

Influence of Instructional Leadership Practices on Efficient Resource Management in Public Secondary Schools in Kigoma-Ujiji Municipality, Tanzania

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Abstract: *This study aims to provide actionable insights that can inform educational administrators about the efficient management of resources in public secondary schools. The study employed the Resource-Based Theory put forward by Penrose and the instructional leadership theory advocated by Philip Hallinger and Murphy Joseph. The study utilized a Convergent Research Design under a Mixed Research Approach where a Simple Random Sampling Technique was used to select a sample of 58 teachers from 7 public secondary schools, and a purposive sampling technique was used to sample 4 Ward Education Officers (WEO) and School Quality Assurers (SQA) from the study area. Data were collected using questionnaires for teachers, and an interview guide was used to collect data from SQA and WEO. The study found that effective instructional leadership practices significantly contribute to efficient resource management in public secondary schools. Moreover, the study revealed that efficient resource management is a crucial determinant of student's academic achievement since poor resource management results in poor learning outcomes and vice versa. Nevertheless, the study found limited knowledge and skills in resource management among heads of schools and teachers. The study concluded that attaining national education goals by enhancing instructional leadership that fosters efficient resource management practices is inevitable for better learning outcomes. The study recommended that educational administrators conduct regular professional development programs for teachers on resource mobilization, allocation, maintenance and management.*

Keywords: Instructional leadership, Resource management and Kigoma-Ujiji Municipality

INTRODUCTION

Resource management in educational institutions, particularly in public secondary schools, is a critical factor in determining the quality of education and the efficiency of school operations. Striving to achieve efficient resource management in schools contributes to the attainment of Sustainable Development Goal number 4 (SDG 4), which states "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030" (Smith

et al., 2020). This implies that efficient resource management fosters access to equitable, quality and sustainable education that may liberate society from extreme poverty. In the context of developing countries, as in the case of Kigoma-Ujiji Municipality in Tanzania, effective resource management is even more crucial due to limited financial, human, and material resources (Muliati et al., 2022; Lantang et al., 2023). The roles of school leadership, specifically instructional leadership, are pivotal in ensuring these resources are managed efficiently to support the educational mission of schools (Kilag & Sasan, 2023). This signifies that instructional leadership comprises a range of practices that the school leaders employ to enhance teaching and learning. These practices include setting clear educational goals, managing curriculum and instruction, promoting a positive school climate, and fostering teacher professional development (Chabalala & Naidoo, 2021). Effective instructional leadership is associated with improved student outcomes and school performance, as it directly impacts the quality of instruction and the optimal use of available resources.

In Tanzania, despite the efforts invested by the government in the educational sector, most public secondary schools need help with resource management. These challenges include inadequate funding, insufficient teaching materials such as textbooks for some subjects and Laboratory equipment, poorly maintained infrastructure, and a shortage of teachers (Issa et al., 2023). The inefficient use of these limited resources exacerbates the situation, leading to suboptimal educational outcomes and inequities in the quality of education provided. This is likely due to ineffective budget adherence and inappropriate fund utilization in fostering school operations. This was supported by Obiweluzor and Ogunbiyi (2022), who claimed that harmful attitudes towards budgetary plans and poor budget implementation negatively affect the financial management practices of principals in public secondary schools. This connotes that financial expenditures in several public secondary schools do not correspond to the established budgeted vote head. Instead, they expand according to events, which might lead to inconsistent educational service delivery at school.

Likewise, public secondary schools in developing countries are characterized by a high teacher-student ratio in some of the subjects; for instance, in Geography, civics, Mathematics and Physics, subjects observations show the teacher-to-student ratio is at the average of about 1:71, making it different in monitoring teaching and learning for efficient learning processes (Likuru & Mwila, 2022; Graham, 2023). Several scholars pointed out how overcrowded classes affect teaching and learning in secondary schools. For instance, Likuru and Mwila (2022) emphasize that overcrowded classrooms limit the application of competence-based curriculum approaches and supportive classroom management practices, affecting teaching and learning effectiveness. This means that the presence of many students within the same classroom negatively affects students' learning outcomes. Similarly, overcrowded classrooms lead to psychological and professional problems, destroying the teaching and learning environment, preventing teachers from delivering quality education, and can lead to challenges such as didactical neglect, discipline issues, and negative teacher attitudes (Meier & West 2020). The implication of this is teachers' failure in classroom management. As a result, learners develop inappropriate behaviours due to poor supervision and teacher follow-up.

Several scholars have mentioned ineffective professional development practices as the major contributors to inefficient human resource management. Most public secondary schools in

developing countries are characterized by scant professional development practices henceforth, indicating inefficient human resources management in school settings (Mduma & Mkulu, 2021). However, scholars suggest that intensive use of human resource management practices is correlated with substantial improvements in workplace performance, both among schools and other workplaces (Alecsandrescu & BucĂfloi, 2019; Bryson et al., 2020). This indicates that lower learning outcomes witnessed among public secondary schools result from inappropriate human resource management by instructional leaders.

Several observations made from school quality assurance evaluation reports in public secondary school settings showed a severe problem in physical resources maintenance, resulting in many secondary students sitting on the classroom floor due to inadequate desks. Ineffective maintenance of physical resources, unqualified storekeepers, and lack of proper follow-up contribute to damage and wastage in government secondary schools (Derese & Senapathy, 2022). This implies that the absence of a professional development program for teachers responsible for stores and infrastructure management deteriorates the teaching and learning environment by accelerating wastage of essential facilities like desks, classrooms and cleanliness equipment. Similarly, many studies pointed out that limited access to Information Technology in public secondary schools indicates poor school resource management (Ubogu & Ogbedo, 2023; Kimani et al., 2022). Inadequate ICT facilities hinder teaching and learning in public secondary schools (Ubogu & Ogbedo, 2023). This signifies that the absence of ICT facilities in schools limits knowledge acquisition in 21st-century skills that might be learned through information technology platforms.

Furthermore, inadequate guidance and counselling services, characterized by limited counsellors in public secondary schools, have been witnessed as a gigantically exacerbated disease threatening the efficiency of instructional leadership in school settings. Teachers need more skills and knowledge to guide and counsel secondary school students and current teacher education programs need more preparation for this role (Mehmood & Bhatti, 2020). This denotes that the absence of qualified guidance and counselling teachers in schools affects the guidance and counselling service delivery, increasing students' social, psychological and mental problems. Green Projects: Implementing green skills in secondary school education through Design and Technology classes can help develop environmentally conscious students and promote sustainable development (Thirupathy & Mustapha, 2020). This implies that equipping students with environmental management skills contributes to school physical facilities sustainability and prepares a generation that contributes to effective physical resources management. Energy utilization behaviour and savings determine how instructional leaders manage resources. Previous studies show that school leadership is crucial in managing resources well (Soeâ et al., 2021). Strong instructional leadership is believed to significantly improve resource utilization.

However, limited needs to be more explicitly tailored to how instructional leadership practices affect resource management. Understanding this relationship is essential for developing strategies to enhance the efficiency of resources used in these schools, thereby improving their overall performance and sustainability (Wolfe et al., 2023). Investigating how instructional leadership practices can be optimized to improve resource management in this context will provide valuable insights for policymakers, educators, and stakeholders. Consequently, this study sought to identify the leadership practices that are most effective in promoting optimal

resource management and how these practices can be implemented to overcome existing challenges. By exploring the influence of instructional leadership on this issue, the study aims to contribute to the body of knowledge on educational leadership and resource management, offering practical recommendations for enhancing the effectiveness of public secondary schools in the municipality.

Statement of the Problem

Effective resource management is critical to educational institutions' success and sustainability towards improving educational outcomes and ensuring equitable opportunity distribution (Muliati et al., 2022). Despite the recognized importance of effective resource management, most secondary schools across the African continent, like Kigoma - Ujiji Municipality, need more infrastructure, have insufficient teaching and non-teaching staff members, and have financial constraints. Literature indicates that effective instructional leadership can enhance resource allocation, utilization, and monitoring, improving the overall educational environment (de Wet & Rothmann, 2023; Kato, 2023).

The available studies in the Kigoma region focused on effective Teaching, Learning and Assessment in Community Secondary schools (Assey & Babyegeya, 2022), the effect of leadership style on students' academic performance (Mgozi, 2021), the influence of financial motivation on teachers' job satisfaction (Libent-Mabagala & Bilantanye, 2020). They studied community secondary school heads' effectiveness in strategic resourcing to enhance equity in education (Ruvahofi et al., 2022). Despite the studies undertaken in Kigoma-Ujiji municipal public secondary school, empirical evidence on instructional leadership resource management in the school context of Kigoma-Ujiji Municipality still needs to be explored.

There is a need to address the problem of the lack of effective instructional leadership practices that enhance resource management in public secondary schools. This problem not only hinders the optimal use of available resources but also affects the overall performance and sustainability of these educational institutions. By investigating this problem, the study aims to provide actionable insights and recommendations that can inform policy and practice, ultimately leading to more efficient and effective resource management in the region's public secondary schools.

Research Objectives, Questions and Hypothesis

General objective

This study sought to investigate the influence of instructional leadership practices on the efficient management of resources in public secondary schools.

Specific objectives

- 1.1.1 To identify the key instructional leadership practices implemented in public secondary schools in Kigoma-Ujiji Municipality.
- 1.1.2 To highlight the current state of resource management in public secondary schools in Kigoma-Ujiji Municipality.

- 1.1.3 To examine the relationship between instructional leadership practices and resource management efficiency in public secondary schools.

Research Questions

- 1.1.4 What are the key instructional leadership practices implemented in public secondary schools in Kigoma-Ujiji Municipality?
- 1.1.5 What is the current state of resource management in public secondary schools in Kigoma-Ujiji Municipality?
- 1.1.6 How do instructional leadership practices influence the efficiency of resource management in public secondary schools in Kigoma-Ujiji Municipality?

Research Hypothesis

There is a significant relationship in mean scores between instructional leadership practices and efficient resource management.

REVIEW OF RELATED THEORIES

Presented under this section was the review of related literature, including the review of theoretical and empirical studies on each research question which focused on the study objectives. All these were aimed at providing a comprehensive understanding of the influence of instructional leadership practices on efficient resource management in public secondary schools.

Resource-Based Theory

Resource-based theory provides a robust framework for understanding how organizations can achieve and sustain competitive advantage by leveraging their unique resources and capabilities. The theory was first introduced by Penrose in 2009, who proposed a model for effectively managing organizations' resources, diversification strategy, and productive opportunities (Utami & Alamanos, 2022). Penrose's publication was the first to propose conceptualizing an organization as a coordinated bundle of resources to address and tackle how it can achieve its goals and strategic behaviour. While it has notable strengths in focusing on internal assets and long-term strategic advantages, it also faces criticisms for potential overemphasis on internal factors and challenges in practical implementation. Integrating RBV with other strategic frameworks considering external environmental factors can offer a more holistic approach to strategic management.

Instructional Leadership Theory

Instructional leadership theory encompasses various models and approaches to leadership that focus on improving teaching and learning within educational settings. The theory was propounded by Philip Hallinger and Murphy Joseph in 1986 (Hallinger, 2010). It emphasizes the role of school leaders in supporting and enhancing instructional practices to ultimately

enhance student achievement (Daniëls et al., 2019; Ylimaki, 2023). The primary aim is to enhance educational outcomes by improving the quality of instruction.

Instructional leadership theory emphasizes improving student learning outcomes. By prioritizing academic excellence and effective teaching practices, this theory ensures that educational leaders concentrate on the core mission of schools (Myran, 2023). It advocates for continuous professional development to teachers by providing ongoing training and support; instructional leaders can help teachers enhance their instructional strategies, which improves student learning. Instructional leaders use data to inform their decisions (Bush, 2023). This evidence-based approach helps identify areas for improvement, track student progress, and implement strategies that are proven to be effective. Likewise, instructional leadership encourages teamwork among teachers (Hallinger, 2010). This collaboration can lead to sharing best practices, peer support, and a collective effort to improve instructional quality. Nevertheless, the effectiveness of instructional leadership depends heavily on the leader's expertise. Leaders who lack strong teaching backgrounds may struggle to provide meaningful guidance and support to teachers.

Review of related empirical studies

This part covered the literature review related to the research questions of this study. The review was based on the topic studied, the Methodology used in that specific study, and general findings. Under the review of the Methodology concerning general findings, a critique of the appropriateness of the method and scope was given to justify the need for the study. Additionally, from the findings and Methodology of the study, the research gap was identified to justify the need for the current study.

Key instructional leadership practices implemented in public secondary schools

In Indonesia, Setyaningsih et al. (2023) studied the instrumental role of principal leadership in improving education quality. Researchers employed the descriptive qualitative research technique to collect information through literature studies and documentation. This implies that data were collected from pre-existing studies to study the instrumental roles of instructional leaders in improving education quality. Nonetheless, this approach is not appropriate for the study which aims to bring new information since it does not determine cause and effect and only relies on the existing data (Singh, 2024). This connotes that the possibility of generating new knowledge from this study is minimal, resulting in further studies on instructional leadership using different methods. The research revealed that a principal's role as an educator involves planning, implementing, assessing learning outcomes, and guiding and training. The principals also have managerial, administrative, supervisory, and leadership roles. The principal's administrative responsibilities include student affairs, curriculum, personnel, finance, administration, infrastructure, and public relations. They also manage the quality of education, providing services to support this improvement. This study has brought an in-depth knowledge of instructional leadership practices. However, due to the limitation of the method adopted in the study, further studies are highly needed to update the knowledge.

Bada et al. (2024) studied the effectiveness of teachers in Nigerian secondary schools and the role of principals' instructional leadership. The study adopted a quantitative research approach

with a total number of 389 respondents. This connotes that the study centred only on numerical data to study the roles of instructional leadership. However, this approach does not capture respondents' feelings and thoughts on the topic (Tamminen & Poucher, 2020), creating a need for more studies using other techniques. The previous study's findings indicated that instructional leadership, in terms of defining the school mission, managing instructional programs and developing a conducive learning climate at the school, are significantly and positively associated with teachers' effectiveness. This signifies that instructional leaders concentrate only on communicating the school mission and overseeing the instructional programs. Nevertheless, communicating the school mission and overseeing the instructional programs are not the only roles of instructional leaders in school settings. Also, the study did not delve into other roles of instructional leadership practice, such as decision-making, planning and resource management, hence resulting in the need for more studies on the topic.

Likewise, Ndayambaje et al. (2024) studied instructional supervision and teachers' professional practices in Public Secondary Schools in Gasabo District, Rwanda. The study employed a mixed research method under a pragmatic research philosophy with a sample size of 193 respondents. This signifies that the researcher collected qualitative and quantitative data on the topic. The best thing about the method employed in this study was the possibility of collecting both numerical and non-numerical data (Kasiry, 2024). The study found that school leaders' instructional supervision practices were insufficient to help teachers improve their professional practices. This infers that the inability of the head of the school to oversee the school operations may lead to severe problems in teaching and learning. On the other hand, this study did not cover the aspects of instructional leaders' role in resource management, creating a need for the current study.

In Tanzania, Assey and Babyegeya (2022) studied the Challenges of Facing Effective Teaching, Learning and Assessment in Community-Based Secondary Schools in the Tabora region. The study adopted an explanatory sequential research design under a mixed research approach with a total sample of 219 respondents from various educational backgrounds. This means that quantitative data are first collected, followed by data analysis, and finalized by qualitative data collection, analysis and interpretation. This aligns with Creswell (2021), who claimed that explanatory sequential research design deals with the research problem in two phases: the quantitative and the qualitative phase. This signifies that the design allows a researcher to understand the problem under study comprehensively. The findings suggest that, despite the observed challenges of poor teaching-learning environments, a problem of medium of instruction, poor parental engagement in children's education, shortage of teachers, poor managerial skills among school leaders and a lack of in-service training among teachers are solved, community-based secondary schools are likely to continue faring poorly. However, apart from the best approach adopted by the study, essential aspects like resource mobilization and resource management were not covered, leading to the need for more studies on resource management in the context of public secondary schools.

Moreover, Mgozi (2021) Studied the effect of leadership style on students' academic performance in Kigoma District. The study applied a case study research design in which data were collected using open-ended questionnaires and interviews. This symbolizes that the study was centred within a small geographical area to explore an in-depth understanding of the topic, parallel to Schoch (2020), who emphasizes that the case study design helps focus the research

within the boundaries of space and time on a specific case. On the other hand, the design employed in this study abandons the numerical data, resulting in an incomplete understanding of the phenomenon being studied, hence leading to the necessity of undertaking the current study using a research design that accommodates numerical and non-numerical data. The findings of the study revealed that the effects of school leadership styles on students' academic performance in Kigoma District include; job satisfaction among staff, good relationships between leaders and subordinates, motivation of teachers, enhancing cooperation between teachers and administrators, and creating a conducive environment for the teaching process.

Additionally, the study needed a better understanding of leadership and resource management; henceforth, the current study was more important in gaining an in-depth understanding of enhancing good practices in school contexts.

The current state of resource management in public secondary schools

In Brazil, Gomes et al. (2022) studied the financial management of the state public school with the lowest score on IDEB/2013 in Pimenta Bueno. The study employed a bibliographic documentary design using a qualitative research approach for data collection. This implies that the researcher collected data from published literature and web-based information (Singh, 2024). On the other hand, this research design may contain irrelevant information about the research topic, leading to the need for the current study. The findings showed that the number of students at Raimundo Euclides was more significant and had eighteen more classrooms than Anísio Serrão. All the teachers in the schools were specialists, and the main problem mentioned by management was the lack of resources to meet the demand and the delay in receipts, causing problems with suppliers/purchasers. The study brought a good idea for school resource management. Nevertheless, this study did not cover the aspects of school resources management for practical school program sustainability. Thus, the current study aimed to comprehensively understand efficient resource management in a public secondary school context by employing a mixed research approach.

Derese and Senapathy (2022) studied physical resource management in government secondary schools in Wolaita Zone, Southern Ethiopia. The study adopted a descriptive survey design, where both quantitative and qualitative method was employed in this research. This denotes that the researchers adopted a mixed approach in which quantitative and qualitative data were collected. Moreover, this approach enables a researcher to explore respondents' perceptions by simultaneously collecting non-numerical and numerical data to bring a comprehensive understanding (Kasirye, 2024). The research revealed poor planning, purchasing, and inventory management in schools, with quality, quantity, timing, and cost issues. Insufficient equipment care, storage, and decision-making led to damage and waste. Technical skills and poor storage and disposal strategies also contributed to challenges. Nevertheless, the study did not focus on fiscal and human resources, which led to the need for the current study.

Similarly, Ndemo and Kwaba (2023) explored the influence of Instructional Resources on Pupil Academic Achievement in Public Secondary Schools: A Case of Manga Sub-County Nyamira County, Kenya. The study adopted a descriptive survey research design with a sample size of 214 comprised of the teachers and head teachers, where data were collected using questionnaires. This connotes that the study was concentrated on numerical data to study the

influence of instructional resources on pupils' academic achievement. The design employed in this study cannot bring a comprehensive understanding of the topic parallel to (Tamminen and Poucher, 2020), who claimed that the quantitative research approach needs to capture respondents' feelings and thoughts on the topic. Conversely, the current study adopted a convergent research design under a mixed research approach to better understand resource management in the Kigoma-Ujiji public secondary school context. The study found that instructional resources, physical facilities, and human resources influence a pupil's academic achievement in Secondary schools. In addition, the study did not focus on fiscal resources management practices. This made it imperative to undertake the current study incorporating aspects of school financial management.

Moreover, Nachinguru and Mwila (2023) studied the status of financial resource management and the challenges faced by public secondary schools in Kinondoni Municipality-Tanzania. The study employed a concurrent research design under a mixed research approach in which questionnaires, documentary reviews and interview guides were used to collect information from 39 respondents. This implies that the research employed a convergent design in which quantitative and qualitative data collection, analysis and interpretation were done simultaneously. This aligns with Creswell (2021), who claimed that convergent mixed research design quantitative and qualitative data are collected simultaneously and merged, and the results are used to understand a research problem. The findings showed that the level of financial resource control functions displayed by secondary school heads of public schools was notably low. Lack of proper financial management abilities, financial guidelines, political influence, and corruption among committee members were issues related to this reality. This study employed an excellent attempt at studying the status of financial resource management. However, other resources, such as physical and human resources, needed to be included, resulting in the need for the current study, which included human, physical and fiscal resources.

In Kigoma district, Libent-Mabagala and Bilantanye (2020) conducted a study on the influence of financial motivation on teachers' job satisfaction in public secondary schools. The study employed a descriptive survey design, particularly a cross-sectional survey. This implies that the researcher adopted a quantitative approach to study financial motivation and teachers' job satisfaction. However, the approach used in this study limited the possibilities of gathering information on the feelings and perceptions of respondents. This aligns with Wang & Cheng (2020), who posited that it is not possible to establish a genuine cause-and-effect relationship. Thus, it was more important to undertake the current study using a mixed research design to provide a comprehensive understanding of school resources management. The research findings revealed a significant difference in financial motivation among public secondary school teachers. This signifies that teachers' motivation is situational, and it is different to generalize it in monetary terms only. Nevertheless, the study did not delve into resource management in school settings, creating a need for the current study to bring a deeper understanding of instructional leadership and efficient school resource management.

How instructional leadership practices influence the efficiency of resource management in public secondary schools

Ping and Hamzah (2021) studied the level of principal's instructional leadership practices and its relationship with school-based management in secondary schools in Tumpat District,

Kelantan, Malaysia. This study used a survey research design under a quantitative research approach where questionnaires were used to collect information from 286 respondents. This signifies that the researcher adopted a positivist research philosophy to bring an explanatory association between instructional leadership and resource management efficiency. This corresponds to Park et al. (2020), who claimed that Research that follows the positivist approach typically concentrates on discovering cause-and-effect connections using numerical methods, where empirically based findings from large sample sizes are preferred. However, the approach used in this study cannot enable the researcher to capture any evolving beliefs on the topic, leading to the necessity for the current Research under a different approach. Correspondingly, the reviewed study found that principals in schools still have some aspects of leadership and management that need to be improved to ensure schools can be administered more effectively and have a positive impact not only on the interests of the organization but also in meeting the needs of school staff consisting of administrators. This connotes that the problem of resource management is still a problem that needs to be addressed critically. Consequently, the current study aimed to bring a deep knowledge of resource management to schools using concurrent research design with a mixed research approach.

Also, Obena (2021) researched leadership practices and strategies to resolve teachers' challenges in Cameroon secondary schools. The study employed a critical literature review to bring knowledge to this topic. This denotes that the researcher relied on pre-existed Research to study this concept, contrary to Singh (2024), who claimed that Research that depends on antedated studies cannot bring new knowledge since it does not determine the cause and effect of the phenomenon under study, hence lead to the need for more studies on school resource management. This study found that school principals need to be more skilful, experienced, and knowledgeable than an average teacher to handle and resolve the challenges faced by teachers. In addition to the already existing effective practices and strategies from empirical evidence, such as communication, conflict management, supervisory, motivation, boosting teachers' morale, promotion of teachers, promotion of good work environment, and cordial interpersonal relationships, which positively influenced teachers' productivity in Cameroon Secondary Schools, other more interactive practices and strategies such as; counselling, coaching, and mentoring, were found effective, yet neglected due to busy schedule of principals. The study covered what was supposed to be done to enhance effective human resource management in school settings. However, due to the limited approach used in this study, there is still a high demand for the current Research to uncover some aspects related to the contribution of instructional leadership practices on managing other resources like fiscal, time and physical resources in the school context.

In Uganda, Kabuuka (2022) studied human resource management practices and teachers' performance in universal primary education schools of Kyankwanzi District. The study adopted a cross-sectional survey design where questionnaires were used to gather data from 125 respondents comprising teachers, head teachers, and District Education Officers. This means

that the scholar employed a quantitative research approach to study school human resource management practices. Nevertheless, this approach cannot capture in-depth knowledge of the topic under investigation since it ignores qualitative data that may be derived from respondents' perceptions. This corresponds to Mander (2023), who claimed that the quantitative research method is usually based on numerical data, limiting the possibility of drawing a detailed picture of the topic. This made the current study more imperative for a deeper understanding of resource management in school settings by adopting a mixed research approach. The study findings disclosed that training is generally low in public primary schools; pupils in public primary schools perform poorly compared to private schools. Likewise, the study discovered that rewards are usually unsatisfactory for teachers, which negatively affects teachers' performance and that of pupils. Furthermore, the study concentrated much on human resource management, leaving behind other crucial resources critical for effective teaching and learning at school, which led to the importance of undertaking the current study on resources management.

In Tanzania, Fidelis and Mwila (2022) studied managerial principles and their role in utilizing capitation grants in public secondary schools in the Muleba District. The study adopted a convergent parallel research design under a mixed research approach. This denotes that the scholar collected and analyzed numerical and non-numerical data simultaneously, lined up with Leavy (2022), who claimed that convergent research design involves simultaneously collecting both quantitative and qualitative data, merging the data, and using the results to understand a research problem. Therefore, this design can provide a profound insight into the topic under investigation. The study findings revealed that managerial principles play different roles, including prioritizing financial allocation, managing the available financial resources, and effectively utilizing capitation grants. Nevertheless, the study concentrated only on financial management, leaving behind other resources like infrastructure and human resources, resulting in the need for the current study.

In Kigoma Region, Ruvahofi et al. (2022) studied community secondary school heads' effectiveness in strategic resourcing to enhance equity in education. The study adopted a convergent research design under a mixed research approach where a questionnaire, interview guide, focus group discussion guide and document analysis guide were used to collect data from 312 respondents. This indicates that the researcher collected and analyzed numerical data and non-numerical data at the same time. This supports Leavy (2022), who said that the mixed research approach encompasses the collection of numerical and non-numerical data and uses the results to understand a research problem. The findings of this Research revealed that heads of community secondary schools effectively used strategic resourcing to enhance equity in education. Although equity in education was demonstrated by student attendance, providing academic support, completion of Form IV and performance in Form IV national examinations remained lower than the required standards. This connotes that strategic resourcing in community secondary schools is not the only practice that can enhance academic achievement.

Henceforward, there is a need for the current study to build an understanding of resource management on top of what the previous Research brought to the notice.

RESEARCH METHODOLOGY

Usually, the research philosophy shapes scholars' perceptions of the nature of information, truth, and the research procedure (Kasiry, 2024; Tamminen & Poucher, 2020; Kelly & Cordeiro, 2020). The philosophy highlights real-world relevance and efficacy. The philosophy provides a framework for conducting exploration, which is responsive to the complications and practical concerns of the world (Gillespie et al., 2024; McCombes, 2023). The study adopted the pragmatic research philosophy to study the influence of instructional leadership practices on efficient resource management in public secondary schools in Kigoma-Ujiji Municipal. Research design: A strategy for answering the research question using empirical data was selected. Likewise, the design selection has a tremendous impact on the research findings. This study employed a convergent research design to simultaneously gather quantitative and qualitative data. The study area has a total number of 32 Secondary schools, where seven were non-government and 25 public secondary schools (*PO-RALG*, 2023). This study specifically dealt with public-owned secondary schools within the municipality.

For an accessible study population, a small representative group (sample) was selected to represent the entire group. Sampling allows data to be collected faster and at a lower cost than attempting to reach every member of the population (Turner, 2020). For this study, the sample was drawn from the study area, where teachers were selected from 7 public secondary schools using Simple Random Sampling techniques. On the other hand, the Ward Education Officers (WEO) and School Quality Assurance Officers (SQAQO) were selected using purposive sampling techniques. The sample size of this study included 4 WEO, 3 SQAQO, and 58 secondary school teachers from 7 public secondary schools. Questionnaires were used to collect quantitative data, and an interview guide was used to collect qualitative data. The hypothesis test was established using the T-test technique at a significant level of 0.05. Additionally, ethical standards were observed by obtaining informed consent from participants (WEO, SQAQO and Teachers) before collecting data, ensuring confidentiality and participant anonymity in reporting and storing data, and obtaining approval from the relevant JUCo research and publication directorate.

FINDINGS AND DISCUSSION

This segment concentrates more on demonstrating the results from this study based on the influence of instructional leadership practices and efficient resource management in public secondary schools in Kigoma-Ujiji Municipality. This study collected quantitative and qualitative data through questionnaires and interview guides to obtain important views from secondary school teachers on instructional leadership practices and collective decision-making in public secondary schools. Comprehensive presentations of teachers' viewpoints are outlined in Tables 1, 2 and 3. The segment also delivers information collected from the Ward Education Officers (WEOs) and School Quality Assurance Officers (SQAQOs) face-to-face interviews. Moreover, hypothesis testing results are presented in this segment to inform an inference resulting from data analysis.

Instructional Leadership Practices in Public Secondary Schools

This subsection presents information about the kind of leadership practised in public secondary schools in the study area. Knowledge of this concept helps assess whether leadership practices in public secondary schools contribute to efficient resource management or not. If leadership leads to resource management inefficiency, then the findings from this subsection can be useful in suggesting what should be done.

Table 1: Instructional Leadership Practices in Public Secondary Schools

S/N	Statement	Responses					M	SDV
		SD	D	N	A	SA		
1	The school leadership sets clear academic goals for students.	3.4	6.9	10.3	37.9	41.4	4.07	1.057
2	Teachers receive regular feedback on their instructional practices.	3.4	8.6	24.1	50.0	13.8	3.62	0.952
3	Professional development opportunities are frequently available.	8.6	29.3	24.1	31.0	6.9	2.98	1.116
4	The curriculum is well-aligned with educational standards.	3.4	12.1	34.5	31.0	19.0	3.50	1.047
5	Student progress is regularly monitored and assessed.	1.7	6.9	17.2	44.8	29.3	3.93	0.953
6	School leaders encourage collaboration among teachers.	1.7	6.9	10.3	44.8	36.2	4.07	0.953
7	Resources are effectively allocated to support teaching and learning.	5.2	18.8	24.9	32.8	22.4	3.53	1.143
8	There is a strong focus on creating a positive school climate.	1.7	8.6	29.3	34.5	25.9	3.74	1.001
9	Instructional time is protected from unnecessary interruptions.	3.4	24.1	31.0	27.6	13.8	3.24	1.081
10	School leaders involve teachers in curriculum planning and development.	10.3	25.9	29.3	22.4	12.1	3.00	1.185
11	Teachers are encouraged to use data to inform their instruction.	1.7	10.3	31.0	44.8	12.1	3.55	0.902
12	The school provides adequate support for students with special needs.	3.4	24.1	25.9	27.6	19.0	3.34	1.148
13	There is a culture of continuous improvement in the school.	0.0	10.3	25.9	29.3	34.5	3.88	1.010
14	Parents and the community are actively involved in school activities.	3.4	13.8	19.0	31.0	32.8	3.76	1.159
15	Innovative teaching practices are encouraged and supported.	1.7	10.3	20.7	46.6	20.7	3.74	0.965

Key: **1 = Strongly Disagree (SD)**, **2 = Disagree (D)**, **3 = Neutral (N)**, **4 = Agree (A)**, **5=Strongly Agree (SA)** **M = Mean** **SDV = Standard deviation**

Source: Field Data (2024)

Data presented in Table 1 portrays that the majority (78.3%) of respondents agreed and strongly agreed that school leadership sets clear academic goals for students by a mean score of 4.07. This denotes that instructional leaders fulfil their obligation of planning, creating a platform for mobilisation and allocating resources for efficient teaching and learning processes. This finding

supports Özdemir et al. (2022), who insisted that "student achievement is significantly impacted by school leadership, particularly instructional leadership, with organisational and rational elements serving as mediating factors". This implies that the reasoning capacity of an instructional leader is vital for fulfilling the planning function to enhance efficient school operations. This aligns with WEO 2, who claimed that "*heads of schools are well oriented to their responsibilities and they are capable of managing human resources available at school by assigning them some tasks to perform, involving them in setting academic goals and supervising them in implementation of plans*" (WEO 2, personal communication, August 13, 2024). This implies that school leaders involve teachers in decision-making, planning and executing the plans. This finding aligns with instructional leadership theory, which insists on the purpose and direction of a leader's influence on students' effective learning through teachers (Hallinger, 2010).

Likewise, data in Table 1 shows that 70.1% of teachers agreed and strongly agreed that student progress is regularly monitored and assessed. This connotes that school leaders are doing their best to track students' learning progress, which may enhance effective lesson planning that leads to maximum student achievement. This finding is aligned with Ouatik et al. (2022), who suggested that "big data technology and machine learning algorithms can effectively predict student success and failure." This signifies that effective tracking of students' progress enables educators to generate essential data that helps plan instructions that maximise learners' achievement. Moreover, data in the same Table indicated that 80.1% of teachers agreed and strongly agreed that School leaders encourage collaboration among teachers, with an average score of 4.07. This means school leaders are actively instilling a team spirit among their subordinates, which results in increased working efficiency at the school. This finding is supported by Aron & Amos (2024), who emphasised that collaborative decision-making provides teachers with enough data related to curriculum requirements, school academic goals, and priorities, which are helpful in lesson and instruction planning for effective learning. This suggests that the higher the collaboration of the staff, the more efficient working practices. This finding is supported by WEO 2, who said that "*the most used strategies by the head of schools in achieving school goals include effective communication to the staff, regular monitoring and evaluation of student achievement which influences continuous improvements*" (WEO 2, personal communication, August 13, 2024). This denotes that the heads of schools focus on persuading and directing teachers to implement plans that increase students' academic achievement. This finding agrees with the instructional leadership theory, which emphasises improving student learning outcomes by prioritising academic excellence and effective teaching practices (Hallinger, 2010).

The data in Table 1 also indicates that 55.2% of respondents agreed and strongly agreed that Resources are effectively allocated to support teaching and learning activities, with an average score of 3.53. This infers that school leaders moderately allocate instructional resources that support teaching and learning at school. Additionally, 63.8% of respondents agreed and strongly agreed that teachers receive regular feedback on their instructional practices. This predicts that school leaders regularly monitor teaching and learning processes and collect data valuable for continuous improvement. This finding aligns with Bautista-Quispe et al. (2023) who highlighted that monitoring, support, and inter-learning significantly improve teaching performance in schools. This symbolises that making regular follow-ups on teaching practices leads to enhanced

teaching efficiency and thus increases learning outcomes. These findings oppose WEO 4, who claims that *"resource allocation in secondary schools is ineffective, school heads have no autonomy in allocating human and financial resources for effective students' performance instead they receive directives from the above. As a result, many students fail"* (WEO 4 personal communication, August 14, 2024). This signifies that school plans are partially implemented because of improper resource allocations accelerated by what is commonly known as orders from the above rather than school strategic plans. This finding opposes the resource-based theory, which focuses on tangible and intangible resources and capabilities contributing to an organisation's success (Utami & Alamanos, 2022). Consequently, there is a need for educational policymakers to find the best way to maintain the autonomy of school heads in the management of school resources.

The Table also shows that 56.9% of respondents agreed and strongly agreed that teachers are encouraged to use data to inform their instruction. This symbolises that educators are directed to use the available information on learners' achievement and other available statistics to inform their approach to teaching and learning. This finding supports Aron and Amos (2024), who emphasised that using data to inform instruction fosters continuous improvement in education. This implies that teachers must rely on teaching and learning data from particular learners to design and adopt teaching methods that maximise learners' achievement. This finding disagrees with SQA 3, who claimed that.

"There is a severe weakness in academic-related data collection and analysis among secondary schools. For this reason, most of the data they use are unreliable for effective educational decision-making. That is why the problem of mass examination failure in public secondary schools persists for several years" (SQA 3, personal communication, August 13, 2024).

This suggests that decisions made in various public secondary schools are driven by something other than data; hence, it becomes impossible for continuous improvement in these schools. This is contrary to instructional leadership theory, which focuses on enhancing students' academic achievement by addressing all the emerging challenges through data-driven decision-making and effective collaborations among school leaders and subordinates (Hallinger, 2010)

Data in Table 1 reveals that 60.4% of teachers agreed and strongly agreed that there is a strong focus on creating a positive school climate. This indicates that school leaders maintain a conducive teaching and learning environment by efficiently allocating human and physical resources supporting maximum learning. This finding aligns with Bada et al. (2024), who claimed that the efficacy of instructors is substantially and favourably correlated with instructional leadership in overseeing instructional programs and creating a welcoming learning environment. This means that the level of professionalism and the capability of teachers to execute their instructional responsibilities profoundly impact the teaching and learning environment. The finding correlates with what WEO 1 said: *"all primary and secondary schools of this ward, school heads have managed to make schools more attractive to learners by involving students in sports and games, protecting instructional time against interference, and strengthening clubs of contemporary and crosscutting issues"* (WEO 1 personal communication, August 12, 2024). This implies that school leaders have incorporated extracurricular activities into school programs to make the school the best place every student admires staying. As a result, this increases students' learning morale and the value of learning at school. This finding

conforms to instructional leadership theory, which emphasises the roles and behaviours of school leaders in enhancing teaching and learning at school (Hallinger, 2010).

Nevertheless, data in Table 1 indicates that 58.5% of respondents disagreed and strongly disagreed that instructional time is protected from unnecessary interruptions. This signifies that one vital resource (time) is inappropriately managed in schools. Improper management of instructional time may impede learners' academic achievement and accelerate mass failure in public secondary schools. The finding supports Patkar (2023), who contended that "effective time management skills are crucial for secondary teachers to become more productive and provide a better education for their pupils." Likewise, Fermah (2022) further emphasised that "effective time management significantly improves primary students' academic performance on the Basic Education Certificate Examination." This connotes that proper time management is critical for efficient school operation. This finding is against WEO 4, who claimed that "*time for instruction is respected and protected against any other interruption. This is possible through the internal quality assurance team, which monitors the school's operation for equitable quality education*" (WEO 4, personal communications, August 14, 2024). This signifies that the school management team is committed to maintaining the already established education quality standards for efficient teaching and learning processes. This finding aligns with the resource-based theory, which emphasises the importance of resources and capabilities in achieving and sustaining high performance and competitive advantage for the school (Utami & Alamanos, 2022). Furthermore, when prudently utilised, time is among the valuable resources contributing significantly to schools' competitive advantage.

Moreover, data in Table 1 shows that 62.0% of teachers who filled out the questionnaires disagreed and strongly disagreed that professional development opportunities are frequently available. This denotes that there needs to be more professional development in place to empower the available human resources for efficient performance. This finding aligns with Adjei-Boateng and Cobbinah (2021). School-based professional development of teachers is a practical, context-specific, and cost-effective alternative to teacher learning and development, promoting learning communities and community of practice in schools. This signifies that conducting teachers' development through learning communities equips human resources, thereby efficiently managing financial resources and offering the possibility of avoiding unnecessary expenses in school. Likewise, 65.55% of respondents strongly disagreed that school leaders involve teachers in curriculum planning and development. This implies that educators need to be more competent in curriculum implementation due to limited involvement in planning. However, Bano (2022) suggested that "teachers' participation in curriculum development is crucial for improving education quality and enhancing interaction among teachers' committees." This means teachers' involvement in curriculum planning is pivotal to school service delivery efficiency. These findings support WEO 2, who said that "*in secondary schools, there is a limited opportunity for teachers' professional development though in primary schools the opportunity is widely available through professional learning communities commonly known as MEWAKA. Also, teachers are not involved in curriculum planning and development*" (WEO 2, Personal Communication, August 13, 2024). This denotes that teaching and learning in schools within the study area could be more efficient as educators have no opportunities for empowerment and to make them compatible with the evolving global changes. This finding disagrees with instructional leadership theory, which insists on the purpose and

direction of a leader's influence on students' effective learning through teachers (Hallinger, 2010).

Similarly, data in Table 1 indicates that 53.4% of teachers who filled out questionnaires disagreed and strongly disagreed that the school provides adequate support for students with special needs. This connotes that the school's physical, fiscal, and human resources are not oriented to support learners with disabilities. This finding correlates with Olechowska (2022), who claimed that "schools continue to have irregularities in providing psychological and educational support for students with special needs, despite the obligation to do so." This signifies that more efforts are still needed to raise awareness among school leaders on the importance of supporting students with special needs, such as physical, emotional, mental and psychological needs. This is contrary to WEO 3 who claims that *school infrastructures in most of my schools are too old to support learners with a disability or comfortable learning to any student because they are highly obsolescent. The rehabilitation of such infrastructures is challenging as they have not been maintained for too long*" (WEO 3, Personal Communication, August 14, 2024). This signifies that the schools' infrastructures could be more attractive for learning in most public secondary schools as results improve efficient teaching and learning. This finding is contrary to the resource-based theory, which proposes that the success and effectiveness of an educational institution, such as a school or university, depend mainly on its resources (Utami & Alamanos, 2022).

On the other hand, data from the same Table revealed that 63.8% of teachers agreed and strongly agreed that there is a culture of continuous improvement in the school. This infers that school leaders in the study area are earnestly striving to change how schools operate and maximise efficiency. This finding links to Bush-Mecenas (2022), who emphasised that "continuous improvement in education has the potential to promote educational equity and social justice by integrating logics of racial equity and performance." This shows that school leaders must keep adopting innovation and new approaches to school operations for continuous development. Correspondingly, 63.8% of respondents agreed and strongly agreed that parents and the community are actively involved in school activities. This entails the stakeholders' engagement in schools and the practices which foster continuous improvement in educational service delivery. These findings support SQA 1, who claimed that *"the limited professional development to secondary school teachers, poor data management and analysis impend flexibility and innovation in instructions. This is a grave for schools' continuous improvement for educators rely much on memorise-based teaching instead of competence-based instructions"* (SQA 1, Personal Communication, August 12, 2024). This connotes that instructional leaders do not influence continuous improvement as they depend much on traditional ways of leading teaching and learning at the school. This finding opposes instructional leadership theory, which insists on the perfection of teaching and learning and draws much attention to the behaviour of educators as they participate in activities that directly influence student academic achievement (Hallinger, 2010).

Furthermore, data in Table 1 signposts that 67.3% of respondents agreed and strongly agreed that innovative teaching practices are encouraged and supported. This denotes that school leadership puts much emphasis on teachers to accommodate contemporary issues and learners' individual needs in designing and delivering instruction. Sharma et al. (2023) "Innovative teaching approaches positively impact student motivation, engagement, and critical thinking

skills, potentially improving the quality of teaching and learning in schools." this means that incorporating 21st soft skills such as creativity, critical thinking, collaboration and effective communication skills add the value learning at the school. This is contrary to SQA 2, who said that "most teachers do teach according to their experiences and most of them are used to duplicate the former teachers' notes and bring them to the class without changing anything, hence affects teaching and learning effectiveness at school" (SQA 2, personal communication, August 13, 2024). This implies that the kind of teaching and learning in most schools does not accommodate the evolving needs of learners and technological changes. This finding disagrees with the instructional leadership theory.

The current state of resource management in public secondary schools

This subsection comprises data collected, analysed and presented in Table 2 on the current state of resource management in public secondary schools. The Table aims to uncover the current resource management practices in relation to resource management standards in educational institutions. The interpretations of data presented in this Table help suggest areas for improvement in effective secondary school education service delivery and enhancing access to equitable quality secondary education in the country.

Table 2: The current state of resource management in public secondary schools

S/N	Statement	Responses					M	SDV
		SD	D	N	A	SA		
1	The school has adequate financial resources to support its educational programs.	13.8	34.5	20.7	22.4	8.6	2.78	1.200
2	Teaching materials and resources are sufficient to meet the needs of students.	6.9	20.7	36.2	24.1	12.1	3.14	1.099
3	The school's facilities such as classrooms and laboratories are well-maintained.	5.2	20.7	36.2	19.0	19.0	3.26	1.148
4	There is an effective process for allocating resources to different departments.	5.2	19.0	34.5	32.8	8.6	3.21	1.022
5	The school has a well-organized inventory management system for resources.	5.2	10.3	36.2	32.8	15.5	3.43	1.045
6	Technology resources including computers and projectors are up-to-date and accessible.	10.3	20.7	22.4	37.9	8.6	3.14	1.161
7	The school administration regularly reviews and updates resource management policies.	6.9	8.6	43.1	27.6	13.8	3.33	1.049
8	The allocation of resources is aligned with the school's educational priorities.	8.6	43.1	25.9	13.8	8.6	3.29	1.092
9	Teachers have access to the resources they need to effectively teach their subjects.	3.4	30.1	25.9	19.0	20.7	3.47	1.127
10	The school engages in strategic planning to address future resource needs.	6.9	15.5	27.6	39.7	10.3	3.31	1.079
11	Resource management practices in the school are transparent and accountable.	3.4	13.8	31.0	31.0	20.7	3.52	1.080
12	The school has partnerships with external organizations to supplement its resources.	8.6	20.7	31.0	27.6	12.1	3.14	1.146
13	Students have sufficient access to textbooks and other relevant learning materials.	1.7	19.0	27.6	22.4	29.3	3.59	1.155
14	The school provides adequate resources for extracurricular activities.	6.9	19.0	24.1	34.5	15.5	3.33	1.161
15	Resource management challenges are effectively addressed by the school leadership.	1.7	12.1	31.0	27.6	27.6	3.67	1.066

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Neutral (N), 4=Agree (A), 5=Strongly Agree (SA), M = Mean SDV = Standard deviation

Source: Field Data (2024)

Data in Table 2 indicates that 69.0% of teachers disagreed and strongly disagreed that the school has adequate financial resources to support its educational programs. This connotes that secondary schools in the study area need more fiscal resources to the extent of failing to support the school programs, such as infrastructure maintenance, furniture purchasing, and the acquisition of meaningful teaching and learning materials. This finding aligns with Mbogo (2022), who recommended that the adequacy of financial resources is vital in influencing the quality of education in public day secondary schools. This implies that resource planning, mobilisation, and management skills are essential for efficiently delivering equitable quality education. Likewise, 64.0% of respondents disagreed and strongly disagreed that teaching materials and resources are sufficient to meet the needs of students. This implies that school leaders need to gain knowledge of prudent resource mobilisation and utilisation for efficient education service delivery. This correlates with Amos et al. (2021), who claimed, "School heads with strong financial management skills can effectively provide quality education in secondary schools." This connotes that capacity building should be undertaken to enable them to work effectively in mobilising resources. These findings support WEO 1, who said, *"In all of our school's resources, financial, human and material resources are insufficient."*

Furthermore, teaching and learning resources are also insufficient, but they usually prioritise the most critical resources that facilitate teaching and learning" (WEO 1, personal communication, August 12, 2024). This suggests that school programs are difficult to operate due to resource constraints. This finding diverges from resource-based theory, which emphasises an organisation having both tangible and intangible resources for its effective operation that enables it to gain a competitive advantage (Utami & Alamanos, 2022).

Data in Table 2 indicates that 62.1% of respondents disagreed and strongly disagreed that the school's facilities, such as classrooms and laboratories, are well-maintained. This connotes that the furniture and other school infrastructure could be better maintained. Furthermore, 58.7% of respondents disagreed and strongly disagreed that there is an effective process for allocating resources to different departments. This signifies a considerable delinquent in resource management among the heads of secondary schools, which impedes effective teaching and learning. These findings correlate with Wang & Gao (2021), who emphasised that "inefficient educational resource management leads to unreasonable or wasteful allocation of resources in schools." similarly, Amos et al. (2021) recommended that most school heads possess insufficient skills in financial management as school managers. These mean that poor resource management capabilities among heads of schools affect the efficiency of educational service delivery in public secondary schools. These are lined up with WEO 3, who said that *"resources are insufficient to support teaching and learning programs. This makes teachers struggle to find alternative teaching materials, and sometimes they find themselves using irrelevant materials that affect teaching and learning efficiency"* (WEO 3, Personal communication, August 14, 2024). This implies that schools lack enough resources to facilitate classroom programs, including teaching and learning. This finding contradicts the resource-based theory that emphasises that the success and effectiveness of an educational institution, such as a school or university, are mainly determined by its resources (Utami & Alamanos, 2022).

Data displayed in Table 2 portrayed that 51.7% of respondents disagreed and strongly disagreed that the school has a well-organised inventory management system for resources at an average score of 3.43. This signifies that there needs to be a control mechanism and monitoring of how

resources are utilised in public secondary schools studied. This leads to excess waste, misuse and deterioration of resources within public secondary schools. Additionally, 58.6% of respondents strongly disagreed that the school administration regularly reviews and updates resource management policies. This implies no continuous improvement in resource management because no follow-up is in place. These findings connect to Amos et al. (2021), who claimed that "School heads with strong resource management skills can effectively provide quality education in secondary schools." therefore, capacity building is inevitable to rescue resources wasted in public secondary schools. These findings support WEO 3, who claims that *"resources are assigned to teachers for supervision and monitoring, and school leaders monitor the resources through teachers. However, no formal inventory procedures are in place to ensure effective use of resources"* (WEO 3, personal communication, August 14, 2024). This implies that the heads of schools need to manage the utilisation and safety of resources. This results in waste, obsolescence and or misuse. This finding contradicts Pertiwi & Nurahman (2023), who insisted that inventory Management helps manage school quality data for new students and supports administration and school committees to control and mobilise more resources. This connotes that inventory, monitoring, and evaluation practices positively contribute to efficient resource utilisation in schools.

The data in Table 2 also indicates that 53.4% of respondents disagreed and strongly disagreed that technology resources, including computers and projectors, are up-to-date and accessible. This denotes that ICT facilities are available and professional human resources development within public secondary schools to navigate these eras of rapid technological changes. This finding supports Makena and Yengwayo (2023), who said that "teachers do not receive necessary support on technology use due to insufficient school funds for training." However, "overhead projectors and digital versatile disk families significantly influence teachers' effectiveness in secondary schools" (Idika et al., 2023). Similarly, Molotsi et al. (2023) claimed that inadequate infrastructure and lack of support impact teachers' experience integrating digital technology in the classroom. These denote that the challenge of integrating technology in school operations should be addressed for efficient educational service delivery at the school level. This is support SQA 2, who said

"There is a minimal information technological resource available in public schools. The scant available computers are only used for administrative activities, not teaching and learning. Also, most teachers are computer illiterate; therefore, even if the schools purchase those facilities, nobody can use them to facilitate teaching and learning" (SQA 2, personal communication, August 13, 2024).

This denotes a need for more professional development for teachers in using technology in teaching and learning. It also connotes that educational administrators would instead invest in technological integration in teaching and learning. These findings contradict instructional leadership theory, emphasising improving teaching and learning within school settings (Hallinger, 2010).

Furthermore, data in Table 2 indicates that 77.6% of respondents disagreed and strongly disagreed that the resource allocation is aligned with the school's educational priorities by a mean score of 3.29. This connotes that resources are erratically allocated, resulting in maximum waste and deterioration. Similarly, data in the same Table shows that 59.4% of respondents disagreed and strongly disagreed that teachers have access to the resources they need for

effectively teaching their subjects. This denotes that teaching and learning processes could be more efficient because improper resource allocation does not align with school priorities. These findings correlate to Ireri and Ibuathu (2022), who recommended that the mobilisation and utilisation of resources for competency-based curriculum implementation in primary education is hindered by rural-urban migration and inadequate teaching resources. This means effective resource mobilisation and prudent allocation concerning the school plan priorities can enhance efficiency. These findings support SQA 1, who claimed that *"resource allocation in public schools is largely influenced by the interests of the educational administrators whose priorities are usually Mock examinations and sports competition commonly known as 'UMISETA' instead of investing in teaching and learning resources"* (SQA 1, personal communication, August 12, 2024). This denotes that school heads have no autonomy in resource allocation in public secondary schools. This is contrary to the resource-based theory, which emphasises the efficient allocation and utilisation of organisational resources to enhance learning outcomes and institutional effectiveness, enabling schools to gain a competitive advantage (Utami & Alamanos, 2022).

Data in Table 2 shows that 60.3% of respondents disagreed and strongly disagreed that the school has partnerships with external organisations to supplement its resources. This denotes that stakeholders' involvement in school development initiatives could be much higher. This makes it difficult for the head of secondary schools to mobilise additional resources to supplement the available scarce resources to provide quality education service efficiently. This finding correlates with Gyang and Gusen (2021), who claimed that poor community and other stakeholders' involvement in school development leads to inadequate infrastructure, funds, instructional materials, and teaching staff, resulting in low standard output. However, 51.7% of teachers agreed and strongly agreed that students have sufficient access to textbooks and other relevant learning materials. This implies that the available resources are accessible to students for utilisation in learning. This finding aligns with Odinakachi et al. (2023), who said that a poor supply of instructional materials for efficient instruction leads to ineffective teaching and learning in schools. This signifies that an adequate supply of instructional materials is pivotal for equitable quality education service delivery. This finding supports WEO 3, who claimed that *"the involvement of non-governmental and religious organisations in schools affairs is very minimal for public secondary school, but parents are highly involved, and they do contribute resources that have enabled the construction of toilet pits and on classroom"* WEO 3, personal communication, August 14, 2024. This signifies that more efforts should be undertaken to empower school heads with communication and partnership skills to enable them to mobilise more resources for effective education service delivery.

Moreover, Table 2 shows that 50.0% of teachers agreed and strongly agreed that the school engages in strategic planning to address future resource needs. This denotes that some school leaders rely on strategic plans to mobilise and prudently allocate scarce resources for efficient teaching and learning processes. Likewise, data in the same Table shows that 50.7% of teachers agreed and strongly agreed that resource management practices in the school are transparent and accountable. This signifies that the misappropriation possibilities of school resources are minimal in schools in the study area. This supports what Aron and Amos (2024) said: "Collective decision-making fosters the team working spirit among teaching and non-teaching staff members and, as a result, promotes efficiency at the working station. This connotes that the

active involvement of all the key stakeholders in planning, implementation and evaluation promotes accountability since everyone knows what is happening within the school. This correlates with WEO 1, who claimed that *"public school leaders do apply participatory decision making through regular meetings such as staff meetings, departmental meetings, school management team meetings and board meetings, which influences transparency and collaboration among teachers in schools"* (WEO 1, personal communication, August 12, 2024). This implies high transparency in most public secondary schools, which helps with accountability. This finding agrees with Aron and Amos (2024), who claim that collaborative decision-making increases school operations efficiency.

Similarly, data in Table 2 indicates that 50.0% of respondents agreed and strongly agreed that the school provides adequate resources for extracurricular activities. This signifies that some schools allocate and provide resources for extracurricular activities while others do not. This finding correlates with Bouchard et al. (2022), who proposed that *"Participation in extracurricular activities is associated with higher intrinsic motivation and lower externalising problems and depressive symptoms, especially among students in socioeconomically disadvantaged neighbourhoods"*. Moreover, extracurricular activities help develop students' potential and enhance the effectiveness of education in schools (Syawaludin, 2023). This implies that investing in extracurricular activities by allocating appropriate personnel and fiscal and material resources adds value to learning at school. Likewise, Data shows that 55.2% of respondents agreed and strongly agreed that the school leadership effectively addresses resource management challenges. This indicates that various resource management challenges in school should be dealt with more seriously. This is contrary to WEO 3, who claimed that.

"There is a huge scarcity of resources in public secondary schools, which has led to poor infrastructure maintenance, and these problems remain unaddressed for several years. This has resulted in mass failure in public secondary schools and continuous wastage of educational resources" (WEO 3, personal communication, August 14, 2024).

This signifies that heads of public secondary schools should focus on mobilising more resources instead of relying on government capitation grants in line with resource-based theory, which focuses on a collection of tangible and intangible resources and capabilities that contribute to an organisation's success (Utami & Alamanos, 2022).

Influence of Instructional Leadership Practices on Resource Management Efficiency

This subsection comprises analyzed data on instructional leadership practices and resource management efficiency presented in Table 3. Unlike Table 2, the section provides knowledge on how school leaders manage various resources such as human, physical, time, and fiscal resources. The information generated from this part helps to establish the best leadership approach that enhances efficient resource management in public secondary schools.

Table3: Influence of Instructional Leadership Practices on Resource Management Efficiency.

S/N	Statement	Responses					M	SDV
		SD	D	N	A	SA		
1	The school leadership sets clear priorities for resource allocation based on educational goals.	1.7	15.5	20.7	41.4	20.7	3.64	1.038
2	Instructional leaders regularly evaluate the effectiveness of resource use in the school.	0.0	17.2	27.6	44.8	10.3	3.48	0.903
3	Teachers are involved in decision-making processes regarding resource allocation.	6.9	19.0	22.4	24.1	27.6	3.47	1.273
4	The school leadership provides sufficient resources to support instructional practices.	1.7	12.1	29.3	34.5	22.4	3.64	1.021
5	There is a clear alignment between instructional goals and resource management practices.	5.2	17.2	27.6	32.8	17.2	3.4	1.123
6	Professional development for teachers includes training on effective resource use.	5.2	10.3	39.7	29.3	15.5	3.4	1.042
7	The leadership team actively monitors and adjusts resource allocation to meet changing needs.	0.0	17.2	29.3	36.2	17.2	3.53	0.977
8	Resources are allocated efficiently to ensure maximum impact on student learning outcomes.	0.0	12.1	32.8	39.7	15.5	3.59	0.899
9	School leaders ensure that all departments have equitable access to resources.	6.9	13.8	32.8	29.3	17.2	3.36	1.135
10	The school leadership fosters a culture of accountability in resource management.	5.2	15.5	31.0	22.4	25.9	3.48	1.188
11	Instructional leaders use data to inform resource allocation decisions.	5.2	15.5	22.4	44.8	12.1	3.43	1.061
12	Effective instructional leadership practices enhance the overall management of school resources.	1.7	8.6	31.0	43.1	15.5	3.62	0.914
13	The school's resource management practices positively impact teacher performance and student outcomes.	3.4	13.8	20.7	39.7	22.4	3.64	1.087
14	Instructional leaders facilitate regular reviews of resource management practices to ensure efficiency.	1.7	12.1	32.8	41.4	12.1	3.5	0.922
15	There is strong communication between school leaders and staff regarding resource management.	0.0	8.6	31.0	31.0	29.3	3.81	0.963

Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3= Neutral (N), 4=Agree (A), 5=Strongly Agree (SA), M = Mean SDV = Standard deviation

Source: Field Data (2024)

Data displayed in Table 3 portrays that 62.1% of respondents agreed and strongly agreed that the school leadership sets clear priorities for resource allocation based on educational goals. This implies that school leaders rely mainly on national educational goals when mobilising and allocating educational resources to achieve efficient teaching and learning. This finding is associated with Wang and Gao (2021), who proposed that inefficient educational resource management is a leading factor in the allocation of educational resources, leading to unreasonable or wasteful allocation. This means that scarcity of educational resources is not a big problem, but the main challenge is inefficiency in resource mobilisation, allocation and

utilisation to achieve educational goals. Also, 51.7% of respondents agreed and strongly agreed that teachers are involved in decision-making processes regarding resource allocation. This denotes that teachers decide how to set priorities for prudent resource utilisation. This finding correlates with Aron and Amos (2024), who emphasised that instructional leadership and collective decision-making create an effective collaborative school environment that focuses on improving teaching and learning outcomes. The findings align with WEO 2, who claimed that the

"The school management team is responsible for planning, setting goals and priorities and communicating them to teachers through various meetings. This is done aligned with the provision of incentives to those who excel in implementation. Also, teachers are allowed to propose the priorities, which are then approved by the school management team" (WEO 2, personal communication, August 13, 2024).

This suggests that school leaders foster efficient implementation of educational plans by involving them in all planning stages. This finding correlates with instructional leadership theory, which insists on effective communication and participatory decision-making among educational leaders and their subordinates (Hallinger, 2010).

Data in Table 3 reveals that 56.9% of respondents agreed and strongly agreed that the school leadership provides sufficient resources to support instructional practices. This denotes that school leaders allocate resources that meet the presented requirements for effective teaching and learning processes. This finding relates to Chabalala and Naidoo (2021), who claimed that principals' instructional leadership practices, teacher development as an instructional practice, and instructional resource provisioning contribute to improved school curriculum delivery. This connotes that efficient instructional resource allocation should accompany teachers' professional development for equitable quality educational service delivery. Furthermore, 50.0% of respondents agreed and strongly agreed that there is a precise alignment between instructional goals and resource management practices. This symbolises that some school leaders consider the set priorities in the school plan throughout their supervision function and allocate appropriate (human, time, fiscal and physical). This finding relates to Gede and Huluka (2023), who claimed that goal clarity, role clarity, and process clarity have a significant and favourable effect on organisational performance in higher education. This suggests that to align instructional goals and resource management, educational goals, roles, and process clarity are inevitable. These findings disagree with WEO 1, who said, *"resources are insufficient resulting in a scarcity of teaching and learning resources like Laboratory equipment and stationeries. Also, all the schools in this ward have not yet completed preparing strategic development plans though school quality assurers insist on this several times"* (WEO 1, personal communication, August 12, 2024). This suggests that resource management is less effective due to a lack of strategic or poor strategic planning. This finding does not conform to instructional leadership theory, which emphasises student learning through teachers (Daniëls et al., 2019).

Data in Table 3 shows that 53.4% of respondents agreed and strongly agreed that the leadership team actively monitors and adjusts resource allocation to meet changing needs. This implies that the school leaders regularly monitor areas where more concentration is needed and see the possibilities of reallocating to meet the fluctuating needs. This finding relates to Jiang et al. (2022), who articulates that dynamically maintaining equilibrium in team allocation can help decision-makers build more sustainable teams. This points toward investing in collaborative

decision-making and involving key stakeholders in decision-making and implementation throughout the school's life cycle. Similarly, 55.1% of respondents agreed and strongly agreed that instructional leaders regularly evaluate the effectiveness of resource use in the school. This implies that most school leaders measure the effectiveness and make sound judgements regarding implementing already set educational goals for continuous improvement. This finding closely relates to Santos et al. (2021), who claimed that school leaders' performance in managing finances and resources is advanced, with regular resource inventory, dialogue for planning, and community-developed resource management systems. This means that the management of school resources is a comprehensive process that includes inventory systems, collaborative decision-making, and regular monitoring. These findings support WEO 1, who claimed that *"monitoring and evaluation on school leadership, teaching and learning are usually done by internal school quality assurance team in collaboration with academic committees in schools of this ward. The results of these monitoring help school leaders allocate resources"* (WEO 1, personal communication, August 12, 2024). This signifies that the current internal control mechanisms and monitoring practices have a notable contribution to school resources management in public secondary schools. This finding supports instructional leadership theory, which stresses using data to inform decisions for continuous improvement (Bush, 2023).

Table 3 data discloses that 55.2% of respondents agreed and strongly agreed that resources are allocated efficiently to ensure maximum impact on student learning outcomes. This denotes that school leaders allocate fiscal, physical, time and human resources depending on the existing needs to minimise wastage of resources, thereby maximising productivity. This finding is tied to Ndemo and Kwaba (2023), who suggested that instructional resources, physical facilities, and human resources influence a pupil's academic achievement in secondary schools. Nevertheless, 53.5% of respondents strongly disagreed that school leaders ensure all departments have equitable access to resources. This connotes that most school heads need to consider the evolving needs of each department when allocating different resources, which leads to inefficiency due to ignoring some of the departments at school. This finding contradicts Eacott (2023), who underscored that equity in school provision is possible if schools have autonomy over fiscal, personnel, and curricular matters, and public accountability is linked to academic outcomes and social impact. This signifies that maintaining equity in resource allocation within the school enhances education service provision. These findings support WEO 1 claim that *"resources are insufficient so far the teaching and learning resources are also insufficient, but school leadership usually set priorities with the priority being put to the most important and highly needed resources for teaching and learning processes"* WEO 1, personal communication, August 12, 2024). This suggests that school heads should mobilise more resources to supplement government capitation grants to provide equitable quality education efficiently. These findings align with resource-based theory, which insists on collecting tangible and intangible resources and capabilities that contribute to an organisation's success (Utami & Alamanos, 2022).

Table 3 data portrays that 51.7% of respondents disagreed and strongly disagreed that school leadership fosters a culture of accountability in resource management. This implies that heads of schools need to hold human resources accountable for their assigned obligation, resulting in inefficiency in teaching and learning processes at school. This finding opposes Kim (2022), who insists that school leaders create a culture of accountability rooted in care, respect, and shared responsibility to support students' growth. This suggests that investing in respect, care, and

collective responsibilities supports student emotional and academic development while increasing teaching and learning efficiency. On the other hand, 56.9% of respondents agreed and strongly agreed that instructional leaders use data to inform resource allocation decisions. This implies that school leaders actively involve their subordinates in collecting, analysing and using data to decide teaching and learning activities. This finding agrees with Aron and Amos (2024), who suggest that by involving teachers and other stakeholders in decision-making processes, instructional leaders can tap into this expertise and make decisions more likely to impact students' learning outcomes positively. This denotes that data-driven decision-making reduces wastage of resources; thus, effective utilisation of human resources available at the school for decision-making and implementation fosters efficiency. These findings contradict SQA 2, who said, *"In most secondary schools, there is no culture of transparency, particularly between the head of schools and their subordinates, which affects accountability. This produces irrelevant data, affecting resource mobilisation and lesson planning"* (SQA 2, personal communication, August 13, 2024). This denotes that more efforts are needed to promote transparency and accountability among public secondary schools. This finding aligns with instructional leadership theory, which puts much emphasis on the roles and behaviours of school leaders in enhancing teaching and learning at school (Hallinger, 2010)

Data in Table 3 also shows that 58.6% of respondents agreed and strongly agreed that effective instructional leadership practices enhance the overall management of school resources. This signifies that when the school leaders positively apply the instructional leadership approach in overseeing the school's operations, they manage resources appropriately. This finding correlates with Wolfe et al. (2023), who emphasises that effective instructional leadership is a critical factor in improving student achievement, and challenges in fulfilling these roles could be addressed through changes in resource allocation. This denotes that effective instructional leadership enhances students' academic achievement and promotes efficient resource management. Similarly, 62.1% of respondents agreed and strongly agreed that the school's resource management practices positively impact teacher performance and student outcomes. This connotes that heads of schools with instructional leadership approaches tend to influence a positive school culture that boosts students' academic achievement. This finding agrees with Banua et al. (2022), who claimed that effective instructional leadership practices by principals contribute to a school's improvement initiatives and overall effectiveness. This means that instructional leadership practices are imperative in improving the efficiency of educational provision. These findings approve WEO 2 said that, *"The head of the school applies participatory management, collective decision-making, and effective communication with the staff to have good control of school resources. Resource control and their students' performance is excellent compared to the schools with no participatory leadership"* (WEO 2, Personal Communication, August 13, 2024). This suggests a strong focus should be on enhancing instructional leadership in all public secondary schools for efficient resource management. This finding correlates with Aron and Amos (2024), who said that collective decision-making enhances transparency and accountability, which increases efficiency. This connotes that collaboration between heads of schools and their subordinates should be encouraged.

Table 3 data discloses that 53.5% of respondents agreed and strongly agreed that instructional leaders facilitate regular reviews of resource management practices to ensure efficiency. This denotes that some heads of schools enable their team to make periodic analyses and reviews of

resource management practices for efficient school operations while some do not. This finding relates to Mtei (2022), who insisted that effective instructional leadership practices by heads of schools include developing school goals, planning and budgeting teaching and learning resources based on school priorities and students' needs, and promoting teachers' professional growth. This signifies that school leaders must conduct regular capacity-building programs to empower all teachers and other key stakeholders on efficient resource management practices. This finding disagrees with SQA 3, who claims that *"no effort has been made by heads of schools to improve the resource management practices. Neither inventory nor asset register is used in public secondary schools; hence, effective resource management becomes impossible"* (SQA 3, Personal Communication, August 13, 2024). This suggests that educational administrators should make regular follow-ups on the head of school practices regarding resource management. This finding correlates with instructional leadership theory as it promotes collaboration, transparency and school accountability (Hallinger, 2010).

Furthermore, data in Table 3 shows that 55.2% of respondents disagreed and strongly disagreed that teacher professional development includes training on effective resource use. This signifies limited capacity-building programs for teachers focused on efficient resource management in secondary school settings. This finding is contrary to Kumar (2023), who claimed that professional development activities in special education, including workshops, coaching, online courses, and online learning communities, have the potential to impact teacher practices, attitudes, and knowledge and positively impact student outcomes. This points toward the urgent need for school owners, managers and administrators to take capacity building more seriously for efficient resource management. However, 60.3% of respondents agreed and strongly agreed that there is strong communication between school leaders and staff regarding resource management. This denotes that most school leaders communicate effectively to their stakeholders regarding resource management but must invest in capacity building for the key stakeholders. This finding agrees with WEO 4, who claims that *"no training is given to the head of schools or teachers on resource management. Therefore, lack of resources management skills among heads of schools and teachers hinder the efforts of school heads towards improvement in resource management practices"* (WEO 4, Personal Communication, August 14, 2024). This signifies that educational administrators should invest much in building capacity to enhance effective resource management among school heads and teachers in line with instructional leadership theory.

Multiple linear regression inferential statistics technique was employed to determine the relationship between instructional leadership practices and efficient resource management in secondary school. The method was used to test the Null Hypothesis (H₀), which stated that there is no significant relationship in mean scores between instructional leadership practices and efficient resource management in public secondary schools in Kigoma Ujiji Municipality. The decision rule was made at a significant level of 0.05 (2-tailed), guided by assumptions of normal distribution of data and no significant outliers. For convenience, the output of the test is attached as Table 4.

Table 4: Hypothesis Test ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	.010	2	.005	.291	.753 ^b
1	Residual	.199	12	.017		
	Total	.208	14			

a. **Dependent Variable:** Influence of Instructional Leadership on Resource Management

b. **Predictors: (Constant)**, current state of resource management, Instructional Leadership Practices

Source: Field Data (2024)

From Table 4, the data shows that the p-value of the simple linear multiple regression statistical test was 0.753 at a significance level of 0.05. This signifies that a p-value is more significant than the significance level of 0.05. Consequently, the stated null hypothesis was accepted since there is no significant relationship in mean scores between instructional leadership practices and efficient resource management in public secondary schools in Kigoma Ujiji Municipality. This symbolizes that essential interventions should be undertaken to enhance instructional leadership practices that foster efficient resource management in public secondary schools. Similarly, this may also symbolize the weakness of educational managers in monitoring the supervision of schools in their district, leading to the failure of school leaders to manage resources efficiently (Material, fiscal, time, and human resources). However, educational administrators are in the best position to build the capacity of school leaders for efficient resource management in public secondary schools in line with resource-based theory, which deals with an array of resources and capabilities that contribute to an organization's success and enable it to gain a competitive advantage and instructional leadership theory that focuses much on the direction and purpose of leaders' influence; targeted at enhancing students' learning through teachers.

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The study discovered that most teachers and heads of schools claimed that they demonstrate effective instructional leadership and are aware that they are responsible for resource management within their schools. Similarly, Ward education officers admit that efficient resource management is only achieved when teachers closest to the students are involved in planning, decision making and resource management practices. Thus, by involving teachers in decision-making processes and resource management, instructional leaders can tap into this expertise and participate fully in resource mobilization, allocation and prudent utilization. Furthermore, involving teachers in resource management reduces resource wastage and helps implement control mechanisms such as inventory practice, human resource retention and satisfaction, asset registers, and internal quality assurance practices, promoting efficiency in education service delivery. The study also exposed that educational administrators are in a position to facilitate efficient resource management in public secondary schools by building the capacity of the critical stakeholders of the schools, which are teachers and heads of schools.

When the hypothesis was tested, it was confirmed that instructional leadership practices are the critical determinant of resource management efficiency. On the other hand, the quality of instructional leadership practices can be measured through resource management efficiency. Henceforth, the relationship between instructional leadership and efficient resource management is mutualistic. Therefore, schools with poor instructional leadership tend to demonstrate inefficient resource management practices and vice versa. Schools with inefficient resource management (human, fiscal, time, physical and information) usually limit students' academic achievements, resulting in mass failure in examinations and producing incompetent professionals.

Conclusion

This study found that heads of public secondary schools in Kigoma-Ujiji Municipal need to catch up in resource management in school settings. Contrary to the resource-based and instructional Leadership theories, the tested hypothesis exposed no significant relationship between instructional leadership and efficient resource management in public secondary schools. Furthermore, the study suggested that educational administrators should work hard to improve instructional leadership practices to enhance efficient resource management for equitable quality education service delivery. The study also emphasized that instructional leadership and efficient resource management create an effective school environment that maximizes teaching and learning outcomes. Likewise, to achieve school plans and national educational goals, enhancing instructional leadership that fosters efficient resource management practices is inevitable.

Recommendation

The study revealed that efficient resource management depends on the instructional leadership competencies among heads of schools in public secondary schools. For this reason, the study recommended that educational administrators conduct regular professional development programs for teachers on resource mobilization, allocation, maintenance and management. Equipping school key stakeholders with resource management skills can promote efficient education service delivery. Moreover, educational administrators should establish and supervise the school's internal resource control mechanisms, such as using asset registers and inventories, proper time management, and participatory resource management. It is also imperative for administrators to keep monitoring the impact of instructional leadership practices on resource management to stimulate continuous improvement.

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