

MANAGEMENT OF EDUCATIONAL RESOURCES: A TOOL FOR QUALITY TEACHING AND LEARNING IN NIGERIAN SECONDARY SCHOOLS

MUSBAHU MUKHTAR SALIHU, MUBARAK SAMAILA & JOSEPH OGWU

¹Department of Educational Management, Federal University Dutsin-Ma Katsina State

²Department of Educational Foundations, Zamfara State University, Talata Mafara

³Department of Educational Foundations & Curriculum

Ahmadu Bello University, Zaria, Kaduna State

mmsalihu@fuduttsinma.edu.ng

samailamubarak@gmail.com

Josephogwu78@gmail.com

Abstract

The efficiency and quality teaching and learning lies heavily on effective management of educational resources, educational resources are necessary inputs in the school organization that enhance the survival of school system and improvement of quality education. Management of these resources could be done through the planning, organizing, controlling and coordinating. Educational resources refer to human, material, financial, time and information for the achievement of educational goals. This paper reviewed concept of management, concept of quality teaching and learning, and concept of teaching and learning resources. Similarly, the paper emphasizes relevance of resources to teaching and learning, management of resources for quality teaching and learning and then explained four basic types of educational resources. Finally, the paper highlighted some challenges of resources management in Nigerian school system and then recommended the proper ways for the improvement of effective resource management for quality teaching and learning in Nigerian Schools.

Key words: Management, Educational resources, Quality teaching and learning

Introduction

The effective implementation and realization of the objectives of teaching and learning to a large extent can be linked to different factors which may include the provision and effective management of available educational resources. Dangora, (2016) had asserted that the quality of every society is largely predicated on the quality of its educational system. In the light of the apparent constraints on educational resources their efficient management for the attainment of predetermine result need not be over emphasized.

Adebayo, (2001) viewed that there should be administration in any organization as long as an organization consists of people brought together in hierarchical set-up making use of tools, equipment, human and material resources purposely for the attaining of goals for which the organization is established. Education is an indispensable tool for personal and social developments. As an investment, education constitutes the largest enterprise in Nigeria. It is a spring board as well as the principal instrument for academic progress, social mobility, political survival and effective national development of any country.

Educational resources can be seen as a variety of instructional materials that provide to large extent rich experiences for the teacher and students especially as they progress through knowledge acquisition (Amaele, 2012). According to Dangara (2016), education resources refer to all human, material, non material audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching-learning process for the realization of education goals.

In Nigeria, the school administrators bedeviled by the numerous problems related to management of educational resources. It is obvious that the resources are very limited while the demand is so high in this regard therefore; there is a need to be properly managed to support the attainment of educational objectives to a great extent. They are inputs in school systems which should be distributed, utilized and managed by the school managers to encourage successful teaching and learning in order to optimize school output and continuous school improvement. A review of previous educational programmes in the country shows that resource inadequacy has been a significant element in chronic education failings (Fafunwa, 1974; Taiwo, 1985; Aiyepeku, 1989 in Agabi, 2010)

Adzongo, Shir & Hembah, (2016) viewed that teaching is an attempt to help someone acquire or change some skills, attitude, knowledge, ideas or appreciation. A good teacher is also able to manage and efficiently utilize available resources in the classroom setting for effective teaching and learning, so that teaching quality in the overall educational process can be achieved. In this regard therefore, we can be able to note that teaching and learning could not be effective without an efficient management of resources available in school environment.

Concept of management

Management can be seen as a process of effective utilization of human, material financial and information resources in a particular organization for the purpose of achieving pre-determined goals and objectives. In this regard, United Nations Economic Scientific and Cultural Organization (2009) viewed Management as a social process which is designed to ensure the cooperative participation, intervention and involvement of others in the effective achievement of a given or pre-determined objectives. Adesina (2010) defines management as the organization and mobilization of all human and material resources in a particular system for the achievement of the identified organizational objective. Management involved many functions such as planning, organizing, staffing, directing, coordinating, reporting and budgeting. According to Griffin (2004), the most important management functions are planning, organizing, directing and controlling.

From the above definitions one could say that management functions entail the following; planning, organizing, staff, directing/leading, controlling and coordinating. Onodugu (2000) perceived that the term management to consist of two groups. The first group is a group of persons who are in the helm of affairs in any organization. They are those who work with and through others towards the realizing of organizational goals. This perspective gives us a bipolar group in any organization comprising managers (members of management) on one hand and non-managers or operatives on the other hand. Operatives are those who perform the tasks for which the organization exists for example, teachers, doctors, lecturers in the University and the like. Hicks (2007) saw managers as those who get things done through and with others. In other words are those who supervise the operatives. For example, the headmistresses in primary schools, provosts

in colleges of education, and vice-chancellors in universities. The second group sees management as a process of activity of managing. In this case it means the process through which organizational resources (human and material resources) are continued in a way that the goals and objectives of the organization are realized on effective and efficient manner.

Concept of Quality teaching and learning

The concern over quality education was first raised during the United Nations conference held in Jomtien, Thailand in 1990 that resulted in the “Declaration on Education for All and a Framework for Action to meet basic learning needs”. The conference recommended that provision of education at the time was deficient in terms of quantity, quality and relevance. It has been further explained that quality of education is the process of evaluating the quality of an educational system which entails analyzing the following areas (a) the extent to which the products or the results of the education provided (the knowledge, skills and values acquired by the students) meet the standards stipulated in the system’s educational objectives; and (b) the extent to which the knowledge, skills and values acquired are relevant to human, environmental conditions and needs. The quality of education should take into account such determinants as provision of teachers, buildings, curriculum, equipment, textbooks, and the teaching process. The UN conference described the three dimensional composition of the quality of education comprising the quality of human and material resources available for teaching (inputs), the quality of teaching practices (process) and the quality of results (outputs and outcomes). Ndabazinhle (2004) also maintained that quality education is the total effect of the features of the process or service on its performance or the customer’s, or client’s perception of that performance.

Concept of Educational Resources

Teaching and learning resources are variety of instructional materials that determine and produce rich experiences for the teacher and students especially as they progress through knowledge acquisition. (Amaele, 2012). Different words have been used to describe teaching resources. Some of these are teaching aids, instructional materials, educational media, apparatus, audio-visual aids and curriculum materials, depending upon different professional, background and orientation. Teaching resources are human and material objects which help the teacher to make a lesson more interesting, more explicit, more meaningful, functional and real to the learners (Amaele, 2012).

Teaching resources if effectively utilized in learning process expose the learners to primary experiences and thus enrich learning. Since teaching is essentially an issue of communication (not transmitting) the effective use of teaching resources in the classroom situation is indispensable.

Teaching and learning resources basically comprise three components; material resources, physical resources and human resources (DFID, 2007). According to Lyons (2012) learning is a complex activity that involves interplay of students’ motivation, physical facilities, teaching resources and skills of teaching and curriculum demands. Availability of teaching learning resources therefore enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students. The necessary resources that should be available for teaching and learning include material resources, human resources such as teachers, and staff and physical facilities such as laboratories, libraries and classrooms.

These resources should be provided in quality and quantity in schools for effective teaching

learning process. When teaching learning resources are inadequate education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, problem behaviours, poor teachers' motivation and unmet educational goals.

Relevance of Resources to teaching and learning

Planning and allocation of resources cannot be over emphasized, when a school puts in more resources for their institution to function efficiently and effectively will boost the image of the school as the performance standard of the school will improve beyond measure. Few years ago, numerous research studies have reported some significant results regarding the relationships between resources, educational productivity and improvement teaching and learning (Anyagwu, 2015; Akinsolu, 2012; Kingi, 2015)

In the realm of education, the availability and management of resources play a crucial role in the teaching and learning process. Resources encompass a wide range of materials, tools, and references that facilitate effective instruction and enhance students' understanding and engagement. From traditional textbooks to digital media, these resources provide teachers with avenues to deliver content, stimulate curiosity, and cater to diverse learning styles.

i. Enhancing Content Delivery:

Resources serve as vehicles for content delivery, enabling teachers to present information in various formats that align with students' needs. Textbooks, lesson plans, multimedia presentations, and online platforms are examples of resources that offer structured and organized content. By utilizing diverse resources, educators can adapt their instructional strategies to reach different types of learners, ensuring greater accessibility and comprehension of subject matter.

ii. Fostering Engagement and Active Learning:

Engaging students actively in the learning process is essential for meaningful comprehension and retention. Resources that incorporate interactive elements, such as simulations, experiments, and educational games, encourage hands-on exploration and critical thinking. These resources promote a dynamic learning environment, capturing students' attention, motivating them to participate actively, and fostering a deeper understanding of the concepts being taught.

iii. Supporting Different Learning Styles:

Students have unique learning preferences and strengths, ranging from visual and auditory learners to those who benefit from hands-on experiences. Resources can be tailored to accommodate these individual differences, allowing teachers to present information through various modalities. Visual aids, videos, audio recordings, manipulative, and online platforms can all cater to different learning styles, ensuring that every student has an opportunity to grasp and internalize the content effectively.

iv. Encouraging Self-Directed Learning:

Resources also play a vital role in promoting self-directed learning and fostering independent thinking skills. Accessible and well-organized materials, such as libraries, digital databases, and online research tools, empower students to explore subjects beyond the classroom. By providing students with opportunities to conduct research, analyze information, and pursue their interests, resources cultivate lifelong learners who are capable of taking ownership of their education.

v. Facilitating Differentiated Instruction:

Every classroom comprises students with diverse abilities, backgrounds, and learning needs. Resources can be adapted to facilitate differentiated instruction, allowing teachers to address individual strengths, challenges, and interests effectively. Supplementary materials leveled reading materials, adaptive technology, and assistive devices are examples of resources that assist in tailoring instruction to meet the unique requirements of each student, ensuring an inclusive and equitable learning environment.

vi. Keeping Pace with Technological Advancements:

In today's digital age, the relevance of resources to teaching and learning is closely tied to technological advancements. Digital resources, online platforms, educational software, and interactive tools offer innovative and immersive learning experiences. By embracing technology as a resource, educators can harness its potential to engage and motivate students, while also preparing them for a rapidly evolving world that increasingly relies on digital literacy and technological competence.

Management of Resources for Quality Teaching and Learning

Management during the industrial revolution was concerned with how best to scientifically organize men and materials to ensure maximum profit for the employer. Current studies have discovered that management practices have an influence on organizational outcomes absolutely or adversely (Agomuo, 2002; Ezeani, 1999; Hanson & Anderson in Akpotowo & Amahi, 2006 as cited in Ezeani, 2012). Nwankwo (1979) in Nwankwo (2014:4) attempted to define management (in education) in a resources/results context as “the organization of resources (human, material and information) available for education and, judiciously using them methodically to achieve educational objectives”. Management in education can be seen as the utilization and systematic coordination of available resources (human, material, finances, time and information) towards the achievement of stated educational objectives.

Management exists in any institute to make resources fruitful in order that the organization may achieve its objectives (Ezeani, 2012). Management stimulates actions, arranges, coordinates people and material resources for the accomplishment of institutional objectives. Onwuchekwa in Ezeani (2012) defined management as the organization and utilization of all human and material resources in a particular system for the attainment of acknowledged objectives in the system.

From the above assertions, management of resources can be seen as the process of planning and deciding on how resources could be provided, managed, used and as well maintained for the improvement and realization of predetermined organizational goals and objectives.

In this regard therefore, one can deduced that the school manager has four basic types of resources to manage in order to improve quality teaching and learning for the achievement of educational objectives. They are as follows: school financial resources, school material resources, school personnel/human resources, school time and information resources.

i. School Financial Resources

Financial resources are the economic inputs available for and consumed on the education system (Asodike & Adieme, 2014). The major concern of school financial management relates to the school budget. Nwankwo (2014) stated that budgeting is the identification, determination,

allocation of, and accountability for the funds available for running the school programmes and services in accordance with the school's objectives. Cost budgeting is one of the most popular ways of budgeting.

The document produced after cost budgeting is called budget. Budgets may be stated in terms of time, funds, material, labour or other tangible elements that can be monetized. School financial plan helps in the coordination of the various units and departments towards the objectives of the school. It encourages judiciousness and heightens economy in the use of materials and also inhibits waste in that it limits costs to specific purposes and limits (Nwankwo, 2014). It then implies that every school manager should have or prepare a budget for his school every academic session so as to know how to manage his resources prudently in order to achieve his vision for his school.

ii. School Material Resources

Material resources are tangible facilities such as school plant and facilities like furniture, buildings, play-ground, modern educational electronic gadgets, teaching aids, computers, projectors, sports and musical equipment and many more, which can be used to accomplish educational goals. The school plant and facilities (materials) management involves the proper arrangement, maintenance and utilization of these material resources for the services of the school and in accordance with the objectives of the school.

However, Asodike and Jaja (2014) stated that the effective realization of set goals of an educational institution depends wholly on how effective the physical facility resources are allocated, utilized and managed in its production of goods and services. Facility and materials management requires the school manager working with a professional and planning team that will develop sound safety emergency procedures and policies that states the procedures for usage of the school material resources. Also, effort should be made for proper maintenance of the school facilities so as to enhance its longevity.

iii. School Personnel/Human Resources

The human elements at work in education are the human resources. They consist of the students, teaching and non-teaching staff, etc. These categories of human resources in the school are gifted with a range of abilities, talents and attitudes to encourage efficiency and maximize profit (Bratton & Gold, 2012). Their needs and the organizational needs should be properly managed to create an equilibrium that will yield positive output for the organization.

Adesina in Asodike and Jaja (2014) opined that human resource management involves the recruitment of adequate and qualified staff, development and maintenance of the staff that would be able to willingly render effective and efficient educational services to the institution and society as a whole.

In the school environment, the duties and functions of the school personnel should be clearly arranged. These duties and functions should be matched with the staff personnel experience and training. These duties and functions depend on the nature and types of the school activities and programmes in the school (e.g. approved subjects, sports, music, drama, debates, dance, etc.). It can be in the form of duty roster (Nwankwo, 2014).

Training and retraining exercises should be organized for them with the use of latest technological equipment's (computers and projectors) and relevant teaching tools. A major issue is for the school managers to explore all the factors of job satisfaction and dissatisfaction in their effort to motivate

the school staff.

To ensure adequate staff motivation schools manager will ensure that the task of classroom teaching or coaching in extra-curricular activities are made satisfying (Nwankwo, 2014: 236). Welfare packages of teachers should not be treated with laxity. Money and worthy working condition/ environment are two foremost motivating elements for workers. There should be a system in place to reward hardworking teachers and also encourage them to improve themselves by affording them the opportunities for further education with the result that the more ambitious teachers will not see the job and/or the management as enemies in residence that are against their progress.

iv. School Time and Information Resource

Time as a resource in educational institutions includes; time for delegation of duties and responsibilities, time for meetings, time for academic learning, time for extra-curricular activities, and so on (Nwankwo (2011) in Asodike & Jaja, 2014).

There is also time for extra-curricular activities. That is the reason why most schools have a school calendar, school time table for teaching and learning. All these enable the school operation to be done effectively. Information is also fundamental to management. People need information to do their jobs or to take action. Each person or group in an enterprise needs information in order to coordinate activities with others (Nwankwo, 2014).

It is held that most educational management glitches in Nigeria are traceable to insufficient information and a general deficiency of appropriate information management techniques (Okorosaye - Orubite, 2008; Akinwumiju & Agabi, 2008 in Agabi, 2010).

The second step in the prioritization is to give detailed steps that may be necessary to effect those priorities. (Here he involves his staff, students, parent and even service providers to the school). The third major step is to allocate time (months, weeks, days, hours) for each of the steps (Nwankwo, 2014:242).

The school manager must also have a personnel time chart showing, in brief, what he intends to achieve on a weekly and daily basis, because an adage states also that “it takes time to save time”.

Statement of the Problem

To a large extent, resourcing in our educational institution faces a lot of challenges. A school as a social system made up of various inputs as resources (human, material, finance, time and information) which undergo a process to arrive at finished products have their challenges and issues that surround its improvement and productivity.

Some of the issues in our educational programmes are inadequate planning for the allocation of resources, supply of educational resources, inadequate management of the staff personnel, and political constraints. Some of the challenges of resources management in Nigerian secondary school system are:

i. Inadequate Planning for the Allocation of Resources

Government budgetary allocation to education still falls below 26% recommendation by UNICEF for developing countries like Nigeria. This can be caused by so many reasons such as the economic

situation of the nation and state, the relative importance attached to secondary education, the number of institutions being managed by the government and the various populations of learners in public secondary schools across the nation (Maduagwu & Nwogu, 2006).

ii. Supply of Educational Resources

Mostly, in our various schools, the supply of educational resources are very low, while the demands are so high which leads to the shortage of resources. Nwagwu in Maduagwu and Nwogu (2006) confirmed that the resources in our schools in Nigeria are grossly insufficient.

This insufficiency of resources according to Kosemani in Maduagwu & Nwogu (2006), can make the most brilliant education plan useless and of no effect. Shortages in the supply of school resources could be as a result of school managers in their inability to make appropriate demand for resources needed in their schools.

iii. Improper Management of the Staff Personnel

School managers do not take cognizance of the importance of assembling, guiding, regular supervision and motivating qualified staff in their schools. In most cases, the staff are posted to the schools based on vacancies proposed by the school head or according to the staff positions provided for in the school budget (Nwankwo, 2014).

Employing qualified teaching staff and as well providing what motivates them is essential because of the fact that what satisfies a particular teacher can dissatisfy another teacher. The school managers should uphold and inspire those factors that create good human relations and group success for effective job performance.

iv. The Politicization of Educational Leadership Positions

This is a situation in which school managers are selected not by excellence and professional qualifications, but by political influence. If the school head is not proficient confident enough to manage his school resources under his care will mar or make his administration very successful.

Recommendations

Based on the above discussions, the following recommendations are necessary for the improvement of Effective Resource Management in Nigerian Schools

i. Provision of sources for financial resources

School managers should enhance avenues for their schools to generate funds internally which can be through P.T.A. levies, uniforms, examination fees, local craft, environmental levy, etc. Moreover, all these funds should be judiciously put into use and not being diverted into their private pockets.

ii. Conduct a Comprehensive Resource Audit:

Start by conducting a thorough assessment of all available resources within the school. This includes physical assets such as classrooms, laboratories, libraries, and equipment, as well as human resources like teachers, administrators, and support staff. By understanding the existing resources, schools can identify gaps, redundancies, or underutilized assets, allowing for more efficient allocation.

iii. Implement Effective Budget Planning:

Develop a detailed budget plan that aligns with the school's vision, goals, and educational requirements. Involve relevant stakeholders, such as teachers, administrators, and school boards,

in the budget planning process. Prioritize critical areas such as curriculum development, teacher training, infrastructure maintenance, and technology integration. Regularly review and adjust the budget to adapt to evolving needs.

iv. Foster Collaboration and Sharing:

Encourage collaboration and resource sharing among teachers and staff members. This can be done through establishing platforms for knowledge exchange, such as professional learning communities, where educators can share best practices, teaching materials, and innovative ideas. By fostering collaboration, schools can leverage the expertise of their staff and optimize resource utilization.

v. Professional Training

School administrators should be professionally trained as to enable them to acquire adequate knowledge about educational resources and how to manage such relevant resources for any particular programme.

vi. Embrace Technology:

Leverage technology to streamline administrative processes and optimize resource management. Implement a comprehensive school management system that integrates functions such as student enrollment, scheduling, attendance tracking, and resource allocation. Technology can also support digital learning platforms, reducing the need for physical resources and allowing for personalized learning experiences.

vii. Engage the Community:

Forge partnerships with local businesses, organizations, and community members to expand the school's resource base. Seek donations, sponsorships, or grants to acquire additional educational materials, equipment, or infrastructure improvements. Engaging the community in supporting the school's resource needs not only enhances resource availability but also fosters a sense of shared responsibility and collaboration.

viii. Establish Maintenance and Renewal Plans:

Create a regular maintenance and renewal schedule for school infrastructure and equipment. This proactive approach helps prevent major breakdowns or costly repairs, ensuring the longevity of resources. By regularly assessing the condition of facilities and equipment, schools can plan for timely repairs or replacements, reducing disruptions in the learning process.

ix. Promote Environmental Sustainability:

Incorporate environmentally sustainable practices into resource management. Implement energy-saving measures, recycling initiatives, and water conservation strategies within the school premises. Such practices not only reduce operating costs but also instill a sense of environmental responsibility among students, fostering their understanding of sustainable resource management.

References

- Adebayo, A. (2001). *Principles and Practice of Public Administration in Nigeria*. Ibadan: Spectrum Books Ltd.
- Adesina, A. (2010). *Management: An introduction and the Nigerian perspective*. Enugu: University of Nigeria, Enugu Campus.
- Adzongo, P.I., Shir, J.N. & Hembah, D.B. (2016). *A pedagogical approach to basic issues in pre-primary and primary education in Nigeria*. Makurdi: Power Computers and Communication.
- Agabi, C.O. (2010). Prudential approach to resource management in Nigerian education: A theoretical perspective. *International Journal of Scientific Research in Education* 3(2),

- 94-106. Retrieved from <http://www.ijrsre.com>
- Amaele, S. (2012). *Teachers Education and Teachers Profession in Contemporary Society*. Stepson Publishing House, Port Harcourt.
- Anyaogu, R.O. (2015). Management of critical challenging issues confronting Nigerian secondary schools: A case of Imo state. *International Journal for Cross-Disciplinary Subjects in Education*, 6(4), 2378-2384
- Asodike, J.D. & Jaja, O.S. (2014). Constraints to resource management. In F.N. Obasi & J.D. Asodike (Eds.), *Educational resource management* (pp. 354-377). Port Harcourt: Pearl.
- Bratton, J. & Gold, J. (2012). *Human resource management: theory and practice* (5th Ed.). Basingstoke: Palgrave
- Dangara, U. Y. (2016). Educational Resources: An Integral Component for Effective School Administration in Nigeria. *Journal of Research in Humanities and Social Sciences*. 6 (13)
- DFID (2007). In, Bontoux, V. and Buchan, A. (2007). Secondary Textbook and School Library Provision in Sub-Saharan Africa: A Review based on 19 National Case studies: World Bank, Washington (www.worldbank.org).
- Ezeani, N.S. (2012). Application of entrepreneurship education: A panacea for effective secondary schools management in Nigeria. *Singaporean Journal of Business Economics and Management Studies* 1(5)
- Griffin, F.N. (2004). Teaching techniques used by social studies teacher. Implication Universal Basic Education (UBE). *Journal of Curriculum Organization of Nigeria* (CON).8 (1).
- National Bureau of Economic Research (NBER) (2016). *The NBER'S Recession Dating Procedure*. Retrieved www.nber.org
- Hicks, N (2007). *Foundations of behavioral Research*. New Delhi: Subject Publication.
- Onuka, A.O.U. (2009). Resource management in education. In J.D. Babalola & A.O. Ayeni (Eds.), *Educational management: Theories and tasks*. Lagos: Macmillan.
- Lyons, A. (2012). *Workers of Tomorrow's Education in Progress; Ministry of Education and Scientific Research*. Port Fortis; Fiji.
- Ndabazinhle, J. N. (2004). Managing the quality of education in Zimbabwe: the internal efficiency of rural day secondary schools. *A dissertation submitted to the department Education Management University of South Africa*.
- Nwankwo, A. (2014). *Management in education*. Ibadan: Giraffe Books.
- Maduagwu, S.N. & Nwogu, U. J. (2006). *Resource allocation and management in education*. Port Harcourt. Chadik Printing Press.