



FUNDING ETHICAL AND VALUES EDUCATION FOR SUSTAINABLE PRINCIPAL PERFORMANCE IN SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA



Bukky Keston (Ph.D)

Department of Educational Foundations, School of Education,
Federal University of Education, Zaria

Fati Isa Waziri

fatisawaziri@gsu.edu.ng
Department of Educational Foundations,
Faculty of Education, Gombe State University, Gombe State, Nigeria

&

Dr. Abubakar Sule

unclemaza@gmail.com
Department of Educational Administration and Planning,
School of Education,
Federal University of Education, Zaria

Abstract

This study assessed funding ethical and values education for sustainable principal performance in secondary schools in Kaduna state, Nigeria. Two research objectives were raised for the study among which are to: ascertain the impact of qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State and determine the impact of funding allocation on leadership performance of principals in secondary schools in Kaduna State. These objectives were formulated into Two corresponding research questions and hypotheses. The study adopted survey research design. The population of the study consisted of 546 principals and 5,096 teachers. A sample size of 55 principals, 509 teachers and 10 Ministry of Education Officials were used in the study. An open-ended type of questionnaire was used to generate data for the study. The reliability coefficient of the instrument was determined using Cronbach Alpha technique which showed a reliability value of 0.79. The bio-data of the respondents was analyzed using descriptive statistics in the form of tables, frequency counts and percentages, while the research questions were answered using mean and standard deviation. All the Two null hypotheses were tested using Analysis of Variance (ANOVA) at $P = 0.05$ (5%) level of significance. Findings among others showed that there is significant impact on the principal's performance, teachers and MOE officials based on the qualified personnel allocation and funding allocation. Recommendations were made among others that Kaduna State government should realign staffing structures to accommodate the strengths and weaknesses of existing staff, and find ways to recruit and retain quality staff through compensation and support systems. Also, government at local and state level should ensure that administrative staff develops financial management skills so they can better understand the limits and flexibility of fund allocation sources in school management.

Introduction

Secondary education which serves as a link between primary and tertiary levels, is vital to national development. Resource allocation at this level is very vital to achievement of educational objectives and increase leadership performance. In other words, leadership produces change that includes establishing direction through visioning, aligning people with the vision and strategies; motivating and inspiring staff. Resource allocation is a process and strategy involving an organisation deciding where scarce resources should be used in the production of goods or services (Kavadias &

Chao, 2007). The study of educational resource allocation has traditionally focused on the distribution of state and federal revenues among schools with particular attention to equity in school funding.

Fairness in resource allocation is not only important for ensuring equity in education opportunities (Jafari & Naeeni, 2024), it is also related to the performance of the education system as a whole. Traditionally, school leaders focused on the management of resources allocated to their school. A well-run school where buses run on time, the facility is clean, and the halls are orderly and quiet used to be the mark of an effective school leader (Bauer, 2024). With the shift to leadership for learning, maintaining an orderly environment is necessary but not sufficient to meet the expectations and accountability requirements facing educators today. Education leaders need a systems approach in complex organizations of schools. In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals (Clinciu, 2023).

Qualified Personnel

The success of education to a large extent depends on the quality of personnel that goes into it. It has been observed recently that people who are recruited into teaching force are of poor quality. Lopsided recruitment will not produce better performance, Improvement in instructional practices will not occur. (Marisya & Mayasari, 2023) once argued that the most important single variable for staff development effort is motivation. The existence of low morale in school today has in a sense resulted in a negative driving force to staff development activities in Human resources practices. Research in private sector organizations has explored the links between human resource management practices and work unit, to organization effectiveness (Olaleye & Oluremi, 2013). This study however seeks to examine the link between human resources practice and teacher performance competency.

Funding

Education funds refer to budgetary allocations that are readily available or that are going to be made available at a stated time by governments or institutions for the purpose of paying salaries, allowances and benefit. In the same vein, Odusanya (2023), opined that it is worrisome to note that Nigeria tertiary institutions are fast decaying. Jimoh and Mbaba (2020) defined funding as continuous setting aside an allocation of money for a special purpose. In the field of education, money need to be set aside and allocated for the proper management of its affairs. The fact is that one of the major factors maximizing the gulf between educational goals and accomplishments has been the way resources have been allocated and the quality of personnel employed to do the job. Following the above stated problems, this study sought to ascertain Funding ethical and values education on leadership performance in senior secondary schools in Kaduna state.

Objectives of the Study

This study is set to achieve the following objectives, to;

1. Ascertain the impact of qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State.
2. Determine the impact of funding allocation on leadership performance of principals in secondary schools in Kaduna State.

Research Questions

In pursuance of the objectives of this study, the following research questions were formulated for the study:

1. What impact does qualify personnel allocation have on leadership performance of principals in secondary schools in Kaduna State?
2. In what way do funding allocation impact on leadership performance of principals in secondary schools in Kaduna State?

Research Hypotheses

The following null hypotheses were postulated for this study:

HO₁. There is no significant difference in the opinions of principals, teachers and MOE officials on the impact of qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State.

HO₂. There is no significant difference in the opinions of principals, teachers and MOE officials on the impact of funding allocation on leadership performance of principals in secondary schools in Kaduna State.

Conceptual Overview

Resource Allocation

The method by which the state allocates the budget to the school system can serve as an important instrument for achieving desired improvements in levels of educational attainment, social equity and other social policy targets. In many school systems, the allocation of school budgets is done according to a needs-based funding formula (Balasooriya, 2004). A needs-based school funding formula distributes education resources on a per-pupil basis according to the student's background. The allocation formula used in England (a statutory requirement of the School Finance Regulations) provides an example of a needs-based formula. This formula assigns high weights to student background factors such as whether or not a pupil is entitled to a free meal at school (BenDavid-Hadar & Ziderman, 2011).

Allocation of Human Resources

Policies and practices at different levels of the educational system determine who has responsibility and authority for ensuring that human resources is developed and distributed in equitable and effective ways across districts and inside a district's schools (Ainscow et al., 2013). First, state policies that regulate teacher and principal credentialing affect the pool of available educators, as do institutions of higher education that engage in the professional preparation of educators. Though the dynamics of the labour market lie largely beyond the reach of educational leaders at the local level, their efforts can enrich the pool and bring some new individuals to fill open positions. Given the pool of possible candidates and given the existing staff resources at one time strategies for bringing human resources to bear on learning improvement priorities concentrate on

- Hiring staff;
- Distributing staff to schools and others

Hiring staff: The zonal education serve as the primary hiring agent, subject to state requirements regarding certification and locally bargained agreements regarding hiring processes. A typical urban zonal education hiring process consists of a candidate's formal application, a paper screening done by a human resource department, a zonal education human resource interview, and a zonal education referral for an interview at a school for a specific school placement. Three factors contribute to the failure of zonal education to consistently hire high-quality teachers: late vacancy notification requirements, teacher association transfer requirements, and late budget timetables and inadequate forecasting (Levin & Quinn, 2003).

Distributing teachers to schools: Most districts distribute teaching resources (as well as many other staff resources, like counselors, reading specialists, instructional coaches) through a set of procedures based primarily on student enrollment, student-teacher ratios, and the number of students with special learning needs. This process provides a base allocation of teachers and other instructional and support staff to individual schools. Under this base teacher allocation model, schools are typically budgeted for *average*, not actual, teacher salaries (Miller & Rubenstein, 2008).

Methodology

The survey research design was adopted with a population of five hundred and forty six (546) principals and five thousand ninety six (5,096) teachers consisting four thousand eighty four (4,084) male and one thousand twelve (1,012) female teachers (KadunaState Secondary School Management Board, Department of Planning, Research and Statistic, 2015). The population of this study is relatively large to be studied within the time limit. Hence, the sample size of fifty-five (55) principals, five hundred and nine (509) teachers and ten (10) Ministry of Education Officials, making the total of five hundred and seventy-four (574) respondents were used in the study. This sample size represented 10% of the entire population, which is in accordance to the recommendation of Lenth (2006) that sample size up to 10% out of the entire population can be used in any research process. As such, this sample represented 10% of the entire population and consisted of both male and female who are principals and teachers in public senior secondary schools in KadunaState. An open-ended type of questionnaire was used to generate data from the principals, teachers and MOE. To ascertain the content and face validity of the instrument, the researcher submitted the instrument to an expert in test and measurement for proper scrutiny and vetting. The reliability coefficient of the instrument was determined using Cronbach Alpha technique which showed a reliability value of 0.79. This result mean that the instrument is reliable for use in the main study. The bio-data of the respondents was analyzed using descriptive statistics in the form of tables, frequency distribution and percentage to present and describe the pattern of the demographic characteristics of the respondents. In order to answer the research questions, mean and standard deviation were used. For the two null hypotheses, ANOVA was used to test each of the hypotheses at $P = 0.05$ (5%) level of significance. Any hypothesis that is greater than 5% or $p > 0.05$ is being rejected and hypothesis that is less than 5% i.e $p < 0.05\%$ is being retained.

Research Question One: What impact does qualified personnel allocation have on leadership performance of principals in secondary schools in Kaduna State?

This research question is being answered using the response mean of the respondents as contained in the table. The summary of analysis done in respect of research question one was presented in Table 1.

Table 1: Impact of qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State.

S	Item	Respondent	S	A	U	SD	D	Mean	SD
N		s	A						
1.	My school leader conducts personnel evaluation processes that enhance professional practice, in keeping with distinct and state policies.	MOE officials	1	2	1	-	6	2.8000	1.13529
		Principals	-	9	9	15	22	2.5182	1.03084
		Teachers	9	144	50	163	143	2.7969	1.24691
2.	Kaduna state principals often involve parents, teachers, and students in developing, implementing, and monitoring guideline and norms for accountable behaviour.	MOE officials	1	5	-	1	3	3.2000	1.31656
		Principals	-	16	4	17	18	2.6455	1.20521
		Teachers	1	112	39	221	136	2.7884	1.18473
3.	School leaders in KadunaState assign personnel to address diverse student needs and equity goals.	MOE officials	-	5	2	2	1	3.0000	1.24722
		Principals	-	32	5	12	6	3.0364	1.26145
		Teachers	3	194	107	127	78	2.7407	1.19398
4.	It is the duty of the school leaders to bring together the	MOE officials	-	5	2	2	1	3.0000	1.24722



	resources of schools, family members, and community to positively affect Student.	Principals	-	11	6	27	11	2.9182	1.19398
		Teachers	7	150	61	175	116	2.5067	1.26648
5.	It is one of the functions of the school leader to ensure that spacious and well ventilated classrooms are adequately allocated for students' use.	MOE officials	-	5	3	1	1	3.2000	1.03280
		Principals	1	13	7	13	7	3.1818	1.55267
		Teachers	5	7	186	105	89	122	2.8035
6.	The material resources are made up of item of furniture, laboratory materials (consumable and nonconsumable).	MOE officials	-	5	3	1	1	3.2000	1.03280
		Principals	-	16	15	13	11	2.6182	1.14651
		Teachers	7	116	98	106	182	2.5813	1.09856
	instructional tools, books and other stationery items.								
7.	School leaders in KadunaState public secondary schools always seek for community support to sustain existing resources and add new resources that address emerging student needs.	MOE officials	-	4	1	2	3	2.7000	1.25167
		Principals	-	14	12	12	17	2.5091	1.10341
		Teachers	-	107	90	114	198	2.8733	1.05094
8.	Human resources like counselors, reading specialists, instructional coaches are adequately allocated to public secondary schools in KadunaState.	MOE officials	-	3	-	1	6	2.4000	1.08012
		Principals	-	17	9	2	27	2.3455	94708
		Teachers	1	205	104	83	116	2.4527	1.12763
9.	Education leaders in KadunaState ensure that there is potable water in the public secondary schools.	MOE officials	-	7	-	2	1	3.2000	1.31656
		Principals	-	19	10	18	8	2.5455	1.27393
		Teachers	1	211	111	72	114	2.9116	1.09852
10.	Allocation and nurturing of the appropriate human resources to address the learning needs of student populations have huge implications for school leaders.	MOE officials	1	1	1	7	-	1.9000	1.52388
		Principals	4	3	1	28	19	1.8364	1.8265
		Teachers	5	44	9	230	170	2.0688	1.34325
			6						

Table 1 on the impact of qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State showed that all the questions tested meet the requirement for acceptance that is, all the items are 2.5 and above with the exception of question 8 and 10 which states that human resources like counselors, reading specialists, instructional coaches are adequately allocated to public secondary schools in KadunaState, and that allocation and nurturing of the appropriate human resources to address the learning needs of student populations have huge implications for school leaders respectively. The responses obtained in respect of item 8 showed that 3 MOE agreed with this item, while only 1 strongly disagreed and 6 of them disagreed. Similarly, 17 principals agreed and 9 stayed undecided, while 2 strongly disagreed and 27 of them disagreed with the item. In like manner, only 1 teacher strongly agreed with the item and 205 agreed, while 104 stayed undecided and 83 strongly disagreed and 116 disagreed. Also, responses from item 10 showed that only 1 MOE strongly agreed

with the item and 1 agreed, while 1 stayed undecided and 7 strongly disagreed. Similarly, 4 principals strongly agreed and 3 that agreed with the item, while only 1 stayed undecided and 28 strongly disagreed also 19 of them disagreed with the item. In like manner, 56 teachers strongly agreed with the item and 44 agreed, while 9 stayed undecided and 230 strongly disagreed and 170 disagreed. These results indicated that, special attention must be paid to these areas in order to address these issues.

Research Question Two: In what way do funding allocation impact on leadership performance of principals in secondary schools in Kaduna State?

This research question is being answered using the response mean of the respondents as contained in the table. The summary of analysis done in respect of research question two was presented in Table 2.

Table 2: Impact of funding allocation on leadership performance of principals in secondary schools in Kaduna State.

SN	Item	Respondents	SA	A	U	SD	D	Mean	SD
1.	No organization can survive or carry its function effectively without adequate financial resources at its disposal.	MOE officials	-	4	2	1	3	2.9000	1.10050
		Principals	-	26	19	3	7	3.2364	88115
		Teachers	2	227	111	102	67	2.9214	1.17960
2.	In many school systems, the allocation of school budgets is done according to a needs-based funding formula.	MOE officials	-	4	-	5	1	2.6000	1.49443
		Principals	-	29	4	5	17	3.0364	1.10493
		Teachers	3	284	101	61	60	3.2122	1.06583
3.	School leaders in KadunaState operates within budget and fiscal guidelines and directs them effectively toward teaching and learning.	MOE officials	6	4	-	-	-	4.6000	51640
		Principals	-	36	10	3	6	3.4364	89781
		Teachers	5	295	78	21	110	3.3006	95469
4.	The amount of financial resources to be allocated to schools in KadunaState is traditionally determined by state finance formulas and provided to each education zones.	MOE officials	-	5	-	2	3	2.8000	1.31656
		Principals	-	31	7	9	8	3.0909	1.17493
		Teachers	4	284	56	62	103	3.1238	1.13395
5.	KadunaState education officials allocates funds based on student needs within the framework of federal and state rules.	MOE officials	-	5	2	-	3	3.2000	91894
		Principals	-	21	3	8	23	2.6727	1.13944
		Teachers	14	263	67	123	42	3.0059	1.29580
6.	School leaders in public secondary schools in KadunaState face important challenges in securing and allocating financial resources toward learning improvement priorities.	MOE officials	-	2	-	2	6	2.2000	1.03280
		Principals	-	21	3	27	4	2.3273	1.41493
		Teachers	5	301	74	57	72	3.2456	1.07797
7.	A needs-based school funding formula distributes education resources on a per- pupil basis according to the student's background.	MOE officials	-	-	1	3	6	2.8000	63246
		Principals	-	16	16	13	10	2.6364	1.14445
		Teachers	5	180	115	109	100	2.7485	1.17705
8.	Education funding in KadunaState is primarily driven by student enrollment and the	MOE officials	-	2	2	3	3	2.8000	1.15950
		Principals	-	26	11	9	9	2.9818	1.14651

	staff-to-student ratios that set the number of teachers, administrators, and other staff units.	Teachers	5	231	94	72	107	2.9804	1.12750
9.	School leaders in Kaduna State uses public resources and funds appropriately and effectively.	MOE officials	-	3	5	1	1	3.0000	94281
		Principals	-	27	16	4	8	3.2000	95063
		Teachers	3	268	90	62	86	3.1257	1.09216
10.	Staff arrears and benefits are paid promptly due to enough funds allocation to schools.	MOE officials	-	2	2	2	4	2.7000	1.07497
		Principals	-	28	10	5	12	3.1091	1.04833
		Teachers	3	267	74	37	128	3.1395	1.03587

Table 2 on the impact of funding allocation on leadership performance of principals in secondary schools in Kaduna State showed that all the questions tested meet the requirement for acceptance that is, all the items are 2.5 and above with the exception of question 6 which states that school leaders in public secondary schools in Kaduna State face important challenges in securing and allocating financial resources toward learning improvement priorities. The responses obtained in respect of item 6 showed that 2 MOE officials agreed with this item, while 2 strongly disagreed and 6 of them disagreed. Similarly, 21 principals agreed and 3 stayed undecided, while 27 strongly disagreed and 4 of them disagreed with the item. In like manner, 5 teachers strongly agreed with the item and 301 agreed, while 74 stayed undecided and 57 strongly disagreed and 72 disagreed. This result indicated that, Kaduna state government are not doing enough in this regard, as such, special attention must be paid to these area in order to address this issue.

Hypothesis One: There is no significant difference in the opinions of principals, teachers and MOE officials on the impact of qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State.

Data collected from principals, teachers and ministry of education officials (MOE) were analysed using Analysis of Variance (ANOVA). The summary of hypothesis tested is presented in Table 3.

Table 3: Summary of Analysis of Variance (ANOVA) on the Impact of qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	31.202	2	31.202	18.911	3.15	.000
Within Groups	564.287	572	1.650			
Total	595.488	574				

Table 3 showed the f-ratio value of (18.911) at 2 degrees of freedom 572 and at 0.05 alpha level of significance. The critical value (3.15) is less than f-ratio value (18.911), the probability level of significance P(.000) is less than 0.05. This means that there is significant difference in the opinions of principals, teachers and MOE officials on the impact of qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State. The implication of this result is to reject the hypothesis which states that there is no significant difference in the opinions of principals, teachers and MOE on the impact of qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State.

Table 4: Summary of Scheffe's Multiple Comparison Test on the Impact of qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State

Respondents	N	Mean
MOE officials	10	15.68
Principals	55	33.71
Teachers	509	31.83

Table 4 on the impact of qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State showed that the response mean of teachers was found to be closer to that of principals, indicating that the difference between the two respondents was not significant. On the other hand, the response mean of MOE officials was found to be lesser than that of principals and teachers. This shows that MOE officials differ significantly in their responses regarding the impact of qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State.

Hypothesis Two: There is no significant difference in the opinions of principals, teachers and MOE officials on the impact of funding allocation on leadership performance of principals in secondary schools in Kaduna State.

Data collected from principals, teachers and ministry of education officials (MOE) were analysed using Analysis of Variance (ANOVA). The summary of hypothesis tested is presented in Table 5.

Table 5: Summary of Analysis of Variance (ANOVA) on the impact of funding allocation on leadership performance of principals in secondary schools in Kaduna State

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	37.603	2	37.603	24.145	3.15	.004
Within Groups	532.618	572	1.557			
Total	570.221	574				

Table 5 showed the f-ratio value of (24.145) at 2 degrees of freedom 572 and at 0.05 alpha level of significance. The critical value (3.15) is less than f-ratio value (24.145), the probability level of significance P(.004) is less than 0.05. This means that there is significant difference in the opinions of principals, teachers and MOE officials on the impact of funding allocation on leadership performance of principals in secondary schools in Kaduna State. The implication of this result is to reject the hypothesis which states that there is no significant difference in the opinions of principals, teachers and MOE officials on the impact of funding allocation on leadership performance of principals in secondary schools in Kaduna State.

Table 6: Summary of Scheffe's Multiple Comparison Test on the Impact of funding allocation on leadership performance of principals in secondary schools in Kaduna State

Respondents	N	Mean
MOE officials	10	45.80
Principals	55	39.93
Teachers	509	48.99

Table 6 on the impact of funding allocation on leadership performance of principals in secondary schools in Kaduna State showed that the response mean of MOE officials was found to be closer to that of teachers, indicating that the difference between the two respondents was not significant. On the other hand, the response mean of principals was found to be lesser than that of teachers and MOE officials.

This shows that principals differs significantly in their responses regarding the impact of funding allocation on leadership performance of principals in secondary schools in Kaduna State.

Summary of Findings

The following findings emerged in view of the hypotheses tested for this study:

1. There is significant impact in the opinions of principals, teachers and MOE officials on qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State.
2. There is significant impact in the opinions of principals, teachers and MOE officials on funding allocation on leadership performance of principals in secondary schools in Kaduna State.

Discussion of Findings

Findings on hypothesis one revealed that there is significant impact in the opinions of principals, teachers and MOE officials on qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State. The implication of this result is to reject the hypothesis which states that there is no significant impact in the opinions of principals, teachers and MOE officials on qualified personnel allocation on leadership performance of principals in secondary schools in Kaduna State. To further substantiate this, the descriptive analysis carried out on research question revealed that all the questions tested meet the requirement for acceptance that is, all the items are 2.5 and above with the exception of question 8 and 10 which states that human resources like counselors, reading specialists, instructional coaches are adequately allocated to public secondary schools in Kaduna State, and that allocation and nurturing of the appropriate human resources to address the learning needs of student populations have huge implications for school leaders respectively. On the other hand, this result supported the finding of Packard (2008) whose finding on a study on Leadership and Performance in Human Services Organizations showed that human resources were not equitably distributed in the human service organisation.

Hypothesis two revealed that there is significant impact in the opinions of principals, teachers and MOE officials on funding allocation on leadership performance of principals in secondary schools in Kaduna State. The implication of this result is to reject the hypothesis which states that there is no significant impact in the opinions of principals, teachers and MOE officials on funding allocation on leadership performance of principals in secondary schools in Kaduna State. Likewise, the result of research question two showed that all the questions tested meet the requirement for acceptance that is, all the items are 2.5 and above with the exception of question 6 which states that school leaders in public secondary schools in Kaduna State face important challenges in securing and allocating financial resources toward learning improvement priorities. This finding agrees with the finding of Nompumelelo (2017), that financial resources were not equitably distributed across the public secondary schools.

Recommendations

In the light of the finding and conclusion from this study, the following recommendations were made that:

1. Kaduna State government should realign staffing structures to accommodate the strengths and weaknesses of existing staff, and find ways to recruit and retain quality staff through compensation and support systems.
2. Government at local and state level should ensure that administrative staff develop financial management skills so they can better understand the limits and flexibility of fund allocation sources in school management.

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