



Institutional Leaders' Capacity Building and the Management of Human and Material Resources among Principals of Public Secondary Schools

Francis Tamunonengiyeofori Orupabo

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education

francisorupabo@gmail.com

Abstract

This study investigated institutional leaders' capacity building and the management of human and material resources among principals of public secondary schools in Rivers State, Nigeria. Specifically, the study investigated the influence of various capacity building programs such as seminars, workshops, conferences and in-service trainings on the managements of human and material resources among principals of public secondary schools. Two research questions and the corresponding hypotheses tested at 0.05 level of significance guided the study. The population of the study comprised five hundred and eighty three (583) principals of public secondary school across the 23 local government areas of Rivers State. A sample of three hundred and thirteen (313) were selected through stratified random sampling. The instrument for data collection was a 16 item non-standardized questionnaire tagged "Institutional Leaders' Capacity Building and the Management of Human and Material Resources Questionnaire" (ILCBMHRQ). The questionnaire was validated by experts in the field of educational management and educational psychology; the reliability was established using test-retest method; the reliability was calculated using Cronbach Alpha; and the reliability co-efficient obtained was 0.81. The data collected were analyzed using the descriptive statistics specifically frequency, mean and standard deviation to answer the research questions. Also, independent t-test was used to test the hypotheses. The study found that capacity building programs enhances the management of human and material resources. Based on the findings, the study concluded that capacity building programs such as seminars, workshops, conferences and in-service trainings are vital tools in making institutional leaders aware of the importance and various methods of managing human and maintaining material resources within the school system. The study recommended among others that government should periodically organize various capacity building programs that border on resource management for principals of public secondary schools in Rivers State.

Keywords: Institutional Leadership, Principals, Capacity Building, Human Resources, Material Resources, Secondary Schools, Rivers State, Nigeria.

Reference to this paper should be made as follows:

Orupabo, F. T. (2022). Institutional leaders' capacity building and the management of human and material resources among principals of public secondary schools. *International Journal of Scientific Research in Education*, 15(1), 160-192.

INTRODUCTION

Globally, education is seen as the cornerstone of development. It forms the basis of literacy, skill acquisition, technological advancement as well as the ability to harness the natural resources of the environment for development (Adeyemi, 2012). This fact, therefore, is one of the reasons why developing nations of the world are in dire need to match with the rate of achievement in the education sector of developed nations. Garba (2012) posited that the recommendations of the 1977 seminar on education culminated into what is today known as the National Policy on Education (NPE) (FRN, 2004). The policy presents the following broad aims of secondary education as contained in the section 4, subsection 18 of the policy:

- Provide an increasing number of primary school pupils with no opportunity for education of higher quality, irrespective of sex or social, religious and ethnic background;
- Diversify its curriculum to cater for differences in talents, opportunities and roles possessed by or open to students after the secondary school course;
- Equip students to live effectively in our modern age of science and technology;
- Develop and project Nigerian culture, art and language as well the world's cultural heritage;
- Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labor and appreciate those values specified under our broad national aims and live as good citizens;
- Foster Nigeria unity with an emphasis on the common ties that unite us in our diversity;
- Inspire its students with a desire for achievement and self-improvement both at school and in later life (Federal Republic of Nigeria, 2004, p. 56)

Secondary education in Nigeria is a six-year duration program given in two stages, junior and secondary levels of three years each (Garba, 2012). Secondary education completes the provision of basic education that began at the primary level, and aimed at laying the foundation for lifelong learning and human development. Therefore, Nigeria as a developing nation requires collective effort of all stakeholders of secondary education to ensure the achievement of secondary education goals. However, in most cases, societal expectations in terms of achievement of these goals are hardly met and the explanation to this could be partly linked to the quality of institutional leadership and the management of limited available school resources. Obviously, the absence of effective institutional leadership and management of available school resources creates situations that constitute bottlenecks to the achievement of secondary education goals and objectives.

In Nigeria, principals are the heads of secondary schools. Such head is expected to have demonstrated certain leadership qualities and armed with adequate managerial information to accomplish his leadership and managerial goals. Mbipom (2006) stated that they (Principals) assume all routine jobs to accomplish all tasks as leaders for achieving school objectives for posterity. Onyeike and Nwosu (2018) supported this by stating that principals are the uncompromising leaders of their schools as well as managers/administrators in whose hands lie the future of institutions they head. According to Nosike and Oguzor (2011), leadership is commonly referred to as management—that is getting others to do something. Therefore, the position of the principals as institutional leaders within the school environment cannot be overemphasized. This is due to the fact that every person within the school system looks up to

the principals for appropriate leadership for others to follow. In view of the foregoing, the principals do not only set goals; they influence people to work willingly towards the achievement of the goals.

Also, in the secondary education system, the leadership roles of the principals are demonstrated in their activities such as planning, coordination, supervision, decision making and motivation of staff which are what distinguishes him as the head (Onyeike & Nwosu, 2018). However, it is evident that where there is good educational planning, adequate staffing and facilities with proper fiscal management and what is most needed is effective institutional leadership role performance to coordinate all the aforementioned for successful achievement, because if the leadership fails, every other available resource fails.

Statement of the Problem

The achievement of secondary education goals and objectives specifically in Rivers State and Nigeria in general is crucial to the human's quest for improved living conditions, increased economic development and hope for better future. Unfortunately this has been hampered by myriads of challenges facing this level of education in Rivers State and in Nigeria in general. From observation particularly in Rivers State, these challenges include; inadequate professionally trained teachers (Ololube, 2009), poor attitude to work, inadequate or non-availability of funds due to low budgetary allocation by government which inhibits proper maintenance of human and non-human resources in the schools (Ololube, 2019), dilapidated structures especially in the rural areas, revised and updated curriculum without a commensurate resource allocation, conflicts among teachers due to clash on time table, time wastage on extracurricular activities which usually result to teachers' inability to cover scheme of work. These are major indicators that school resources are not properly managed in Rivers State.

That is why Baderinwa (2014) stated that among the multifarious problems confronting secondary schools today are the imbalances evident in acute shortage of school facilities, inadequate supply of teaching and non-teaching staff, overcrowded classrooms due to spiral increase in enrollment, poor maintenance culture, poor supervision, poor learning environment, incompetent leaders and low morale among teachers due to incongruence in basic conditions of salaries. It therefore becomes imperative to examine how institutional leaders' capacity building in public secondary schools in Rivers State will enhance their managerial skills, knowledge and techniques in the management of school resources for effective achievement of secondary education goals, hence, the need for the study.

Aims and Objective of the Study

Generally, the purpose of the study was to examine institutional leaders' capacity building and the management of school resources among principals of public secondary schools in Rivers State. Specifically the study sought to:

- Determine the influence of capacity building (seminars, workshops, conferences and in-service trainings) on the management of human resources among principals of public secondary schools in Rivers State.

- Determine the influence of capacity building (seminars, workshops, conferences and in-service trainings) on the management of material resources among principals of public secondary schools in Rivers State.

Research Questions

For the purpose of the study, the following research questions were raised to guide the study:

- What are the influences of capacity building (seminars, workshops, conferences and in-service trainings) on the management of human resources among principals of public secondary schools in Rivers State?
- What are the influences of capacity building (seminars, workshops, conferences and in-service trainings) on the management of material resources among principals of public secondary schools in Rivers State?

Hypotheses

The following research hypotheses were tested at 0.05 level of significance:

- There is no significant difference in the mean rating response of public junior and senior secondary school principals on the influence of capacity building (seminars, workshops, conferences and in-service trainings) on the management of human resources in public secondary schools in Rivers State.
- There is no significant difference in the mean rating response of public junior and senior secondary school principals on the influence of capacity building (seminars, workshops, conferences and in-service trainings) on the management of material resources in public secondary schools in Rivers State.

Scope of the Study

Management of school resources is an important aspect of the role of school leadership which is central to goal achievement. A study of this nature ought to have covered the country as a whole; however, due to limited time, financial constraints and other logistics, the geographical scope for study was delimited to Rivers State. The content scope covered management of school resources as the dependent variable of the study. In the same vein, capacity building programs (workshop, seminars, in-service trainings and conferences) were treated as independent variable that will be studied to find out whether they have influence on the management of human and material resources. These variables have been selected for the study because to the knowledge of the researcher, little or no attention has been given to them by previous researchers especially in relation to the management of school resources among principals of secondary schools in Rivers State.

REVIEW OF RELATED LITERATURE

Theoretical Framework

Theories are analytical tools for understanding, explaining, and making predictions in particular areas of study (Shafritz & Ott, 2001). Many theories exist in varied fields of study, including the arts and sciences. A formal theory is syntactic in nature and only makes meaning when given a semantic component by applying it to some content (i.e. facts and relationships of the actual historical world as it is unfolding). Most researches today have shifted from traditional trait or personality-based theories to a situational theory, which dictates that the situation in which leadership is exercised is determined by the leadership skills and characteristics of the leader (Avolio et al. cited in Ololube, 2017a). Ololube (2017b) further stressed that all contemporary theories falls under one of the following three perspectives: leadership as a process or relationship, leadership as a combination of traits, or leadership as a certain behavior (leadership skills). Management theory on the other hand addresses how managers and supervisors relate to their organization in the knowledge of its goals, the implementation of an effective means to get the goals accomplished and how to mobilize available resources (human, material, finance and time) to perform to the highest standard.

In the academic school of thought, there exists a plethora of leadership and management theories out of which the contingency theory of leadership and the system theory of management will be adapted to form the theoretical framework on which the study dwell.

The Situational Leadership Theory

The Situational leadership theory recommends that no leadership style is precise as a stand-alone as the leadership style used is reliant upon the factors such as the quality, situation of the followers or a number of other variables. “According to this theory, there is no single right way to lead because the internal and external dimensions of the environment require the leader to adapt to that particular situation”. In most cases, leaders do not change only the dynamics and environment, employees and resources within the organization change. In a common sense, the theories of contingency are a category of behavioral theory that challenges that there is no one finest way of leading/organizing and that the style of leadership that is operative in some circumstances may not be effective in others (Greenleaf, 1977).

Situational theorists assumed that the leader was the focus of leader-subordinate relationship; situational theorists opined that the subordinates played a pivotal role in defining the relationship. Though, the situational leadership stays to emphasize mostly upon the leader, it creates the significance of the focus into group dynamic. Various scholarly observations of the relationships between groups and their leaders have led to some of our modern theories of group dynamics and leadership. The theory of situational leadership proposes that style of leadership should be accorded with the maturity of the subordinates (Bass, 1985). According to Zakeer in Ololube (2017a), the situational leadership model, first introduced in 1969, theorized that there was no unsurpassed way to lead and those leaders, to be effective, must be able to adapt to the situation and transform their leadership style between task-oriented and relationship oriented. According to Syque in Ololube (2017a), situational theories tend to focus more on the behaviors that the leader should adopt, given the situation at hand.

Situational theories presume that leadership style is relatively flexible, and indeed flexible enough for a leader to move along a continuum front and back so as to enable him/her

cope with different situations. In effect, the situational category of leadership theories claim that it is possible for a dictator or task oriented leader to change his style to become a democratic or employee oriented leader, as the situation changes. The core of the argument therefore, is that effective or successful leaders are those who change their style to fit the situation. Thus, to situational theories, effectiveness of leaders depends on successfully diagnosing where subordinates are on the development continuum and adapting their leadership style as necessary. Some theories of leadership that can be clearly classified under the situational category—The Tannenbaum and Schmidt's leadership model

The Tannenbaum and Schmidt's Leadership Model

In 1973, Tannenbaum and Schmidt came up with a range of leadership behaviors, from “boss-centered” (task oriented) to “subordinate-centered” (relationship oriented). A model of leadership theory which shows the relationship between the level of freedom that a manager chooses to give to a team, and the level of authority used by the manager. As the team's freedom is increased, so the manager's authority decreases. The "contingency" approach of leadership, argues that your choice should base on the situation, and not on your personal preferences.

Tells:

The Manager decides and announces the decision.

The manager reviews options in light of aims, priorities, timescale, etc., then decides the action and informs the team of the decision. The manager will probably have considered how the team will react, but the team plays no active part in making the decision. The team may well perceive that the manager has not considered the team's welfare at all. This is seen by the team as a purely task--based decision.

Sells/Persuades:

The manager decides and then 'sells' the decision to the group.

The manager makes the decision as in 1 above, and then explains reasons for the decision to the team, particularly the positive benefits that the team will enjoy from the decision. In so doing the manager is seen by the team to recognize the team's importance, and to have some concern for the team.

Suggests:

The manager presents the with background ideas and invites questions.

The manager presents the decision along with some of the background which led to the decision. The team is invited to ask questions and discuss with the manager the rationale behind the decision, which enables the team to understand and accept or agree with the decision more easily than in 1 and 2 above. This more participative and involving approach enables the team to appreciate the issues and reasons for the decision, and the implications of all the options. This

will have a more motivational approach than 1 or 2 because of the higher level of team involvement and discussion.

Consults:

The manager suggests a provisional decision invites discussion it

The manager discusses and reviews the provisional decision with the team on the basis that they will take on board the views and then finally decide. This enables the team to have some real influence over the shape of the manager's final decision. This also acknowledges that the team has to contribute to the decision—making process, which is more involving and therefore motivating than the previous level.

Joins/Shares/Collaborates:

The manager presents the situation or problem, gets suggestions, and then decides

The manager presents the situation and maybe some options, to the team. The team is expected to give ideas and additional options, and implications of each possible course of action. The manager then decides which option to take. This level is one of high and specific involvement for the team, and is appropriate particularly when the team has more detailed knowledge or experience of the issues than the manager. High involvement and high influence from the team in this level provides more motivation and freedom than any previous level.

Delegates:

The manager explains the situation, defines the parameters and asks the team to decide

At this level the manager has effectively delegated responsibility for the decision to the team, albeit within the manager's stated limits. The manager may or may not choose to be a part of the team, which decides. While this level appears to give a huge responsibility to the team, the manager can control the risk and outcomes to an extent, according to the constraints that he stipulates. This level is more motivational than any previous, and requires a mature team for any serious situation or problem. Remember that the team must get the credit for all the positive outcomes from the decision, while the manager remains accountable for any resulting problems or disasters. This isn't strictly included in the original Tannenbaum and Schmidt definitions, so it needs pointing out because it's such an important aspect of delegating and motivating, and leadership.

Abdicates:

The manager allows the team to identify the problem, develop the options, and decide on the action, within the manager's received limits

This is an extreme level of freedom, whereby the team is effectively doing what the manager did in level 1. The team is given responsibility for identifying and analyzing the situation or

problem, the process for resolving it, developing and assessing options, evaluating implications, and then deciding on and implementing a course of action. The manager also states in advance that he/she will support the decision and help the team implement it. The manager may or may not be part of the team, and if so then he/she has no more authority than anyone else in the team. The only constraints and parameters for the team are the ones that the manager had imposed on him from above. Again, the manager retains accountability for any resulting disasters, while the team must get the credit for all successes. This level is potentially the most motivational of all, but also potentially the most disastrous. Not surprisingly the team must be mature and competent, and capable of acting at what is a genuinely strategic decision-making level.

Conceptual Framework

The Concept of Institutional Leadership

Leadership plays an indispensable role in the management of the school. The successful achievement of the overall educational objective or goal of the school (institution) depends largely on the leadership style that is in place, this was what perhaps motivated Drucker (1995) to opine that, the prosperity if not the survival of any institution largely depends on the performance of its leadership. Thus, the success or the achievement of educational goals depends on the leadership of the school. It is also assumed from close observation that leadership styles adopted by leaders in an educational institutions will also determine its culture, thus to be a good leader, one must have the experience, knowledge, commitment, patience and most importantly the skill to negotiate and work with others to achieve desired goals (Ololube (2017b).

The institutional leadership in every school coordinates the action and the actions of the staff and other members of the school in order to achieve the goals of the school. This in no doubt shows the crucial role leadership plays in the school environment. A good leader inspires, motivates and directs activities that will help in achieving the objectives of the school.

Leadership as a concept has declined a universal accepted definition. This is due to the existence of myriad of definition about the subject matter. Therefore there is no consensus among scholars about the precise definition of leadership. Despite this, the fact remains that leadership involves a process of influencing people so that they strive willingly towards the achievement of educational goals. This suggests that leadership is just not an act; it is indeed a process that bears an overwhelming influence on people's behavior in an organization for the achievement of a specific end. Armstrong (2012) corroborated this view when he asserted that leadership means inspiring people to do their best in order to achieve a desired result or goal. He went further to state that leadership involves developing and communicating a vision for the future, motivating people and securing their engagement. If we are to accept this definition as provided by Armstrong, it will be right to therefore say that leadership in a place like a school inspires staff and student in the school to put in their best in order to actualize educational goals and objectives.

According to Dixon (1994), leadership involves exercising an influence upon others so that they tend to act towards achieving a goal which they might not have achieved so readily if left on their own. From this definition, it is clear that if people in an organization or an educational system are left on their own, they may not be able to achieve the goals or objectives of the organization or the educational system. They therefore require leaders to motivate them and

coordinate their effort in order to achieve set objectives and goals. Dixon buttressing further on leadership noted that it involves ability to:

- Inspire others;
- Persuade others willingly to behave differently;
- Clarify what needs to be done and why;
- Communicate a sense of purpose to their team; and
- Get their team into action so that the task is achieved.

According to Lucey (1991), institutional leadership is defined as the ability to influence the behavior and actions of others within a work environment in order to achieve set objectives of a particular institution. To Adesina (1981, 2004), institutional leadership is seen as the ability to get things done with the assistance and cooperation of others within the institution. From these two perspectives provided above, we can see that the ultimate goal of every leadership in educational institution is to see to the realization of the goals of such institution. This therefore means that every institution and organization requires a visionary and effective leader to realize or actualize the stated objectives or goals. Giving more credence to the definitions above, Barker (1991) posited that leadership involves behaviors that helps group to achieve their preferred objectives.

According to Kalagbor (2017), leadership has to do with behavior and do not only mean management of staff in a school system. He went further to state that it refers to any school member occupying a position of responsibility and who through their subordinate, are assisted to perform duties and assignments for the attainment of educational goals. This definition defines leadership in the educational environment. Every educational system has objectives or goals that it intends to achieve. It is the leadership that will determine how well the educational goals will be achieved. Leadership functions are vital or crucial in the school. Tanenbaum (1961) provided a more encompassing definition of the subject matter by defining leadership as the interpersonal influence exercised in a situation and directed through the communication process towards the attainment of specific organizational goals. In Amanchukwu (2013), leadership was conceptualized as the process of influencing the activities of an organized group towards goal setting and achievement. This definition sees leadership as a process that helps in the setting and achievement of educational goals. Cole (2000) provided a comprehensive perspective of what leadership is all about. He defined it as “a dynamic process at work in a group where one individual over a period of time and in a particular organizational context, influences the other group members to commit themselves freely to the achievement of group tasks or goals”. From this perspective, leadership involves guiding other members of an organization towards the actualization or realization of overall goal of the organization. Leadership is therefore a very critical element in school administration because it is only through it that direction is given to other stakeholders in the school system. Northouse (2007) and Rowe (2007) noted that leadership is a process whereby an individual influences others to achieve a common goal. The task before every leader therefore is to harness the talents at its disposal and coordinate the individuals at its disposal in order to achieve a common goal or meet expected educational objectives since a functional leader is one who is acknowledged and accepted by the group whether he holds a status position or not (Nnabuo et al., 2008).

From the vast array of definitions and explanations that has been painted above, it is clear that we are not lacking in terms of definition of leadership. In rounding up, the paper will want to drive home the point that leadership entails the following:

- Leadership involves the use of influence not coercion. Thus, a leader involves his follower to do his bidding willingly.
- Leadership is focused or aimed at achieving certain goal.
- Leadership involves people. This implies that leadership cannot be exercised in a vacuum. It involves people like the workers (staffs) and students in a school among other.
- Leadership involves a process of motivating and directing others in order to meet the aspirations of the organization or school.
- Leadership is the organizing and coordinating of resources, energies, and relationships in a productive context for an intended result.

Leadership incorporates a clear purpose and vision which provides the fuel for inspiration motivation and mobilization.

Types of Institutional Leadership

In most educational agencies or establishment, leadership being very highly valued in human society, has its processes occurring at the apex and below the apex of the hierarchy (Amanchukwu, 2013). She further stated that there are two major types of leadership namely; Status (official) leader and Emergent leader

Official/ Status Leader

This type of leadership is independent of the way such leader is chosen. The leader may be selected by the members of the organization based on certain criteria which may be birth-right, appointment or election. The role of such leader is to create a situation (climate) where personalities who are influential gain upon for significant changes (Amanchukwu, 2013). This type of leadership is mostly characterized by exercising rights and privileges in an authoritarian manner.

Emergent Leader

To Amanchukwu (2013), emergent leader is one who leads in such organization but may not know the position having status. In this case, the leader's role may be determined by the situation at hand, hence, so many different individuals could lead at different time within the organization. Thus an emergent leader is one who relies on personal authority rather than positional authority.

The Concept of Capacity Building

Capacity is defined by various scholars and institutions (Stavros, 1998; Soanes & Stevenson, 2008, 207; Hartwig, 2010) as the ability to utilize diverse resources (financial, human, technological and technical), and capacity to perform for achievement of goals. Capacity building can be inclusive of a process that facilitates the individual and institutional development

through enhanced knowledge and changed perspectives (Eade, 1997; Alaerts 1999; Breen et al., 2004; Shole: 2007; Plummer, 2012).

Therefore, capacity building is the process by which individuals, organizations and societies develop abilities to perform functions, solve problems, set and achieve goals. The United Nation Development Program (UNDP) (2003) defined human capacity building to cover resource management and the strengthening of managerial system, institutional development that involves community participatory creation of an enabling environment. In relating capacity building to organizational manpower or resource management, Okorie (2003) refers the scenario as the effective tool for management of resources at work in an organization, giving them leverage opportunities of being more productive. That also places emphasis on organization's honest interest on its philosophy, culture and goals for perpetuity which the resources also key into for sustainability of the organization and the nation's economy.

Capacity building in the context of development implies a dynamic process which enables individual agencies to develop the critical social and technical capacities to identify and analyze problem as well as proffer solutions to them. Azikwe (2006a) cited in Azikwe (2008) defined capacity building as the process by which an individual's, irrespective of gender, are equipped with skills and knowledge they need to perform effectively and efficiently in their different callings. Azikwe also added that capacity building could also be defined as the ability that enable the people to make use of their creative potentials, intellectuals capacities and leadership abilities for personal as well as nation growth and development.

To buttress this, Lambert (1998)) opined that building leadership capacity is a worthwhile endeavor because it is a way of an organization to achieve and maintain a momentum for self-renewal by organizing workshops, seminars, in-service trainings, and refresher courses. Capacity building therefore means planning for people to acquire knowledge and advanced skills that are critical to a country's economic growth, its standard of living and individual's empowerment. It is the planned programs that will impart skills which will enable the recipient put the knowledge and skills acquired into productive uses to solve wide range individual and national problems. Capacity building from the human capital point of view could be explained to mean when people possess the needed knowledge and advanced skills that are critical to individual growth as well as the country's growth and development. The capacity needed by any country for sustainable development is primarily dependent on the adequacy and relevance of its entrepreneurship. According to Twigg (2001) capacity building is needed in the Nigeria government institutions because the link between needs and supply is weak. Given this background, Twigg believes that there is need for support and change. He also observed that training institutions are isolated and communities are poor.

To him, development of teaching materials is inefficient in schools. Alternative ways of capacity building are not adequately recognized. Twigg (2001) argues that the above three scenario make capacity building imperative, adding that Nigeria needs to use capacity building strategies and other ways of empowering people and changing current practices. As far as he is concerned, Capacity building is the means of achieving productivity and sustainable development.

The conventional term capacity building is defined by United Nations Development Programme (UNDP) (1998) as the ability of individuals and organizations or organizational units to perform functions effectively, efficiently and sustainably. This basic terminology covers three important aspects: (i) capacity building as a continuing process or an ongoing activity and not a passive state (short-lived condition); (ii) the human resources and their empowerment are the

most important aspect of capacity development; and (iii) the function of the organizations plays an important role, especially with implementing strategies for capacity development (Enemark & Williamson, 2003). Principally, the main purpose of capacity building is to improve the abilities of action or process in order to perform activities or functions, solve problems and to set and achieve objectives (Gibbon, Labonte, & Laverack, 2002; Yeatman & Nove, 2002; Murray & Dunn, 1995; Twigg, 2001).

In many developing countries, most capacity building activities are conducted in response to 'ad hoc' requests from governments, mostly from ministries of education. However, capacity building has, in fact, developed as a strategic approach and as a key feature of education that enables people to address determinants of standards and to improve education outcomes (UNESCO, 2009).

Okenjom et al. (2017) in their study reported that building capacity with relevant capacity building programs is relevant to the school leadership role as the school principals and a leader. They further stated that these programs could be in form of in-service trainings, participation in conferences, workshops and professional meetings (Khan et al., 2016). Their findings corroborates Ngoka (2000) that averred that workers (Administrators and managers) will be more productive if they have the opportunity of meeting their professional needs while working in an organization and such needs include staff training through capacity building programs such as in-service trainings, improved condition of work among others. This implies that the adequate provision of trainings for secondary school principals will to a great extent contribute to school principals' effectiveness in managing school resources.

Machika (2014) while giving analysis on capacity building programs for skill development of employees reported that capacity-building and skills development are instruments to improve organizational effectiveness. By providing skill development programs and capacity-building development programs such as training, workshops and internships workplaces are equipped to function more efficiently and employees are able to develop significant career and learning pathways which will lead to the improvement of workplace practices.

Likewise, Nwankwo and Okorie (2015) in their study on human capacity building and sustainable development in 21st century concluded that Sustainable development of any nation depends largely on its human capacity building. Human capacity building also depends on the kind of knowledge and skills acquired and its application towards the socio-economic transformation of the society. They further stressed that the institutional policies and programs of any nation is a vital instrument that facilitate skills acquisition relevant to technological advancement, these could be done through the establishment of skills and development centers across the states and local government areas to complement the moribund training centers and even prompt upgrade of such abandoned government training facilities.

Furthermore, Haris (2016) reported in his study on capacity building activities for educational stakeholders for improving the quality of education that capacity building for educational stakeholders had resulted in a number of major achievements. These achievements relate to key UNDP policies on capacity building goals such as the goal of capacity building to tackle problems related to policy making and resource management, while considering the potential, limits and needs of the people (in this context, school principals). Also, the program has improved leadership participation in education management processes at the school level, greater commitment by governments, behavioral changes in the classroom and community

levels, and the establishment or ongoing development of transparent and accountable selection procedures for the professional development programs.

Eade (1997) argue that capacity building should be seen as an approach to development rather than a set of discrete or pre-packaged interventions. Furthermore, organizations and institutions must think and understand how capacity building operates, not about a program or initiative . As Pannell (2004) suggested, there are two conditions that ideally should both be met for capacity building: (i) capacity building should be expected to result in changed practices or actions ‘on the ground’, and (ii) anticipated changes or actions should be sufficient to make a real difference to program outcomes. This implies that capacity building involves improving the ability of people, organizations and society as a whole to manage their affairs successfully

In the light of the foregoing, capacity building programs therefore are deliberate programs planned for school administrators to acquire a wide range of competencies, skills and knowledge with which to effectively implement educational policies like the universal basic education program. These capacity building programs usually take the form of in-service training, workshop/seminars, refresher courses, electronic training, and staff meeting, among others.

In-service Training

In-service training according to Nakpodia (2011) is a means for continuous professional growth, which encourages the extension of technical assistance by teacher educators. In-service education is an integral part of staff development program, which is organized for staff of an organization while in service. As part of achieving professional development for secondary school administrators, the relevance of in-service training cannot be over emphasized as it provides an avenue for secondary school principals regular update of knowledge and competencies that is required to administer school policies and curriculum for achieving and enhancing teachers job performance for achieving the objectives of secondary education as stipulated in the national policy on education in Nigeria.

Workshops and Seminars

Workshop is a form of training and development organized for the purpose of improving teaching and learning conditions (Okenjom et al., 2017). Ogbonaya (2011) asserted that workshop is a training device used in upgrading professional efficiency. Workshops bring administrators together for the purpose of learning new methods of problem solving skills through which skills will be employed for effective implementation of educational policies. To Okenjom et al (2017), Seminar as well is a form of off-the-job training and development needed by school administrators (principals) that could make them professionally more committed to their job in the case of giving professional guidance to teachers in their various areas of specialization for effective teaching and learning.

Conferences

Conferences are meetings of people in related field of study or occupation. During conferences, innovative ideas are shared among participants, as well as exchange of useful information. The knowledge, skills and competences acquired is usually in consonance with contemporary

development in the job of school administration in line with sustainable and proper implementation of secondary school curriculum (Imhabekai, 1998).

Electronic Training

Electronic training as a form of capacity building program for school administrators is a necessary tool for the proper implementation of universal basic education program. The world is now a global village that needs school administrators to be abreast with the changes in his environment. In this type of training the school administrator gets himself trained through the internet. By getting familiar with the internet, he gets acquainted with information relevant to skill development through use of a computer (Robinson & Davidson, 2001). When a school administrator gets acquainted with the computer, his administration becomes easy as sharing and receiving of information (communication) within the school and around the world becomes very easy and reliable.

Staff Meetings

Staff meeting is a form of on-the-job training that creates a forum for both school administrator and staff to meet and discuss on issues that bother on the teaching/learning process of the school. According to (Nworgu, 2006) staff meeting refers to an assembly of people at a pre-arranged time usually to discuss specific issues. It provides a forum for school administrators and teachers to become more familiar with the problems and event that are occurring outside their immediate areas of assignment thereby learning from the ideas of others. When staff meeting is organized, it creates an atmosphere for the school administrators to interact with teachers on areas of needs and specialization. This meeting will help the principal as well as create an opportunity for the principal to schedule subjects according to area of specialization to teachers.

The Concept of Management

The term management means many things to many people. In modern general terms, the concept management implies the process by which a cooperative group directs action towards common goals; but to a modern industrialist, management means getting things done through people and other resources to achieve set objectives. To the economist, management is just one of the factors of production; to the sociologist, management is a class or status system. However, in the modern organized context, management is viewed as a social process which is designed to ensure the cooperation, participation and involvement in the effective achievement of a given objective.

Management in the opinion of Drucker (1999), is an organ of institutions, the organ that converts a mob into an organization and human efforts into performance. Peretomode (1991) also define management as the performance of executive duties, the carrying out of policies or decisions to fulfill a purpose, and the controlling of the day-to-day running of an organization. Nwadiani and Sokefun cited in National Open University, Nigeria (2008) conceive management as a process concerned with creating, maintaining, stimulating, controlling and unifying (formally and informally), organizing human and material energies with a unified system, designed to accomplish pre-determined objective of the organization. Yabo (2007) defined management as the guidance, leadership and control of the efforts of a group toward some

common objectives. It is a social/interactional and economic process involving a sequence of coordinated events - planning, organizing, coordinating and controlling or leading – in order to use available resources to achieve a desired outcome in the fastest and most efficient way. From the foregoing, management may be defined as a process of coordinating human and material resources in order to achieve set objectives in an organization.

In addition, time resource though not usually mentioned in many literatures is as important as other resources. It is the existence of time that enhances the effectiveness of other resources. Hence it also requires management through proper coordination. It can also be said that management is a process of assessing and maintaining an environment in which individuals working together in groups, can accomplish pre-selected mission and objectives effectively and efficiently.

Management consists of decision-making activities undertaken by one or more individuals to direct and coordinate the activities of other people in order to achieve results which could not be accomplished by any one person acting alone.

Effective management focuses on group effort, various forms of coordination, and the manner of making decisions. Management is required whenever two or more persons combine their efforts and resources to accomplish a goal which neither can accomplish by acting alone. Coordination is necessary when the actions of group participants constitute parts of a total task. If one person acts alone to accomplish a task, no coordination may be required; but when that person delegates a part of the task to others, the individual efforts must be coordinated.

Management is an indispensable process in every organization; this is an effective and efficient organization and the utilization of the available human and material resources in a certain system with the purpose(s) of achieving the set goal(s) of that system Nwankwoala, (2016). Management involves exercising of designated authority and control. It demands from the leader selfless commitment to goal achievement. As a process, management adopts and follows systematically a line of action that enables it to achieve the desired goals.

The Concept of Resource

Resource has been variously defined to mean something that can be used to achieve an aim. It is the means available to fulfill an end (Alaka & Obadara, 2011). The Seafriends Dictionary (2011) provided the following meaning to resource: (i) the means to fulfill a function; (ii) a stock or supply that can be drawn on; a country's collective wealth. From these varying definitions, it can be deduced that a resource can be anything that can be used which outcome would yield benefits or profit to its owner. The dictionary further discusses resource in an expository manner thus: For a substance to become a resource, we must be using it.

In order to use it, we must be able to extract it. In order to extract it, it must be economical and worthwhile. For it to be worthwhile, it must have value. But first of all, we must know about it. Thus, not any substance becomes a resource. There may be gold on a distant planet, but not being able to get there disqualifies it as a resource. Something we don't know exists is not a resource. Something, which we do not have or cannot use, is not a resource (Seafriends Dictionary, 2011), the dictionary maintains that resources are derived from resource and can be interchangeably used depending on the environment.

According to Wikitionary (2011), a resource is any physical or virtual entity of limited availability that needs to be consumed to obtain a benefit from it. It is also something that one uses to achieve an objective, e.g. material, personnel, finance and otherwise. It is also an asset available and anticipated for operations. Resources include people, equipment, facilities and

other things used to plan, implement, and evaluate programs. That is why Agabi (2010) stated that resources are materials that can be utilized during work process to enhance productivity. If the various definitions given earlier are true about resources, it means that a resource can be a particular factor for wealth creation.

Antoni (2001) submitted that it would be unintelligent act to conclude that finance is the only resource in a school setting that helps to achieve it aim. This he said is erroneous. He further listed the various resource needed in a school organization to have included, human, financial, and material. Agabi (2010) concurred that resource or resources have been defined in various ways to suit various purposes and all definitions accept that resources are necessary tools for the creation of wealth. The Longman Dictionary of Contemporary English (2005) provided a more comprehensive and detailed approach to the word resource by defining it to include:

- Useful land or minerals that exist in a country and can be used to increase its wealth;
- All the money, property, skills, and others that are available and can be used when needed;
- Personal qualities such as courage and determination that are necessary in dealing with a difficult situation; and
- Books, films, pictures and such others used by teachers and students to provide information.

Resources, therefore, are the basic tools necessary in the effective performance of tasks and for the growth and development of human organization. The constitution of a resource is determined by the uses to which it can be put. Generally, a resource is identified by its ability to solve problems, and yield more wealth when applied to economic situations. According to Agabi (2010), resources are classified as visible when they exist and can be quantified in the form of human beings, land, money, books, picture and so on. She further affirms that resources are invisible when they exist in the form of skills and physical dexterity and can only be measured in terms of productivity levels and quality of work. In addition to her assertion, time resource which is hardly mentioned in many literatures also constitutes invisible resource.

Corroborating other scholars Akinwumiju quoted by Agabi (2010) posited that the standard resources for all education types and levels are prescribed by the federal government. These include professionally trained teachers and qualified teaching staff in all subject areas, teaching aids, school buildings, furniture and the right caliber of administrators to ensure effective school management. By implication, absence of these resources invariably means, absence of curricular activities in the school. In view of the foregoing, resource can be summed to include material, financial, human and time elements which usually are inadequate to meet with different contending needs in an organization. However, if resource has been described as human, material, financial and other means of fulfilling a function, the context to which they are however applied determined their uses (whether to use resource or resources). However, from the preceding discussion, it is clear that resources needed in secondary school organization include human, material, financial and time resources.

Human Resource Management in Secondary Schools

The responsibility of providing personnel rests solely on government in case of public secondary schools and the School owners in case of private secondary schools, while appropriate utilization, policy implementation, human and other related issues in the secondary school

confinement rest on the school principal. It is on this note that this segment review literature on human resource management and how these resources are to be managed by the school principal.

Human resource in an organization refers to the skills, abilities, expertise and knowledge displayed or exhibited by the personnel of the organization. Teaching and non-teaching staff therefore constitutes this group of people. Thus management of this group could also be said to mean management of personnel.

As Yabo (2007) discusses, in general, workers and students formed the total human resource found in educational organizations. In the secondary school organization, workers are the teaching and non-teaching staff whose combined skills, intellect, and ability helps in attaining school objectives. Otu (1999) opines that people in work organizations, endowed with a range of abilities, talents and attitudes, influence productivity, quality and profitability are referred to as human resource. Dare (2010) stresses the importance of human resource to have been the most valuable of all resources because they control and coordinate the other resources. Ulrich (1996) submits that human resource management is easily identified by the role they play in an organization because it involves several processes. He reiterates that human resource management has the following functions to perform. These functions are seen in the administration of the school of which there is an administrator and school owners:

- Planning;
- Recruitment (sometimes separated into attraction and selection);
- Induction, orientation;
- Skills management;
- Training and development;
- Compensation in wage or salary;
- Time management;
- Performance appraisal (Ulrich, 1996)

The managers and school principals have the task to ensure that functions of resources management (as listed in items 1–8) are complied with. Therefore, the effective use of human resources is basic to the success of all societies, organizations, and other groups. The importance of managing human resources effectively has increased in this century as school organizations have grown in size, number and complexity, have developed new technologies and work environments. Human resource management which with synonymous to personnel management in its broadest sense involves all matters in an organization regarding decisions about people.

According to Nalhotra et al. (2003) human resource management in a broad view focuses on three distinct but inter-related topics. The first is that of human relations, in which such matters as individual motivation, leadership and group relationships are covered. The second is the field of organization theory, which considers job design, managerial spans of control, work flow through the organization and so forth. The third consists of the specific kinds of decision areas for which the personnel manager or personnel department is directly responsible—the acquisition, development, rewarding, and maintenance of human resources.

Ngu in National Open University (2008) upholds that human resource management is that aspect of administration that is specifically concerned with staff matters in an organization. Scholars have identified other names by which human resource management can be called. These are: personnel administration, organizational management, manpower management, human capital management, industrial management (Miller in National Open University, 2008).

Human resource management starts from the point of planning which basically encompasses recruitment, posting, selection, placement, orientation or induction. Another phase of human resource management is staff compensation in wage or salary, personnel appraisal, development or training and related issues (Flippo, 1989). While all these are true about human resource management, other sources identifies Flippo's different phases as functions of human resource management.

Corroborating other scholars, Hurst in National Open University (2008) confirmed that personnel management deals with an extensive program, ranging from the placement, induction and training of new personnel to the provision of courses for management. The effort is directed to the development of careers and progress within the organization by utilizing the educational resources and facilities available to each stage. The earlier expository description of human resource management is all encompassing; there is recruitment, selection, and development, remuneration of staff, motivation, and utilization of different skills and ability of workers, staff appraisals, induction, welfare and others. Ballard and Bates (2008) opined that the place of teachers in the quality instruction and learners' achievement in schools cannot be over-emphasized. It means that quality of teachers found in secondary schools is very important. Scholars have identified some measures of teacher quality. These include:

- Teacher educational qualification;
- Teacher experience on the job;
- Teacher self-concept.

Greenward in National Open University, Nigeria (2008) established that inexperienced teachers (those with less than three years of experience) are typically less effective than the more senior teachers, that is, those with more years of experience. Such teachers must have come across different categories of learners that demand different skills or methodology. This experience helps to handle such case(s) when it occurs. Teachers' academic qualification is also confirmed to have a significant influence on school's professional performance (Goldhaber and Brewer, 1999). The quality of a teacher in the classroom has been described as the most important factor in determining how well a student learns. A teacher with professional educational qualifications finds it easy to impart what they have acquired to learners and are ready also to accommodate learners' differences. The quality of teachers' instruction is enhanced at secondary school level by the following:

- Participating in professional development activities that foster their responsibility;
- Becoming familiar with current research on student achievement;
- Networking with colleagues to learn more about teaching expertise;
- Practicing a differentiated instruction, data driven instruction and identifying areas of weakness in students which are crucial to developing the quality of classroom instruction;
- Taking cognizance of external characteristics, such as student socioeconomic status and parental educational attainment that impact on achievement of students (Ballard & Befes, 2008; Gallaher, 2002).

The functionality of human resources in secondary school lies with the principal as the head teacher, manager, school leader and instructional leader. The head teacher's primary responsibility is to ensure that learning takes place. This being the case, necessary educational

resources must be properly harnessed together to achieve this goal. Going by this view, he must ensure that proper planning is made ahead of time towards staff acquisition.

Material Resources Management in Secondary Schools

Material resources are those physical inputs or resources that are utilized by any educational institution to achieve its educational goals. To Obua (2018), it could be understood to be any material which is used to facilitate the overall teaching and learning process in schools. They include textbooks, visual aids, charts, maps, laboratories equipment, chalkboard/whiteboard, playground and other materials applicable in education system. However, other scholars see material resource to be a different entity from physical resources.

Nakpodia in Baderinwa (2014) stated that material resources include textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. Other category of material resources consist of paper supplies and writing materials such as biro, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencils, rulers, workbooks and so on. In addition, physical resources include classrooms, lecture theatres, auditoriums, typing pools, administrative block, libraries, laboratories, workshops, gymnasias, assembly halls, and special rooms like sickbay, staff quarters, students' hostels, kitchen, cafeteria, lavatory and toilet (Nakpodia, 2010).

Contrary to Nakpodia's assertion, Ajayi and Yusuf in Obua (2018) view material resource as physical resources that can also be called school plant, school site and all the working tools that have been put in place to aid effective teaching and learning in the school. School plant includes the site, building and equipment (Amanchukwu & Ololube, 2015). Corroborating this view Ajayi (2007) highlights some components of school plant as follows:

- **School site:** this refers to the entire landscape on which the school's permanent and semi-permanent structures are built.
- **Building:** These include classroom blocks, administrative offices, libraries, workshops, laboratories, students' hostels, toilets, dining halls, etc.
- **Equipment:** This consists of typewriters, photocopiers, computers, sporting equipment, laboratory and workshop equipment.

In his own view, Usman (2016) in Obua (2018) saw material resources as the tangible resources that can easily be seen and observed in any educational institution, such as classroom, staff office, vehicles, health centres, library, laboratories, instructional facilities and so on which directly or indirectly contributes to the achievement of educational goals and objectives. This implies that failure to properly managed material resources in secondary schools my create bottleneck in the achievement of secondary education goals.

Management of material resource in school is a process of maintaining and keeping school facilities in good condition at all times so that the facilities can be used as at when needed for teaching and learning. Otu, et al in Baderinwa (2014) in their contribution said, management of school facilities refers to all the efforts put in place by school administrators to ensure that all the available facilities required are properly maintained against destruction or dilapidation. They concluded on this note that efficient management of facilities is mandatory in order to make the school a pleasant, safe and comfortable center for the school community's activities. Moreover,

maintenance and accurate record keeping are two important aspects of effective management of school facilities.

Okoli in National Open University (2008) reiterated that for school physical facilities to be simulative and conducive for effective teaching and learning, the strategy of itemization on a checklist should be adopted and should be regularly supervised. The principal as the custodian and the one responsible for all physical facilities found in the secondary educational institutions, it therefore becomes imperative for him to adopt the best means to properly manage them. While this is true, he must ensure regular supervision and evaluation of stock in the school. This helps to ascertain the conditions of items and be able to give account when the need arises.

In like manner, Nakpodia (2010) asserted that management of school facilities is crucial to effective teaching learning process. He adds that proper inventory of facilities and accurate records, adequate storage of facilities, care and maintenance of facilities, safety practice in the laboratory facilities, good students' use of laboratory facilities, and good supervision are necessary. This implies that Maintenance of school material resources is one of the most important duties of school administrator (principal). It is therefore necessary for school principal to have the knowledge of operating and maintaining school plants. School plant maintenance requires maximum cooperation and hard work from the officials of ministry of education, the school administrator, staff (academic and non-academic), students and members of the community where the school is located. Corroborating this idea, Fagbemiye et al. (2004) observed that human available in and around the school such as the head-teacher, teachers, pupils or workshop attendants must ensure proper custody and thorough supervision of all facilities provided for the school. The school principal should make it a point of duty to monitor the facilities through inspection and in fact, proper records of all the available facilities should be kept. Where there are damaged facilities, Fagbemiye et al. (2004) assert that repairs should be done without any delay.

METHODOLOGY

Research Design

The analytic descriptive survey design was adopted for the study, which was defined by Ogomaka (1992, p. 51) as the “type of the study in which the variables being studied for any sample are compared for various identified strata of the sample through the use of hypotheses. The present study adopted analytic descriptive survey because the researcher collected data from a large sample of secondary school principals in Rivers State to describe the influence of institutional leaders' capacity building on the management of school resources in public secondary schools in Rivers State. Other aspects of the study that make the analytic descriptive survey design suitable for it is that; the study demands an intensive and extensive collection of data from a particular set of people (sample) in different geographical location (urban and rural), employing the questionnaire techniques of data collection. Furthermore, the study will be limited to a particular level of education –secondary Schools (which is a social Unit). More so, the findings of the study will be limited only to public secondary schools in Rivers State, and consequently, the results will be generalized on the entire secondary education sector in Nigeria. The findings however will provide relevant background information that will give rise to more extensive studies in this domain. All these are what made the investigation an analytic descriptive survey study and consequently the need to adopt such a design.

Population of the Study

The population for the study comprised 583 principals of public secondary schools (junior and senior) that spread across the twenty three local government areas of Rivers State (RSUBEB, 2020; RSSSSB, 2020).

Sample and Sampling Technique

A sample of 313 principals of public secondary schools (139 junior secondary principals and 174 senior secondary principals) representing 53% of the population was used for the study. Proportional stratified random sampling technique was used to compose the sample of principals from public secondary schools across the state. According to Nwankwo (2013), it is not appropriate to draw samples arbitrarily using stratified random sampling, the criteria for doing so is by proportional allocation. Since the researcher is dealing with all principals of public secondary schools that spread across the three senatorial districts of the state, the researcher drew 53% from each local government area through proportional stratified random sampling. This gave a total sample size of 313 principals who were the respondents for the study.

Instrument for Data Collection

The instrument for data collection in the study is a self-designed questionnaire tagged “Institutional Leaders’ Capacity Building and the Management of Human and Material Resources Questionnaire” (ILCBMHMRQ). The questionnaire was a non-cognitive one because there are no right or wrong answers as far as responding to the items are concerned. Furthermore, it is non-standardized instrument developed to investigate the influence of various institutional capacity building programs such as seminars, workshops, conferences and in-service trainings on the management of school resources in public secondary schools in Rivers State.

The instrument consisted of two parts A and B. Part A is demographic in nature, designed to elicit the respondents’ profile. Part B was further divided into four sub-sections I and II, with 8 items each. Section I was designed to provide adequate information on the impacts of seminars, workshops, conferences and in-service trainings on the management of human resources in public secondary schools in Rivers State. While Section II elicited information on the impacts of seminars, workshops, conferences and in-service trainings on the management of material resources in public secondary schools in Rivers State. On the whole, the instrument contained 16 items. The items on the instrument were responded to on a 4-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

For the purpose of scoring the items on the instrument, the response level of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) were weighted or quantified 4-Points, 3-Points, 2-Points, and 1-Point respectively. Based on the assigned weights, the total score of each respondent were obtained for each section in Part B by adding the scores on each section. The sectional total score and the grand total score for each respondent were noted and indicated on the instrument.

Validity of the Instrument

The validity of the instrument was determined. Some copies of the instruments were distributed to four experts in the educational management and educational psychology to make their inputs. All these were carried out to achieve high validity of the instrument.

Reliability of the Instrument

The reliability of the instrument was determined through the internal consistency method using Cronbach Alpha. Copies of the instrument were administered to 120 principals of secondary schools drawn from various secondary schools outside the study area through simple random sampling. The need to respond honestly to the items was explained by the researcher to the respondents.

The scores obtained from the respondents were subjected to Cronbach Alpha analysis to get the coefficient alpha value. A Cronbach alpha value between 0.81 was considered high enough to guarantee the use of the instrument as a reliable one for this study.

Administration of the Instrument

Good level of rapport was developed with the respondents by the researcher. The researcher made the respondents understand the need for honest response by giving appropriate explanations. Copies of the instruments were then administered directly to the respondents by the researcher with the help of two research assistants. Instructions guiding the filling of the instrument were thoroughly explained to the respondents. The researcher and the research assistants supervised the filling after which the copies of the filled instrument were collected from the respondents on the spot.

Method of Data Analysis

In analyzing and interpreting the data collected for the study, the descriptive statistics- specifically frequency and percentage were used to analyze the demographic data, while mean and standard deviation, were adopted to answer all the research questions. In using this, a criterion mean or cut-off mean of 2.50 was used in taking decision on the research questions. The criterion mean was obtained by adding the weights of 4-points, 3-points, 2points, and 1 point assigned to Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) respectively, the sum was then divided by 4 because it is a 4-point scale. This can be mathematically expressed as:

$$\frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

Inferential statistics was used to test all the null hypotheses. The t-test was adopted to achieve this. Fundamentally, t-test is used for sample size less than 30% while z-test is used for larger sample size above 30%. However in practical terms, some researchers have begun to also use t-test for large sample size. Such practice is not out of place because “as the sample size increases, the t-distribution closely approximates the z-distribution” (Obikeze, 1986, p. 241, in Nwankwo, 2013). This means that when the sample size is larger, any value obtained for t-test is almost the

same value if z-test is used. This therefore validates t-test for large sample size. The null hypotheses were tested at the probability level of 0.05 in order to determine whether there is significant difference in the perceptions or opinions of principals of junior secondary schools and their counterparts in the senior secondary schools on the influence of capacity building on resource management in secondary schools in Rivers State.

RESULTS

Table 1: Demographic information on the respondents

Characteristics	Categories	Frequencies (N)	Percentages (%)
School Section	Senior	174	55.6
	Junior	139	44.4
	Total	313	100.0
Location	Rural	138	44.1
	Urban	175	55.9
	Total	313	100.0
Educational Qualification	Ph.D.	39	12.5
	M.Ed	90	28.8
	First degree/HND	138	44.1
	NCE/OND	46	14.7
	Total	313	100.0
Years in Service	20-25 years	21	6.7
	26-30 years	140	44.7
	31 years and above	152	48.6
	Total	313	100.0

The table above showed the demographic information on the respondents. Firstly, by school section, 174 (55.6%) are principals of senior section while 139 (44.4%) are principals of junior section. By school location, 138 (44.1%) are respondents from the rural areas schools while 175 (55.9%) urban area schools, by educational qualification 39 (12.5%) are Ph.D. holders, 90 (28.8%) are M.Ed degree holders, 138 (44.1%) are First degree holders while 46 (14.7%) are NCE/OND holders. By years in service, 21 (6.7%) of the principals had served for about 20-25 years, 140 (44.7%) had served for about 26-30 years while about 152 (48.6%) had served for about 31 years and above.

Research Question One: What are the impacts of seminars, workshops, conferences and in-service trainings on the management of human resources in public secondary schools in Rivers State?

Table 2: Descriptive statistics of mean and standard deviation on the influence of capacity building (seminars, workshops, conferences and in-service trainings) on the management of human resources in public secondary schools in Rivers State

SN	Items	SA	A	D	SD	Mean	Std.	Remark
1	Attending seminars will improve the coordination of subordinates among principals of public secondary schools in Rivers State	57	154	63	39	2.73	0.90	Agreed
2	Attending seminars is a determinant factor for principals' performance in planning for required staff in public secondary schools.	67	87	70	89	2.42	1.12	Disagreed
3	Principals of public secondary schools who do not attend workshops perform better in the area of giving direction to subordinates than those who attend	55	53	150	54	2.35	0.96	Disagreed
4	Organizing workshops for principals of public secondary schools will improve their planning skills in the allocation of duties to subordinates	105	79	63	66	2.71	1.14	Agreed
5	Participating in conferences will directly influence how subordinates are commanded and directed by principals in public secondary schools.	65	91	86	70	2.48	1.06	Disagreed
6	Principals of public secondary schools that attend conferences possesses more skills in staff management than those who do not attend	109	89	65	49	2.83	1.08	Agreed
7	In-service trainings for principals will encourage effective staff planning in public secondary schools	68	106	75	62	2.58	1.04	Agreed
8	Coordination of subordinates will improve when principals of public secondary schools attend in-service trainings	105	88	66	53	2.79	1.09	Agreed
Grand Mean						2.61	1.05	Agreed

Table 2 above revealed that items 1,4,6,7 and 8 had a high mean score above the cutoff point, while items 2 and 5 had a mean score below the cutoff point. Accordingly, item 1 had a mean score of 2.73 and a standard deviation of 0.93. This shows that attending seminars will improve the coordination of subordinates among principals of public secondary schools in Rivers State. Item 2 had a mean score of 2.42 and a standard deviation of 1.20. This revealed that the respondents agreed that attending seminars is not a determinant factor for principals' performance in planning for required staff in public secondary schools in River state. Item 3 had a mean score of 2.35 and a standard deviation of 0.96. This means that principals of public secondary schools who do not attend workshops will not perform better than those who attend in the area of giving direction to subordinates. Item 4 recorded a mean score of 2.71 and a standard deviation of 1.14. This implies that the respondents agreed that organizing workshops for principals of public secondary schools in Rivers State will improve their planning skills in the allocation of duties to subordinates.

Similarly, Item 5 had a mean score of 2.48 and standard deviation of 1.06. This shows that the respondents were of the opinion that conferences will not directly influence how

subordinates are commanded and directed by principals of public secondary schools in Rivers State. Item 6 had a mean score of 2.83 and a standard deviation of 1.08. This shows that principals of public secondary schools in Rivers State that attend conferences possesses more skills in staff management than those who do not attend. Item 7 had a mean score of 2.58 and a standard deviation of 1.04. This shows that in-service trainings for principals of public secondary schools in Rivers State will encourage proper staff planning. Item 8 with a mean score and standard deviation of 2.79 and 1.09 respectively indicates that the coordination of subordinates will improve when principals of public secondary schools in Rivers State attend in-service trainings. in general terms, a grand mean of 2.61 which is above the cutoff point of 2.50 shows that attending seminars, workshops, conferences and in-service trainings will influence the management of human resources among principals of public secondary schools in Rivers State.

Research Question Two: What are the impacts of seminars, workshops, conferences and in-service trainings on the management of material resources in public secondary schools in Rivers State?

Table 3: Descriptive statistics of mean and standard deviation on the influence of capacity building (seminars, workshops, conferences and in-service trainings) on the management of material resources in public secondary schools in Rivers State

S/N	Items	SA	A	D	SD	Mean	Std	Remark
9	Attending seminars by principals of public secondary schools will improve the durability of school material	77	87	100	49	2.61	1.02	Agreed
10	Organizing seminars for principals of public secondary schools will encourage the proper maintenance of school materials	109	90	64	50	2.82	1.08	Agreed
11	Organizing workshops for principals of public secondary schools will encourage the implementation of maintenance policies which guide the use of school paraphernalia	116	85	68	43	2.97	2.01	Agreed
12	Principals of public secondary schools that attend workshops will maintain school properties than those who do not attend	81	109	65	57	2.69	1.05	Agreed
13	Principals of public secondary schools that attend conferences knows the importance of electronic learning facilities such as televisions, projectors, video machines etc. than those who do not attend	99	83	72	59	2.71	1.10	Agreed
14	Organizing conferences for principals of public secondary schools do not have direct impact on their maintenance culture	104	102	60	47	2.84	1.05	Agreed
15	In-service trainings are determinant factor for the proper use of school paraphernalia among principals of public secondary schools	62	85	91	74	2.43	1.06	Disagreed
16	Principals of public secondary schools that attend in-service trainings maintain school properties than those who do not attend.	56	77	96	84	2.34	1.06	Disagreed
Grand Mean						2.68	1.18	Agreed

Table 3 above revealed that items 9,10,11,12, 13 and 14 had a mean score above the cutoff point while items 15 and 16 had a mean score below the cutoff point. Accordingly, item 9 had a mean score and standard deviation of 2.61 and 1.02 respectively. This shows that attending seminars by principals of public secondary schools in Rivers State will increase the durability of school materials. Item 10 had a mean score and standard deviation of 2.82 and 1.08 respectively. This indicates that the respondents agreed that organizing seminars for principals of public secondary schools in Rivers State will encourage proper maintenance of school materials. Also, item 11 had a mean score and standard deviation of 2.97 and 2.01 respectively. This is an indication that the respondents agreed that organizing workshops for principals of public secondary schools in Rivers State will facilitate the implementation of maintenance policies that guide the use of school paraphernalia.

Similarly, item 12 had a mean score and standard deviation of 2.69 and 1.05 respectively. This shows that principals of public secondary schools in Rivers State that attend workshop will maintain school properties that those who do not attend. Furthermore, item 13 had a mean score and standard deviation of 2.71 and 1.10 respectively. this shows that the respondents agreed that principals of public secondary schools in Rivers State that attend conferences knows the importance of electronic learning facilities such as television, projectors, video machines etc, that those who do not attend. Item 14 had a mean score and standard deviation of 2.84 and 1.05 respectively. This indicates that the respondents agreed organizing conferences for principals of public secondary schools in Rivers State do not have direct impact on principals' maintenance culture. However, item 15 had a mean score and standard deviation of 2.43 and 1.06 respectively. This shows that in-service trainings are not determinant factor for the proper use of school paraphernalia among principals of public secondary schools in Rivers State. Also, item 16 had a mean score and standard deviation of 2.34 and 1.06 respectively. This shows that the respondents were of the opinion that principals of public secondary schools in Rivers State who attend in service maintain school materials than those who do not attend. Furthermore, a grand mean score of 2.68 which is above the cutoff point of 2.5 is an indication that the majority of the respondents agreed that seminars, workshops, conferences and in-service trainings have impacts on the management of material resources among principals of public secondary schools in Rivers State.

HO₁: There is no significant difference in the opinions of senior and junior secondary school principals on the impacts of seminars, workshops, conferences and in-service trainings on the management of human resources in public secondary schools in Rivers State.

Table 4: Summary of t-test on the mean rating difference of senior and junior secondary schools principals on the influence of capacity building (seminars, workshops, conferences and in-service trainings) on the management of human resources in public secondary schools in Rivers State

School Section	N	Mean	Std.	df	t-test	Sig.	Remark
SSS Principals	174	2.58	1.05	311	0.697	0.575	Not Significant
JSS Principals	139	2.65	1.05				

Table 4 shows that the mean and standard deviation of the senior secondary principals are 2.579 and 1.050 while the junior secondary principals have a mean and standard deviation of 2.651 and 1.046. The t-test calculated value is 0.697, $p > 0.05$ this implies that there is no significant

difference between the mean rating of senior and junior secondary schools principals on the influence of seminars, workshops, conferences and in-service trainings on the management of human resources in public secondary schools in Rivers State. Hence, the null hypothesis one is hereby retained at 0.05 level of significance and 311 degree of freedom.

HO₂: There is no significant difference in the opinions of senior and junior secondary schools principals on the influence of seminars, workshops, conferences and in-service trainings on the management of material resources in public secondary schools in Rivers State.

Table 5: Summary of t-test on the mean rating difference of senior and junior secondary schools principals on the influence of capacity building (seminars, workshops, conferences and in-service trainings) on the management of material resources in public secondary schools in Rivers State

School Section	N	Mean	Std	df	t-test	Sig.	Remark
SSS Principals	174	2.73	1.27	311	1.254	0.351	Not Significant
JSS Principals	139	2.63	1.06				

Table 5 shows that the mean and standard deviation of the senior secondary schools principals are 2.73 and 1.27 while the junior secondary schools principals have a mean and standard deviation of 2.63 and 1.06. The t-test calculated value is 1.254, $p > 0.05$ this implies that there is no significant difference in the opinions of senior and junior secondary schools principals on the influence of seminars, workshops, conferences and in-service trainings on the management of material resources in public secondary schools in Rivers State. Hence, the null hypothesis two is retained at 0.05 level of significance and 311 degree of freedom.

DISCUSSION

Impacts of seminars, workshops, conferences, and in-service trainings on the management of human resources among principals of public secondary schools in Rivers State

The first purpose of the study is to examine the above. This was verified by research question one which states: what are the impacts of seminars, workshops, conferences, and in-service trainings on the management of human resources among principals of public secondary schools in Rivers State? It was also tested with null hypothesis one which states that there is no significant difference in the opinions of public junior and secondary school principals on the impacts of seminars, workshops, conferences and in-service trainings on the management of human resources in Rivers State. In addition, items 1-8 were constructed to elicit information from the respondents for this purpose.

Items 1, 4, 6, 7 and 8 had acceptable mean scores of 2.73, 2.71, 2.83, 2.58, and 2.79 respectively. For the fact that these mean scores are above the criterion mean (2.50), this shows that the respondents agreed that: seminars will improve the coordination of subordinates among principals of public secondary schools in Rivers State; organizing workshop for principals of public secondary schools in Rivers State will improve their planning skills in the allocation of duties to subordinates; principals of public secondary schools who attend conferences possesses more skills in staff management than those who do not attend; in-service trainings for principals will encourage effective staff planning in public secondary schools and; coordination of

subordinates will improve when principals of public secondary schools in Rivers State attend in-service trainings. The findings above are in agreement with the assertion of Ogbonaya (2011) that capacity building programs are vital training device for upgrading professional efficiency. In similar vein, Okenjom et al. (2017) corroborates the findings above that capacity building programs are forms of off-job training and development for school employees, which could make them more professional and committed to their job in giving professional guidance to subordinates in their various areas of specialization for effective teaching and learning

However, items 2, 3, and 5 with mean score of 2.42, 2.35, and 2.48 respectively indicated that the respondents disagreed with the item statements that: attending seminars is a determinant factor for principals' performance in planning for required staff in public secondary schools; principals of public secondary schools who do not attend workshops perform better in the area of giving direction to subordinates than those who attend and; participating in conferences will directly influence how subordinates are commanded and directed by principals of public secondary schools in Rivers State. Furthermore, analysis of data on table 4.5 shows that there is no significant difference between the opinions of public junior and senior secondary school principals on the impacts of seminars, workshops, conferences and in-service training on the management of human resources among principals of public secondary schools in Rivers State. This was indicated by the calculated t-value of 0.697($p>0.05$) which is lower than the tabulated t-value of 1.96 ($p>0.05$), therefore the null hypothesis 1 had been retained.

Impacts of seminars, workshops, conferences, and in-service trainings on the management of material resources among principals of public secondary schools in Rivers State

The second purpose of this study is to find out the impacts of seminars, workshops, conferences, and in-service trainings on the management of material resources among principals of public secondary schools in Rivers State. Consequently, research question two which states that; what are the impacts of seminars, workshops, conferences, and in-service trainings on the management of material resources among principals of public secondary schools in Rivers State? Was formulated with null hypothesis 2 stating there is no significant difference in the opinions of principals on impacts of seminars, workshops, conferences, and in-service trainings on the management of material resources in public junior and senior secondary schools in Rivers State. Furthermore, items 9-16 were constructed to elicit information from the respondents.

Items 9, 10, 11, 12, 13, and 14 had an acceptable mean score of 2.61, 2.82, 2.97, 2.69, 2.71, and 2.84 respectively. The scores above are indications that the respondents acknowledged that: attending seminars by principals of public secondary schools will increase the durability of school materials; organizing seminars for principals of public secondary schools will encourage the proper maintenance of school materials; organizing workshops for principals of public secondary schools will encourage the implementation maintenance policies guiding the use of school paraphernalia; principals of public secondary schools who attend workshops will maintain school properties than those who do not attend; principals of public secondary schools that attend conferences knows the importance of electronic learning facilities such as television, projectors, video machines, etc., than those who do not attend; organizing conferences for principals of public secondary schools do not have direct impact on their maintenance culture. The findings above are in line with the findings of Twigg (2001) that capacity building programs are imperative in strengthening the link between needs, supply and maintenance of school properties.

However, items 15 and 16 with mean scores of 2.43 and 2.34 respectively show that the respondents do not agree that: in-service trainings are determinant factor for the proper use of school paraphernalia among principals of public secondary schools; principals of public secondary schools that attend in-service trainings maintain school properties than those who do not attend. Also, analysis of data on table 4.6 shows that there is no significant difference in the opinions of principals on the impacts of seminars, workshops, conferences, and in-service trainings on the management of material resources among principals of public secondary schools in Rivers State. This was indicated by the calculated t-value of 1.254 ($p>0.05$) which is lower than the tabulated t-value of 1.96 ($p>0.05$), therefore the null hypothesis 2 is hereby retained.

CONCLUSION

The main purpose of the study was to examine institutional leaders' capacity building and the management of human and material resources in public secondary schools in Rivers State, the researcher made the following conclusion based on the results of the study.

Organizing seminars, workshops, conferences, and in-service trainings for principals of public secondary schools as institutional leaders will to a great extent improve their managerial skills in managing their subordinates for effective implementation of educational goals. This is due to the fact that it is the human resources that makes use every other form of resources within a given organization for the actualization of organizational goals and objectives. It is therefore imperative for institutional leaders (principals) to attend these capacity building programs in order to excel in the area of staff management.

Recommendations

Based on the conclusions made above, the following are therefore recommended:

- The is need for government to periodically organize seminars that borders on human resources management for principals of public secondary schools in Rivers State, in order to regularly update them on contemporary managerial skills in the education sector.
- The is need for government to periodically organize seminars that borders on material resources management for principals of public secondary schools in Rivers State, in order to regularly update them on contemporary managerial skills in the education sector.

REFERENCES

- Adesina, S. (1981). *Some apsects of school management*. Educational Industries Nigeria
- Adesina, S. (2004). *Educational Management*. Dimension Publishing.
- Adeyemi, T. O. (2012). *Renovation and renewal of basic education in Nigeria since independence*. Ibadan, Nigeria
- Afolabi, F.O. (2008). *Allocation and Management of Resources for the Sustenance of Free*
- Agabi, C. O. (2010), Prudential approach to resource management in Nigerian education: A theoretical perspective. *International Journal of Scientific Research in Education*, 3(3), 152 –165.
- Ajayi, I. A. (2007). *Issues in School Management*. Bolabay publishers.

- Alaerts, G. (1999). Water sector capacity building: concepts and instruments. *Proceedings of the Second UNDP Symposium on Water Sector Capacity Building held in Netherland*. Berghahn Books Publications
- Alaka M., & Obadara, O. (2011). *Influence of Resource Allocation in Education on Secondary School Students' Outcome in Nigeria*. Patrick Ade Printing Press.
- Amanchukwu, R. (2013). *Eduaction Management and planning education resources*. Harey-Publications
- Amanchukwu, R. N., & Ololube N. P. (2015). *Managing School Plants for Effective Service Delivery in Public Secondary Schools in Rivers State of Nigeria*. Human Resource Management Research, 5(4), 95-102. Doi:10.5923/j.hrmr.20150504.02.
- Antoni, J. F. (2001). *Resource Management in Organisations*. <http://www/mdcresourcesmanage.org>.
- Armstrong, M. (2012). *Armstrong Handboook of Human Rresources Mmanagemnt Practice*. Kogan page.
- Azikiwe, U. (2006). Standard in tertiary education: capacity building and sustainable development in Nigeria. *A lead paper presented at the annual conference of the faculty of education*, Nnamdi Azikiwe University, Awka, Anambra State.
- Baderinwa, I. (2014). *Evaluation of Resource Management in Secondary Schools in Osun State, Nigeria*. A Thesis Submitted to the Post Graduate School, Ahmadu Bello University, Zaria.
- Ballard, K., & Bates, A. (2008). Making a connection between student achievement teacher accountability & quality classroom instruction: *The qualitative report*. *Journal of Managerial Psychology*, 18(1), 46-59.
- Barker, A. (1991). *How to better meetings*. Kogan page.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Breen, C. M., Jaganyi, J., Van Wilgen, B. W., & Van Wyk, E. (2004). Research projects and capacity building. *Water SA*. 30(4), 429-434.
- Cole, G. (2000). *Personnel management, theory and practice*. Letts Educational.
- Dare, M. O. (2010). *Theories and Concept of Educational Administration, Planning and Supervision for Tertiary Institution in Nigeria*. Afomat Prints.
- Dixon, N. (1994). *On the psychology of military incompetence*. Pinlico.
- Drucker, P. (1995). *The practice of management*. Heineman.
- Eade, D. (1997). *Capacity Building. An approach to people-centered development*. Oxfam.
- Eliametalor, E. T. (1995). *Business and Economic Education, Principles and Methods*. Evans Brother.
- Enemark, S., & Williamson, I. (2003, April, May). Capacity Building in Land Administration: A Conceptual Approach. *Paper presented at the FIG Working Week, Paris and also presented at the WPLA/FIG workshop, Athens*.
- Fagbemiye, E. O., Babalola, J. B., Fabunmi, M., & Ayeni, A. O. (Eds.) (2004). *Management of primary and secondary education in Nigeria*. Awemark Industrial Printers
- Federal Republic of Nigeria (2004). *National Policy on Education*. NERDC Press.
- Flippo, L. B. (1989). *Personnel Management* (6th ed). McGraw Hill Book Company.
- Garba, A. (2012). Secondary Education in Nigeria: A synthesis of Basic Student-Specific Concern from Guardian and Counseling Perspective. CICE Hiroshima University. *Journal of International cooperation in Education*, 15(2), 195-205.

- Gibbon, M., Labonte, R., & Laverack, G. (2002). Evaluating Community Capacity. *Health & Care in the Community*, 10(6), 485-491.
- Goldharber, D. D., & Brewer, D. J. (1999). *Relationship between motivational factors and teachers' performance on the job*. In M. Kanstoroom & C. E. Funi Jr. (eds.). *Better Teacher, Better Schools*. Washington D.C. Thomas B. Foundation. <http://www.teacherlicensing.org>.
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power & greatness*. Heineman.
- Haris, I. (2016). *Capacity Building Activities for Educational Stakeholders for Improving the Quality of Education*. *Universitepark Bülten*, 5(1-2), 26-37.
- Hartwig, S. (2010). Integrated water resource management. *Paper presented at an international conference, 24-35 November 2010 at University of the State of Baden*. <http://magnet.undp.org/Docs/cap/CAPTECH3.htm>.
- Imhabekai, C. (1998). *Program development and program management in adult and non-formal education in Nigeria*. Amfitop.
- Kalagbor, L. (2017). *Educational administration, principles and practices in schools*. Standard Publishers.
- Khan, Z. A., Nawaz, A., & Khan, I. (2016). Leadership Theories and Styles: A Literature Review. *Journal of Resources Development and Management*, 16(1).
- Lambert, L. (1998). *Building Leadership-capacity in Schools*, Association for Supervision and Curriculum Development: Alexandria, Virginia USA.
- Lucey, T. (1991). *Management information system*. Dp Publications.
- Machika, D. M. (2014). *Capacity Building Programmes for Skill Development of Employees at the Guateng Department of Education*. (Unpublished M.Ed Dissertation). North-West University, South Africa.
- Mbipom, G. (2006). *Educational & administration planning*. University of Calabar Press.
- Murray, M., & Dunn, L. (1995). Capacity Building for Rural Development in the United States. *Journal of Rural Studies*, 11(1), 89-97.
- Nakpodia, E. D. (2010). *Human Resource Management in School Administration in Delta State, Nigeria*. Abraka. From <http://www.krepublishers.com>...
- Nakpodia, E. D. (2011). Teacher factors in the implementation of universal basic education program in junior secondary schools in the south senatorial district of Delta State, Nigeria. *Journal of public administration and policy research*, 3(10), 286-293.
- Nalhotra, R. K., Nachhatter, S., Sharma, S. D (2003). *Personnel Management*. Anmol Publications. <http://www.vedamsbooks.Com>.
- National Open University Nigeria (2008). *Principles of Educational Management*. National Open University.
- Ngoka, G. (2000). *Stress management in organizations, university and political circle*. Cecta.
- Nnabuo, P. O. M., Okorie, N.C., Nwedeeduh, S. B., & Uche, C. M. (2006). *Leadership and Supervision in Education*. Totan Publishers.
- Northouse, P. (2007). *Leadership, theory and practice*. Sage Publications.
- Nosike, A. N. & Oguzor, N. S. (2011). Understanding School Leadership and Management in Contemporary Nigeria. *International Journal of Academic Research in Business and Social Sciences*. 1. <http://www.hrmar.com/journal>.

- Nwankwo, C., & Okorie, E. N. (2015). Human Capacity Building and Sustainable Development in 21st Century: Implication and Challenges in Nigeria. *IOSR Journal of Business and Management*, 17(7), 17-24.
- Nwankwoala, H. N. L. (2016). *Fundamental Facts in Educational Administration and Supervision*. Harey Publication.
- Nworgu, B. G. (2006). *Educational research: Basic issues & methodology*. Second and enlarged edition. Wisdom Publishers.
- Obua, C. K. (2018). Material Resources Management for Effective Implementation of Universal Basic Education in Junior Secondary Schools in Rivers State. *International Journal of Innovative education Research*, 2(2), 14-18.
- Ogbonaya, C. (2011). *Evaluation and supervision of instruction in Nigeria schools*. University Trust.
- Ogomaka, P. M. C. (1992). *Types of research*. In A. J. Isanngedighi & P. M. C. Ogomaka (Eds). Educational research method. Totan Publishers.
- Okenjom, G. P., Akoloh, L., Ikurite, N., & Ihekoronye, J. I. (2017). Capacity Building Needs for School Administrators in Secondary Schools in Cross-River State. *Saudi Journal of Humanities and Social Sciences*, 2(7), 476-482.
- Okorie, E. N. (2003). *Human Resource Development Financing and Corporate Performance: A Survey of Selected Corporate Organizations in Nigeria*, Unpublished theses to Rivers State University of Science and Technology.
- Ololube, N. P. (2009). *Understanding Teachers Professional Competencies for Educational Effectiveness*. Spring Field Publishers.
- Ololube, N. P. (2017a). *Educational management, planning and supervision: model for effective implementation (2nd Edition)*. Pearl Publishers.
- Ololube, N. P. (2017b). Is the character of institutional leadership central to the quality of higher education (HE) management? *International Journal of Strategic Decision Sciences*, 8(1), 46-64. Doi: 10.4018/IJSDS.2017010104.
- Ololube, N. P. (2019). *Practical guide to human resources management and organizational theory*. Pearl Publishers.
- Onyeike, V. C., & Nwosu, C. M. (2018). Principals' Effectiveness and Supervisory Role for Teachers' Job Effectiveness in Secondary Schools in Rivers State. *European Centre for Research Training and Development*, 6(6), 38-49.
- Otu, D. O. (1999). *Educational Leadership in the Primary School*. Asekome Publishers.
- Pannell, D. (2004). *Capacity building? The role of communication and education in NRM*. Pannell Discussions. Available from: <http://www.general.uwa.edu.au/u/dpannell/pd/pd0023.htm>.
- Peretomode, V. F. (1991). *Educational administration, applied concepts and theoretical perspective*. Joja Educational Research and Publishers
- Plummer, J. (2012). *Focusing partnerships: a source book for municipal capacity building in public private partnerships*. Earth Scan Publications.
- Robinson, M., & Davidson, G. (2001). *Chambers 21st Century Dictionary*. Allied Chambers
- Rowe, W. (2007). *Cases in Leadership*. Sage Publications.
- Schein, E. H. (1985). *Organizational culture and leadership: A dynamic view second edition (2nd ed.)*. McGraw-Hill.
- Seafriends Dictionary (2011). *Resource: How to Manage and Conserve Resources*. <http://www.seafriends.org.nz/issues/cons/resources>.

- Shafritz, M. J., & Ott, S. J. (2001). *Classics of Organization Theory*. Wadsworth.
- Shole, M. P. (2007). *The impact of capacity building in school governing body*. Johannesburg: University of Johannesburg
- Soanes, C., & Stevenson, A. (2008). *Concise Oxford English dictionary*. Oxford University Press.
- Stavros, J. M. (1998). *Capacity building: an appreciative approach*. A doctoral thesis. Case Western Reserve University
- Tannenbaum, R. (1961). *Management decision making*. Institute of Industrial University of California.
- Twiggs, J. (2001). *Capacity Building and Its Challenges: A Review of the Baring Foundation's International Grants Program 1997-99*. Baring Foundation.
- Ulrich, D. (1996). *Human Resource Champions. The Next Agenda for Adding Value and Delivering Results*. Harvard Business School Press.
- UNDP (1998). *Capacity Assessment and Development*. Technical Advisory Paper No.3.
- UNDP (2003), *Human Development Report*, UNDP New York, Oxford University Press.
- UNESCO. (2009). *EPSSim: Experience and Lessons of Capacity Building Activities*. <http://inesm.education.unesco.org/en/share/experiences/epssim-experienceand-lessons-capacity-building-activities#tabs-tabset-1>.
- Wikitionary (2011). *An online Dictionary on Concept of Resource*. <http://www.en.wikipedia.org/wiki/resourceman>.
- Yabo, A. M. (2007). *Foundation of Educational Management*. Sokoto: Lifeline Educational Consultant. http://www.ulrich/human_resource.
- Yeatman, H. R., & Nove, T. (2002). Reorienting Health Services with Capacity Building: A Case Study of the Core Skills in Health Promotion Project. *Health Promotion International*, 17(4), 341-350.