UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.19 (3);
January-June, 2025 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

TOWARDS EFFECTIVE RESOURCE MANAGEMENT IN EDUCATIONAL INSTITUTIONS IN NIGERIA

Onyekwelu Raphael Azubuike, PhD
Department of Educational Foundations
Faculty of Education
Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus, Anambra State
ar.onyekwelu@coou.edu.ng; zubisogbuefi@yahoo.com

ABSTRACT

The school is established for the purpose of teaching and learning in an alluring pedagogical space. Teaching/learning process involves the inculcation of relevant knowledge, skills, and morals values to the learners by competent, qualified and professional teacher. This onerous teachers' task cannot be effectively achieved in the absence of educational resources. This implies that educational curriculum cannot be adequately implemented without the educational resources which facilitates teaching/learning outcome. Educational resources could mar or promote the achievement of educational objectives. It is based on this that priority be given to all aspect of educational resources so as to make for optimal achievement of educational goals. When the educational resources are not adequately provided or totally lacking, teaching and learning becomes efforts in futility. These educational resources are funded through budgetary allocation and other internally generated revenues. Following the above elucidations, this paper dealt with resources in educational management, types of resources, theories of human resources and the implications of the theories of human resources to the school administrator.

Keywords: Resources, Educational management, Types of resources and Theories of human resources.

Introduction

Resources refer to the assets, tools and human elements needed in an establishment for effective management and enhance the organizational operation. Basically, resources encompass both human and material elements necessary for work to be carried out. Invariably, no meaningful result is expected in the absence of resources. Resources therefore constitute the engine house of every organization. In education industry, resources are crucial for the impartation of knowledge and skills which education bestows to the its beneficiaries. This is made possible by the presence of the school personnel such as the school administrator, the teaching and non-

teaching staff which are referred to as the human resources. On the other hand, this human element relies on the other educational resources to embark on their duties and responsibilities to attain educational goals. Precisely, resources in educational management when effectively put to use are key to ensuring quality education and achieving institutional goals (Kaegon, 2011).

Resources in Educational Institutions

Educational resources are crucial support system that promotes educational process consequently brings about quality learning environment essential for achieving educational aim and objectives. Okaforcha and Okeke, (2019), Ucheagwu-Okoye, (2025), Onyekwelu, (2024), Osegbue, and Nnubia, (2020) Ojimba, (2020) and Iloka and Nwakoby, (2025) opined that the existence of any organization is symbolized by the procuring of resources for its establishment. In affirmation to the above statement, Asodike & Adiele (2014), Enwezor, and Chukwunonye, (2021) and Ugwaka and Igbokwe (2023) averred that without resources in an organization, nothing can be done sequel to this expressed that, resources are essential inputs which organizations highly depend on to survive. In the education enterprise, Okaforcha, (2021), Adinna and Onyekwelu, (2021) and Anthony (2014) argued that sourcing for educational resources is the first prerogative in the establishment of schools. Abonyi, (2022), Onyekwelu, (2024) and Obumse and Chinwe, (2021) posited that educational resources include human factors (the principal, the teachers, non-teachers, students, visitors etc.), the school plants which include; the school ‘s land, school buildings, the perimeter fence, empty land, classrooms, equipment, school furniture, field, farm land and a host of others. Educational resources are inexhaustible just few are listed above.

According to Osegbue, (2021), Iloka, (2025), Ethelmary, Nwankwo and Aroh, (2019), Ezeaku (2019), Ekwesianya, (2025), Ezeaku and Okoye, (2025) and Okechukwu, (2025), all these resources through the process of management are organized, coordinated, directed, controlled, harmonized and utilized through human elements within the school to attain educational goals. In consonance with above expressions, Izuchukwu, Ugwaka, Arazu and Ezechi, (2023); Abonyi, (2021), Uzoechina (2016), Nwabachili, Iloka and Ucheagwu-Okoye, (2022) and Abonyi, (2020) lucidly put that, educational resources are things within the school environment that enhance educational delivery process.

Management of resources in education is the ability of the educational manager in planning, procuring, distributing, monitoring, maintaining effective and judicious use of educational resources optimally for goal feat (Uwaezuoke and Morah, 2019). In the same vein, Anushiem, (2023), Nwankwo, (2022),

Obumse, (2022), Nonyem and Chimaa, (2020), Azubuike, (2024) and Okeke, Okaforcha and Ekwesianya, (2019), Educational resources are capital intensive and at the same time limited in supply. This scarcity with which educational resources are endowed with makes it mandatory that the manager should wisely allocate them according to areas of priority needs. Wastage and manhandling should by all means avoided for maximum usage.

Types of Educational Resources

All the earlier mentioned educational resources are basically grouped into two namely;

1. Human resources; Labour as one of the traditional factors of production is the exertion of man's physical strength or energy and mental dexterity for the production of goods and services with the intention of being rewarded at the end. Prior to the 20th century, capital as a production factor gained prominence against labour. This is why emphasis was laid so much on the procurement and maintenance of such capital like machine, equipment, material resources and other infrastructure. The maintenance of the capital as a factor of production created a gap that led to the recognition of labour as a capital that should also be developed and improved upon to promote and facilitate optimum exploitation for high production both in quality and quantity (Nwogu and Adiele, 2016). This capital involves human physical and mental abilities such as energy, skills, knowledge, experience, manual dexterity etc. for the fact this capital describes human attributes, it is known and called human capital or human resource.

According to Enwezor and Chukwunonye, (2022), Ucheagwu-Okoye, (2025), Okechukwu, (2025), Enwezor, and Obi, (2022) and Ezeaku, (2025) human resources include all the human factors engaged in the school system for the purpose of promoting teaching and learning effectiveness. They make the school peopled and lively. They carry out their duties using the non-human materials. In fact, non-human materials serve as work implements in their hands for efficient job performance and objective realization. Onyekwelu, (2021), Azubuike, (2025), Ucheagwu-Okoye, (2021) and Okoye, (2025) argued that they are the people whose actions propel the organizational motives, dreams and aspirations. The non-human materials are thus useless without the human elements in the school. It is in this regard that Abraham (2013), Okaforcha and Okeke, (2020), Nwankwo, and Ezeibe, (2021), Onyekwelu, and Adinna, (2022), Anthony, (2019) and Anushiem and Anushiem, (2023) refer to them as inanimate resources and the human resources as animate resources. Human resources are very crucial in all organizations be it formal or informal. The part they play is ''sine qua non''.

In corroboration with the above view point, Bua & Ada (2018) posited that personnel management is synonymous with human resources and as such defined it as organizational assets who work for the

survival of the organization. It is the process of recruiting, retaining and motivating the workforce to achieve desired objectives. To Abraham (2013), Ekwesianya, Okaforcha and Okeke, (2020), Enwezor, (2021) Ojimba, (2024), Ezeamama, Ofozoba (2023), Ibe, (2022) and Okoye, and Ezeaku, (2025), human resource comprised both the skilled and unskilled manpower that manipulate other resources for the benefit of human kind. Human resources in the school system involves all the school personnel from the highest echelon to the lowest provided the person contributes no matter how little to the progress of the educational delivery process.

1. Non-human resources; these are the school inanimate resources that are used by the human factors in the organization to achieve desired goals. They are equally essential for the operation of the school or organization. They assist the human efforts in achieving expected goals. Abraham (2013), Onyekwelu, (2024), Ofozoba and Ofozoba, (2023), Abonyi, (2023) and Asodike and Adiele (2014) outlined the types non-human resources as follows;

i) Material resources---these resources are made by man and used by man to achieve designated goals. They are like work implements that facilitate job performance and effectiveness. These include; machines, tools, furniture, equipment, fixtures that accelerate production functions.

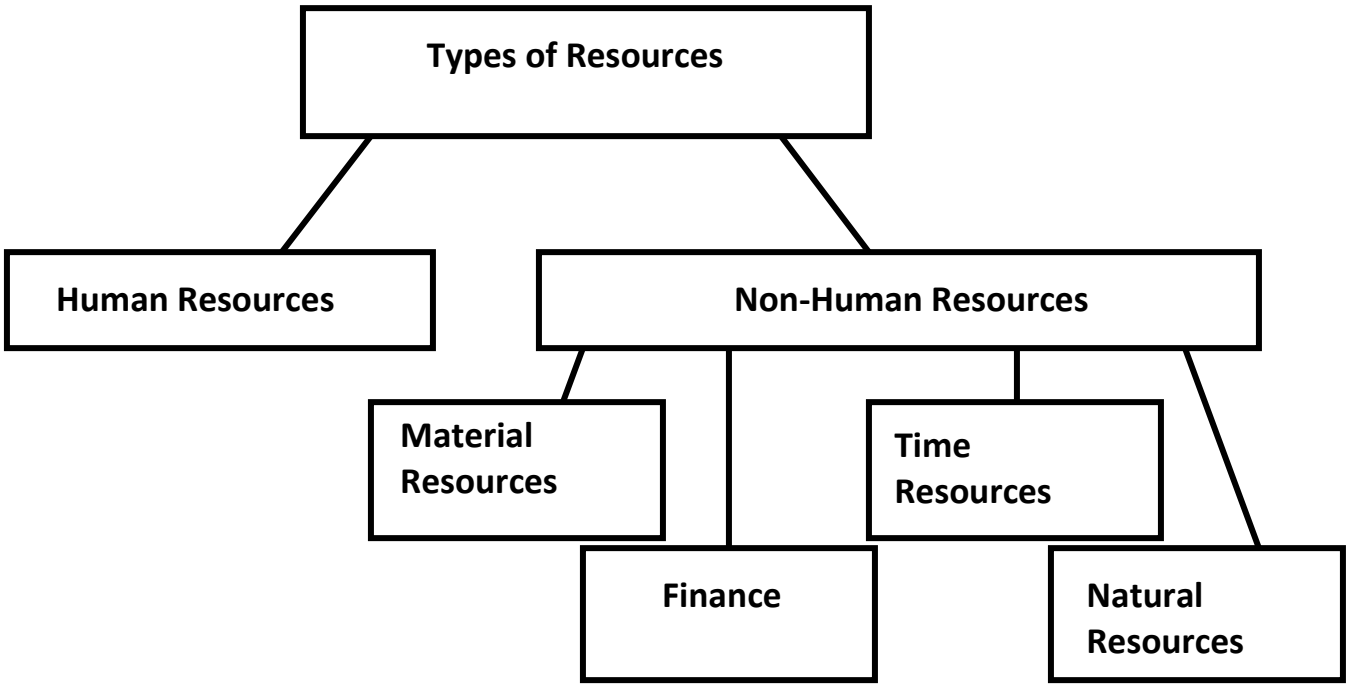
ii) Finance resource---this is the money or cash invested in the organization. Ofozoba, (2020), Ibe, (2019), Anushiem, (2017) and Ekwesianya, (2022), averred that this financial resource is very vital as it is used to hire personnel and procure other material and natural resources for smooth operation of the organization. It is the whole lot of money invested in the establishment of school. Finance resource dictates the quality of other resources which in turn mirrors the quality of output. When finance is adequately provided, quality resources are sources thus quality output, reverse is the case when there is insufficient and/or total lack of money.

iii) Time resource---time is an essential resource in any organization that desire to attain desirable achievement. Ucheagwu-Okoye, (2025), Nneka Anthonia Obumse and Uju Egenti (2021), Okaforcha and Iloka, (2025), Nwankwo and Okoye, (2022), Osegbue, (2022) posited that time should be judiciously managed to attend to all the activities, programmes and events of the school so as to meet deadline and well as achieve great heights in education. Time wasted cannot be retrieved.

iv) Natural resources; just as the name implies, these are natural

gifts from God for man's existence. Natural resources are land, water bodies, mineral resources, vegetations and so on.

Fig. 1 Diagrammatic Representation of the Types of Resources



Theories of human resources

Theories are guides to action in specific situations. They are guidelines, prepositions and assumptions proven to have been effective in management. Nwakoby, (2025), Nwakoby and Iloka, (2025), Enwezor and Obi, (2022), Asodike & Adiele (2014) citing Hoy and Miskel (2008), Osegbue, (2019), Okeke, Okaforcha and Ekwesianya, (2019) and Okoye, (2021) perceived theory as set of interrelated concepts, assumptions, generalizations that systematically describes and explains regularities in behaviour in educational organizations. The scholars further identified the following theories of human resources management:

1. The classical management approach theory; this theory is also known as the scientific management theory. The proponents of this theory perceived management as being scientific inclined. It is also referred to as the machine model (1910—Early 1930's). The major contributor of this theory is Frederick Taylor and is as such called the father of scientific management. He opined that work schedules should be systematically studied and planned to

ascertain the best procedures to adopt as well as systematically studied the management so as to fathom the most efficient techniques to be used in organizing, coordinating and directing the workforce for effective outcome. He conceived an organization as a yardstick for achieving desired goal in the most economical way thus viewed human capital as machines that should be utilized to accomplish organizational goals. The aim of this theory is to ensure that optimum utilization of both human and non-human resources is attained. This explains why the theory is also known as work centred approach or machine model. This theory demands that the manager should take time to assign duties according to competency, expertise and capability and also distribute the other resources for optimal usage. Other classical or scientific theorists include; Henri Fayol, Luther Gulick, Lydall Urwick among others. Splitting of work into smaller parts according to areas of specialization for easy efficient job performance. They are the advocates of application of management principles in the operation of organizational roles; these are; planning, organization, staffing, coordinating, reporting and budgeting (POSDCoRB).

2. Human relationships approach theory; this approach was spearheaded by a psychologist Mary Parker Follet. This approach demands that people that make work done in an organization should be treated fairly and not seen as tool to accomplish the organizational goals. They should be accorded recognition in relation to their well-being in the organization. Follet discovered that good human relationship boosts the workers morale for high productivity there encouraged dynamic and harmonious relationship in the workplace. Other proponents of this humanistic approach include; Ellon Mayo, etc.
3. The organizational behavioural theory; organizational behaviour is determined by the level of interest the organizational manager shows on the workers' needs beliefs, goals and motivations. This is paramount because for every worker there is some level of expectations on the satisfaction of his personal needs in as well as that of the organization. The more those needs belief and aspirations are satisfied, the more the worker is energized to increase job performance. The school administrators should ensure that both the organizational goals and that of the school personnel should be satisfied to ensure increased production. The satisfaction of the basic motivates the staff to aspire to work hard for better output.
4. The contingency theory; Professor Frederick Fieldler is one of the major exponents of this theory. This theory upheld that the approach to adopt by the manager is determined by the spur

of the moment. It is the situation on ground that determines what procedure to be applied. This theory is also called situational approach. It emphasizes that there is no best approach to resource management and that is the situation on ground that dictates the best method to be used. According to the contingency theory, the leadership style to be applied by the manager hinged on the following factors---the leader, the led and the situation/environment where they operate. It strongly believes that none can work in isolation. The leadership style must definitely be influenced by the political, economic, technological and social context of the organization. The attitudes of the personnel dictate the leadership style as well as the laid down principles or policies along with the current happenings.

5. The participative decision-making approach theory; decision making is one of the essential roles performed by the administrator in any organization. It is the process through which informed decisions that foster the progress of the organization are assembled, assessed and put into policy for implementation. This theory upheld that the personnel be involved in the process of decision making especially the one that most relates to them. In this way they fill committed to their duties. It also enables them to know why certain decisions were taking and as such commands compliance specifically in matters that affect change and innovation. The theorist in this field advocated for optimum rational decision in choosing from several alternatives. Decision making is a process with many stages such as;
   i) Identify and define the problem
   ii) Establish the aim and objectives
   iii) Create all possible alternatives
   iv) The implication of each of the possible alternatives should be evaluated.
   v) Assessment of all the alternatives should be based on the aim and objectives.
   vi) Select the best alternatives with less consequence that best makes for efficiency and cost effective.
   vii) The decision is eventually adopted, implemented and appraised.
   viii) The feedback is useful for the on-set of the next decision-making cycle.

The Implications of the Human Resource Theory to the School Administrator

All the theories of human resources discuss here has far reaching implications to the school administration as they serve as guidelines in their course of action on specific situations. Some of the implications are as follows:

1. The classical/scientific human resource theory which advocates for sequential mapping out of duty schedule in accordance to areas of specialties through division of labour makes for job performance efficiency. By implication, the school heads should split duties and apportion to staff using their qualifications, competency and interest to achieve more. Teachers should be given subjects in their area of discipline. No teacher should be allowed to teach subject outside the subject area.
2. The human relations movement theory prioritized human relation as a useful tool in making the workforce put in their best. Interpersonal relationship motivates the teachers and makes the school environment conducive for teaching and learning. The school administrators should ensure open school climate for unfettered compliance and effective results.
3. The school administrators should make sure that the welfare of the teachers is considered because when they meet their personal needs, they tend to embrace their job with zeal and ensure right things are done at the right leading to job improved performance.
4. There is no hard and fast theory on how to manage human resources. It all depends on the circumstances and personnel behaviour. The principal should there handle issues from the context in which it happened and not being too right to lay down principles.
5. Decision making should participatory. The teachers should be among the decision-making syndicate then the principal should outline the alternatives and their individual consequences so as to pick the one that is most beneficial and cheapest.

Problems of Educational Resource Management

Educational resource management is a vital tool in ensuring that available resources are evenly distributed to areas of needs in various departments for proper usage. There are however challenges that oftentimes distort effective management of educational resources as listed below:

1. **Insufficient fund:** when fund provided for the procurement of educational resources is inadequate; inferior materials could be purchased, drop in the quantity of the materials needed is evinced, incompetent and unqualified personnel could be hired which leads to poor quality output.
2. **Poor planning:** poor planning is the beginning of failure this is because poor planning leads to purchasing materials not needed, undermining the population of the users, poor distribution among others.
3. **Mismanagement:** this involves fixing a square peg on the round hole. Arbitrary allocation of duties to

personnel couple with unevenly distribution of resources.

4. **Lack of maintenance culture:** some of the school managers lack maintenance culture as a result do not apply any form of maintenance consequently newly purchased materials are allow to accumulate dust and spoil, some are exposed to rainfall and vandals while yet others are manhandled by the school staff and students alike.
5. **Improper record keeping:** some schools do not have proper record of available school material resources thus making it possible for loss of these essential materials. There is no proper record keeping of the users in possession of school materials as well as when it was returned. This attitude paves way for stealing and careless usage of such materials.

Conclusion

Resources are the assets and tools meant to set in motion the operation of every organization such as school. Resources could be human and non-human. Human resources are the nucleus in every school operation because the non-human resources seem useless in the absence of the human resources. This is because it is the human elements in the school that put to use the material resources for objective attainment. It is the duty of the school manager to plan, organize, direct and coordinate these resources for optimal utilization. Apparently, effective educational management of resources determines the efficient usage and ultimately objectives attainment.

Recommendations

In view of the enumerated challenges of effective educational resource management, the following recommendations were made:

1. **Provision of sufficient fund:** there is need to provide sufficient fund so as to enable the school administrator seek vendors with proven integrity that are capable of selling quality and durable materials. This helps to elongate the life of school materials.
2. **Strategic planning:** this is a crucial aspect of management that allows purchase of only needed materials and directing them to the areas of need.
3. **Effective and efficient management:** since the management determines the failure or success of the schools, it also applies to the managers role in the planning, purchase and distribution of needed resources for objectives attainment.
4. **Practice of good maintenance culture:** it is cheaper to maintain already existing materials than buying new ones. Based on this there is need for daily maintenance, routine maintenance and preventive maintenance among others. All of these prolongs the life cycle of the school resources.
5. **Proper record keeping:** proper record keeping is essential to make sure that whereabouts of the

educational resources are known for easy location and safety.

REFERENCES

Abonyi, A. U. (2022). Sustaining a Claim or Counterclaim for a Declaration of Title to Land: A Review of David Nwankwo Egemonye v Peter Obichukwu Egemonye. *IRLJ*, *4*, 160.

Abonyi, A. U. (2022). The Constitutionality of RUGA as a Land Policy in Nigeria. *AJLHR*, *6*, 52.

Abonyi, A. U. (2023). The Protection of Prisoners of War under International Humanitarian Law. *LASJURE*, *4*, 115.

Abraham, N.M. (2013). Educational administration in Nigeria. Port Harcourt; Pam Unique Publishers.

Adinna, I. P., & Onyekwelu, R. A. (2021). Evaluation Of Supervision Related Challenges on The Implementation of National Policy on Secondary Education in Anambra State Nigeria. *Online Journal of Arts, Management and Social Sciences (OJAMSS);* 5(2), pg.272 – 281

Adodike, J.D. & Adiele, F.G. (2014). Theories and models of human Resource management In F.N. Obasi & J.D. Asodike (Eds.) Educational resource management. University of Port Harcourt Rivers State, Nigeria; Pearl Publishers.

Anthony, O. C. (2014). The United States and Political Revolution in Africa: A Study of the 2011 Revolution in Egypt. Humanities and Social Sciences Review, CD-ROM.; 3(2):269–281.

Anthony, O. C. (2019). Implementation of vision 20: 2020 agricultural policy and food production in Nigeria, 2007–2015. International Journal of Research and Innovation in Social Science; *3*, 42-64.

Anushiem, M.I. & Anushiem, U.M.J. (2023). Leave to Sue a Company in Liquidation Under section 580 of Companies and Allied Matters Act 2020: Imperative for Legislative Intervention. *Frontline Bar Journal (FBJ); 1(2),* available in google scholar at http:// www. nigerianjournalsonline.com.

Anushiem, U. M. (2025). Education Law in Nigeria: Imperative for Fundamental Rights Provision. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Anushiem, U. M. (2023). The intervention of finance act on taxation of non-resident companies in Nigeria: An appraisal. *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law*, *4*(1).

Anushiem, M. U. (2019). The Constitutionality of The Exclusive Jurisdiction of The Investments and Securities Tribunal (IST). *African Journal of Constitutional and Administrative Law*, *1*, 64-77 available in google scholar at http:// www.journals.ezenwaohaetorc.org

Anushiem, U.M.J. (2022). Intervention of Finance Act (2019) as Amended on Taxation of Dividends in Nigeria: A Legal Appraisal' *Nnamdi Azikiwe University, Journal of Commercial and Property Law*, 9 (1); available in google scholar at http:// www.journals.unizik.edu.ng

Anushiem, U.M.J. (2022). The Intervention of Finance Act on Taxation of Non-Resident Companies in Nigeria: An

Appraisal', *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law (COOUJPPL)* 4 (1).

Anushiem, U.M.J. (2023). Appraisal of the Prospects for Taxation of Digital Economy in Nigeria', *Unizik Law Journal*, 19 (2), available on online on journals.ezenwaohaetorc.org.

Azubuike, O. R. (2024). Perceived Influence of Principal Leadership Styles on Teachers' job Performance in Public Secondary Schools in Awka South LGA. *Top Educational Review Journal;* 15(12);24-32. ttps://zapjournals.com/Journals/index.php/terj

Azubuike, O. R. (2024). Perceived Influence of Welfare Packages on Teachers Job Performance in Public Secondary Schools in Anambra State. *International Journal of Education, Research and Scientific Development;* 5(3), 1-14. https://www.ijresd.org

Azubuike, O. R. (2024). Principals' school Plant and Personnel Management Practices as Predictors of School Improvement in Secondary Schools in Anambra State.

Azubuike, O. R. (2025). Utilization Of Learning Resources for Teaching in Primary Schools in Udi LGA of Enugu State. *Irish J. Edu Pract*, *8*(01).

Bua, F.T. & Ada, J.N. (2018). Personnel administration and school plant management in education. Makurdi Benue State, Nigeria; DNA Traeces empire Ltd.

Ekwesianya, A. A. (2022). Principals' school-Community Relationship Management Strategies for School Plant Maintenance in Secondary Schools in Awka Education Zone of Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *6*(1), 191-200.

Ekwesianya, A. A. (2025). Towards Effective Integration of Artificial Intelligence in Teaching Profession in Nigeria: Issues and The Way Forward. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *14*(1).

Ekwesianya, A. A., Okaforcha, C., & Okeke, N. I. (2020). Principals' Capacity-Building Needs for Conflict Resolution in Secondary Schools in Anambra State. *International Journal of Innovative Science and Research Technology; 6 (5); 513-516.*

Enwezor, C. H. (2021). Relationship Between Principals' human Resource Management Practices and Teachers' job Satisfaction in Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *2*, 137-150.

Enwezor, C. H., & Chukwunonye, M. N. (2021). Principals' application of Code of Ethics in The Management of Examination Malpractice in Secondary Schools in Anambra State. *COOU Journal of Educational Research*, *6*(2).

Enwezor, C. H., & Obi, E. (2022). Academic Staff Work Environment and Work Orientation as Correlates of their Job Satisfaction in Colleges of Education in South East, Nigeria. *Unizik Journal of Educational Research and Policy Studies*, *11*, 81-93.

Enwezor, C. H., & Obi, E. (2022). Work Environment and Orientation of Male and Female Academic Staff as Correlates of Their Job Satisfaction in Colleges of Education in South East, Nigeria.

UNIZIK Journal of Educational Research and Policy Studies, *10*, 168-179.

Enwezor, H. C. (2021). Perceived Impact of School Climate on Academic Performance of Secondary School Students in Onitsha North Local Government Area, Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *4*, 117-136.

Enwezor, H. C., & Chukwunonye, N. M. (2022). Employability Skills Applied by Principals for Managing Generated Revenue for Effective School Management in Anambra State, Nigeria. *The Pacific Journal of Science and Technology*, *23*(2), 66-73.

Ezeaku S. N (2019). Creative Quality of Educational Managers in functional Education as a panacea to Achieving Sustainable Development in Anambra State, Nigeria. *Journal of Education, Society and Behavioral Science* Vol. 31 (issued) (Pg 1-9).

Ezeaku, S. N. (2025). Instructional Leadership in The Era of Ai: Correlates to Open School Climate in Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *19*(1).

Ezeaku, S. N., & Okoye, A. C. (2025). Best Strategies for Ensuring a Good Organizational Climate in Secondary Schools in Anambra State. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Ezeamama, C.A. Ofozoba C.A. (2023) "*Role of Local Governments in Rural Development of Nigeria, A Case Study of Ekwusigo Local Government Area of Anambra State".* British Journal of Marketing Studies, 11(5). pp. 22-43.

Ibe, I. U. (2019). An Appraisal of The Legal and Administrative Framework for Taxation in Nigeria. *African Journal of Constitutional and Administrative Law*, *1*.

Ibe, I. U. (2022). An Analysis of The Legal Framework for The Administration of Companies Income Tax in Nigeria. *Chukwuemeka Odumegwu Ojukwu University Law Journal*, *6*(1).

Ibe, I. U. (2022). legal responses to tax evasion and avoidance in Nigeria. *Chukwuemeka odumegwu ojukwu University Journal of Private and Public Law*, *1*(1).

Iloka, P. C. (2025). Teaching Integrity: Strategies for Fostering Ethical Behavior in Students. *UNIZIK Journal of Educational Research and Policy Studies*, *19*(1).

Iloka, P. C., & Nwakoby, C. S. (2025). Examination Of the Legal Rights of Teachers: A Case Study of The Anambra State Legal Provisions. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Iloka, P. C., & Nwakoby, C. S. (2025). Safety And Security in Managing School Facilities. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Izuchukwu, V.C., K.A. Ugwaka, V. Arazu and C.U. Ezechi, 2023. Quality evaluation of commercial fish ponds in Uli, Anambra State and their health implications. *International Journal of Agricultural Research;* 18(2), 56-63.

Kaegon, L.E.S. (2011). Resource management in schools In O.E. Olawolu & C.U. Madumere-Obike (Eds) Introduction to educational

management. Port Harcourt; Informedia Grafik Ororigwe.

Nneka Anthonia Obumse & Uju P. Egenti (2021). Influence of mental health status on academic achievement of public secondary school students in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies.*

Nneka Anthonia Obumse, Uju P. Egenti (2021). Influence of psychosocial variables on campus adjustment of first-year students of Colleges of Education in Delta State, Nigeria. *Unizik Journal of Educational Research and Policy Studies.* Vol. 9. (2021).

Nwakoby, C. S. (2025). Leadership In Educational Management. *UNIZIK Journal of Educational Research and Policy Studies*, *19*(1).

Nwakoby, C. S., & Iloka, P. C. (2025). Examining Education Law of Torts in Public Secondary Schools in Anambra State. *UNIZIK Journal of Educational Laws and Leadership Studies*, *1*(1).

Nwakoby, C. S., & Iloka, P. C. (2025). Regulatory Challenges in Implementing Digital Education in Anambra State for Sustainable Development. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Nwankwo, A. A. (2022). Green business strategies and performance of breweries in South-East Nigeria. *International Journal of Innovative Social Sciences & Humanities Research*, *10*(1), 127-138.

Nwankwo, A. A. (2022). Impact of Emerging Digital Technology on Organizational Performance: A Study of Fidelity Bank in Anambra State. *International Journal of Business Systems and Economics*, *13*(5), 156-168.

Nwankwo, I. N. (2020). Assessment of principals' implementation of education management information systems in staff personnel management in secondary schools in South-East states of Nigeria. *International Journal of Innovative Science and Research Technology; 5 (10)*, 398 - 404.

Nwankwo, I. N. (2022). Management practices for controlling fund wastages and misappropriation in secondary schools In Anambra State. *Unizik Journal of Educational Research and Policy Studies*, *14*(1), 177-190.

Nwankwo, I.N. (2022). Management Practices for Controlling Fund Wastages and Misappropriation in Secondary Schools in Anambra State. *Unizik Journal of Educational Research and Policy Studies (UNIJERPS) 14 (1)*; 177-190.

Nwogu, U.J. & Adiele, F.G. (2016). Enhancing healthier and safer school facilities management for secondary school service delivery in Rivers State. African Journal of Educational Research and Development (AJERD), 8(1); 84-94.

Obumse, N. A. (2022). Influence of Parents Socio-Economic Factors on Psychosocial Adjustment Levels of Anglophone Adolescents Residents in Burkina-Faso, Francophone Speaking West Africa. Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), 5(3) p.g. 147 – 161

Obumse, N. A. (2022). Relationship Between Family Levels of Expenditures and Socio-Cognitive Adjustment Levels of Adolescents in Anambra State Nigeria.

Sapientia Foundation Journal of Education, Sciences and Gender Studies, *4*(3). pg. 213 – 223

Obumse, N. A. P. (2022). Influence of Parenting Styles and Nurturance on the Psychosocial Development of Adolescents in Enugu State: Implication for Employability and Global Competitiveness in The New Normal. Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), 5(3); p.g. 59– 68

Obumse, N. A., & Chinwe, T. (2021). Sexual Violence Among Female Undergraduates in Anambra State: Prevalence, Patterns and Counselling Practices. *Journal of Educational Research & Development*, *4*(1).

Ofozoba C. A. (2020), "*A Philosophical Reflection on Gender Inequality and the Status of Women in the 21st Century Nigeria Social Environment".* The International Journal of Humanities & Social Studies; 8(10) DOI No: 10.24940/theijhss/2020/v8/i10/HS2010-036. www.theijhss.com

Ojimba, C.C. (2020). Legal Implications of Technology Transfer to Nigeria. *Chukwuemeka Odumegwu Ojukwu University Journal of Commercial and Property Law*, *2*(1).

Okaforcha, C. C. (2021). Relationship Between Principals' staff Personnel Practices and Teachers' job Commitment in Secondary Schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *4*(1), 191-198.

Okaforcha, C. C., & Iloka, C. P. (2025). Disciplinary Measures as Correlates of Students' misbehaviour in Public Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *19*(1).

Okaforcha, C. C., & Okeke, I. N. (2020). School Leadership as A Correlate of Teachers' job Satisfaction in Public Secondary Schools in Awka Education Zone of Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *1*, 1-7.

Okaforcha, C. C., & Okeke, N. I. (2025). Towards Effective Safety Management in Secondary Schools in Nigeria. *Unizik Journal of Educational Research, Science and Vocational Studies*, *1*(1).

Okaforcha, C., & Okeke, N. I. (2019). Extent of principals' human resource management practices for teachers' job involvement in secondary schools in Anambra State. *African Research Review*, *13*(2), 145-155.

Okechukwu, E. (2025). Legal Protections of Teachers for Sustainable Workforce. *Unizik Journal of Educational Laws and Leadership Studies (UNILAWS), 1 (1).*

Okechukwu, E. (2025). Principals' Effective Communication Strategies for Improving Teachers' Job Performance in Secondary Schools in Anambra State. *Unizik Journal of Educational Research and Policy Studies VOL.19 (2).*

Okechukwu, E. (2025). Teachers Rights and Responsibilities and Societal Expectations. *Unizik Journal of Educational Laws and Leadership Studies (UNILAWS), 1 (1).*

Okeke, N. I. (2022). Principals' organizing Strategies for School Plant Maintenance in Secondary Schools in Awka Education Zone of Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *13*(1), 167-173.

Okeke, N. I., & Okaforcha, C. C. (2025). Towards Effective Management of University Education in Nigeria. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Okeke, N. I., Okaforcha, C., & Ekwesianya, A. (2019). Attrition and strategies for teacher retention in secondary schools in Anambra State. *Global Journal of Education, Humanities and Management Sciences, 1(1), 148–156.*

Okeke, N. I., Okaforcha, C., & Ekwesianya, A. (2019). Principals' School Self-Assessment Practices for Secondary School Improvement in Awka Education Zone of Anambra State. *Global Journal of Education, Humanities and Management Sciences* (GOJEHMS); 1(1), pg.128 - 136

Okoye, A. C. (2021). Strategies for developing sustainable business education for economic development. *International Journal of Management Studies and Social Science Research*, *3*(2), 76-81.

Okoye, A. C. (2025). Digitalization Of Secondary School Personnel Management Practices for Managerial Effectiveness in Public Secondary Schools in Anambra State. *UNIZIK Journal of Educational Laws and Leadership Studies*, *1*(1).

Okoye, A. C., & Ezeaku, S. N. (2025). Digitalization in Teaching and Learning and The Challenges Hampering Its Smooth Flow. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *14*(1).

Onyekwelu, R. A. (2021). Principals' administrative Measures for Enhancing Instructional Effectiveness in Anambra State Public Secondary Schools. *COOU Journal of Educational Research, 6*(1).

Onyekwelu, R. A. (2024). Enhancing the Quality of Secondary Education Through Professional Development of Teachers in Nigeria. *British Journal of Multidisciplinary and Advanced Studies*, *5*(1), 194-205.

Onyekwelu, R. A. (2024). Students' use of Search Engines as Correlate of Students Academic Performance in Senior Secondary Schools in Ogidi Education Zone. *Multi-Disciplinary Research and Development Journals Int'l, 5*(1), 11-11.

Onyekwelu, R. A. (2024). Teachers' Professional Competencies as correlates of Student's Academic Achievement in Public Secondary Schools in Anambra State. AJSTME, Volume. 10 (3); 404-411; https://www.ajstme.com.ng

Onyekwelu, R. A., & Adinna, P. I. (2022). Influence Of Covid-19 On the Nigeria Secondary Education System: Effective Virtual Learning, The Way Forward (A Case Study of Anambra State). *Journal of Educational Research & Development*, *5*(2).

Osegbue, G. C. (2025). Crisis intervention and response in educational institutions: developing and implementing plans in developing countries. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Osegbue, G. C. (2025). Crisis intervention and response in educational institutions: developing and implementing plans in developing countries. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Osegbue, G. C. (2025). Early childhood education in Nigeria: challenges and prospects. *Unizik Journal of Educational Laws and Leadership Studies*, *2*(1).

Osegbue, G. C. (2025). Early childhood education in Nigeria: challenges and prospects. *Unizik Journal of Educational Laws and Leadership Studies*, *2*(1).

Osegbue, G.C. (2019). Perceived impact of effective educational planning on education system for national cohesion and global competitiveness. *International Journal of Educational Practice (IISTE)*, 10(11), 108-117.

Osegbue, G.C. (2021). Principal' management of students' personnel services for attainment of educational goals in Anambra State. *Journal of Educational Research and Development, 4(1*), 85-92.

Osegbue, G.C. (2022). Effectiveness of visual video tutoring on students' learning in coping with COVID 19 in the new normal. *International Journal of Educational Practice (IISTE),* 13(21) 110-122.

Osegbue, G.C., & Nnubia, J.N. (2020). Adequacy of strategic plan implementation in secondary schools' administration for sustainable educational development in Anambra State, Nigeria. *Unizik Journal of Educational Management and Policy, 4(1)*, 104-114.

Ucheagwu-Okoye, O. M. (2021). The Need for Arbitration as An Alternative Dispute Resolution Mechanism in Tax Disputes Resolution in Nigeria. *Idemili Bar Journal*, *2*.

Ucheagwu-Okoye, O. M. (2025). Educational Laws and Their Impact on Inclusive Education for Students with Disabilities in Anambra State: Implications for Sustainable Development. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Ucheagwu-Okoye, O. M. (2025). Role Of School Leaders in Promoting Mental Health Awareness Among Secondary School Students in Anambra State for Sustainable Development. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *14*(1).

Ucheagwu-Okoye, O. M. (2025). The Role of Artificial Intelligence (AI) in Student Assessment and Evaluation in Educational Leadership in Tertiary Institutions in Anambra State. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Ugwaka, K. A. (2025). Availability, accessibility and utilization of e-learning resources in teaching agricultural science in senior secondary schools in Anambra state. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Ugwaka, K. A. (2025). Availability, accessibility and utilization of e-learning resources in teaching agricultural science in senior secondary schools in Anambra state. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Ugwaka, K. A. (2025). Integrating digital agriculture into the undergraduate agricultural education programmes in Nigerian universities for vocational development. *Unizik Journal of Educational Research, Science and Vocational Studies* 2 (1); 229-241.

Ugwaka, K. A. (2025). Integrating digital agriculture into the undergraduate agricultural education programmes in Nigerian universities for vocational development. *Unizik Journal of Educational Research, Science and Vocational Studies* 2 (1); 229-241.

Ugwaka, K.A. and Igbokwe S.O. (2020). Effect of ration level on the growth and development of clarias gariepinus. *International Journal of Agricultural Research and Food Production,* 5(3); 1-9.

Ugwaka, K.A. and Igbokwe, S.O. (2023). Effect of Phthalates from Plastic Culture Materials on the Growth and Survival of African Catfish. *International Journal of Agricultural Research; 18 (1): 36-44.*

Uwaezuoke, M.I. & Morah, B.U. (2019). School facilities procurement, distribution and utilization for quality service delivery in Obio/Akpor Local Government Area of Rivers State. Nigerian journal of educational administration and planning 19(4);1-13.

Uzoechina, G.O. (2016). Management in the education system. Onitsha; West and Solomon publishing company.