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PRINCIPAL'S ECONOMIC RESOURCES MANAGEMENT AND EFFECTIVE ADMINISTRATION OF SCHOOL SYSTEM IN NIGERIA

Dr. Chinenye Eucheria Okonkwo
Department of Educational Management and Policy, Faculty of Education
Nnamdi Azikiwe University Awka, Anambra State.

ABSTRACT

Education as an investment constitutes the largest enterprise in Nigeria. It is the principal instrument for academic progress, social mobilization, political survival and effective national development of any country. Investment in education is a necessary condition for 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 putting in place certain mechanisms 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 adequate provision of economic 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 paper therefore examined the concept of school principal administration and management of economic resources, classification of education resources, and relevance of education resources in the school system, challenges associated with the availability and utilization of economic resources in the school. Solutions were adduced on how to overcome the identified challenges so as to ensure effective and efficient management of available resources in the school system.

Keywords: Principal, Economic Resources, Effective Administration, and School System

Introduction

Principal as a concept has been defined by many scholars. Principal in the context of this study is the highest-ranking administrator in an elementary, middle, high school or secondary school as the case may be. Oyewale and Alonge (2013) conceptualized the term principal as a professional leader and foremost supervisor who combine the roles of administration supervisor, instructional supervisor and subject supervisor. In the same vein, the Federal Republic of Nigeria Federal Republic of Nigeria (2013) highlighted that the principal is a person who is responsible for running a school and determining the direction and objectives of the school. This definition means that the principals' position determines everything that happens in the school. In this study, principal will be perceived as a manager in the secondary school who is charged with the execution and implementation of school goals, policies and programmes for the attainment of the goals of secondary schools.

School Principal

"Principal" has been defined by the Obi (2016) as the person in charge of a school or college for children aged between approximately 11 and 18. Furthermore,

principal are leaders in schools in other words, they are executives or heads of school organization. In addition, they are internal supervisors of their schools for effective production and adherence to rules and regulations of education in the country as well as in the region. It implies that the principals constitute the management cadre of educational activities for efficiency through human and material resources in order to achieve the goals or objectives of education within his managerial armpits or jurisdiction.

Concept of School administration

The concept of School administration is a widespread topic of concern and has been conceptualized in diverse perspectives. According to NOUN (2006) school administration is a social process concerned with identifying, maintaining, stimulating, controlling and unifying, formally and informally organized human and material energies within an interpreted system while Okendu (2022) in his own view define School administration as a concept involving all the processes through which resources are mobilized in educational institutions to accomplish the goals of education. It is a process of mobilizing school resources towards achievement of desirable educational goals. School administration is an activity process that requires expertise and training in educational principles and practices in ensuring proper management of schools general activities for achieving result in education. Eresimadu (2016) holds that School administration is the implementation and facilitation of the programmes and management of the school resources for the achievement of school objectives. School administration is the branch of pedagogy that studies the means and methods of administering schools, reveals the distinctive feature in the system of school management, and analyzes the specific problems involved in organizing such a system. Summarily, Ojo (2019) posit that school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examination, resource allocation, costing and forward planning, staff appraisal, relationship with community, use of the practice necessary for the surviving the policies of the organization such as decision making, negotiation, bargaining, communication, conflict handling, running meeting and so on. The main task of the school head are; interpreting policy, executing curriculum programmes, seeing to students welfare, provision and maintenance of equipments and facilities, inducting and retraining of staff and maintaining an effective school – community relationship (Obiakor, 2023). School administration is specially concerned with students, teachers, rules and regulations, and policies governing the school system. Overall, the school administrator oversees the effectiveness of the day to day activities of the school. This implies that for effectiveness, school administrators must be trained on the principles and practice of education so as to have an in-depth knowledge of the basic classroom management and instructional methods which always form the foundation for student's excellent academic performance and achievement. In addition, a School administrator desires to be trained on educational management concepts that provide administrative skills that model behaviors and motivation in achieving academic goals and qualitative service delivery. The School Administrator has the responsibility of ensuring that the

establishment procedures and structures help the school to achieve its objectives. The image of a modern school administrator is characterized by certain important leadership qualities. The following personal qualities are generally considered as desirable qualification of an effective school administrator; professional competency, self-confidence, sociability, moral integrity, humility, modesty and sound health among others.

Effective Administration

Effective administration is the ability to plan, organize and coordinate many and often-conflicting social energies in a single organization so adroitly (Ezenwagu, 2021). It implies being able to execute or carry out the right and duties attached to an individual irrespective of the gender of the incumbent at the right time and in the required manner. This means that when a principal maintains high morale discipline and decorum among his staff and also students, he exhibits effective administration worthy of emulation. Uche (2012) noted that effective administration is a symbol of good administrative style of the incumbent, team work, morale or motivation of staff, good teaching conducive social climate and counseling as well as rules and regulations. The principal's ability to control and maintain school facilities, initiates projects e and completes both the new ones and also those abandoned by his predecessor(s) is exemplary of effective administration. Equally, monitoring performance regular staff meeting, interaction, encouraging staff participation in decision-making is an evidence of effective administration.

In this study, effective administration is equivalent to achievement muted by incumbent administrator or principal of secondary school. It implies that, it is an antecedent of function or role's achievement of the principal. Effective administration as conceptualized in this study to encompass a plan proposed in advance and accomplished later but within a stipulated time or duration of school and positive response to administrative efforts and actions with the intention to accomplish stated goal. It manifests in effective decision making, delegation of duties to subordinates, and setting good examples and motivating the teachers and students alike in an effort to create conducive working environment to accomplish school goal and objective for school success.

Economic Resources

In economics, resource is defined as a service or other asset used to produce goods and services that meet human needs and wants. Also referred to as factors of production, economic classifies resources i nto four categories — land, labour, capital and enterprise (Ekpo 2019).

The term, 'economic resource' is often used as a synonym for factor of production and in this sense we can mention three factors of production that are part of economic activity: the land that is rewarded through income, the labor that is rewarded through a wage and the capital whose reward is the interest it produces. The idea of the factor of production has evolved and at present it is considered that there are other factors of production: science and technology, human capital or social capital (Orubu 2019).

Economic resources are the factors used in producing goods or providing services. In other words, they are the inputs that are used to create things or help you provide

services. Economic resources can be divided into human resources, such as labor and management, and nonhuman resources, such as land, capital goods, financial resources, and technology (Omemu, 2018).

Economic 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 (Okoye 2012). 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 covers 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's (1990) opinion 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. Agabi (2012) 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 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 over utilization abounds.

Importance of Economic Resources

An **economy** is a system of institutions and organizations that either help facilitate or are directly involved in the production and distribution of goods and services. Economic resources are the inputs we use to produce and distribute goods and services. The precise proportion of each factor of production will vary from product to product and from service to service, and the goal is to make the most effective use of the resources that maximizes output at the least possible cost. Misallocation or improper use of resources may cause businesses, and even entire economies, to fail.

Human Resources

Labor is one of the classic factors of production, along with land and capital, discussed by economists for well over a century. Even in today's technologically advanced world, human labor is still needed to help process resources into products or to utilize resources to provide services. Different types of labor include production labor and service labor. An example of production labor is the classic factory worker. Service labor includes people involved in providing a service, such as doctors, lawyers, accountants, sales people, mechanics, and plumbers.

Management is another example of a human resource. As organizations became more complex with the onset of the Industrial Revolution, employees were required to oversee and manage the masses of workers engaged in the production process. Management is a resource that is used to facilitate efficient and effective production or operations of a school business so that it can accomplish its goals. Rather than being directly involved in production or services, managers coordinate, monitor and direct employees engaged in the production or service. Examples of management include a direct supervisor all the way up to the president of a large multinational company.

Nonhuman Resources

Land, like labor and capital, is a classic factor of production. Land is all real estate and all natural resources on or in it, such as trees, minerals, elements, metals, gems, natural gas, thermal heat, oil, coal, water, and crops.

A school system is an establishment including the plant and equipment for providing education from kindergarten through high school (NOUN, 2008). The primary goal of any school system is to provide the society with the requisite manpower for development and to enhance quality of the living conditions of their products. The democratization of education in the country has led to remarkable increase in the number of schools all over the nation that almost every community in Nigeria has either a primary or secondary schools or both while some have tertiary institutions which people recognize as places of acquiring relevant knowledge. Obiakor (2023) opined that a school as institutions for teaching and learning has various goals and objectives that include the following:

(i) Cognitive goals: The school is expected to produce individuals equipped with empirical knowledge and mastery of technology.

(ii) Moral or Value goals: The school is expected to produce

citizens which are equipped with the proper values for their participation in the development of the society.

(iii) Integrative goals: The school is expected to produce well adjusted individuals, skilled in inter-personal relationship.

(iv) Social mobility goals: The school is expected to promote upward mobility and social betterment of the individual. The social mobility goals are capable of overcoming the disadvantages of poverty, social, cultural and ethnic backgrounds.

Every educational system at every level depends heavily on teachers for the execution of its programmes. Maintaining and improving educational standards is only possible through teachers.

A teacher is a person who teaches or instructs and provide education for learners thereby helping them to acquire new knowledge and making them useful to themselves and the society. The teacher is a crucial component of any educational system because no organized education can take place without the teachers. The teachers implement educational policies, the curriculum and play significant roles in the attainment of the objectives of any educational system. A teachers role may vary among cultures, they may provide instruction in literacy and numeracy, craftsmanship or vocational training, arts, religion and civic community roles. These roles make a teacher the greatest aid to learning and the most indispensible entity in the school which should be comprehensively trained and supported to flawlessly and proficiently perform the teaching duty.

The utilization of teachers to achieve maximum result is dependent on the availability and accessibility of school materials. To aid the utilization of teachers, they should be availed the opportunity for in-service training for career improvement and development. Such in-service training will enable teachers renew their knowledge for effectiveness on their jobs and enable teachers to be efficient and be properly utilized in the school system to fast tract the achievement of the educational goals..

Okendu (2012) assert that idea that human and material resources are to be assembled together by educational administration, within the school system for effective teaching and learning cannot be over emphasized. It is supported on this ground that, in secondary schools, the principals play the role of administrators and that of supervisors, even instructors and they also participate in teaching activities when necessary.

All staff, teaching and non-teaching should be made to realize their responsibilities of improving and developing instruction in the school system. This is possible through harnessing the available resources allocated to the schools to realize the goals of education. All materials and non-material factors that are necessary and are contributive to the attainment of goals in any institution are regarded as resources. The human component of resources interacts with certain facilities and equipment at certain time to bring about production of output. The quality and quantity of this output are to a greater extent dependent on the quality and quantity of resource input and the manner of

processing. By implication therefore input and output are significantly responsive to administration. Administrators of institutions have role to play in ensuring effectiveness and efficiency within and outside the institution, not only in the procurement or acquisition of resources but also in their organization, coordination, control and maintenance.

The concept of scarce resources is an economic one that attempts to rationalize spending in order to avoid waste. Educational wastages imply the inefficient utilization of education resources to achieve the educational goals. Observably, educational wastages include sickness/ill health, school drop outs, repeaters, non employment of school leavers, brain drain, and under utilization of various educational resources etc.

In a School system, wastages can be reduced through the establishment of health/medical unit to monitor the students' health, award of bursaries and scholarships to enable drop outs complete their studies, provision of relevant instructional materials to schools, organizing conferences, seminars and workshops for serving teachers on the improvement of teaching methods and techniques (Asabiaka, 2008).

Functions of School Principal

Usman (2014) highlighted that the functions of a School Principal is not restricted to mere controlling the staff of the school, its finances and curriculum and management, but includes other functions as highlighted below:

(i) Supervision/inspection of instructional activities in the school system to ensure that the proper pedagogic techniques are used in the instructional process.

(ii) Maintaining peaceful co-existence between the school, the community, relevant stakeholders and external agencies so as to boost the interrelationship between the school and the society.

(iii) Influencing and modifying staff and students behavior to yield the desired outcome in conformity with the expectation of the school and society.

(iv) Evaluating the effectiveness and efficiency of the school in utilizing the available resources to achieve maximum result thereby stimulating productivity and reducing wastages.

(v) Taking remedial action if the objectives are not being met by ensuring that non conformities are timely identified, sanctioned and corrected appropriately through improvising and the application of the required tactical and technical inputs to ensure that the educational goals are achieved.

Classification of Education Resources According to NOUN (2009),

Economic resources based on their nature are basically classified into the following categories: (a) Material/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

educational system, the physical resources would include the classrooms/lecture rooms, staff offices, vehicles, health centers, library, laboratory, and so on, which directly or indirectly contribute to the achievement of goals.

Material/Physical Resource Management in School:

School physical resource management has a direct impact on the learning environment and is a key determinant of educational outcomes. It is therefore critical that school physical resource management practices align with the school improvement plan by linking school assets to basic education service delivery standards and strategies. Facility maintenance entails providing clean and safe environment for teaching and learning. It also involves provision of adequate facilities for teaching and learning. According to Asabiaka (2008) the following type of maintenance should be adopted in the facility maintenance plan. These are preventive, routine, emergency repairs, and predictive maintenance.

(i) Preventive maintenance - This is a type of maintenance carried out on school facilities to avoid breakdown and ensure optimal performance of the facility. Up to date information about the facility is required to serve as a guide for the maintenance team. Preventive maintenance saves cost and time. It is usually an integral part of the management practice in societies where maintenance culture is well established. Decisions on preventive maintenance are collectively made and implemented.

(ii) Routine maintenance- This is carried out periodically as scheduled by the school managers. Facilities may be serviced monthly, quarterly or even annually depending on the agreed schedule. Manufacturers guide provide information on the nature and maintenance intervals. School managers comply with these guides to avoid breakdown of the equipment.

(iii) Emergency Repairs- This is very common in the management of school facilities in societies where maintenance culture is not well established. It takes place when a facility breaks down and urgent measures or steps had to be taken to remedy the situation. In this regard, collective decision-making may not be possible because there may be limited time to bring together all the necessary individuals to make decisions. It is also expensive because due to lack of maintenance, the extent of damage may demand total replacement of the facility or high cost of repair. In some cases, the breakdown may cause injury or even death to staff and or students of the school. The resultant effect may be high insurance premium or prevent the use of the facility for teaching and learning until repair had been effected. School managers should proactively develop and implement facilities management plan for addressing facility needs.

(iv) Predictive Maintenance-This involves the use of computer software's to predict equipment

failure based on age, user demand and performance measures.

Financial Resources

Financial resources are the funds required for the smooth operations of a school and are regarded as the life-wire of any system. It is indeed a more critical facet with which other factors of administrations are created, maintained and sustained. In school administration, funds are necessary for the procurement of facilities, equipment, electronics and communication gadget needed for effective performance. Apart from this, funds are needed to pay the salaries of administrative, academic and non-academic staff. A robust financial allocation for school administration would not only enhance goals attainment but its sustainability. Plan and policy implementation are responsive to funds availability. Funds are needed for the acquisition of fixed and current assets and to settle current liabilities and expenditures incurred in the course of administration.

Financial Management in Schools

Financial management covers such areas as the procurement of funds, their allocation, monitoring their use in the interest of accountability and producing financial reports for the relevant stakeholders. Effective financial management ensures that:

- All financial regulations and procedures are complied with,
- All financial transactions are recorded accurately,
- Adequate controls are in place to ensure that expenditures do not exceed income, and
- Only authorized expenditures are incurred.

Financial management is, therefore, an integral part of the responsibility as an education manager because, without good financial management practices, schools would find it difficult to achieve their goals.

Role of School principal in Financial Management:

The ultimate accountability for the effective management of school finances lies with the office of the manager. As an education manager, you should:

- Allocate funds to various activities in accordance with the budget;
- Authorize the disbursement of school funds;
- Administer school funds both lawfully and morally;
- Determine a school budget in consultation with other stakeholders such as heads of department, senior teachers and the Board of Governors; and
- Ensure that the school has the funds it needs and that those funds are used effectively and efficiently.

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 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 stands as

an effective tool necessary for the organizations effectiveness in realization of set out objectives and goals (Ugwulashi,2012).

Significance of Time Management for School Administration. Proper time management in the workplace has a number of positive effects, ranging from making you a more focused and valuable employee to reducing the stress of your job. Time is a precious commodity on any job. Employers appreciate employees who can get the maximum amount of good work done in the minimum amount of time.

(i) Setting Priorities and Goals Prioritizing and setting goals are very effective time management skills that can be practice at work every day. The concepts help in setting a scale of preference by identifying the tasks or workload that need to be done first before other schedules of lower importance. It makes it easier to keep track of any due dates that are mandated for the accomplishment of any giving task. Prioritizing and setting goals in a school system can assist the staff in becoming a more productive employee by ensuring that all of the work items are addressed in a timely manner (Kalu, 2012).

(ii) General Life Improvement Another positive side effect of practicing time management is that it helps to improve work – life balance. The skills that are learnt and use at work can also translate into personal life improvement. Individuals will be better able to prioritize daily tasks, create a workable schedule for busy times and also have some time to relax. A less hectic home life can help improve one's professional performance.

(iii) Reducing Stress and Negativity Two things that can severely impact on work performance are stress and negativity. Practicing good timemanagement techniques helps to reduce stress by keeping work on schedule and in good shape to meet approaching deadlines. When a staff is less stressed, he/she is also less likely to feel negatively about the job. Having a negative attitude at work can hurt ones career because employers want personnel who are enthusiastic about their work. Because proper time management helps you accomplish more in the allotted time, it can help you adopt a more positive attitude in the workplace.

(iv) Productivity and Performance. Time management in the school environment increases productivity. With higher focus on projects and timelines employees will find more efficient ways to complete tasks. Also employees who have a hard time in finding solutions for completing tasks will seek help sooner instead of later. Employee Performance will increase as a result of increased productivity.

(v) Developing Employees Practicing good time management helps staff perform better at his job because he less likely to feel the stress and pressure of bumping up against important deadlines. Leaders who are strong at managing time will have the ability to schedule the rights tasks with the right time frames. Also leaders can make sure that their employees understand that tasks are expected to be completed and without excuses. These can actually train and developed staff at the same time. The new employee will learn the process along with what are the expectations of a leader. The extra time given to developing colleagues will have a positive impact on the entire school. Time management philosophy tends to x-ray the importance and appropriate utilization of time as a resource in accomplishing organization objectives and goals. Managing time appropriately leads to achieving results easily with limited resources (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 is 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. The 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. According to Likert (1969) all activities of any institution are initiated by the persons that make up that institution. Plant, offices, computer, automated equipment and all inputs that an institution uses are unproductive except for human effort and direction.

Elwood and James (1996) observed that in governing human resources three major trends are typically considered, they include:

a. Demography.
   The characteristics of a population/workforce for example age, gender or social class. The type of trend may have an effect in relation to pension offering, insurance packages etc.
b. Diversity.
   The variation within the population/workplace changes in the society now mean that a larger proportion of organization is made up of "baby boomers or old workers in comparison to thirty years ago. Advocates of workplace divert advocates an employee base that is a minor reflection of the make- up of the society in so far as race, gender, sexual orientation etc.
c. Skills and Qualification: As industries move from manual to more managerial profession, so does the need for more

highly skilled graduates. If the market is tight (i.e. not enough staff for the job) employers must compete for employees by offering financial rewards, community investments etc.

Every aspect of an institution's activities is determined by the competence, motivation and general effectiveness of its human resource. It is noteworthy that the quality of human resources in any educational system determines to a great extent the quality of the system itself and professional staff in particular are crucial to the formulation and successful implementation of the education policies and programmes in any country. (Nakpodia,2010).

Relevance of Human Resources Management (HRM) in School principal. A school cannot build a good team of working professionals without good Human Resources. The key functions of the Human Resources Management (HRM) team include recruiting people, training them, performance appraisals, motivating employees as well as workplace communication, workplace safety, and much more. The beneficial effects of these functions are discussed thus:

(i.) Recruitment and Training: This is one of the major responsibilities of the human resource management team. The HR managers come up with plans and strategies for hiring the right kind of people. They design the criteria which is best suited for a specific job description. Their other tasks related to recruitment include formulating the obligations of an employee and the scope of tasks assigned to him or her. Based on these two factors, the contract of an employee with the company is prepared. When needed, they also provide training to the employees according to the requirements of the organization. Thus, the staff members get the opportunity to sharpen their existing skills or develop specialized skills which in turn, will help them to take up some new roles.

(ii.) Performance Appraisals: HRM encourages the people working in an organization, to work according to their potential and gives them suggestions that can help them to bring about improvement in it. The team communicates with the staff individually from time to time and provides all the necessary information regarding their performances and also defines their respective roles. This is beneficial as it enables them to form an outline of their anticipated goals in much clearer terms and thereby, helps them execute the goals with best possible efforts. Performance appraisals, when taken on a regular basis, motivate the employees.

(iii.) Maintaining Work Atmosphere: This is a vital aspect of HRM because the performance of an individual in an organization is largely driven by the work atmosphere or work culture that prevails at the workplace. A good working condition is one of the benefits that the employees can expect from an efficient human resource team. A safe, clean and healthy environment can bring out the best in an employee. A friendly atmosphere gives the staff members' job satisfaction as well.

(iv.) Managing Disputes: Conflicts are almost inevitable in an organization. In a School there are several issues on which disputes may arise between the employees and the employers. In such a scenario, it is the human resource department which acts as a consultant and mediator to sort out those issues in an effective manner. They first hear the grievances of the employees. Then they come up with suitable solutions to sort them out. In other words, they take timely action and prevent things from going out of hands.

(v.) Developing Public Relations: The responsibility of establishing good public relations lies with the HRM to a great extent. They organize business meetings, seminars and various official gatherings on behalf of the school in order to build up relationships with other sectors of the economy. Any organization, without a proper setup for HRM is bound to suffer from serious problems while managing its regular activities. For this reason, today, companies must put a lot of effort and energy into setting up a strong and effective HRM.

Relevance of Community Resources in School principals Administration

(i) Leveraging community resources and local partnerships supports high quality academic and enrichment opportunities by broadening the experiences that may be typically offered to students and by expanding access to local expertise.

(ii) Better aligning and utilizing these resources can also help the school system identify and access low-cost services and facilities to support learning opportunities on an off school sites. Likewise, community based activities can help students fulfill desired learning outcomes in a manner that is more engaging than traditional textbooks and assignments.

(iii) The use of community resources can further enhance the school curriculum through expanding the goal of environment education by preparing students for the real world and helping students to become "world class" citizens.

(iv) Community resources can help teachers teach effectively by providing motivation to students, helping students achieve learning objectives and exposing students to positive role models and real life situations. It enables the students to see the connection between the classroom and the real world.

(v) Community resources such as hospitals, markets, parks/recreation and other entities can effectively maximize opportunities for students, teachers and the school system.Furthermore,through appropriate arrangement, the multipurpose facilities of the school (like halls, classrooms)

may be accessible to the community during or after school hours. Such synergy and integration effort is cost effective and fosters a sense of belonginess, security with the community thus improving school – community relationship.

Fundamental /Supporting Resources

Fundamental resources may appear trivial, but their non-availability can wreak havoc in a school system. They include: calendars, journals, periodicals, reference books, year planner, consumable items, cabinets, files, etc. All of these combine to influence effective performance of administrators on daily basis while supporting resources contribute to the effectiveness and efficiency of the combination of other resources. Apart from facilitating effective school administration, supporting resources also help in the processing of input to output and in the transfer of both the material and human resources from one place to another. They include electricity, which generates power for most machines and electronics, water, refrigerator, fans, cars, etc.

Challenges Associated with Resources Availability and Utilization in School Administration

A careful assessment of the school system in Nigeria reveals the some of the problems bedeviling the system which have been hindering the system from achieving its lofty goals: NOUN (2009) identified some perennial problems associated with resources availability and utilization in Nigeria schools to include:

(i) Shortage of Funds

This could account for the poor performance of administrators of academic institutions. At all levels of institution in Nigeria funds have always been inadequate and consequently there has been gap between the expected level and the actual attainment. Funds are necessary for the acquisition, securing and maintenance of other resources; once the supply is insufficient, production suffers. In this logic, government and private individuals should prioritize education sector and its administration, more especially in the area of finance so as to be able to meet their recurrent and capital expenses.

(ii) Political Issues

Politicians have hijacked resources allocated to education and thus their priorities were not directed towards the system. This had culminated in inefficiency in the system. The quality and quantity of resources allocation to educational system is determined by the concern that incumbent political leaders have towards the system. Over the years, the “Kick-back” scenario that dominates approval of allocation among political leaders has not been going well with the educational industry in Nigeria.

(iii) Misuse of the School Facilities
School personnel could misuse the physical and material facilities in the school either intentionally, ignorantly or due to lack of technical knowhow. There could also be neglect and overuse of school facilities due to improper planning.

(iv) Poor Management Some Administrators of institutions are not left out from mismanagement acts and corrupt attitude as regards funds allocated to their institutions. The tendency and urge to become wealthy often lead to such practices. Pilfering of school facilities, lack of maintenance and proper inventory are all managerial problems associated with the availability and utilization of resources.

(v) 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 thereby by encouraging unprofessional conducts in the school. The leadership style does not emphasize checks and discipline as such no one is held liable for damage of school properties.

(vi) Supply of sub standard educational resources: Corruption in the system has on some instances encouraged the supply of sub standard resources (which hardly withstands the taste of time) to schools. These resources are usually not effective to facilitate the teaching process because they are easily damaged.

(vii) Inadequate facilities: School facilities are the material resources that facilitate effective teaching and learning in schools. The state of infrastructural decay in many secondary schools in Nigeria is a manifestation of poor funding of the system. Ahmed (2003) revealed that in most of the nation's schools, teaching and learning takes place under a most unconducive environment, lacking the basic materials and thus hindered the fulfillment of educational objectives.

(viii) Low staff morale: Teachers are the centre-piece of any educational system. No education system can rise above the quality of its teachers. Teachers whose morale is low are not likely to perform as expected in the school system. According to Ajayi and Oguntoye (2003), the numerous problems permeating the entire educational system in Nigeria such as cultism, examination malpractices, drug abuse, indiscipline, persistent poor academic performance of students in public examinations and many more seem to suggest that teachers have not been performing their job as expected. When teachers are not motivated, their level of job commitment may be low and the objectives of the school may not be accomplished(Ekundayo,2010).

Practical Solution to the Identified Problems

a. School administrators should be encouraged to develop method of prudent resource management to increase the efficiency in the use of available resources.
b. In-service training and refreshing courses should be organized on regular basis for school's administrators and personnel in all the institutions.
c. The government has to increase the quality and quantity of resources (human, financial and material) allocated to schools. Also, the government should attempt to bridge the wide variation in resources availability to educational institution by putting in Place a resource allocation parameter that will provide adequately for schools.
d. Individual personnel in the school should develop a positive attitude in the use of the physical facilities provided for the Schools.
e. Government at various levels, educational administrators and planners should mount special campaigns presumably through special appeal or the use of the press to create awareness of the importance and the need for proper utilization and maintenance of school resources.
f. Regular supervision will enhance early detection of problem of any sort concerning the available resources and thus prevent breakdown of facilities. It will also enable proper utilization and maintenance of the facilities.
g. Modern facilities should replace the old ones and personnel should be given enough training in their utilization. This will make them more effective and efficient in the discharge of their duties.

Conclusion

Accessibility of education resources has always been regarded as an essential and integral part of school administration and basically geared towards the improvement of all other factors in teaching and learning process thus ensuring qualitative service delivery by the school to the society. The success of the schools in Nigeria 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.

In subscription, the study focused mainly on Based on the results and discussions of the study the following conclusions were made:

1. There was a positive relationship between Principal's Effective Management of School Economics Resources as Correlate to Teacher's Job Achievement in Public Secondary Schools in Ebonyi State
2. There was a positive relationship between controlled school climate and teachers' job commitment in secondary schools in Ebonyi State

Recommendations

The following recommendations were made based on the findings of the study.

1. Workshops should be organized for principals and teachers to help them adopting needed techniques over economic resources in school.

2. Government should try to provide schools with the necessary resources needed by the schools principals to combat embezzlement of fund in the school system.
3. The various arms of the government especially those in charge of secondary education in the areas and state should try to provide schools with the necessary resources needed by the schools principals in operating open climate in the school.

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