



International Journal of Institutional Leadership, Policy and Management
Volume 4, Issue 2, pp. 330-347. 2022

ISSN: 2735-9220

www.ijilpm.com.ng



EDUCATIONAL RESOURCE UTILIZATION: IMPLICATION FOR EDUCATIONAL LEADER

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ABSTRACT

Investment in education is the best and largest enterprise world over. It remains the only tool for societal advancement, social mobilization, economic development, political survival and effective national development of any country. Investment in education is essential for the promotion of economic growth and national development. Educational institutions including schools are established and managed essentially to achieve certain stated goals and objectives. There is no way the goal and objectives of an educational institution can be achieved without entrusting a large amount of responsibility for human resources towards ensuring the success of such institutions. In the school system, part of the integral pre-requisites to be put in place towards the actualization of the educational goal and objectives requires the adequate provision of resources, maximum utilization and appropriate management of education resources to avoid wastages and improve the quality of the teaching-learning process in the academic environment. This article, therefore, examined the concept of educational resources utilization, classification of educational resources, education resources and leadership roles, the challenge of educational resource utilization, roles and attributes of educational leaders on resource utilization as well as the implications of effective resource utilization.

Keywords: Education, Resources, Utilization, Implications, Funding, Administration, Leader.

Reference to this paper should be made as follows:

Ogundu, J. W. (2022). Educational resource utilization: Implication for educational leader. *International Journal of Institutional Leadership, Policy and Management*, 4(2), 330-347.

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INTRODUCTION

Education all over the world is perceived as the panacea for growth and development of society. It forms the basis for literacy, skills attainment, technological advancement, the ability to harness and manage the natural resources in the environment and functional society. The quality of every society is largely dependent on the quality of its educational system (Dangara, 2016). In the light of the apparent limitations on educational resources, their efficient utilization for the maximum result need not be stressed. Adebayo (2001) in Dangara (2016) posited that there has to be

administered 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, all in the quest of attaining the goals for which the organization is established. No organization, educational sector inclusive can adequately achieve its objectives without adequate availability and utilization of resources.

Educational resource as researchers in educational administration have said, refers to all variables which make educational systems function effectively. These variables are essential for the smooth running of every school system and the actualization of educational goals and objectives. Educational institutions without these resources will not be in existence and if they are, will definitely not function optimally. Educational resources are livewire which sustains the educational system. Resources to education are valuable assets made available in the school system, used in the process of trying to achieve educational goals.

These resources are inputs that make the system functional and direct the development of educational sectors. These resources include raw materials, wealth, or possessions used to achieve educational set goals and objectives whenever they are needed (Chux-Nyeche, 2014).

Resources such as money, materials, time and human can only be effectively utilized for the realization of educational goals if well managed by leaders, who direct and control the other factors for survival and sustenance of the educational system. Most educational activities are implemented at the direction of a leader. Such leader set rules, design, work systems, goals, and strategies, provide goods and services and supervise quality, and draw up a financial plan and some others.

The leader of the system becomes the most valuable resource in the education sector. Without human resource, all others will not be utilized and unproductive. Asodike and Udieme (2014) observed, that the most important and vital task of Leadership is to motivate the human resource to maximize its performance and achieve corporate success.

Never the less, educational leaders are either employed or appointed to head, direct, control, coordinate, organize and analyses issues in school and ensure slated goals and objectives of the school are implemented. Leadership is arguably one of the most observed, yet least understood phenomena on earth (Ololube, 2017). Leadership involves a type of responsibility aimed at achieving particular ends by applying the available resources (human and material) and ensuring a cohesive and coherent organization in the process. Some persons say, leaders are not born, and some say they are made. It is increasingly accepted, whichever, the most important thing is that, for education to be effective there should be a leader, that has the requisite skills acquired through experience, knowledge, commitment, patience to achieve set goals. It has been echoed that the most important skills a leader requires are communication skill which enables him to negotiate and work with others to achieve goals, this skill is learnt as such leaders are thus made, not born.

CONCEPTUAL CLARIFICATION

Educational Resource

The term educational resources have gained popularity among educators, administrators and instructional designers, popularizing the idea that digital materials can be designed to permit free reuse in a large range of teaching and learning situations (Hylén, 2007). Educational resources are all the various sources through which institutional gains are produced (Nwabueze in Ebong et

al., 2016). Educational resources as observed by Ezekoka (2009) is seen as anything thing use to facilitate, stimulate and simplify the learning process in the classroom. Generally, 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. They also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners. Education resources cover all those materials human and non-human, drawn or photographed, built manually or electronically operated books and all forms of related materials used in teaching and learning process (NTI, 2006).

Education resources include the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc.(NOUN, 2009). Education resources are no doubt important in the development of a conducive teaching-learning environment. The use of these resources could give more valuable and powerful direction to the teacher than any personal efforts without the materials.

However, no matter how well packaged a school administration or a school system is at any level of education, without adequate and efficient utilization of the available resources, as well as the accessibility of educational resources, the system will not be able to achieve its desired results (objectives and goals).

Accessibility of education resources makes school management effective and efficient thereby enhancing the output of the education system. The effective school administration is key in achieving education goals that will lead to an efficient instructional process which will in turn yield quality output. Agabi (2012) observed that the resources provided by the Government for the execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector. More so, due to the general level of poverty in the country, the contribution of communities and households to educational provision have been negligible. Consequently, the best alternative is prudence in the use of available resources. This is because when a given level of resources is efficiently utilized, more services are provided through balance usage and adequate maintenance of the available facilities than when inefficiency, on-utilization, under-utilization and overutilization abounds.

According to NOUN (2009), education resources are classified based on their nature, thus the following categories:

- **Material or Physical Resources:** These are the tangible resources that can easily be seen and observed in any institution. The physical resources include the structure, the machines, raw materials, vehicles, and other tools, which can facilitate organizations activities and processes. The physical resources may not be the same in all organization. In the educational system, the physical resources encompass a million things that may range from the classrooms/lecture rooms, staff offices, vehicles, health centres, library, laboratory, and so on, which directly or indirectly contribute to the achievement of goals.
- **Financial Resources:** Financial resources are important in the school system, however financial management is more important in the system. Although the duo (financial resources and financial management) could be used interchangeably; the overall of it is that funds are required for the smooth operations of a school and are regarded as the life-wire of any system. Whereas financial management is the activity

of obtaining and effectively utilizing the funds necessary for an efficient course of action. Finance Planning and executing an educational programme cannot be overemphasized because without the available financial resources, the desired human and material resources would be impossible to procure adequate funding contribution to the non-provision of educational facilities talkless the maintenance of such facilities as school building, furniture, laboratory, library, classrooms and so on all of which pose a great challenge to the management of educational facilities and consequently affect quality education deliver It is indeed a more critical facet with which other factors of administrations are created, maintained and sustained.

- **Time Resources:** Time is a unique resource and is considered as one of the scarce resources known to man (Adedeji, 1998). Time is the most expensive of all resources due to its non-recoverable nature. Time utilization refers to the proper allocation of time to the various stages and tasks of administrative activities. The application of hours of duty to organizational activities is to ensure an equal combination of time with other resources. The use of time is one of the parameters to measure an effective school administration. In a school system, time is managed through the use of a time table. Consequently, time management refers to those apparatus set in place for the organization's effectiveness and in the pursuit of the realization of setting out objectives and goals (Ugwulashi, 2012).
- **Human Resources:** Human resource constitutes a vital vein of any institution. The human resource in the school system includes teachers, support staff in the school, students, parents, community members and a host of other interest and social groups. Human resources are responsible for planning, organizing, coordinating, controlling, manipulating and maintaining other forms of resources, its administrative and forecasting ability placed it ahead of other forms of resources.

availability of human resources is not only required in school administration, but their quality and quantity must be considered if effective and efficient administration is to be guaranteed.

Educational Leaders and Utilization of Human Resources

Human resources here refer to teachers, non-academic staff or personnel of any educational institution. This kind of resource is the brain of the school system which is used to achieve educational objectives within a set period of time. These resources enhance the implementation of educational policies because it makes uses of other educational resources. Nwabueze (2016) observed that they are the life-wire of every organization in a given society. Human resources stand as strength in every school system, they are producers, teachers, and the main reason for every school system, without them there will be no students and learning will not take place. They make up the workforce of an educational system in every teaching and learning institutions, this set of people are skilled workers and very important in the planning, teaching, implementation of educational policy made, development scheme, carry out research and community services to keep the system functional (Adeyemi, 2008). The human resource is usually directed by a leading human resources manager (HRM), he as a leader help in placement of different specializations of the human resources, see to the roles and capabilities of who are an integral part of the organization and ensure all these are properly directed to achieve educational goals.

The human resource manager who is the leader may be called the principal, ahead of the department, a provost, a vice-chancellor, a headmistress or master. A board chairman, a commission for education or an administrator in a school environment he/she ensures each teacher employed or posted to the school are properly placed in departments and given subjects to be taught based on his or her area of specialization and ensure duties are carried out as stated by the leader. He also directs other human resources in the school system like employees, consultant, part-time personnel, nonacademic staff or any person, with different types of other relationship to the institution/organization and ensures he/she is transparent and honest in his dealings.

Also, this kind of resource is unique and complex in nature, the teacher and non-academic in schools have to diverse needs and desire that they may also want to achieve, besides their organizational goals. If the staff in the school setting is not motivated, they will not deliver efficiently, therefore, leaders and managers of schools should study the equity theory and allow the fair days' work for a fair days pay. The equity and education theory of x and y, should be applied by educational leaders as this will help the leadership of educations to show the quality of equity among all human resource in school to ensure they are motivated and delivers job satisfaction allowing worker achieve their desires, get recognition on efforts and ideas made to prove other people life give responsibility to other leaders in the system by permitting them ahead and direct as they carry out some particular assigned duties and organizes other individuals, to do some works. This actions most time result in the poor quality of student performance and this output defies what kind of leadership the system have and the level of management In the system. However, the responsibility of making those material resources available is the function of the government while maintenance, management and using them efficiently to actualized education goal, and development is the school leadership function, and the administrative task is so important and requires some strategies by the leaders of education to keep school programmed running (Ololube, 2017, 2019).

Educational Leaders and Utilization of Resource Material

Utilization is the degree or extent to which an item has been put into effective use. He identified the various degree of utilization as overutilization, underutilization, non-utilization and optimum or optimum utilization, according to him, non-utilization is when the facilities are not put into use at all, maximum utilization occurs when facilities are put into effective usage in line with the primary objectives. Underutilization occurs when facilities are not used beyond its capacity while optimum utilization occurs when facilities are used for many purposes by the school and members of the public or the community. These degrees of utilization of educational facilities constitute a waste resource and are counterproductive. To ensure that science equipment are not only needed but must be effectively and efficiently utilized to avoid wastage in relation to demand them' hence, utilization of science equipment in secondary school on laboratory exercises are performed routinely or only when the school in preparing for external examination. In other words, whether the available science equipment is used in the routine teaching and learning process in anticipation of external examination and in the best part of the year the equipment is dumped in the laboratories without utilization. Proper utilization, inspection and supervision are much needed by school administrators in their daily management of educational facilities for quality education delivery in their respective schools. These will minimize the rate at which educational facilities are damaged by both the students and the teachers an as well

create instant awareness for school administrators to know any damaged facilities that needed maintenance or replacement. Hence this strategy will enhance proper management of educational facilities for quality education delivery. Material resources are non-human resources used for the achievement of educational aims within a set time. Okpe (2010) noted that material resources are things which satisfy schools' wants. These resources are consumable which act the hub on which teaching and learning revolve. It is very important to note the place of material resources in the teaching and learning process. They are visible items in physical forms used in impacting and getting knowledge (Bozkurt et al., 2015). Also, material resources as infrastructural facilities and finance available for use by the human resources within the organization. For him, it is all necessary equipment tools instructional aides, all physical items available to improve teaching and achieve a successful result. The material resource in education has the main contributions to motivate and make students learn more effectively as learning becomes interested when it is audio and visual that is, the student hears and see what they are taught. Material resources are usable and consumable facilities such as furniture, buildings, textbooks, stationery, chalkboards, equipment, electricity, modern educational electronic gadgets, computers, instructional materials, teaching aids and lots more. All these are tangible in every school sectors in order to achieve educational aims and objectives. Classroom, laboratories, libraries, also should be furnished and equipped to improve stress-free learning and teaching are all important in the achievement of attaining the school goals (Obasi & Asodike, 2014).

Consequently, the material resource has never been sufficient in the educational system and have limited the ability of the school leadership to an extent, yet the recent trend has been overpopulated and increase in the demand for education in every state adding with the United Nation's education for all (EFA) project which had contributed to huge increase in the enrolment of people in school. This material resource is not usually enough and not always available at the point of need to match the demand of students of the enrolment explosion. Usually, the increase put pressure on the material resource available in school and the shortage of this available resource. Therefore, the facilities used during learning make understanding of what is taught unforgettable. On this note, the principals which are leaders must ensure the provision of all instructional materials in his/her school also must ensure he controls both teachers and students in the usage of these materials provided to ascertain their durability, maintenance effective utilization of those facilities and proper handling of such by those it was meant to be used.

Facilities like buildings, structures, vehicles, furniture, etc must be properly managed by the human resource manager that possesses leadership character, he has to be prudent and encourage those expected to use this facility to handle them with care, in order to extend their life span. Agu (2007) noted that the availability of these facilities in schools has a positive effect on the performance of students and Udoh in Ebong and Asodike (2016) also asserted that children will learn more and work harder when the facilities are adequately supplied.

Educational Leaders and Utilization of Financial Resources

The educational system cannot be managed effectively without fund. Funding is the provision of financial resource in order to meet a need, project or programme. Money is needed to run a project or programme from within or outside the school (Business Dictionary, 2013).

Money in the educational system is used to provide development and maintenance of the entire school system. Money as educational financial resources in Nigeria education has largely been the responsibility of the Federal, State and Local Government. They mainly fund our

educational system and make money available for recurrent and capital expenditure of the various boards that constitute the ministry of education. Recurrent expenditure refers to salaries and allowance of workers, transport expenses, maintenance of offices, hostels and feeding of students. While capital expenditures are money used in building classrooms, students' hostels, staff quarters, providing equipment and teaching aids.

The educational financial resources are used alongside other resources to provide the needed standards for education to compete favourably with other developed countries in the world. The resources money is to be used by educational leaders to organize staff training, provision of libraries, building new structures and funding the specialized program. The functions of the leaders are to utilize the money in educational institutions and update the schools in providing research opportunities, planning and new ideas to meet current trends in the advancement of education. Ekunday (2009) defined a financial resource as a very important resource needed in the educational system and need to be well managed as a vital element in school. Educational leaders must show integrity and accountability in the management of fund received in school and show evidence of receipt and payment of all that come into the school purse.

This resource sometimes comes from various sources in order to develop educational sectors in Nigeria and it will only take reliable leaders to manage all the money allocated to education and make them useful and valuable for the students to consume. It will take visionary leaders to manage school and ensures it runs as stated in schools goals which include giving quality education to the learners and improving teaching conditions and other factors that facilitate the development of education by making structures available at the points of needs. Also, the leaders in school should manage the monies that come into the school system, such as grants by the government and sometimes from nongovernmental organization (NGOs), such as sales, levies, endowment funds from Alumni, Philanthropists, Parent Teacher Association, etc. which are hardly adequate for effective management of education etcetera (Ebong, 2006).

Fund refers to a sum of money saved or made available for a particular purpose. It could be called money or financial resources. The fund takes any of these forms: Physical cash, credit facilities, short term fund, and external source jurisdiction. The followings are sources of educational financial resources:

- **Budgetary allocation by Government:** This is basically the major source of finance to education, and whenever it is giving the leadership of educational systems uses it for the purchase of equipment and maintenance, payment of workers' salaries which makes up part of the recurrent expenditure (Borode, 2010).
- **Students' school fees:** Technically education is free in Nigeria as to allow every citizen the right to attend. FRN (2004) stated that the government ultimate goal is to make education free for all at all levels. However, tuition fees are paid in some schools, developmental levies, purchase of uniforms and books (Obasi & Asodike, 2007). These funds generated are used for the running of the educational programme in Nigeria.
- **Endowment fund/Donations:** These are funds made available through donation for the execution of institution projects and provision of facilities for the running of the education system. Schools hold functions like prize giving day, inter-house sports competitions, convocations, etc. Appeals can be made by schools to government agencies, non-governmental agencies (NGO's), wealthy individuals and to organizations to donate money for the execution of some specific projects that assist leaders to

effectively manage the educational system to achieve its mission for Nigeria (Offiong, Akpan & Usoro, 2013). This is backed by the FRN (2014) which states thus: in the quest to finance education, the government welcomes and encourages the participation of local communities, individuals and other organization who may donate funds for the running of the educational sector.

- **Companies and non-governmental organizations:** Borode (2010) stated that there are some multinational companies that partly sponsor education by awarding scholarships to learners. Some other non-governmental organization like banks, United Nation Educational Scientific and Cultural Organization (UNESCO) and UNICEF also support education. FRN (2014) asserted that relevant sectoral bodies such as Nigerian Education bank and the Education Tax Fund are established to respond to the funding needs of education.
- **Industrial Training Fund:** This was established in October 1971 by the federal government with the aim to donate funds and equipment in support of vocational and technical education Mbipom, (2000). This establishment has been a source of finance for vocational education. It equally helps to train men and women to have skills leading to the production of craftsmen, technicians and other skilled personnel for self-reliance.
- **Sales and Services:** These are funds generated from the sale of school producing. Vocational and Technical Education Department with the effort of the students' practical work produces materials and other products to be used by the public. These things are sold out to individuals, or companies and the fund being put back into the school system. For instance, a poultry farm is established at the end of every three months the birds are sold, the money goes back into the school account which will be used at the subsequent time for the expansion of the farm.
- **Alumni Association and Aids:** This is an old students association which assists the school through cash donations, provision of equipment, the building of infrastructure such as classroom blocks, libraries, hostels etc. This is a major contribution to the development of the school.
- **The host community:** The community where the school is located also provides funds to the school directly or indirectly. The fund is provided directly in a situation where wealthy individuals in the community donate school facilities for the running of the school like chairs, books, cash, writing materials etc whereas indirectly the community funds the school through the area of land provided for the sitting of the International Aids.
- **Parents-Teachers Association (PTA):** This is an association that is made up of students' parents who come together to discuss the affairs and well-being of the school. Their main goal is to promote development in the school by supporting the school through fundraising and could as well seek external financial assistance from a wealthy individual in a critical situation where funds are urgently needed. The funds raised by this organization are majorly used for building infrastructure for the school and for providing facilities/equipment.

Educational leaders and utilization of time resources: The time resources are unique by nature and very important in educational settings. Time resource has been looked down by many people. It is intangible but used to achieve all educational goals. To Ebong (2011), time is an economic phenomenon that cuts across all disciplines and occurs in every sphere of life. Yusuf

(2010) also observed that time is a quality of nature which keeps events from happening all at once. In educational activities, the academic and non-academic programmes must be organized by the school leader or student's body and educational agencies both within and outside the school environment which is geared towards the attainment of educational goals. The time resource ironically, waits for no other resources, but others make use of it, and that is what makes it unique. It works in hours, days, weeks, months and years. Time resources walk for better output in the life of the students in educational institutions. School calendar and timetable provide programme details for each academic session. Time resource serves the purpose for which they are engaged. Educational leaders have to ensure that both learners and all categories of staff within his control use time allocated for the purpose it is meant for, knowing that anyone lost cannot be regained, most importantly on the academic environment.

Nwogu and Maduagwu (2006) saw time resource as a systematic allocation of time for all activity and strictly keep to the schedules, as achieving educational set goals. Time is constant and must be managed if planned very well to meet up slated objectives. Again, leaders can be friendly with the resources time if he/she has the ability to understand the basic skills on time planning and define period perspective. Leadership in schools require proper placement of the resources time if they must achieve result and productivity. Then time will be allocated to teachers and task them according to the level of importance and ensures it improves educational programmes effectively. However, school leaders can also develop techniques for upgrading time management in education, initially the resource time focuses at managers but presently the request of modern present-day organizational life are willing that many people, students, teachers, administrators have become interested in changing the way of working with regards to time to be able to meet up with their future issues ahead (Ebong et al., 2016). The time resources time is also used deliberately to set up work goals and personal goals in order to select major tasks and activities in educational leadership.

Madumere-Obike (2013) opined that the time resources are used by people to plan in one hour blocks per day, while others divide the day into fifteen minutes blocks university leadership allocate time to academic and administrative members, for teaching, research and services to the institution and professional development and the community improvement. To what level which these academic and administrative staffs are expected to achieve these goals and objectives depend on the resource time as allowed by the leadership of the school. Nevertheless, teachers should note that time is so important in the educational system considering that the resources time is the only resource whenever lost, cannot be retrieved or replaced especially with the high level of unemployment in the society today, such staff can be immediately replaced, Also the resources money can be sourced from any avenues for the running of a school but when it comes to the resource time, the situation becomes difficult to replace time lost. Every school activities are carried out within a specified time; there is time for morning assembly in school, time for prep, time for classes and breaks, time for holidays, time for staff meetings, time for social activities and so on. The leadership of educations or managers also make use of this time in carrying out their daily task like planning, directing, implementing plans, attending meetings etc. as they recognize it as a resource and use the best approaches through which it can be best managed as they others make use of this resources called time. Nwafor (2012) asserted that time management as an effective and efficient utilization of managers corporate time to achieve educational or personal objectives. Every school leadership look forward to achieving educational development making use of time and when not achieve within that particular period, might not be done again for that day because other activities are also waiting for time.

Education Resource Utilization

The term education resources have gained popularization among educators and international designers, popularizing the idea that digital materials can be designed to allow easy reuse in a wide range of teaching and learning situations (Hysten, 2007). Educational resources are sources through which institutional benefits are produced (Nwabueze in Ebong et al., 2016). Educational resource as stated by Ezeoka (2009) is anything that aids, stimulates and simplifies the learning process in the classroom. Also, Selvan (n.d) perceived educational resources as the sources you use to educate yourself.

Generally, resources refer to all material items and human elements that are factored in the school business enterprise.

The material resources are the capital and assets or stocks, which can be drawn upon. Okpe (2010) perceives education resources as things which satisfy the school's wants and their livelihood. These resources are the classrooms, libraries, hostels and learning revolve. They are visible (open) items in physical forms (Bozkurt et al., 2015).

In view of the above definitions, educational resources can be said to be sources used in impacting and getting knowledge. These resources include instructional materials (maps, books, diagrams, charts, etc) individuals (staff) teaching and non-teaching and assets (school plants) that are transformed to produce educational benefits (Nwabuze in Ebonget et al., 2016).

Various sectional interests tend to perceive education resources in a restricted sense. An audiovisual enthusiast might think of resources as audiovisual equipment and complimentary staff; educational technologies in terms of the individual role of supply of information. However, on the whole, education resources are all materials available to any school or educational institution, which are meant to enhance teaching and learning (Camilleri et al, 2014). Schools which possess these resources can use them for immediate production and alternatively for the production of further resources especially in reaching decisions during resources allocation.

Enoahwo (1990) recommended that the offices of school principals, vice-principals, as well as school staff-rooms, should be equipped and furnished with resources. A typical school should have clerical offices, stores, standard games and recreational resources. Besides, there should be standard football/soccer ground, and netball, volleyball, tennis and basket courts in schools. There may not necessarily be hard-courts or hard tarmac surfaces, rather cheaper forms using hard laterite soil can be improvised as long as there is provision for the regular watering of their surfaces (Enoahwo & Eferakeya, 1989). This suggests that an academic environment that is lacking in resource provisions and availability may not appeal or motivate the teachers and the students in the teaching-learning process. Any committed teacher or student will definitely not want to be in such a school, especially in this era when games and sports attract a very high premium in the world.

The utilization of education resources brings fruitful learning outcomes since resources stimulate students learning as well as motivating them. Human, material and financial resources are scarce; there is a need for these resources to be optimally utilized for the achievement and the implementation of education goals. There is need therefore to maximally utilize the available resources, especially now that most developing countries are faced with economic crisis to avoid wastage. Owhongah in Agabi and Akpomi (2017) perceived that in most parts of Nigeria, there are no structures or halls to house the basic types of equipment and materials for learning, which makes it possible for this equipment to be effectively utilized.

Worthy of note, too, is the issue of proper management and utilization of the available teaching personnel in the school. This is one major area in which school administrators have to exhibit their managerial function by ensuring that teachers are neither over-utilized nor under-utilized. Edem (1982) explained that the school leadership has the complex task of utilizing and directing the behaviours of the human resources towards the accomplishment of the schools' goals. This onerous task of the school leader should be extended to the extra circular activities of the school. Edem (1982) perceived that the leaders of school must also plan the school duties to be done and assign them to the teachers with the skill and training to do them. For the assignment to be fruitful, the leaders must prepare to plan to contain what each teaching post involves and the qualification that its holder requires. This contains the description of the work involved in teaching as well as extra duties. The utilization of school facilities must identify four basic techniques which can be used to cope with the shortage of school accommodation, equipment and teacher supply that characterize most developing states or countries.

Educational Leaders and Method for Enforcing Discipline for Effective Utilization of Educational Resources

Clear rules and regulations should be written out by the school authority and be made known to all human resources in the educational system. The document should be served as a guide to offences and specific punishment(s) for offenders. Each rule and regulations are accompanied by their consequences. This will make both teachers and students learn to pattern their behaviour rightly. Rewards and punishment should be used to promote and sustain respectively. In using punishment, the school leadership must apply the principles of relevance, fairness, consistency and immediate action be observed. The use of corporal punishment where necessary should be used occasionally and it should be necessary to whom such powers are delegated to as well as following due process Aladeseye (2017). Punishment books detailing information about the offences and punishment given, date administered, venue and signature of the principal officer in charge must be available in school and well kept.

More so, these factors can be utilized by school leadership to excel in disciplinary matters in the development of human resources. Educational leaders should imbibe the following principle:

- Must lead by example;
- Must be on top of situations;
- Must have job satisfaction;
- Must demonstrate a high level of efficiency and focus on control;
- Must be committed to the career or profession;
- Must be committed to the institution or employer;
- Must have emotional stability;
- Must take responsibility and allow others to follow;
- Must be able to integrate diverse views at work helping others to exert positive influence; and
- Must have the ability to create vision at work helping others to exert positive influence.

Finally, the school leadership can utilize the services of religious bodies to focus attention on the menace of indiscipline in their sermon.

Challenges in Educational Resource Utilization

The educational resource has experienced a lot of challenges by the leadership of schools:

- **Misuse of the school facilities:** The school personnel could misuse the physical and material facilities in the school either intentionally, ignorantly or due to lack of use or overuse of school facilities due to improper planning. Most times in our present-day education whereby standard, unqualified teachers have been employed by the state and federal government to teach in our government schools and if this kind of human resource is left to handle any facilities in or to guide students on the uses, they may end up misusing such equipment or chemical as such teach cannot give what he/she doesn't have.
- **Poor Management:** Some school leadership is not left out from poor management acts and corrupt attitude as regards fund allocated to their institutions. The tendency and urge to become rich most time lead to such practice pilfering of school facilities, lack of maintenance and proper inventory are all managerial problems associated with the availability and utilization of educational resources.
- **Ineffective School Leadership:** Some school administrators lack the capacity to command absolute leadership responsiveness from their subordinates due to inexperience. Such leader permits subordinates to do what they choose encouraging unprofessional conducts in the school. The leadership style does not emphasize discipline as such no one is held liable for damage to school properties.
- **Supply of Sub-standard educational resources:** Corruption in the nation generally have also eaten deep into most educational leaders, as they also allow and approve the supply of sub-standard educational resources in school which hardly withstand the taste of the time for uses. These resources are usually not effective to facilitate the teaching process because they are easily damaged. In Universal Basic Education (UBE) recently, some classrooms were built and equipped with furniture for students and office use. But 80% of that furniture in six months is fading away. The fittings are all loss and tables pilling out, yet it was supervised and approved by the board members before, the contractors supplied, indicating that those contracts were given and assigned to people they cannot turn down nor caution, so anything goes.
- **Inadequate Facilities:** School facilities are all education materials that facilitate effective teaching and learning in schools. The conditions of infrastructural devalue in many schools in Nigeria is an indication of poor funding of the system. Ahmed (2003) revealed that in most of the government schools the environment are not conducive for learning and lacking the basic materials and thus hindered the objectives and goals of educational development.

In 2010 in Rivers State, Nigeria, some model schools were built without considering the students population and land space especially in urban cities and this new development ended up that 70% of the students and sent out to the caravans and community hall where they sit down on the floor to learn because the 14 classrooms built by the state government could not accommodate them, in some communities, yet it was approved by an educational leader. All the sports equipment were not standard and lack maintenance and the computers purchased were not functioning:

- **Political Issue:** Politician has taken over resources allocated to education and thus their interests were not directed towards the system. This had resulted in inefficiency in the system. The quality and quantity of resource allowed to incumbent political leaders have towards the system. Over the years the appointment of who lead school system is done on party members. The position of educational secretary principals, board chairman, vice-chancellor, provost, dean of faculty, Head of Department, Commission for education etc is politically appointed. Consideration of what such individual study are not put in place and this has actually made the educational system suffer.
- **Shortage of funds:** At all levels of education funding has always been insufficient and have created a very big gap between the expected level and the actual attainment. Fund in the school system is used purchases, securing and maintenance of other educational resources, hence the poor supply of fund makes school production suffers. Money is needed to hire expiate to buy pieces of equipment that will aid learning, to build more structure that will accommodate learning and teaching. Any nations that have developed in the education sector have been closely linked with the availability of the resource fund. Money is the life-wire for the management of the school and that is the reason United Nation Educational Scientific and Cultural Organization (UNESCO) recommended that 26% of the national annual budget should be set aside for the management of educational sectors (Odia&Omofonmwan, 2007).
- **Infrastructural decay:** Infrastructures is a term used to refer to products, services and facilities that are needed for an institution to function, it, therefore, means the ability of the school system to achieve her aim through the aid of infrastructure which is so important for learning Eseyin (2014) observed the roles of infrastructure play's in provision of quality education in the nation, they aid transmission of knowledge, therefore educational leader must take good care to ensure these facilities are put in place and maintained.
- **Lack of accountability:** Accountability in education means reportage of fund and material resource with the educational system. Educational leaders having the ability to effectively account for one's performance on any given assignment or responsibility. Having the ability to fill back the public or show evidence of activities carried out in school. It takes a transparent leader to be answerable for record-keeping of revenue and expenditure of a school, reporting the educational performance of students and ability of teachers within his/her country and accounting for physical facilities within the school.

EDUCATIONAL LEADERSHIP AND ITS ROLES IN THE UTILIZATION OF EDUCATIONAL RESOURCES.

An educational leader occupies the administrative and management position of any school settings. As acknowledged by many experts in school administration, no one else influences the whole school operation more than the leader of such level. The Head Master or Mistress, Principal, Administrator, Provost or Vice-Chancellor, Administrative Head or Manager, Community Public Relations officer, Supervisor, Instructional Leader, Curriculum Innovator, etc. are all catalyst towards planned revolution. Educational leaders plan, coordinate, control, organizes and supervise the affairs of the school so that it runs smoothly. The level of administrative services provided in the school shows the quality of teaching and the importance

of educational resource utilization. Ikediugwu (2017) opined that student's performance, teachers' effectiveness and school achievement all depends on the quality of educational resources utilization provided by the school leaders. The level of administrative services provided in the school shows the quality of teaching and the importance of educational resource utilization as an implication for educational leaders. There is no amount of learning and teaching without educational resource and utilization that can make up for lack of effective leadership. Facilities used for learning, and teaching, time allocated for learning and teaching, funds for the purchase of educational aids all lie on his or her direction or control.

An effective leader assigns responsibility to subordinate, in school allocate of subjects or courses to his academic and non-academic staff according to their discipline or areas of specialization.

IMPLICATIONS OF EFFECTIVE UTILIZATION OF EDUCATIONAL RESOURCE

The administrative effectiveness of any school head is to effectually carry out their duties based on the following:

Managing human resource and interpersonal Relationship: Human resource utilization is concerned with people at work and their relationship within the school system. The effectiveness of leaders in this area will lead to the attainment of the teaching and learning goals of the school system. Therefore, the following are required by educational leaders to effectively harness human resources:

- Proper decision making;
- Institutional maintenance and strategies for handling conflict;
- Problem-solving techniques;
- Relationship with subordinates;
- The strength of motivation and morale of staff and students;
- The success of their training and development; and
- The creation of a school environment in which staff and students work willingly and effectively.

Managing school finance and physical resources: School leaders are expected to supervise and utilize all financial and physical resources of the school because he/she is the chief accounting officer of the school. The fundamental functions of the leaders in school finance are:

- Judicious utilization of available funds for excellent carrying out of school activities
- How to raise money for educational resources utilization
- Proper financial control of available resources
- How well the available funds are effectively utilized.

Managing and utilization of instructional programme: Instructional programmes are necessary for the promotion growth for students learning Balalola (2006). He should always strive for excellence in learning and teaching with the aim of improving students' academic achievement. The other roles are:

- Ensuring adequate and comprehensive supervision of all activities in school;
- Introduce innovation and change in teaching and learning;
- Encourage best practices in teaching and learning; and
- Be able to design, implement and evaluate changes in the instructional programme of the school.

Also, educational leaders can use these procedures for achieving effective utilization of educational resources in schools. Establishing the goals and objectives he wants to achieve through the utilization of educational resource as the head of the school. The setting of objectives for the utilization of educational resource are done through:

- Creation of conducive environment for learning and teaching using human resources in school;
- Provision of basic facilities with the help of financial resources to enhance teaching and learning;
- Proper utilization of staff and students for effectiveness;
- Utilization of a combination of good leadership skills;
- Utilization of human resource available for organizing and monitoring school activities for effectiveness;
- Achieving the twelve task areas, with educational resource utilization; and
- Using the human resource in school to achieve academic excellence and disciplined society (Ikediugwu, 2017).

ATTRIBUTES OF EDUCATIONAL LEADERS

Education is a process of changing one's behaviour in order to be useful to himself and society. The behaviour could be thinking, feeling and overt actions. This implies that educational objectives and philosophy should represent the intended changes in behaviour expected from the learner. And to meet the needs of the society today educational leader is expected to utilize all the educational resources to achieve the desired needs of the society as they put up these characters and lead by examples. The basis of good leadership is a strong character and selfless devotion to an organization despite the many diverse styles of leadership, a good or effective leader inspires, motivates, and directs activities to help achieve group or organizational goals. Conversely, an ineffective leader does not contribute to organizational progress and can, in fact, detract from organizational goal accomplishment.

Accountability: Accountability refers to answerability for one's actions. These actions reflect a commitment to leadership integrity. Accountability is a core quality of leaders; it helps them remain secure, predictable and stable in the course of carrying out their duties. Enaohwo and Eferakeya (1989) postulated that "accountability is necessitated on grounds that the educational system has been unable to produce results that are commensurate with the vast amount of resource made available to this sector and the performance to goal attainment". The above definition of accountability, therefore, shows that schools leaders are unable to give account or state clearly the amounts of money received and generated within the school environment, and state the performance of school goals. Elechi (2004) also viewed accountability as objectives and professional obligations, which community and the nation at large must look into.

Accountability does not only mean measurement of money and products, but it also calls for proper definition within the school system who is responsible for whom and for what. Put directly, in education (schools) management, accountability should manifest in form of products (student).

A critical review of accountability shows that many people feel threatened by the idea of accountability even more disturbed by the way the concept is being translated into action. A leader should be accountable for money and business which includes preparation of school budget, accounting for all the money received and generated from government, Parent-Teacher Association (PTA), external aids, government grants, admission fees, registration of external examination, Alumni, industrial firms, proceeds of school activities, environmental fee, endowment funds, community efforts, school fees, donations from individuals and charitable organizations, and government agencies petroleum special Trust Funds, Niger Delta Development Company (NDDC), and non- governmental organizations(NGOs). Other attributes educational leaders should imbibe for effective utilization of education resources are; honesty, integrity, competence, prudence and strong will.

CONCLUSION

Effective utilization of educational resources has always been regarded as an essential and integral part of school management and basically geared towards the enhancement of all other factors in teaching and learning process thus ensuring quality service delivery by the school to the society which determines how effective the school system is. The success of the schools in depends among others on effective school administration with good leadership, proper time management in the school system, allocation of ample financial resources to schools, regular training and re-training of human resources in the school, perfect interrelationship with the community and ingenious utilization of the available resources in the school system.

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