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## *Review*

# **Higher educational resources in Nigeria: A managerial analysis**

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**This paper examines the higher educational resources available in Nigerian tertiary institutions. It categorizes them and further breaks each category into typologies. The significance of which is to draw attention of stakeholders and enlighten them for sponsorship, scholarship as well as effective and efficient utilization and management. The paper concludes that higher educational resources are very important for the achievement of higher educational goals and objectives hence recommends their professional management, staff and students prudent utilization and provision by all stakeholders to ensure constant availability.**

**Keywords:** Nigeria, Higher, Educational, Resources, Managerial, Analysis

## **INTRODUCTION**

All over the world, higher educational institutions are the places where the highest forms of certificate, diploma and degrees are awarded only to successful students who have satisfied the individual lecturers in character and learning. Before their graduation, the students must have undergone numerous trainings and passed series of examinations and tests as well as done various assignments and exercises. The implication of all these is that both the teachers or lecturers as well as the management of these institutions have used the available resources to achieve the desired results. However, in Nigeria, it is not very uncommon to hear that the graduates from these higher or tertiary institutions are "half-baked". Also it is not uncommon to read in the dailies about the non availability of infrastructural facilities as well as ineffective management of the few available resources.

The questions that beg for answers therefore become which types of educational resources are or are not available in Nigerian higher educational institutions and what efforts should be put in place to ensure their availability as well as their effective and efficient management to achieve the expected goals and objectives.

## **PURPOSE**

The main purpose of this paper is to specifically categorize educational resources available in Higher Educational Institutions in Nigeria. By so doing, their broad nature shall be split, named and analyzed. In this wise, existing and potential stakeholders in Nigerian higher educational development and

advancement, it is hoped, shall be enlightened and their attention drawn to desired specific areas for consideration in terms of sponsorship and scholarship. Also, the analysis shall enhance professional handling as well as effective and efficient management of each category of higher educational resources by the students, staff and management of these tertiary institutions.

### **Approach**

The purpose of this paper shall be achieved through extensive related literature review and document analysis. Also consultations and interviews shall be held with colleagues and responsible officers in some of the federally, state and privately owned tertiary institutions in Nigeria. Finally, the experiences of the writer as a diligent member of staff both as a non teaching and teaching staff in a federally funded University in Rivers State since January 1989 till date including as a student: undergraduate and postgraduate, shall be very much capitalized upon. It is believed that the combination of these methodologies shall hopefully produce an acceptable and comprehensive analysis of Higher Educational Resources in Nigeria for effective and efficient management to achieve predetermined goals and objectives.

### **Resources**

Resources as a word was publicly used in 1779 (Murray, Bradley, Craigie and Onion: 1970). The meaning then was restricted to national possessions, the collective means possessed by any country for its own support or defence. Since then there has been different definitions of resources. Thorndike and Barnhart (1979) defined resources as the actual or potential wealth or indeed any supply that will meet a need, enable success to be made or enable a difficult situations or trouble to be got out of. Hornby (2001) stated that resources are all the things available for an individual, a group of individuals, an organization, institution, association and any combination thereof, to be used for the purpose of achieving pre-determined aims and objectives. The above imply that there are many types of resources. Thus, there are Natural Resources, Allen (1959); Industrial Resources, Zimmermann (1951); economic resources, Gbosi (2003); Manpower resources, the Nigerian Institute of Management (1985); Abiotic and Biotic resources (Kinako, 1990), National resources (Buhari, 1985) and Education Resources which in the subject matter of this paper.

### **Educational Resources**

Okunola (1986) and Agun (1988) defined educational resources as the sum total of everything that goes into the educational system to encourage, support, promote and facilitate the teaching-learning process. Presently, Nigeria operates the 6334 system of education whereby 6 years are spent in the primary schools, 3 years in the junior secondary, the next 3 years in the senior secondary while the last 4 years are spent in the tertiary or higher institutions. However, this author is of the view that there are 5 levels namely, pre-nursery, nursery, primary, secondary and tertiary levels of education in Nigeria that holistically and completely handle the educational needs of every individual from the day of birth till the day of death. Educational resources at the higher or tertiary level is the focus of this paper because it is at this level that all the members of staff of all the other levels obtain their highest training, certificates, diplomas and degrees.

### **Higher Educational Resources**

Higher educational resources are all the living and non living things, touchable and untouchable, seen and unseen, used in a higher educational institution for the purpose of effectively and efficiently achieving the pre-determined goals and objectives for which that particular higher educational institution was established for. The above definition requires the need for categorization. In Nigeria, and indeed for the purpose of this paper, categorization of higher educational resources is the classification of higher educational resources into two and the sub classification of each class into further two and do so. This categorization, classification, sub-classification and so on is the managerial analysis of higher educational resources that will enhance effective and efficient management for goals achievement particularly in higher educational institutions and generally in education. For example, one suggested categorization of Higher Educational Resources is the (1) Human Resources and (2) Material Resources.

### **Human Resources of Higher Education**

The human resources of Higher educational resources in Nigeria are all the individuals and/or group(s) of individuals who are directly involved in the teaching – learning process for the purpose of achieving effectively and efficiently the predetermined goals and objectives of higher education. The human resources of higher education in Nigeria are sub-classified into (1.1) Staff and (1.2) Students.

## Staff

The staff constitutes all the various types of workers employed or engaged for the work of the higher educational institution. All the workers in higher educational institutions are further classified into: Teaching Staff and Non Teaching Staff.

The teaching staff are workers in higher educational institutions who actually by qualification stand in front of a class of students, to teach them, examine them, test them, assess them, evaluate them and must be satisfied that an individual student is found worthy in character and learning to be so awarded the appropriate certificate, diploma or degree (Ibeh, 1990). The only qualification for teaching in a higher institution is a doctorate degree in philosophy of any particular field. Only the doctorate degree (Ph.D) holders are rightly and legitimately called lecturers. Professors are those with agreed acceptable publications, years of graduation and experience. The teaching members of staff, for trade union purposes, form themselves into the Academic Staff Union of Universities (ASUU), Anikpo (2011).

The non-teaching staff of tertiary institutions are the Human Resources in the higher educational system who are not engaged in the direct teaching of the students. Accordingly, they do not set examinations for students; they do not mark their scripts and award them grades or scores. They are generally in charge of all the management functions such as the Bursary, Registry, Works, Transports and Security maintenance. For trade unionism purposes, they form themselves into the Senior Staff Association of Nigerian Universities (SSANU) for the senior members of staff, and the Non-academic Staff Union of Universities (NASU) for all the junior members of staff. Just recently, another breakaway group known as the Association of Senior University Technologists of Nigeria (ASUTON) has occurred. These staff operate in the university laboratories for physical demonstrations during workshops and practicals by the teaching staff and students. Perhaps it is these breaks and breakings-away that make the non-teaching staff weak and unable to make any significant influence over some unacceptable government policies and decisions on matters adversely affecting university educational operations and trade unionism in Nigeria.

The non-teaching staff are classified further as Industrial Trainee (I.T) workers or students on Supervised Industrial Works Experience Scheme (SIWES). National Youth Service Corps (NYSC) members, Junior and Senior Staff. They could also be part time, full time or contract staff. It is very important to note that the appointment of a professor, for example, as a Vice Chancellor and vested with the

overall responsibility of headship of the management of the university, does not in any way or manner make him a non-teaching member of staff. The value placed on the human resources in the tertiary educational system of operation is a function of staff classification or categorization.

## Students

Students are the direct and main beneficiaries of the educational system, Donald and Hoskinson (1978). They also include clients that universities consult for. They constitute a greater proportion or percentage of the Human Resources of Education. They form the basis for evaluating the effectiveness and efficiency of the staff both in their own performances and that of the other educational resources, Adaralegbe (1969). Students are sub-classified as fresh students and continuing students.

Fresh students are the just admitted students to an educational institution. They are the new students into the educational system. In the case of the tertiary institution or higher system of education they are also called, the year one students. Sometimes they are referred to as Part One Students. They come in through different sources namely, Joint Admissions and Matriculation Board (JAMB); internal University preparation programme called Basic studies; Advanced Level Certificates Examinations (A-level); University Diploma Examinations; University First Degree; General Certificate of Education (GCE) programmes and recently National Examinational Council (NECO), Senior Secondary School Certificate Courses (SSCE) and other Certificates and remedial programmes acceptable by the university concerned, (JAMB 2003). Some of these fresh students may be part-time while others may be full time.

Part-time students are those students that combine studies with other activities such as working and receiving monthly salaries and as such may spend longer duration for a particular programme of studies. An example of part time students includes all sandwich students who are mainly teachers that come in to study for their various educational degrees only during normal school holidays and long vacations. Others are civil servants and private employees who only come to study for various educational degrees at their weekends. Full time students are not expected to engage themselves in other activities outside the normal courses for studies. Thus for a particular programme, for example, a full time student may spend a minimum of four years for completion, while a part time student may require 6 to 7 years for completion, all things being equal. Thus fresh students could be

certificate, diploma, undergraduate and postgraduate students.

A full list of all fresh students admitted in a particular year of study in a particular institution is normally written in the Matriculation Register and signed individually by them. They are also required to attend an orientation course that ends with the matriculation ceremony. This matriculation ceremony concludes the registration exercise of fresh students as full members of the institution. It is from this matriculation register, if properly maintained, that one can say for sure and on the spot too, how many students are there by year, sex, local government area, state of origin, nationality and by age in a department, faculty and in the entire institution, without spending hours, days, weeks and even months of calculations, consultations, referencing and meetings. These fresh students automatically graduate to become the continuing students at the next academic session.

The continuing students of any educational system are all other students who are not fresh students in that particular institution. They may be classified similarly according to their programmes or courses of study but definitely they are not year one students. Continuing students are also referred to as returning students. Returning students compared with the fresh students are the more difficult to manage. This is because, having spent more than a year in the institution, may naturally feel very stuff, proud and arrogant. This feeling may increase as the year of study increases. For example, Kolawole (1998) reported that 32 continuing students were dismissed from their institution for being deeply involved in secret cult activities on campus. Like in the case of fresh students, continuing students are listed faculty by faculty and in these faculties, department by department; and in these departments, year by year. This is done in such a way that each student can be traceable to a particular course or subject of study. This creates room for accountability arising from the optimum use of allocated educational resources. Particularly, as each of these students needs to be identified, allocated with specific material resources and assisted by the human resources to ensure that both the individual student's and the institution's goals are achieved. Hence the members of staff have a lot of work to do with the students, on the students and for the students if the goals and objectives of tertiary education are to be achieved.

### **Material Resources of Higher Education**

The material resources of higher educational resources in Nigeria are all the other higher educational

resources excluding the human beings. In other words, the material resources of higher education include everything except everybody involved in the teaching-learning process for the purpose of achieving effectively and efficiently the predetermined goals and objectives of higher education. They are sub-classified into 2.1 Financial material resources of higher education and 2.2 Non financial material resources of higher education

### **Financial material resources of higher education**

Favel (1976) had argued that every resources is financial since every business is about money or money's worth. According to Favel, every transaction can be quantified in monetary or financial terms. However, Werton and Brigham (1979) has indicated that goodwill or good image and name are also financial since credit worthiness is the ability to raise money without the physical cash being visibly exchanged. Thus Koontz and Weihrich (1989) had opined that educational institutions had developed the culture of setting up commercial ventures, units and business outfits and centers as a means of raising funds for the growth and stability of the system. Some examples of such commercial ventures and strategic business units in Nigerian universities include: Colleges of Continuing Education (CCE), Demonstration Secondary Schools, Staff Primary Schools, Daycare Nursery/Kindergarten Centre, Filling Stations for Fuel. Diesel, gas and Kerosene, Guest houses and Homes, Restaurants and Staff Canteens, Investments and Business Shopping Centres, Professional consultancy centers, Motor mechanic Shades and Garages/Workshops, Science and Engineering Workshops and units, Computer Services Centres, Internet Browsing Centers, Communication: Paid phone service, E-mail Service Centres, Research and Development Centres. This was also confirmed by Asechemie (1999) when he put it clearly that there are various sources of funds for tertiary educational goals achievement. Welton (1981:90-108) confirmed the role of credit worthiness as an item of educational resources when he stated and recommended a critical relationship between the heads of educational institutions and educational authorities, while Bright (1999) indicated that I owe you (IOU), loans, written pledges and other forms of goodwill may allow activities to be carried out and operations go on without the actual exchange of physical cash. On the other hand, physical cash is very important for the achievement of the goals of education for which so many names have been given to its non availability- "inadequate funding" (Meenyinikor: 1998, Eke: 1988);

“Financial Constraints” (Adewole: 1987); “Lack of adequate funding” (Balogun: 2001); “Cost of Funding” (Stein: 1979) or “lack of financial resources:” (Freed and Klugman: n.d), they are usually referring to the non-availability of physical cash. Most tertiary institutions endowment funds and donations are in the form of physical cash. Thus, to confirm the recognition of the power of physical cash on the quality of university education in Nigeria, Zuofa, Tawari and Koko (1999) recommend that government and well-meaning Nigerians should aid university managers in terms of adequate funding.

### **Non financial material resources of higher education**

The Non-financial material resources of education are all the things that go into education that are not financial and are not human. They are all the things that money can buy and price tags can be stuck on them. Firstly, the perishable educational material are the educational material resources that money can buy and may disappear as human beings use them in education. They are normally referred to as the consumables or perishables. They are like the stock-in-trade items in a trading organization or work-in-progress items in a manufacturing concern (Wood, 1980 and Thornton, 1978). Their disappearance may be due to usage, obsolescence, or out-datedness. For example, birros, pencils, chalk, and other items of stationery may disappear due to usage. But on the other hand, journals, periodicals and textbooks may be obsolete due to the arrival of new editions and new or improved publications. Also some computer software and programmes may be completely obsolete due to the emergence of newly discovered packages that may be efficient and effective in terms of output, costs-saving, attractiveness and availability.

Secondly, the durable educational materials are the material resources of education that money can buy and may last in the system for a year and more. They usually cost of lot of money per item and can be maintained by repairs and regular servicing. Such treatment ensures their durability and elongation of life span. Once such an item is procured, prudent tertiary institutional management will use some financial management techniques to set aside certain amount each year towards its replacement, upkeep and maintenance (Etuk-Udo, 1993, Vickery, 1973 and Favel, 1976). Examples of the durable material resources of educational institutions include the motor cars and vehicles of the principal officers, Deans and Head of Departments, HODs; the plants and equipment in the various laboratories and workshops, fixtures and fittings in the various lecture halls and

offices; the lecture halls; buildings and offices and the land on which the entire tertiary institution stands. They are the fixed assets of the tertiary institutions in Nigeria. In cases where all the required fixed assets cannot be acquired due to perhaps no-availability of physical cash, they may be borrowed. In such a situation, only a little amount called rent could be paid to the owner for the use of such an asset.

### **CONCLUSION**

The availability of higher educational resources in very vital for the achievement of tertiary educational goals in Nigeria. Also, the comprehensive categorization, further classification and sub classification of the these higher educational resources will go a long way to enhance the effective and efficient management of these higher educational institutions. Consequently and sequel to the managerial analysis of the higher educational resources, the attention of all the various stakeholders may be drawn to specific areas of interest for provision, sponsorship, scholarship, donation and other forms of assistance. Furthermore, specialization which comes as a result of professionalization in the handling and care of one particular type of resources ensures the achievement of the desired goals and predetermined objectives through the avoidance of waste, carelessness and inefficiency.

### **RECOMMENDATION**

Based on the conclusion of this paper, the following recommendations are hereby made.

1. There should be a comprehensive categorization or classification of all higher educational resources in all Nigerian higher educational institutions in line with the suggestions made in this paper.
2. The categorization or classification of all higher educational resources in all Nigerian educational institutions should be in uniform and the same.
3. All stakeholders of higher education in Nigeria should be educated about these categorizations so as to draw attention to specific areas of interest for sponsorship, scholarships and other forms of assistance including maintenance.
4. The management and handling of these categorized higher educational resources should be left only in the hands of professionals and qualified or experienced member of staff so as to avoid damage, wastage and misuse.
5. Where appropriate, all higher educational resources should be properly identified by very unique numbers and these should be very conspicuous. For

examples, all staffs, students and visitors should wear their identity cards while other assets should be properly labeled and numbered.

6. All higher educational resources should be inventoried, registered and updated as at when necessary. Such lists and updates should be conspicuous at appropriate offices, halls, rooms auditoria and at other appropriate locations. Any inconsistency and discrepancy should be queried and investigated and appropriate punishment should be prescribed.

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