



Resources Management for Educational Leadership Effectiveness in Federal Universities in South–South Nigeria

Peace Tamunodiepiriye Iyaye

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education, Nigeria

iyayepeace@gmail.com

Abstract

The study investigated resources management for effective educational leadership in Federal Universities in South-South, Nigeria. The design of the study was a descriptive survey. The population for this study comprised of 6,836 academic staff and 18,035 management/non-academic staff. The sample for this study comprised 98 academic staff and 296 management/non-academic staff making it a total of 394 staff. The sample was gotten through Taro Yamen Adequacy Formula. The instrument for this study was a self-structured questionnaire titled “Resource Management for Educational Leadership Effectiveness Questionnaire” (RMELQ). The instrument for this study was validated by the researcher’s supervisor and other experts in the department of educational management. The reliability of the instrument was determined using the Cronbach Alpha reliability statistics which yielded an index of 0.86. Mean and standard deviation were used to answer the research questions while Z-test was used to test the hypotheses at 0.05 significant levels. The agreement or disagreement was based on the criterion mean of 2.50. The result of the study therefore revealed that there was a relationship between effective educational leadership and facilities management, fund management, administrative policy implementation, staff management and instructional supervision in Federal Universities in South-South Nigeria. Based on the findings of the study, researcher therefore recommended among others that the institutions should work more assiduously to improve their capacity on facilities management, fund management, staff management and instructional supervision through the development and implementation of facility, fund and staff management framework as well as a monitoring mechanism that can check as well as allowing free flow of improvement in the institution.

Keywords: Resource Management, Facilities Management, Fund Management, Staff Management, Instructional Supervision, Effective, Education, Leadership.

Reference to this paper should be made as follows:

Iyaye, P. T. (2021). Resources management for educational leadership effectiveness in federal universities in South-South Nigeria. *International Journal of Scientific Research in Education*, 15(1), 108-125.

INTRODUCTION

The education sector of any nation is the life wire of the national economy. Education is the largest agent of socialization. It is the transmission of values and the accumulated knowledge of the society. It has been well established that education has the power to change lives. Through education a country achieves its national goals and without education a country can be left behind. The importance of education to an individual and to a nation cannot be over-emphasized. Education in each sense is one of the central variables of improvement. No nation can accomplish manageable monetary advancement without significant interest in human capital. Education improves individuals' comprehension of themselves and world around them. It improves the nature of their lives and prompts expansive social advantages to people and society. Education raises individuals' profitability and imagination and advances business and innovative ideas. What's more it assumes an exceptionally critical job in verifying monetary and social advancement (Ozturk, 2001).

Education according to Parankimalil (2012) is an efficient procedure through which a youngster or a grown-up gains learning, experience, expertise and sound frame of mind. It makes an individual cultivated, refined, and instructed. For an enlightened and mingled society, education is the main method. It will probably make an individual flawless. It is the way to tackle the different issues of life. Furthermore, education is being characterized as the procedure by which the qualities, traditions, values, convictions, convention and culture which are of positive incentive to the general public are transmitted to the young. From all definitions it can be deduced that education is the transmission of something worthwhile from generation to generation. Narrowly formal education has proven to produce rational thinking individuals for the overall benefit of the society.

Resources management on the other hand is in every sphere of life, and the educational sector cannot be left out. Before any project is embarked on and sustained, resources need to be managed to achieve desired goals. Resources here 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 includes 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. which the learners are expected to have at any point in time to facilitate learning (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. In school administration, education resources are not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated and controlled by the school management team.

This is in agreement with Blunt (1990), who opined that it is not the availability of these resources alone that guarantees effective performance of school, but their adequacy and effective utilization. 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, the system may fail to achieve its desired results. Adequate and apposite resources are vital in the administration of a school. The proper management and use of these resources will not only boost the morale of human resources who coordinates other activities in

the school system but also ensure the attainment of goals. Meanwhile, shortage or inadequacy of these resources is inimical to goal achievement of school administration. Accessibility of education resources makes school management effective and efficient thereby enhancing the output of the education system. Effective school administration leads to efficient instructional process which will yield a quality output.

Universities are learning organizations at the higher level. The University is an intricate social association occupying a vital space in the education ladder. The university is comprised of individuals with various foundations regarding needs, abilities, gifts, status, skills, information, conduct styles, intrigue and perceptions (Nakpodia, 2006). Actually, the aptitudes and significant level labor required for the development and advancement of any country are created by the universities, which are viewed as learning organizations. Nakpodia (2009) making reference to the National policy on education puts clear the aim and importance of university training, stating that universities as learning organizations are centers of greatness, educating, research and storage facilities of information. The aims of university training are:

- The securing, improvement and teaching of the best possible value orientation for the endurance of the individual and the general public.
- The improvement of the scholarly limits of individuals to comprehend and value their environment.
- The procurement of both physical and intellectual skills, which will empower individuals to form into important members of the society.
- The acquisition for an objective view of the local and external environs.
- Hold onto innovative strain as a wellspring of vitality and reestablishment.
- Are consistently mindful of and cooperate with their environment

Statement of the Problem

It has been observed that the resources provided by Government for 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 has 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 over utilization abounds.

Aim and Objectives of the Study

The aim of the study was to examine the influence of resources management on effective educational leadership in Federal Universities in South-South Nigeria. The specific objectives was to:

- Determine the influence of facilities management on effective educational leadership in Federal universities in South-South Nigeria.
- Examine the influence of fund management on effective educational leadership in Federal universities in South-South Nigeria.
- Ascertain the influence of Staff management on effective educational leadership in Federal universities in South-South Nigeria.

- Investigate the influence of instructional supervision on effective educational leadership in Federal universities in South-South Nigeria.

Research Questions

The following research questions were formulated to guide the study:

- How does facility management influence effective educational leaders in Federal universities in South-South Nigeria?
- How does fund management influence effective educational leaders in Federal universities in South-South Nigeria?
- How does staff management influence effective educational leaders in Federal universities in South-South Nigeria?
- How does instructional supervision influence effective educational leaders in Federal universities in South-South Nigeria?

Hypotheses

The following null hypotheses which were tested at 0.05 level of significance, were formulated to guide the study:

- There is no significant difference between teaching and non-teaching staff in their mean rating of facilities management for effective educational leadership in Federal Universities in South-South Nigeria.
- There is no significant difference between teaching and non-teaching staff in their mean rating of fund management for effective educational leadership in Federal Universities in South-South Nigeria.
- There is no significant difference between teaching and non-teaching staff in their mean rating of staff management for effective educational leadership in Federal Universities in South-South Nigeria.
- There is no significant difference between teaching and non-teaching staff in their mean rating of instructional supervision for effective educational leadership in Federal Universities in South-South Nigeria.

THEORETICAL FRAMEWORK

This study is anchored on the Resource-Based theory made popular by Barney J.B in 1991, in his article titled "Firm Resources and Sustained Competitive Advantage". This theory postulated that resources are valuable, rare, difficult to imitate, and non-substitutable and are for an institution's long-term success. These strategic resources can provide the foundation to develop firm capabilities that can lead to superior performance over time. A resource is valuable to the extent that it helps a firm create strategies that capitalize on opportunities and ward off threats. Competitors have a hard time duplicating resources that are difficult to imitate. Some difficult to imitate resources are protected by various legal means, including trademarks, patents, and copyrights. Other resources are hard to copy because they evolve over time and they reflect unique aspects of the firm.

Resource-based theory also stressed the merit of an old saying: the whole is greater than the sum of its parts. Specifically, it is also important to recognize that strategic resources can be created by taking several strategies and resources that each could be copied and bundling them together in a way that cannot be copied. For example, Southwest's culture is

complemented by approaches that individually could be copied the airline's emphasis on direct flights, its reliance on one type of plane, and its unique system for passenger boarding to create a unique business model whose performance is without peer in the industry.

Resource-based theory can be confusing because the term resources are used in many different ways within everyday common language. It is important to distinguish strategic resources from other resources. To most individuals, cash is an important resource. Tangible goods such as one's car and home are also vital resources. When analyzing organizations, however, common resources such as cash and vehicles are not considered to be strategic resources. Resources such as cash and vehicles are valuable, of course, but an organization's competitors can readily acquire them. Thus, an organization cannot hope to create an enduring competitive advantage around common resources.

The tangibility of a firm resources is an important consideration within resource-based theory. Tangible resources are resources that can be readily seen, touched, and quantified. Physical assets such as a firm property, plant, and equipment, as well as cash, are considered to be tangible resources. In contrast, intangible resources are quite difficult to see, to touch, or to quantify. Intangible resources include, for example, the knowledge and skills of employees, a firm reputation, and a firm culture. In comparing the two types of resources, intangible resources are more likely to meet the criteria for strategic resources (i.e., valuable, rare, difficult to imitate, and non-substitutable) than are tangible resources. Executives who wish to achieve long-term competitive advantages should therefore place a premium on trying to nurture and develop their firms' intangible resources. This study aims to show how these rare and valuable resources as postulated by Barney can be managed and utilized properly to achieve educational goals.

CONCEPTUAL CLARIFICATIONS

Resources and Facility Management

Resources management according to Hansen (2018) is the process of pre-planning, scheduling, and allocating your resources to maximize efficiency. A resource is anything that is needed to execute a task or project. This can be the skill sets of employees or the adoption of software. For example, if you are planning an event, a few resources include scheduling out staff for the event, planning what vendors to use for promotional materials, investing software that allows attendees to register, and budgeting for everything from giveaways to catering. Resource management as part of project management is all about doing more with less. Nobody likes waste. Resource management is centered on optimization and efficiency. Few scholars have explored how resources are managed to create a competitive advantage. Yet, this missing link is critical for understanding how resources can create value for firms. Thus, research is needed on resource management in the context of Public Universities in Nigeria.

The term 'facilities management' (FM) has been the subject of much debate since its conception. Leaman (1992) suggested that facilities management brings together knowledge from design and knowledge from management in the context of buildings in everyday use. He continues, remarking on the apparent differences between designers and modern-day facilities managers. The management (FM and Property Management) disciplines which are less well-defined as disciplines, but include maintenance, administration and financial management tend to be much more short term, often day-to-day, in outlook. They deal with shorter timescales, the project deadline, the end-of-year financial statement, the quarterly report, the immediate crisis. In opposition to this short-term position, Thompson (1990) argued for a more strategic view of the discipline, arguing that real facilities management is not about construction, real

estate, building operations maintenance, or office services. It is about facility planning where building design meets business objectives.

A recent definition of FM places less emphasis on the built asset, focusing instead on the role of service provision in a support capacity. The European CEN definition of facility management is expressed as: the integration of processes within an organization to maintain and develop the agreed services which support and improve the effectiveness of its primary activities. This definition makes no explicit reference to building operation. In so doing, it appears to bypass the role of the built environment in determining service outcomes. Moreover, it does not attempt to acknowledge the requisite skills of the property professional in meeting these outcomes. Perhaps the definition that has had the greatest longevity is that of the international facilities management association (IFMA): 'Facility management is a profession that encompasses multiple disciplines to ensure functionality of the built environment by integrating people, place, process, and technology' (International Facility Management Association, 2009).

It is the combination of management skills and suitable technology that dictate building and end-user performance. In professional practice, it is often seen as sufficient to describe the role of FM in terms of the scope of FM services provided. This can encompass an expansive range of services, including security, cleaning, maintenance, catering, landscaping, hygiene, health, and safety, all of which have a bearing on the sustainability agenda. However, a definition that is framed in terms of work packages provides no clarity as to the value adding proposition of FM. In contrast, the emphasis on the 'integrating' role of FM identified in the IFMA definition captures the essence of FM as a discipline. Innovations such as bundling of services, performance measurement, and multitasking are illustrative of integration approaches.

Facility management is a holistic concept that covers different aspects of human endeavor. It was defined by different scholars in order to establish its applicability to functionality of different human investments. Becker as cited in Cowan (2001) defined facility management as being responsible for all efforts relating to planning, designing, and managing building and their system, equipment and furniture to enhance the organization ability to compete in a rapidly changing world. The definition focused on building with an attempt to achieve a broad definition. FMA Australia (2012) defined facility management as guiding and managing the operations of buildings, precinct and community infrastructure on behalf of property owners. The definition also focused on building. However, the applicability of facility management is beyond buildings but cut across a broad human endeavor. This assertion was corroborated by the definition of Engineering News-Record of April 4th, 1985 cited in Hamer (1988) where facility management was defined as the discipline of planning, designing, constructing and managing space in every type of structures from office buildings to process plants. It involves developing corporate facilities policy, long range forecasts, real estate, space inventories, projects through design, construction and renovation, building operation and maintenance plans and furniture and equipment inventories.

Fund Management

Fund management is the act of planning, organizing and controlling monetary activities in one care. Simply put, mismanagement means to manage incompetently or dishonestly of anything put in one care. Dictionaries may include terms like to manage ineptly, incompetently, inefficiently, badly, dishonestly etc. Funds mismanagement is the management processes and practices that deliberately mishandle moneys made available to a person in ways that are characterized as badly or carelessly. Therefore in the context of this work, management of education funds is simply the act of effectively planning, organizing and controlling the

education finance in one care, while mismanagement of education funds means to manage incompetently or dishonestly of education funds put in one care.

In 2010, the former secretary of the National University Commission Prof. Okojie acknowledged that most federally controlled universities complained of inadequate funding and the effects of this problem has resulted the deterioration of physical facilities; internal and external brain drain among the faculty, dead of quality scientific research and managerial capacities of Nigerian public university system (Okojie, 2010). Famurewa (2014) noted that with this type of funding, it is certain that Nigeria higher education will not yield progressive results to be able to compete favorably with their counterparts in west. To corroborate the idea of Jamila in Tiamiyu (2012), there is a lot of mismanagement of fund by educational boards and the moneys meant for higher education are mismanaged as much as Nigerian higher education institutions have joined other public sector institutions in having a sizeable number of uncompleted or abandoned projects. For example, university leaders spend millions of Naira to erect super gates when their libraries are still at foundation stages. They expend millions to purchase exotic vehicles for university officers even though they lack basic classrooms furnishings; spend hundreds of millions in wall fencing and in-fencing when student 's accommodations are inadequate.

Governments are interested in expending money on creation of new universities instead of consolidating and expanding access to existing ones; they are keen to award new contracts rather than completing the abandoned projects or standardizing existing facilities. Government expends hundreds of millions paying visiting and part-time faculty rather than recruiting full-time staff. Nigerian government (federal and states) expend hundreds of millions in mundane administration cost instead of providing boreholes and power supplements (ASUU, 2016). Failure in the proper and prudent management of funds according to Nsikan and Emmanuel (2015) can be attributed to unfriendly policy implementations, inability to access funds, inconsistency and complete lack of courage to implement policies and mismanagement of funds by successive government and institutional leaders. Thus, in spite of the inadequate funding of higher education in Nigeria, the little funds appropriated are mismanaged (Acho & Abuh, 2016).

Staff Management

Staff management is the function of managing all employees in the organization, including the development of staff skills through training and other forms of staff development as well as the identification, development and implementation of training needs and programs available for staff. Employees include permanent, temporary, and part-time employees, people working under scholarships, traineeships, apprenticeships and similar relationships. Even though Staff Management is primarily the responsibility of the Manager, every member of the team shares part of the duty to ensure they are managed effectively which in turn will help in creating a work environment that is professional, enjoyable and productive.

Staff Welfare Provision

The work environment should comprise of issues such as the working hours, employment policy, worker's health and welfare, workplace design and the general conduct of workers at the workplace. Labor welfare activities in both developed and developing society have an impact not only on the workforce but also on the facets of human resources (Manju & Mishra, 2007). The International Labor Organization (ILO) broadly classifies welfare services into two; intra-mural activities which are provided within the establishment such as latrines and urinals, drinking water, washing and bathing facilities, crèches, rest shelters and canteen, drinking

water, arrangements for prevention of fatigue, health services including occupational safety, uniform and protective clothing and shift allowances.

Extra-mural activities which are undertaken outside the establishment such as maternity benefits, social insurance measures like gratuity pension, provident fund and rehabilitation, physical fitness and efficiency, family planning and child welfare, education facilities, housing facilities, recreational facilities including sports, cultural activities, transport to and from the place of work. They may also be divided into statutory and voluntary welfare services which comprise the legal provision in various pieces of labor legislation and activities which are undertaken by employees for their workers voluntarily respectively (Ankita, 2010). Emphasizing the need for employee's welfare, Mwiti (2007) posited that since employees spend most of their active time at work, their personal and occupational problems should be solved at the workplace. Employee welfare schemes refer to those measures that aim at promoting physical, psychological and general wellbeing of the working class

The basic aim of welfare schemes in an industry is to improve the living and working conditions of the employee and their families because the employee's wellbeing cannot be achieved in isolation with of the employee from his family. The welfare schemes include some or all of the amenities provided in or near the organization and related to the working and living conditions. These facilities include canteens and nourishment facilities, transport arrangements, recreational services, housing schemes, education and training of employees, pension, bonus, medical facilities, child care facilities, personal counseling etc. Welfare schemes are a means to improve the productivity and efficiency of the employees. The employers are motivated to provide these facilities if it favorably affects their prosperity, profits and public image. This paper aims at studying the retail sector which is bringing out innovative schemes to please its talented workforce and retain them over a longer time period.

Instructional Supervision

Supervision is designed to monitor the impact of a policy, or progress of programme's activities, against the overall goals, objectives and targets. It also assesses the outcome relevance of an activity, and the impact of a programme, or effectiveness of a policy, as well as its efficiency and sustainability. OECD-DAC (2002) defined supervision as the ongoing, systematic collection of information to assess progress towards the achievement of objectives, outcomes and impacts, and it defines evaluation as the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results, with the aim to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability. Supervision is in the nature of a continuum, where activities in the initial phases focus more on inputs and outputs, and their timeliness, and then the process progressively turns in more of impact data and becomes more of an evaluation of impact, with special studies added.

One of the main purposes of supervision in education is to ensure that equitable and quality education is being provided to all of the population and at all levels. Quality education is a multi-dimensional concept that takes into account the quality aspects on input (human, material, and financial), process (teaching-learning and effective management practices), and outputs and outcomes (the learning outcomes and quality of results) (IIEP: 2007). From the aspect of monitoring, the following typology can be used to review the assessment of the quality of education in terms of inputs, processes and outputs.

Types of Supervision

The following are relevant types of supervision, they include:

Compliance supervision-focusing on inputs: This is a bureaucratic type of supervision to ensure that the educational institutions comply with predetermined standards and norms set by rules and regulations. It is mainly focused on educational input of teachers, textbooks, classrooms, teaching equipment etc.

Diagnostic supervision-focusing on processes: This type of supervision focuses on the instructional processes relating to what happens in the classroom and whether the students are actually learning what they are supposed to learn. Since the teaching-learning process is equally as important as input variables in education, having such monitoring would give insightful information on explaining the quality of education provided by the educational institutions.

Performance supervision-focusing on outputs: The emphasis of this kind of monitoring is on the academic achievement of the students through testing to see what results have been yielded by the investments made in education.

Effective Educational Leadership

Like love, leadership is universally desired but difficult to define explicitly. The concept of “leadership,” as used today, made its way into the general literature across the last century and has only recently become of increasing interest for many scholars. The idea of a charismatic individual leader, capable of recruiting followers to his or her path, has given way to team-based problem solving. Today, organizational goals are pursued by people who move rapidly between leading and following roles. This team model accomplishes two critical goals: better decisions are made because leaders are listening to and considering the diversity of input from co-workers with different experiences and insights, and there is improved acceptance of the group decision through consensus building as a result of the collaborative process, thereby fostering compliance. Leaders often face complex situations that call for difficult decisions to be made. Northouse (2007) defined Leadership as a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. The educational sector is a very unique sector where effective leadership is required for successful achievement of goals and to avoid collapse of educational standards and values. Hence, effective leadership is of utmost concern to educational stakeholders (Ogona, 2020). Ololube (2018, p. 9) elaborated on the character of institutional leaders, “effective leaders cultivate vital attitudes, characteristics and qualities that are pertinent to educational leadership and management”.

METHODOLOGY

The design of the study was descriptive and survey. Population of the study focused on six states in the South-South region of Nigeria with six Federal universities, namely; University of Port Harcourt (UNIPORT), University of Calabar (UNICAL), Federal university of Petroleum Resources, Delta State, Federal University Otueke, Bayelsa State, University of Uyo (UNIUYO), and University of Benin (UNIBEN). The population for this study therefore comprised of 6,836 Academic staff and 18,035 management/non-academic staff of the aforementioned six universities making it a total of 24,871. The sample size for this study was 394 staff (98 academic staff and 296 management/non-academic staff) which was determined using Taro Yemen adequacy formula. The instrument for this study was a structured

questionnaire titled “Resource Management for Educational Leadership Effectiveness Questionnaire” (RMELQ). The instrument consisted of two sections A and B. Section A was designed to generate responses on demographic data. Section B generated responses on resource management variables as stated in research question 1-4 in chapter one above. The modified Likert Summated rating scale was used. The responses were coded thus: Strongly Agree (SA-4), Agree (A-3), Disagree (D-2), Strongly Disagree (SD-1). The instrument for this study was validated while the reliability of the instrument was determined using the Cronbach Alpha Reliability Statistics which yielded an index of 0.86. The questionnaire was administered directly to the respondents by the researcher. All the research questions were answered with mean and standard deviation while z-test was used to test the hypotheses at 0.05 significant levels. The agreement or disagreement was based on the criterion mean of 2.50.

ANALYSIS OF DATA AND RESULTS

The researcher issued 394 questionnaires and from constant follow up, retrieved all of them.

Research Question 1: How does facility management influence effective educational leaders in Federal universities in South-South Nigeria?

Table 1: Mean and standard deviation of assessment of the influence of facilities management on effective educational leadership in Federal Universities in South-South Nigeria.

S/N	Variables	Academics Staff Management/Non-academics					Decision
		\bar{x}_1	SD ₁	\bar{x}_2	SD ₂	MEAN SET	
1.	Provision of adequate teaching and learning facilities	3.50	0.51	3.02	0.58	3.26	Agree
2.	Maintenance of available facilities	2.82	1.01	2.81	0.64	2.86	Agree
3.	Renovation of dilapidated structures	2.79	0.81	2.66	0.65	2.73	Agree
4.	Provision of infrastructures	3.55	1.03	3.20	0.96	3.37	Agree
5.	Provision of furniture equipment	3.74	0.83	3.36	0.94	3.55	Agree
6.	Evidence of maintenance plan framework	2.79	0.81	3.01	0.99	2.90	Agree
Grand Mean & SD						3.11	

Result in Table 1 above reveals the mean response of academic staff and management/non-academic staff on facilities management in Federal Universities in South-South Nigeria. Majority of the academic staff respondents agreed that provision of adequate teaching and learning facilities (3.50), maintenance of available facilities (2.82), renovation of dilapidated structures (2.79), provision of infrastructures (3.55), among others were some of the ways through which facilities are to be managed in Public Universities for Educational Leaders to be said to be effective. More so, majority of the management/non-academic staff respondents also agreed that provision of adequate teaching and learning facilities (3.02), maintenance of available facilities (2.81), renovation of dilapidated structures (2.66), provision of infrastructures (3.20), provision of furniture equipment (3.36), among others were some of the ways through which facilities are to be managed in public schools.

Research Question 2: How does fund management influence effective educational leaders in Federal Universities in South-South Nigeria?

Table 2: Mean and standard deviation of assessment of the influence of funds management on effective educational leadership in Federal Universities in South-South Nigeria.

S/N	Variables	Academics Staff		Management/Non-academics			Decision
		\bar{x}_1	SD ₁	\bar{x}_2	SD ₂	MEAN SET	
7	Provision of proper accounting framework	3.58	0.83	3.36	0.86	3.47	Agree
8	Management of internally generated revenue	4.00	0.00	3.26	0.86	3.63	Agree
9	Ensuring that that there is budgetary and monitoring fund mechanism	3.16	0.59	3.22	0.83	3.19	Agree
10	Funding of abandoned existing projects	2.61	1.37	3.38	0.72	2.99	Agree
11	Free access fund mechanism	3.16	0.37	2.57	1.21	2.86	Agree
12	Conducting a periodic financial audit or review	3.42	0.76	3.34	0.77	3.38	Agree
13	Objective considerations before allocation fund	3.02	1.08	2.97	1.20	2.99	Agree
Grand Mean & SD						3.21	

Result in Table 2 above reveals the mean response of academic staff and management/non-academic staff on funds management in Federal Universities in South-South Nigeria. Majority of the academic staff respondents agreed that provision of proper accounting framework (3.58), management of internally generated revenue (4.00), ensuring that that there is budgetary and monitoring fund mechanism (3.16), funding of abandoned existing projects (2.61), conducting a periodic financial audit or review (3.42), among others were some of the ways through which funds are managed for effective educational leadership in Federal Universities in South-South Nigeria. More so, majority of the management/non-academic staff respondents also agreed that provision of proper accounting framework (3.36), management of internally generated revenue (3.26), ensuring that that there is budgetary and monitoring fund mechanism (3.22), funding of abandoned existing projects (3.38), conducting a periodic financial audit or review (3.34), objective considerations before allocation fund (2.97), among others were some of the ways through which funds are to be managed for effective educational leadership.

Research Question 3: How does staff management influence effective educational leaders in Federal Universities in South-South Nigeria?

Table 3: Mean and standard deviation of assessment of the influence of staff management on effective educational leadership in Federal Universities in South-South Nigeria.

S/N	Variables	Academics Staff		Management/Non-Academics			Decision
		\bar{x}_1	SD ₁	\bar{x}_2	SD ₂	MEAN SET	
14	Regular payment of staff salaries	3.16	.79	3.12	.93	3.14	Agree
15	Implementation of promotions and arrears as at when due	3.08	1.15	3.13	1.01	3.10	Agree
16	Regular training and retraining of staff	2.82	.90	3.00	.99	2.91	Agree
17	Adequate monitoring and supervision	2.84	.72	2.99	.91	2.91	Agree
18	Rational allocation of courses	2.87	1.09	3.00	.98	2.93	Agree
19	Proper delegation of responsibilities	3.50	.86	3.45	.92	3.47	Agree
Grand Mean & SD						3.09	

Result in Table 3 above reveals the mean response of academic staff and management/non-academic staff on funds management in Federal Universities in South-South Nigeria. Majority of the academic staff respondents agreed that regular payment of staff salaries (3.16), implementation of promotions and arrears as at when due (3.08), regular training and retraining of staff (2.82), adequate monitoring and supervision (2.84), proper delegation of

responsibilities (3.50), among others were some of the ways through which staff are to be managed for educational leadership effectiveness in above reveals the mean response of academic staff and management/non- academic staff on funds management in Federal Universities in South-South Nigeria. More so, majority of the management/non-academic staff respondents also agreed that regular payment of staff salaries (3.12), implementation of promotions and arrears as at when due (3.13), regular training and retraining of staff (3.00), adequate monitoring and supervision (2.99), proper delegation of responsibilities (3.45), among others were some of the ways through which staffs are to be managed above reveals the mean response of academic staff and management/non- academic staff on funds management in Federal Universities in South-South Nigeria.

Research Question 4: How does instructional supervision influence effective educational leaders in Federal Universities in South-South Nigeria?

Table 4: Mean and standard deviation of assessment of the influence of instructional supervision on effective educational leadership in Federal Universities in South-South Nigeria.

S/N	Academics Variables	Academics Staf Management/Non-Academics					
		\bar{x}_1	SD ₁	\bar{x}_2	SD ₂	MEAN SET	Decision
20	Supervising lecturers while teaching	2.68	.99	2.98	1.05	2.83	Agree
21	Use of appropriate learning instructional materials in teaching	3.00	.93	2.87	1.05	2.93	Agree
22	Ensuring that students learn what they ought to learn	3.08	1.00	2.88	1.02	2.98	Agree
23	Use of surveillance cameras for ensuring effectiveness in teaching	3.16	.97	2.84	1.04	3.00	Agree
24	Ensuring that all school records are up to date	2.95	1.03	2.81	1.02	2.88	Agree
25	Ensuring proper feedback mechanism after supervision	3.34	1.02	2.62	1.27	2.98	Agree
Grand Mean & SD						2.93	

Result in Table 4 above reveals the mean response of academic staff and management/non-academic staff on instructional supervision in Federal Universities in South-South Nigeria. Majority of the academic staff respondents agreed that supervising lecturers while teaching (2.68), use of appropriate learning instructional materials in teaching (3.00), ensuring that students learn what they ought to learn (3.08), use of surveillance cameras for ensuring effectiveness in teaching (3.16), ensuring that all school records are up to date (2.95), among others were some of the ways through which instructional supervision should be carried out for educational leadership effectiveness in Federal Universities in South-South Nigeria. More so, majority of the management/non-academic staff respondents also agreed that supervising lecturers while teaching (2.98), use of appropriate learning instructional materials in teaching (2.87), ensuring that students learn what they ought to learn (2.88), use of surveillance cameras for ensuring effectiveness in teaching (2.84), ensuring that all school records are up to date (2.81), among others were some of the ways through which instructional supervision should be carried out for educational leadership effectiveness in Federal universities in South-South Nigeria.

TESTING OF HYPOTHESES

Table 5: There is no significant difference between teaching and non-teaching staff in the mean rating of facilities management for effective educational leadership in Federal Universities in South-South Nigeria.

Categories	M	SD	N	z-cal	z-crit	Decision
Academic Staff	3.20	0.95	38	0.12	1.96	Accept
Management/Non-Academic	3.22	1.12	265			

Table 5 shows that academic staff had mean and standard deviation score of 3.20 and 0.95 respectively, while management/non-academic staff had mean and standard deviation scores of 3.22 and 1.12 respectively. The z-cal value was 0.12, while the z-crit was 1.96 at 0.05 level of significance for two tailed tests. This result shows that z-cal was lesser than z-crit, which means that the null hypothesis was accepted. Thus, there is no significant difference between teaching and non-teaching staff in the mean rating of facilities management for effective educational leadership in Federal Universities in South-South Nigeria.

Table 6: There is no significant difference between teaching and non-teaching staff in the mean rating of fund management for effective educational leadership in Federal Universities in South-South Nigeria.

Categories	M	SD	N	z-cal	z-crit	Decision
Academic Staff	2.87	1.01	38	0.28	1.96	Accept
Management/Non-Academic	2.97	1.10	265			

Table 6 shows that academic staff had mean and standard deviation score of 2.87 and 1.01 respectively, while management/non-academic staff had mean and standard deviation scores of 2.97 and 1.10 respectively. The z-cal value was 0.28, while the z-crit was 1.96 at 0.05 level of significance for two tailed tests. This result shows that z-cal was lesser than z-crit, which means that the null hypothesis was accepted. Thus, there is no significant difference between teaching and non-teaching staff in the mean rating of facilities management for effective educational leadership in Federal Universities in South-South Nigeria.

Table 7: There is no significant difference between teaching and non-teaching staff in the mean rating of staff management for effective educational leadership in Federal Universities in South-South Nigeria.

Categories	M	SD	N	z-cal	z-crit	Decision
Academic Staff	3.15	0.92	38	0.56	1.96	Accept
Management/Non-Academic	3.24	0.93	265			

Table 7 shows that academic staff had mean and standard deviation score of 3.15 and 0.92 respectively, while management/non-academic staff had mean and standard deviation scores of 3.24 and 0.93 respectively. The z-cal value was 0.56, while the z-crit was 1.96 at 0.05 level of significance for two tailed tests. This result shows that z-cal was lesser than z-crit, which means that the null hypothesis was Accepted. Thus, there is no significant difference between teaching and non-teaching staff in the mean rating of staff management for effective educational leadership in Federal Universities in South-South Nigeria.

Table 8: There is no significant difference between teaching and non-teaching staff in the mean rating of instructional supervision for effective educational leadership in Federal Universities in South-South Nigeria.

Categories	M	SD	N	z-cal	z-crit	Decision
Academic Staff	3.36	1.03	38	0.40	1.96	Accept
Management/Non-Academic	2.63	1.18	265			

Table 8 shows that academic staff had mean and standard deviation score of 3.36 and 1.03 respectively, while management/non-academic staff had mean and standard deviation scores of 2.63 and 1.18 respectively. The z-cal value was 0.40, while the z-crit was 1.96 at 0.05 level of significance for two tailed test. This result shows that z-cal was lesser than z-crit, which means that the null hypothesis was Accepted. Thus, there is no significant difference between teaching and non-teaching staff in the mean rating of Instructional Supervision for effective educational leadership in Federal Universities in South-South Nigeria.

DISCUSSION OF FINDINGS

Facilities Management

The result in table 1 shows ways in which facilities can be managed in Federal Universities in South-South Nigeria which includes adequate teaching and learning facilities, maintenance of available facilities, renovation of dilapidated structures, provision of infrastructures. This present study is in line with the study carried out by Isa and Yusoff (2015) who reiterated that the need for provision and management of facilities in Nigerian tertiary institutions is necessary in order to produce graduates that will be able to compete worldwide. In support, Becker as cited in Cowan (2001) added that facilities management is responsible for all efforts relating to planning, designing, and managing building and their system, equipment and furniture to enhance the organization's ability to compete in a rapidly changing world. FMA Australia (2012) also noted that facilities management remains the guiding and managing the operations of buildings, precinct and community infrastructure on behalf of property owners. Sekula (2003) emphasized that for a Educational leaders to succeed in an institution, it is important for the leader to manage the facilities properly.

Fund Management

The result in table 2 shows ways in which facilities can be managed in Federal Universities in South-South Nigeria which includes provision of proper accounting framework, management of internally generated revenue, ensuring that that there is budgetary and monitoring fund mechanism, funding of abandoned existing projects and conducting a periodic financial audit or review. This present study is in conformity with the study carried out by Famurewa (2014) who noted that with this type of funding management, it is certain that Nigeria higher education will yield progressive results to be able to compete favorably with their counterparts in west. The opinion of Famurewa contradicts with that of Okojie (2010) when he acknowledged that most federally controlled universities complained of inadequate funding and the effects of this problem has resulted the deterioration of physical facilities; internal and external brain drain among the faculty, dead of quality scientific research and managerial capacities of Nigerian public university system. Thus, to corroborate the idea of Jamila in Tihamiyu (2012), there is a lot of mismanagement of fund by educational boards and the moneys meant for higher education are mismanaged as much as Nigerian higher education

institutions have joined other public sector institutions in having a sizeable number of uncompleted or abandoned projects. For example, university leaders spend millions of Naira to erect super gates when their libraries are still at foundation stages. They expend millions to purchase exotic vehicles for university officers even though they lack basic classrooms furnishings; spend hundreds of millions in wall fencing and in-fencing when student 's accommodations are inadequate.

Failure in the proper and prudent management of funds according to Agabi (2014), can be attributed to unfriendly policy implementations, inability to access funds, inconsistency and complete lack of courage to implement policies and mismanagement of funds by successive government and institutional leaders. Thus, in spite of the inadequate funding of higher education in Nigeria, the little funds appropriated are mismanaged (Acho & Abuh, 2016). According to Mobegi (2015), any country where mismanagement of funds is experienced, its quality of education is bound to decline. Agabi (2014) is of the opinion that to salvage Nigerian higher education, proper planning and effective administration are needed because no organization functions excellently without fundamental policy framework in its planning, organizing and controlling mechanism. Similarly, a study conducted by Onyeike and Owuama (2012) revealed among others that inadequacy of funds, planning with inaccurate statistical data, political interferences, misappropriation of funds and shortage of qualified manpower were major limitations to the development of higher education in Nigeria.

Staff Management

The result in table 3 shows ways in which staff can be managed in Federal Universities in South-South Nigeria which includes regular payment of staff salaries, implementation of promotions and arrears as at when due, regular training and retraining of staff, adequate monitoring and supervision and proper delegation of responsibilities. This present study is in conformity with the study carried out by Abdel-Hameed (2014) staff management is the function of managing all employees in the organization, including the development of staff skills through training and other forms of staff development as well as the identification, development and implementation of training needs and programs available for staff. Employees include permanent, temporary, and part-time employees, people working under scholarships, traineeships, apprenticeships and similar relationships.

Instructional Supervision

The result in table 4 shows ways in which instructional supervision can be carried out in Federal Universities in South-South Nigeria which includes supervising lecturers while teaching, use of appropriate learning instructional materials in teaching, ensuring that students learn what they ought to learn, use of surveillance cameras for ensuring effectiveness in teaching and ensuring that all school records are up to date. This present study is in conformity with the study carried out by IIEP (2007) that one of the main purposes of supervision in education is to ensure that equitable and quality education is being provided to all of the population and at all levels. Quality education is a multi-dimensional concept that takes into account the quality aspects on input (human, material, and financial), process (teaching-learning and effective management practices), and outputs and outcomes (the learning outcomes and quality of results). In support, OECD-DAC (2002) affirmed that supervision is a systematic collection of information to assess progress towards the achievement of objectives, outcomes and impacts, and it defines evaluation as the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results, with the aim to determine the relevance and fulfillment of objectives, development efficiency,

effectiveness, impact and sustainability. Supervision is in the nature of a continuum, where activities in the initial phases focus more on inputs and outputs, and their timeliness, and then the process progressively turns in more of impact data and becomes more of an evaluation of impact, with special studies added.

CONCLUSION

Based on the findings of the study, resources management is highly important for educational leadership effectiveness judging by all the weighted variables which has agreed. However, it will be difficult to achieve high level resource management effectiveness.

Recommendations

The researcher therefore recommended as follows:

- There should be improvement in the way facilities are being managed by setting up a maintenance framework as well as a special fund to reinvigorate proper maintenance culture in the institution.
- Since fund management is not highly effective, the researcher is calling for an improvement in fund management through the setting up of fund management framework.
- Apart from payment of staff salaries, there are other factors that support staff effectiveness. They need to be identified and well managed to determine effectiveness of staff. Based on this researcher therefore recommend that management should show concern to the staff welfare to enable them put in their best. Constant talk with the president in this regard will help in addressing issue of staff management.
- To achieve effective teaching and learning requires effective monitoring and supervision. Therefore, management should look inward and set up a monitoring mechanism that would check effective teaching as well as provide punishment for offenders.

REFERENCES

- Abdel-Hameed, L (2014). 13 simple steps towards successful staff management. <https://www.linkedin.com/pulse/20140910212613-77555477-13-simple-steps-towards>
- Acho, Y., & Abuh, P. A. (2016). Corruption and accountability in the Nigerian public sector: an empirical discourse. *International Journal of Public Administration and Management Research*, 3(3), 47-54.
- Agabi, C. O. (2010). Prudential approach to resource management in Nigeria education: atheoretical perspective. *International Journal of Scientific Research in Education*, 3(2), 9-106.
- Agabi, C. O. (2014). *Teaching and resources management in education*. Rodi Printing and Publishing.
- Ankita, D. (2010). *Risk intelligence: Learning to manage what we don't know*. Harvard business school publishing.
- ASUU (2016). Facts and figures: Real reasons behind ASUU strike. <http://www.naijaperminute.com.ng/2016/11/20/facts-figures-realreasonsbehind-asuu-strike/>.
- Blunt, P. (1990). *Strategies for enhancing organizational effectiveness in Third World*. Public Administration and Development: London Press.
- Cowan (2001) Information is key to facilities management. *Journal of Planning Chattered Surveyor Monthly*, 20(10), 32-33.
- Famurewa, I. O. (2014). Inadequate funding as the bane of tertiary education in Nigeria. *Greener Journal of Economics and Accountancy*, 3(2), 20-25.
- FMA Australia (2012). Facility management good practice guide: multi-Unit residential. A publication of Facility Management Association of Australia.
- Hamer, J. M. (1988) *Facility management system*, 1st Edition. Van Nostrand Reinhold.
- Hansen, B. (2018). What is resource management & why is it important? <https://www.wrike.com/blog/what-is-resource-management/>.
- Isa, A., & Yusoff, W. Z. W (2015). State of physical facilities of higher education institutions in Nigeria. *International Journal of Scientific and Research Publications*, 5(4), 78-90.
- Leaman, F. O. (1992). Perceptions of educational stakeholders regarding the effects of financial mismanagement on physical facilities in secondary schools in gucha District, Kenya. *International Journal of Social Science and Economics Invention*, 1(3), 1-18.
- Manju, J. L., & Mishra, A. A. (2007). *Implementation: How great expectations in Washington are dashed in Oakland*. University of California Press.
- Mobegi, F. O. (2015). Perceptions of educational stakeholders regarding the effects of financial mismanagement on physical facilities in secondary schools in Gucha District, Kenya. *International Journal of Social Science and Economics Invention*, 1(3), 1-18.
- Mwiti, R. (2007). Financial accountability: the principal or the school governing body? *South African Journal of Education*, 24(2), 126–132.
- Nakpodia, E. D. (2006). *Educational administration: A new approach*. Jonakase Publishing.
- Nakpodia, E. D. (2009). The concept of the university as learning organization: Its functions, techniques and possible ways of making it effective. *Journal of Public Administration and Policy Research*, 1(5), 79-83.
- National Open University of Nigeria (NOUN, 2009). *Principles of institutional administration*. Gold's Prints .
- OECD. (2013). *Synergies for better learning: An international perspective on evaluation and assessment*. OECD Publishing, Paris.

- Ogona, I. K. (2020). Educational leadership and equality of indigeneship education in Rivers state. *International Journal of Institutional Leadership, Policy and Management*, 2(4), 653-678.
- Okojie J. A. (2010). System and strategies for funding Nigerian universities. <https://www.naps.org.ng/index>.
- Ololube, N. P. (2018). Does core qualities of principled leaders regulate educational leadership and management? In N.P. Ololube (Ed.), *Encyclopedia of institutional leadership, policy and management* (pp. 8-27). Pearl Publishers.
- Onyeike, V. C., & Owuama D. N. (2012). Constraints in planning and implementation of higher education programmes in Rivers Nigeria. *European Scientific Journal*, 8(4), 86-100.
- Ozturk, J. A. (2002). System and strategies for funding Nigerian universities. <http://www.naps.org.ng/index>.
- Parankimalil, M. (2012). Days as head of facilities. *Facility Management Journal*, 2(5), 13-16.
- Sekula, M. (2003). Days as head of facilities. *Facility Management Journal*, 8(10), 13-16.
- Tiamiyu, E. D. (2012). *Educational administration: A new approach*. Jonakase Publishing.