship between how resources are utilized and the administrative effectiveness of principals within the context of public secondary schools in the North-West Zone, Nigeria. This gap in empirical knowledge makes it difficult for policymakers and education stakeholders to make informed decisions on leadership development and resource management strategies that can improve school effectiveness in the region. It is against this background that, this study sought to find out the relationship between resource utilization and the administrative effectiveness of principals in public secondary schools in the North-West Zone, Nigeria. The findings of the study provided evidence-based insights that will help in strengthening school leadership, optimizing resource use, and enhancing the overall quality of education in the region.

## **Objectives of the Study**

Objectives of the study are to find out:

1. Relationship between Effective Utilisation of school infrastructure and administrative effectiveness of principals in public secondary schools in North west Zone, Nigeria.
2. Relationship between Effective Utilisation of school instructional materials and administrative effectiveness of principals in public secondary schools in North West Zone, Nigeria.

## **Research Questions**

The study answered the following questions;

1. What is the extent to which effective utilisation of school infrastructure enhances the administrative effectiveness of principals in public secondary schools in North West Zone, Nigeria?
2. What is the extent to which Effective Utilisation of school instructional materials enhance administrative effectiveness of principals in public secondary schools in North West Zone, Nigeria?

## **Null Hypotheses**

The researcher formulated the following Null hypotheses that were tested at 0.05 level of significance.

**Ho1:** There is no significant relationship between the Effective Utilisation of school infrastructure and administrative effectiveness of principals of public secondary schools in North west Zone, Nigeria.

**Ho2:** There is no significant relationship between the Effective Utilisation of school instructional materials and administrative effectiveness of principals of public secondary schools in North West Zone, Nigeria.

## **Theoretical Framework**

The study was underpinned to the Resources Mobilisation Theory, developed by John D. McCarthy and Mayer N. Zald. Their work in the 1970s, particularly their influential 1977 publication "Resource Mobilization and Social Movements: A Partial Theory," laid the foundation for this theoretical framework. McCarthy and Zald's contributions have been pivotal in shaping the understanding of how social movements acquire and utilize resources to achieve their objectives. Resource Mobilisation Theory (RMT) attempts to explain social movements by viewing individuals as rational actors engaged in instrumental actions to secure resources and foster mobilisation through formal organizations. The theory posits that the success and failure of social organisations are largely determined by external factors that affect the flow of resources into and out of the organization. According to RMT, a supply and demand model can be used to describe the dynamics of resources within an organisation. For an organisation to achieve its goals, it must effectively manage its resources; otherwise, supporters may not invest in or support the organization's objectives (Olum, (2004).

Resource mobilisation is relevant to this study because education stakeholders, from primary to tertiary levels, are actively seeking to mobilize resources to address expanding institutional needs. This involves addressing challenges such as inadequate teaching staff, insufficient learning materials, and outdated infrastructure. Effective resource mobilization strategies are crucial for tackling these issues, as they help to minimize the gaps in educational provision.

Resource mobilisation emphasizes the capacity of educational stakeholders to acquire and effectively utilize physical, fiscal, and material resources to achieve school goals, this might involve addressing problems like low enrollment rates, gender disparities, and outdated curricula. As such, mobilizing resources efficiently is vital for overcoming these challenges and enhancing educational outcomes.

### **Review of Empirical Studies**

Usen (2016) investigated teachers' utilization of school facilities and academic achievement of student nurses in human biology in Schools of Nursing in Akwa Ibom State, Nigeria. Four (4) specific objectives, four (4) research questions and four (4) null hypotheses were formulated to guide the study. Ex-post facto survey design was adopted for the study. The research population was One Hundred and Seventy-three (173) student nurses in Preliminary Training Session (PTS) in the three (3) accredited Schools of Nursing in Akwa Ibom State. The sample size of One Hundred (100) students was selected for the study using proportionate stratified random sampling technique. The researcher developed two (2) instruments tagged 'Teachers' Utilization of School Facilities Questionnaire (TUSFQ)' and 'Students' Achievement Test on Human Biology (SATHB)' used in collecting data for the study. The TUSFQ and SATHB were validated through face validity by three (3) experts in the Test and Measurement unit of Faculty of Education, University of Uyo, Uyo and three (3) other experts in Directorate of Nursing Services, Ministry of Health, Uyo respectively. 43 The reliability coefficients of 0.82 and 0.74 for TUSFQ and SATHB respectively were established using Spearman Brown Reliability Analysis. Pearson's Product Moment Correlation (PPMC) was used for data treatment. The findings of the research revealed that there exists significant positive relationship between teachers' utilization of school facilities (library, laboratory, information and communication technology (ICT) center and recreation center) and academic achievement of student nurses in Human Biology. This study and the present are similar because both investigate teachers' utilisation of school facilities. However, they differ in terms of design, school category, and geographical location; the reviewed study used an ex-post factor survey design and was conducted at a tertiary institution in the South-South geographical zone, while the present study adopted a correlational design and was conducted in public secondary schools in the North-West zone, Nigeria.

Alabi, Mustapha, & AbdulKareem, (2012), conducted a study to investigate the relationship between utilization of instructional materials and secondary school principals' administrative effectiveness in Ilorin metropolis. The researchers adopted a correlation survey research design. Random sampling technique was used to select 25 senior secondary schools in Ilorin Metropolis and 290 participants comprising 20 Principals, 20 Vice-principals and 250 teachers. A researcher-designed questionnaire titled "Committee System and Principals' Administrative Effectiveness Questionnaire (CSPAEO)" was used to collect relevant data. Three research questions were raised and answered, while three hypotheses were also formulated and tested. The data gathered for the study were statistically analysed using percentage and Pearson product moment correlation statistic at 0.05 level of significance. Among the findings were that there was significant relationship between utilization of instructional materials and secondary school principals' administrative effectiveness in Ilorin metropolis. Based on the findings, it was recommended that there should be mandatory orientation courses, seminars, conferences and workshops on effective usage of committee system for the school administrators. This is necessary to promote the usage of Committee System in schools.

Additionally, the existing Committees in secondary schools should work collaboratively and their progress should be reviewed periodically by principals to check for any deviations and unnecessary waste of time. This study and the present are similar because both investigate the relationship between utilization of instructional materials and secondary school principals' administrative effectiveness and also adopted the same research design. However, they differ in terms of geographical location; the reviewed study was conducted in the North central geographical zone, while the present study was conducted in public secondary schools in the North-West zone, Nigeria.

### **Methodology**

The descriptive survey design of correlation was adopted for the study. This design was considered suitable for the study because it involves investigating the magnitude and direction (positive or negative) of relationship that exist between the dependent variable (i.e. administrative Effectiveness) and independent variable (i.e. Resource Utilization). The population of this study comprises Principals and Teachers of Public Secondary Schools, Quality Assurance officers, School Based Management Committee (SBMC) Officials, and Parents-Teachers Association (PTA) Officials, in the North west states (Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto, and Zamfara). The population for the study was 110,004. The details are presented in Table 1

**Table 1 Population of the Study**

S/N	States	Schools	Principals	Teachers	SBMC Officials	PTA Officials	Quality Assurance
1	Jigawa	153	153	2,698	612	459	123
2	Kaduna	325	325	52,126	1,576	1,182	215
3	Kano	435	435	21,590	2,232	1,674	320
4	Katsina	242	242	4,045	968	726	157
5	Kebbi	168	168	4,985	672	504	129
6	Sokoto	198	198	5,627	444	333	154
7	Zamfara	153	153	3,575	612	459	130
Total	7	1,677	1,677	94,646	7,116	5,337	1,228

Source: Ministries of Education (MOEs) Jigawa, Kaduna, Kano, Katsina, Kebbi. Sokoto and Zamfara states May 2019.

This population was adequately represented by 383 sample going by research advisors 2006 table. A multi stage sampling technique was use. In the first stage, the researcher selected three (3) states for the study, these includes Kano, Kaduna and Sokoto states purposively. The researcher selected these states due to their significant historical contributions to the Northwest zone of Nigeria. Essentially, all states from the north-west zone were cab out from these three states. The purposive sampling technique was used to select respondents based on their essential roles in the study.

In the second stage, the researcher proportionately selected thirteen (13) secondary schools from kano state, ten (10) secondary school from Kaduna state and also six (6) secondary schools from Sokoto state. The researcher also used a simple random sampling technique to select schools in each state in this study. A simple random sampling is a technique in which each element in the population has an equal and independent chance of being selected. However, the researcher deliberately selected thirteen (13) principals from Kano, ten (10) from Kaduna, and six (6) from Sokoto.

In the third stage the researcher deliberately selected five classroom teachers from each school. The researcher selected sixty-five (65) classroom teachers from Kano, fifty (50) classroom teachers from Kaduna, and thirty (30) classroom teachers from Sokoto. Additionally, the researcher purposively selected three (3) officials each from SBMC and PTA in each school selected for the study; as such, thirty-nine (39) participants each were selected from the School-Based Management Committee (SBMC) and Parent-Teacher Association (PTA) officials from Kano, thirty (30) officials were chosen each from the SBMC and PTA officials from Kaduna state and eighteen (18) officials each were selected from the SBMC and PTA officials from Sokoto state.

In the fourth and last stage, the researcher also used proportionate sampling to select sixteen (16) Quality Assurance officers from Kano state, eleven (11) from Kaduna, and eight (8) from Sokoto, respectively. This brings the total study sample to three hundred and eighty-three (383) respondents, according to research advisors 2006. As presented in table 2 below.

**Table 2 Sample of the study**

S/N	States	Schools	Principals	Teachers	SBMC Officials	PTA Officials	Quality Assurance	Total
1	Kano	13	13	65	39	39	16	172
2	Kaduna	10	10	50	30	30	11	131
3	Sokoto	6	6	30	18	18	8	80
Total	3	29	29	145	87	87	35	383

Source: Researcher Sample size.

Two researcher designed instruments titled, “Resource Utilization Instrument” (RUI) and “Principal Administrative Effectiveness Questionnaire” (PAEQ) were used for data collection. The instruments were validated by experts in the field of Educational Administration and Planning and other expert in the Faculty of Education and Extension Services, Usmanu Danfodiyo University Sokoto. The validation of experts was on face and content validation. The reliability of the instruments was obtained through pilot- testing using test-retest method which was conducted after an interval period of two weeks and the scores were correlated using Pearson product moment correlation coefficient (PPMC) and the reliability coefficients of 0.81 and 0.80 were obtained for CPMQ and PAEQ respectively. Means and standard deviation were used in answering the research questions raised by comparing the value with the extent scale of correlation, while Pearson Product Moment Correlation coefficient (PPMC) was used for testing the hypotheses. The hypotheses formulated were tested at a 0.05 level of significance.

### **Data presentation and Analysis**

Two research questions were answered and also two corresponding null hypotheses were tested and presented in the followings.

**Research Question One:** What is the extent to which effective utilization of school infrastructures to enhanced administrative effectiveness of principals in public secondary schools in North west Zone, Nigeria?

To answer this research question, the responses on effective utilization of school infrastructures collected from the 209 participants and the responses on administrative effectiveness collected from 354 participants were sorted and analysed using descriptive statistics of mean and standard deviation on SPSS version 23.0 and the results are presented in Table 3

**Table 3: Mean and Standard Deviation for Relationship between Effective Utilization of School Infrastructures and Administrative Effectiveness of Principals in Public Secondary Schools in North West, Nigeria.**

Variable	N	Mean	Std. Dev	Mean Difference
Effective utilization of Infrastructures	209	3.3289	1.3021	0.6707
Administrative Effectiveness	354	3.9996	0.4721	

*Source: Fieldwork (2025)*

Table 3 showed descriptive statistics of mean and standard deviation performed to establish the degree of relationship between effective utilization of school infrastructures (Mean = 3.3289, SD = 1.3021) and administrative effectiveness (Mean = 3.9996, SD = 0.4721) of principals in public secondary schools in North West, Nigeria. The results showed a small amount of mean difference of 0.6707 implying that high positive relationship exists between effective utilization of school infrastructures and administrative effectiveness of principals of public secondary schools in North West, Nigeria. However, to establish the significance of the relationship between the two variables, a corresponding null hypothesis 1 was test at 0.05 level of significance as presented in Table 5 below.

**Research Question Two:** What is the extent to which effective utilization of school instructional materials relates with enhanced administrative effectiveness of principals in public secondary schools in North West Zone, Nigeria?

To answer this research question, the responses on effective utilization of school instructional materials collected from the 209 participants and the responses on administrative effectiveness collected from 354 participants were sorted and analysed using descriptive statistics of mean and standard deviation on SPSS version 23.0 and the results are presented in Table 4

**Table 4: Mean and Standard Deviation for Relationship between Effective Utilization of School Instructional Materials and Administrative Effectiveness of Principals in Public Secondary Schools in North West, Nigeria.**

Variable	N	Mean	Std. Dev	Mean Difference
Effective utilization of Instructional Materials	209	4.7079	1.2226	0.7083
Administrative Effectiveness	354	3.9996	0.4721	

*Source: Fieldwork (2025)*

Table 4 showed descriptive statistics of mean and standard deviation performed to establish the degree of relationship between effective utilization of school Instructional Materials (Mean = 4.7079, SD = 1.2226) and administrative effectiveness (Mean = 3.9996, SD = 0.4721) of principals in public secondary schools in North West, Nigeria. The results showed a small amount of mean difference of 0.7083 implying that high positive relationship exists between effective utilization of school Instructional Materials and administrative effectiveness of principals of public secondary schools in North West, Nigeria. However, to establish the significance of the relationship between the two variables, a corresponding null hypothesis 2 was test at 0.05 level of significance as presented in Table 6 below.

**Null Hypothesis One (Ho<sub>1</sub>):** There is no significant relationship between effective utilisation of school infrastructure and administrative effectiveness of principals of public secondary schools in the North West zone, Nigeria.

In testing null hypothesis one, the responses on effective utilisation of school infrastructure collected from the 209 participants and the responses on administrative effectiveness collected

from 354 participants were sorted and correlated electronically on SPSS version 23.0 using Pearson Product Moment Correlation (PPMC) and the results are presented in Table 5

**Table 5: Pearson's Correlation Coefficient for Relationship between Effective Utilisation of School Infrastructure and Administrative Effectiveness of Principals in Public Secondary Schools in North West, Nigeria.**

Variable	N	Mean	Std. Dev	Df	r-Cal	p-Value	Decision
Effective Utilisation of infrastructures	209	3.3289	1.3021	561	0.824	0.001	H <sub>01</sub>
Administrative Effectiveness	354	3.9996	0.4721				Rejected

**Source:** Fieldwork (2025)

Table 5 is a summary of bivariate Pearson's correlation performed to establish the degree of relationship between effective utilisation of school infrastructure and administrative effectiveness of principals of public secondary schools in North West, Nigeria. The results of the analysis  $r(561) = 0.824$ ,  $p < 0.05$  revealed that there is high significant positive relationship between effective utilisation of school infrastructure and administrative effectiveness of principals in public secondary schools in North West, Nigeria. However, since the p-Value of 0.001 is less than 0.05 level of significance, therefore, the null hypothesis eight (H<sub>01</sub>) is also rejected. This implies that high level of effective utilisation of school infrastructure is associated with high level of administrative effectiveness of principals of public secondary schools in North West, Nigeria.

**Null Hypothesis Nine (H<sub>02</sub>):** There is no significant relationship between effective utilisation of school instructional materials and administrative effectiveness of principals in public secondary schools in the North West zone, Nigeria.

In testing null hypothesis nine, the responses on effective utilisation of school instructional materials collected from the 209 participants and the responses on administrative effectiveness collected from 354 participants were sorted and correlated electronically on SPSS version 23.0 using Pearson Product-Moment Correlation (PPMC) and the results are presented in Table 6

**Table 6: Pearson's Correlation Coefficient for the Relationship between Effective Utilisation of School Instructional Materials and Administrative Effectiveness of Principals in Public Secondary Schools in North West, Nigeria.**

Variable	N	Mean	Std. Dev	Df	r-Cal	p-Value	Decision
Effective Utilisation of instructional materials	209	4.7079	1.2226	561	0.924	0.001	H <sub>02</sub>
Administrative Effectiveness	354	3.9996	0.4721				Rejected

**Source:** Fieldwork (2025)

Table 6 is a summary of bivariate Pearson's correlation performed to establish the degree of relationship between effective utilisation of school instructional materials and administrative effectiveness of principals of public secondary schools in North West, Nigeria. The results of the analysis  $r(561) = 0.924$ ,  $p < 0.05$  revealed that there is very high significant positive

relationship between effective utilisation of school instructional materials and administrative effectiveness of principals in public secondary schools in North West, Nigeria. However, since the p-Value of 0.001 is less than 0.05 level of significance, the null hypothesis nine ( $H_{02}$ ) is also rejected. This implies that high level of effective utilisation of school instructional materials is associated with very high level of administrative effectiveness of principals of public secondary schools in North West, Nigeria.

### **Summary of Findings**

The finding revealed a positive relationship between effective utilization of school infrastructure and administrative effectiveness of principals of public secondary schools in North West Zone, Nigeria.

The finding revealed a positive relationship between effective utilization of school instructional materials and administrative effectiveness of principals of public secondary schools in North West Zone, Nigeria.

### **Discussion of Findings**

The study revealed a high positive relationship between the effective utilization of school infrastructure and the administrative effectiveness of principals in public secondary schools within the North West Zone of Nigeria. This finding is in line with the finding of Usen (2016) who found out that, there exists significant positive relationship between teachers' utilization of school facilities (library, laboratory, information and communication technology (ICT) center and recreation center) and academic achievement of student nurses in Human Biology. How well school facilities are used plays a significant role in determining the quality of school leadership and management. This relationship highlights the fact that having infrastructure alone is not sufficient how effectively it is utilized determines the extent to which it contributes to administrative success. School infrastructure includes physical facilities such as classrooms, laboratories, libraries, staff offices, toilets, assembly halls, ICT rooms, and recreational spaces. When these facilities are properly maintained, allocated, and strategically used, they create an environment that supports learning, staff productivity, and efficient school operations.

The study also revealed a high positive relationship between the effective utilization of instructional materials and the administrative effectiveness of principals in public secondary schools in the North West Zone of Nigeria. This finding land support to the finding of Alabi, et al. (2012), that revealed there was significant relationship between utilization of instructional materials and secondary school principals' administrative effectiveness in Ilorin metropolis. When the instructional materials are effectively utilized, they not only improve teaching and learning outcomes but also support the principal in executing key administrative duties such as supervision, curriculum implementation, staff coordination, and performance monitoring. This high correlation suggests that principals who ensure proper use, distribution, and monitoring of instructional materials tend to exhibit greater administrative effectiveness. Effective utilization of instructional materials also boosts teacher confidence and student engagement, which are critical for maintaining discipline, academic achievement, and positive school climate all of which reflect strong administrative leadership.

The finding aligns with existing educational theories and empirical studies which emphasized that resource management is a core function of school administrators. Particularly in resource-constrained settings such as many parts of the North West Zone of Nigeria, maximizing the utility of available instructional materials is essential for maintaining educational standards and institutional performance. It also underscores the importance of instructional leadership, a

leadership model where school principals focus on teaching and learning as the central task of the school. Principals who prioritize the strategic use of instructional materials demonstrate their commitment to academic excellence and effective school governance.

### **Conclusions**

Based on the data collected and analysed, the study concluded that: There was a positive relationship between the effective utilization of school infrastructure and the principals' administrative effectiveness in public secondary schools in the North West Zone, Nigeria. Additionally, a significant relationship was found between the effective utilization of school instructional materials and administrative effectiveness of principals of public secondary schools in the North West Zone, Nigeria.

### **Recommendations**

Based on the findings and conclusions drawn from this study, the following recommendations are made:

1. Regular inspections and evaluations should be conducted by the Ministry of Education (MOE) to assess how effectively school infrastructure is being used and maintained. There is need to involve the community in the monitoring and upkeep of school facilities.
2. Government should ensure and encourage the involvement of school management and teachers in the selection and effective application of instructional materials. MOE and Schools authorities should implement systems to track and evaluate how instructional materials are being used.

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