RELEVANT SKILLS FOR EDUCATIONAL RESOURCES MANAGEMENT AND TERTIARY EDUCATIONAL GOALS ACHIEVEMENT IN IMO STATE, NIGERIA

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Abstract
This study investigated the relevant skills for educational resources management and tertiary educational goals achievement in Imo state, Nigeria. The study employed a descriptive survey design guided by two research questions and two null hypotheses. The population comprised 1,393 academic and management staff of three state owned tertiary educational institutions in Imo State, Nigeria. A sample of 388 comprising 307 academic staff and 81 management staff were drawn through stratified random sampling technique in the area of the study. The reliability index coefficient was established at 0.81. A structured questionnaire on "Relevant Skills for Educational Resources Management and Tertiary Educational Goals Achievement" (QRSERMTEGA) was the instrument used. The data was analyzed using mean scores and standard deviation, while t–test statistics was adopted to test the null hypotheses at 0.05 level of significance. The findings among others revealed interpersonal skill, human relations skill, conceptual skill, technical skill, decision-making skill, communication skill and evaluation skill as the skills required in educational resources management for tertiary educational goals achievement. The study concluded that the available educational resources required for tertiary education must be properly allocated according to needs and activities of various units and department in tertiary educational institutions and the educational managers and administrators must acquire and possess knowledge of relevant skills that will enable them carry out educational resources management effectively for tertiary educational goals to be achieved. The study recommended that Ministry of Education should ensure that educational resources are adequately provided and properly allocated according to needs and activities of various units/departments in tertiary educational institutions and educational managers/administrators should regularly embark on resource management skills' training to enable them improve on their existing skills and to acquire new knowledge on skills required in educational resources management.

Keywords: Skills, Educational Resources, Management, Tertiary Education, Goals Achievement.

Introduction

Education is globally acknowledged as one of the most essential means through which individuals and nations grow and develop their potentials and the society. Education attracts reasonable attention at all levels of government and the society. Abiogu (2014) submitted that education attracts acknowledgeable attention at the family, community, state and federal government levels. Education is of great importance in the achievement of goals. This is why the Federal Republic of Nigeria in her National Policy of Education (FRN, 2013:1) expressed the guidelines, objectives, standards, structures, strategies and management for achieving the national educational goals in Nigeria. Education is planned and administered with the aim of achieving specific goals in the society. The goals of education can mostly be achieved through the involvement of educational institutions such tertiary educational institutions. Tertiary education according to Meenyinikor, Ebirim, Jaja, Ilueme and Mbaji (2014) is meant for the growing adults of about 18years and above. Tertiary educational institutions cannot function as expected without resources and effective management.

Resources are very important element of educational goals achievement. Educational resources enable educational activities and practices to take place. Educational resources are the essential ingredients for effective performance of tasks and development of educational institutions for educational goals achievement. Ogamba (2021) noted that educational resources are assets available and anticipated for operations. They are human, materials, non-materials, school environment and community materials available in the educational environment to facilitate school administration and simplify teaching and learning activities (Usman, 2016). Educational resources are functionally managed with the limit of time available in carrying out educational activities and programmes in educational institutions. The major activities of educational resources management are resource planning, resource provision, resource utilization, resource maintenance, resource improvement, resource supervision and control. These activities according to Obi (2003) are central in the management process of educational institutions such as the tertiary educational institutions. However, educational managers and administrators cannot be able to deliver the required outputs of tertiary educational institutions programmes, activities and projects without the knowledge and applications of relevant skills in educational resources management.

Skill refers to the consistency attributed to the way of doing things. Osuala (2004) described skill as the ability to put into uses the acquired competences, attitude, and behaviour after an exposure to the theory and practices inherent in a field of study. Skill is the ability to understand and adopt certain unique styles in accomplishing tasks of an event to achieve its goals. Educational managers and administrators need certain skills to understand various educational resources, their problems and to adopt certain unique styles in managing them to accomplish various objectives of educational institutions in particular and goals of education in general. However, Akpan and Etor (2015) subscribed that educational resources management in Nigeria is faced with myriad of problems. These problems include but not limited to poor funding, corruptions, poor maintenance culture, poor planning, lack of trained personnel, cultism, non-compliance with carrying capacity, lack of effective supervision and

monitoring as well as lack of proper accountability. All these have implications for tertiary educational goals achievement.

Statement of the Problem

The issue of educational resources management is very crucial in achieving tertiary educational goals. Unfortunately, government rarely provides and allocates adequate resources to tertiary education in Nigeria. It is worrisome to observe that many tertiary educational institutions in the state lack adequate educational resources and the required available ones are not fully managed. Some dilapidated and uncompleted structures are common sight in the tertiary institutions. Students are often seen hanging in open fields unengaged. Most lecture halls and theatres are usually empty and unutilized while some equipment and facilities are not functional. Many commentators blame these on the lack of knowledge and applications of relevant skills in educational resources management. Tertiary educational managers and administrators need to understand certain skills required in managing educational resources for tertiary educational goals achievement. Therefore, this study seeks to investigate the relevant skills for educational resources management and tertiary educational goals achievement in Imo state, Nigeria.

Aim and Objectives of the Study

The aim of the study is to investigate the relevant skills for educational resources management and tertiary educational goals achievement in Imo State, Nigeria. The specific objectives are to:

1. find out the educational resources required for tertiary educational goals achievement in Imo State, Nigeria.
2. determine the skills required in educational resources management for tertiary educational goals achievement in Imo State, Nigeria.

Research Questions

1. What are the educational resources required for tertiary educational goals achievement in Imo State, Nigeria?
2. What are the skills required in educational resources management for tertiary educational goals achievement in Imo State, Nigeria?

Hypotheses

1. There is no significant difference between the mean scores of academic and management staff on the educational resources required for tertiary educational goals achievement in Imo State, Nigeria.
2. There is no significant difference between the mean scores of academic and management staff on the skills required in educational resources management for tertiary educational goals achievement in Imo State, Nigeria.

Significance of the Study

The study will enable the Ministry of Education to gain better and clearer insight into the educational resources required for tertiary education. It will also help the educational managers and administrators to know the various skills required in managing educational resources for the achievement of tertiary educational goals.

Conceptual Framework
Management
Management is a very broad concept that has received various definitions (Ossat, 2013). Ogbonnaya (2004), Alagbu (2008), Oluwuo and Nwabueze (2016) have explained management in terms of group of people in an organization while Obasi and Asodike (2007), Adeyemi (2009) and Nwankwo (2014) described management as a social process which has goals to be achieved. Nwaneri and Okonkwo (2021) defined management as the systematic and strategic manipulation of available resources in order to achieve stipulated goals and objectives. Management makes resources possible to be harnessed in an orderly manner that yields and produces required lasting results. Akpaku (2008) posited that management takes care of the appropriate functionality of every available educational resources required for the purpose of achieving educational goals of institutions. Management is the process of planning, organizing, coordinating, controlling and evaluating educational resources in order to achieve predetermined educational goal and objectives (Peretomode & Peretomode 2001). Relatively, Mgbere (2016) considered management as the coordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objectives. Through management, the available educational resources in tertiary educational institutions required to achieve educational goals are adequately planned and provided, properly allocated, efficiently utilized, effectively maintained and regularly improved within tertiary educational institutions for effective timely educational goals achievement.

Educational Resources
Educational resources are indispensable elements that are necessarily provided, utilized, maintained and improved for the achievement of educational goals. Usman (2016) referred educational resources as 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. Educational resources are supply of money, materials, staff and other assets that can be provided to educational institutions and utilized in order to achieve educational goals. They are the essential ingredients of effective performance of tasks and development of educational institutions as well as achievement of educational goals. In relation to this, Ogamba (2021) affirmed that educational resources are assets available and anticipated for operations. These assets according to Olelewe, Nzeadibe and Nzeadibe (2014) include funds dispensed and utilized, PTA levies, donations and internally generated revenue. Similarly, Akpomi and Nwamadi (2020) added school plants such as classrooms, lecture theatres, auditoriums, administrative block, laboratories, workshops, assembly halls, staff quarters, students' hostels and cafeteria among others.

Educational resources can be classified into tangible and intangible assets. Resources are tangible assets when they exist and can be quantified into human, land, capital and other forms of assets which can be seen, touch and transformed. In tertiary educational institutions, such assets as highlighted by Agabi (2010) include students, teaching and non-teaching staff, bursar, librarian, laboratory attendants, clerks, messengers, mail runners, gatekeepers, internet connectivity, educational administrators and planners. Other tangible resources include textbooks, audio-visual and electronic instructional materials such as computers, tape, recorder, video tape recorder, projector and other consumables like paper supply and writing

materials (Akpomi & Ordu, 2009). As intangible assets, resources exist in the form of skills, abilities, competences as well as available time and can be measured by the quality and quantity of outcomes they produce. All these infrastructural and instructional facilities are indispensable elements to carryout tertiary education plans and projects in order to achieve tertiary educational goals.

Educational resources are economic factors required to attain desired educational outcome. According to Akpan and Etor (2015) educational resources are essential components of educational system that have to be provided, efficiently managed and utilized for the achievement of educational goals and objectives. Educational resources can be in the form of money, materials, staff, energy, expertise, time among other things available in educational institutions which are useful to satisfying the educational needs and expectations. These resources are functionally managed within the limit of time available in carrying out the educational activities and programmes in tertiary educational institutions. Peretomode and Peretomode (2001) maintained that educational resources are valuables which are used to satisfy human and educational needs. Educational institutions require valuable time, quality staff and students, quality assets both visible and invisible form of assets to satisfy the desired needs and expectations of educational institutions towards the achievement of educational goals. Educational resources have values as such they are managed and used to satisfy educational needs and expectations as well as to achieve educational goals for which educational institutions were established.

Skills Required in Educational Resources Management for Tertiary Educational Goals Achievement
Skill is the consistency in the ability to perform an act or an activity proficiently. It is that expertness, practiced ability or proficiency displayed in the performance of a task (Afaor, 2012). Skill is a well established habit of doing things. It is the consistency attributed to the way of doing things. Osuala (2004) maintains that skill is the ability to put into uses the acquired competences, attitude, and behaviour after an exposure to the theory and practices inherent in a field of study. Educational managers and administrators need certain skills to understand various educational resources and to adopt certain unique styles in managing the various educational resources to accomplish various objectives of different educational institutions in particular and goals of education in general. According to Okorie (2000), possessing a skill entails demonstrating activeness as well as thinking and behaving in a specific activity in such a way that the process becomes natural to the individual through repetition or series of practice. Skill is the capacity to communicate and appreciate the views and feelings of others as well as the ability to adapt to any given situation to make a mark.

The possession of skills is not spontaneous. It involves certain levels of learning processes and development. Osinem and Nwoji (2005), remarked that the acquisition of skills varies with the nature, complexity and the type of activity. The acquisition of skills requires consistency in understanding the activities which the skills will be used for. Skill is a potential acquired by educational managers and administrators through various means such as management training, workshops and symposiums which is meant to ensure proficiency and competency in the performance of management functions with regard to educational resources management. With the application of relevant skills, the educational managers and

administrators will be able to manage the available educational resources in tertiary educational institutions with desired precision and certainty. When educational managers and administrators possess relevant skills for managing educational resources in tertiary educational institutions, they carry out resource management functions effectively and efficiently within the minimum possible time. This according to Afaor (2012) brings about attainment of the set objectives of educational institutions as at when expected. Ajayi and Oluchukwu (2002) emphasized that educational managers and administrators require the knowledge of certain management principles and skills that will enable them to carry out their duties creditably. Some educational goals are expected to be achieved through the activities of tertiary educational institutions. Akpan and Etor (2015) are of the opinion that educational managers need to possess technical skills, human relations skills, conceptual skills, decision-making skills, communication skills, diagnostic skills, analytic skills and organizing skills for successful management of resources.

Relatively, Yukl (2002) and Northouse (2004) discussed three particularly important categories of skills associated with resource management: namely; technical, interpersonal and conceptual skills. In the opinion of Akpan and Etor (2015) who stated that interpersonal skill is an important skill an educational manager possesses that enables the manager understand his staff and others as well as understand their communication process. The educational managers and administrators should have the ability to maintain positive understanding and ensure effective cooperation among staff and students in educational institutions. In view of the above idea, Asiabaka (2010) opined that school managers should possess the necessary human relation skills to assemble and utilize their relevant individuals for efficient facilities management. Expressing their view on the above assertion, Akpan and Etor (2015) contended that conceptual skills enable the educational managers and administrators to think in terms of model framework and broad relationship such as long-range plans for provision, utilization, maintenance and improvement of educational resources. In consonance with the above idea, Durosaro and Ogunsaju (2006) argued that educational managers and administrators must be able to have judging, decision making and communication skills for them to perform their roles effectively in resource management in schools. As described by Onyeike (2013), communication expresses ideas effectively and conveys meaning in an attempt to create shared understanding. Communication skill therefore enables the tertiary educational managers and administrators to disseminate the decisions taken on resource matters to those who will implement the actions to allow for free flow of ideas and information without conflict of purpose.

Decision making skills allows the educational managers and administrators to x-ray resources situations, identify resource problems and proffer alternatives that gear towards educational goals achievement. Oku, Emenalo and Okeke (2008) noted that every administrator of educational institutions require certain decision making skills that contribute to his or her effectiveness. Relatively, evaluating skill is seen as a skill for appraisal. Enyi (2003) held that evaluating skill is concerned with the general assessment of school programmes as well as staff and students' performance to determine the extent to which stated objectives are being achieved. Evaluating skill enables the educational managers and administrators to identify how far and well resources on ground are efficiently utilized to achieve the purpose for which educational resources are provided. No doubt, effective evaluation ensures smooth

investigation of resource problems. It takes only the educational managers and administrators with investigative ability to be able to evaluate resource conditions in educational institutions. Educational managers and administrators should have evaluating skill for making analysis of the various resources available in tertiary institutions for goals achievement.

In a related view, Ebong (2006) informed that evaluation can be diagnostic or prognostic. Evaluation determines the weaknesses of personnel and problems encountered in performing duties and what the future course of action can be taken on personnel. Evaluating skill enables educational managers and administrators to determine the factors responsible for difficulties and failures encountered in the provision, utilization, maintenance and improvement of resources. It also helps to determine the measures for preventing future difficulties and failures in educational resources management for achievement of educational goals. Educational managers and administrators carry out some form of evaluation at various stages of planning, organizing, coordinating and directing of resources. In view of the above statement, Oku, Emenalo and Okeke (2008) noted that there is every need for educational managers and administrators to have some basic knowledge and skills in planning, organizing, coordinating, controlling, directing, monitoring, delegating and supervising of academic activities and time, staff and students' personnel, finance, instructional materials and physical facilities of educational institutions. This will enable educational managers and administrators to become proficient in managing available resources in tertiary educational institutions for the achievement of educational goals.

Theoretical Framework
Status Withdrawal Theory
The theory of status withdrawal was propounded by Everett E. Hagan in 1962. The theory deals with the nature of personalities that should exist and involve in the management of an organization and its resources. The main idea of this theory is that an organization is divided into two and seen as a product of two different personalities namely; traditional organization/personality and modern organization/personality. The traditional organization is characterized by fixed status and the personality in such organization is authoritarian, uncreative and non-innovational unlike in the modern organization and personality. The theory sees the modern organization and personality as a product of worthy innovational personality characterized by attributes such as creativity, curiosity and openness to experience. The implication of status withdrawal theory to this study is that tertiary educational institutions and educational resources management should be seen as a product of modern personality rather than the traditional personality. The theory suggests that educational managers and administrators should be creative and innovative in managing educational resources in tertiary educational institutions. The theory further suggests that educational managers and administrators should persistently look for new skills that are required in educational resources management for tertiary educational goals achievement. Educational managers and administrators should be curious for self improvement through seminars, workshops and conferences for tertiary educational goals achievement.

Methodology
This study employed a descriptive survey design. This study sought and used the opinions of academic and management staff to describe the state of relevant skills required for educational

resources management and tertiary educational goals achievement in Nigeria. The study was carried out in state owned tertiary educational institutions in Imo State, Nigeria. The population of the study comprised one thousand, three hundred and ninety three (1,393) staff made up of 1,312 academic staff and 81 management staff of the three state owned tertiary educational institutions in Imo State, Nigeria. Stratified random sampling technique was used to compose a sample size of 388 respondents, comprising 307 academic staff and 81management staff. A questionnaire titled "Relevant Skills for Educational Resources Management and Tertiary Educational Goals Achievement" (QRSERMTEGA) with 17-items built on two clusters, "A" and "B", structured on a four point scale of Strongly Agree (SA) -- 4 points; Agree (A) -- 3 points; Disagree (D) -- 2 points; Strongly Disagree (SD) –1point was developed by the researchers as an instrument for data collection for this study.

The instrument (QRSERMTEGA) was face validated by three experts in the field of Educational Management, Education Economics and Educational Measurement Evaluation whose suggestions and corrections were incorporated into the final draft of the instrument. The researchers administered the questionnaire on 15 academic staff and 5 management staff from tertiary educational institutions outside Imo state. The reliability of the instrument was established using Cronbach Alpha Method. The questionnaire was retrieved and analyzed after filling by the staff on which an overall reliability co-efficient of 0.81 was obtained and thus considered appropriate for the study. With the help of six (5) research assistants, data for the study was delivered and collected personally by the researchers. A total of 379 copies representing 98% of the entire copies administered were completed, retrieved and used for analysis. Mean and Standard deviation scores were used in answering the two research questions while t-test statistics was used to test the null hypotheses at 0.05 level of significance. A mean of 2.50 and above was adopted as the decision rule for the items.

Results

Research Question One: What are the educational resources required for tertiary educational goals achievement in Imo State, Nigeria?

Table 1: Perceptions on educational resources required for tertiary educational goals achievement

S/N	Items Statements	Academic Staff n=302		Management Staff n=77		Overall Remark		
		($\overline{X}$)	SD	($\overline{X}$)	SD	($\overline{X}$) DL		SD
1.	High quality students' intake.	3.42	0.61	3.41	0.67	3.42	0.64	A
2.	Experienced staff personnel.	3.46	0.54	3.35	0.62	3.41	0.58	A
3.	Constant electricity power supply.	3.34	0.66	3.35	0.68	3.35	0.67	A
4.	Well-equipped offices.	3.50	0.50	3.36	0.64	3.43	0.57	**A**
5.	Well-equipped lecture halls according to units.	3.46	0.53	3.41	0.52	3.44	0.53	**A**
6.	Well-equipped libraries according to disciplines.	3.52	0.50	3.48	0.55	3.50 **SA**		0.53

S/N		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	DL
7.	Well-equipped ICT centres according to departments.	3.47	0.51	3.29	0.72	3.38	0.62	A
8.	Adequate and functional computers according to departments.	3.39	0.61	3.29	0.70	3.34	0.66	A
9.	Free and accessible internet services in each department.	3.34	0.65	2.76	0.98	3.05	0.81	A
10	Well- spaced and equipped seminar halls in each department.	3.53	0.54	3.49	0.57	3.51 **SA**	0.56	
	CLUSTER MEAN	**3.44**	**0.57**	**3.32**	**0.67**	**3.38**	**0.62**	**A**

Key: $\overline{X}$ =Mean; SD = Standard Deviation; DL = Decision Level; SA = Strongly Agree; A = Agree; n = Number of Respondents

Analysis on table 1 presents the views of academic and management staff on educational resources required for tertiary educational goals achievement in Imo State, Nigeria. The result revealed the entire item listed on the table (1-10) as educational resources required for tertiary educational goals achievement with an overall mean of 3.38 above the criterion mean of 2.50 and with an overall standard deviation of 0.62 for both academic and management staff. This indicates that the respondents agreed on the items listed (1-10) as educational resources required for tertiary educational goals achievement.

Research Question 2: What are the skills required in educational resources management for tertiary educational goals achievement in Imo State, Nigeria?

Table 2: Perceptions on skills required in educational resources management for tertiary educational goals achievement

S/N	ITEMS	Academic Staff n=302		Management Staff n=77		Overall		Remark
		($\overline{X}$)	SD	($\overline{X}$)	SD	($\overline{X}$)	SD	DL
11.	Interpersonal skill to understand feelings and attitude of staff and students.	3.45	0.56	3.40	0.61	3.43	0.59	A
12.	Human relations skill to create cooperative academic work relationship among staff and students.	3.46	0.53	3.42	0.57	3.44	0.55	A
13.	Conceptual skill to develop ideas and plans in the use of resources in the institution.	3.48	0.53	3.14	0.66	3.31	0.60	A
14.	Technical skill to plan; organize and coordinate academic activities and resources timely.	3.53	0.49	3.48	0.55	3.51	0.52	SA
15.	Decision-making skill to determine priorities for actions in utilization, maintenance and improvement of resources.	3.70	0.45	3.55	0.49	3.63	0.47	SA

16.	Communication skill to relate with staff and students concerning decisions taken on resource matters for actions.	3.54	0.49	3.59	0.49	3.57	0.49	**SA**
17.	Evaluation skill to review resource conditions; examine areas of deficiencies and identify measures for improvement.	3.50	0.55	3.40	0.56	3.45	0.56	**A**
	CLUSTER MEAN	**3.52**	**0.51**	**3.43**	**0.56**	**3.48**	**0.54**	**A**

Key: ($\overline{X}$) =Mean; SD = Standard Deviation; DL = Decision Level; SA = Strongly Agree; A = Agree; n = Number of Respondents

Analysis on table 2 shows the opinion of academic and management staff on the skills required in educational resources management for tertiary educational goals achievement in Imo State, Nigeria. The result reveals the entire item listed (11-17) on the table as the skills required in educational resources management for tertiary educational goals achievement with an overall mean of 3.48 above the criterion mean of 2.50 and with an overall standard deviation of 0.54 for both academic and management staff. This indicates that the respondents agreed on the items listed (11-17) as the skills required in educational resources management for tertiary educational goals achievement in Imo State, Nigeria.

Table 3: t–test analysis of the difference in perceptions on educational resources required for tertiary educational goals achievement

Staff	N	$\overline{X}$	SD	t-value	df	Alpha level	Sig	Decision
Academic	302	3.44	0.57	0.08	377	0.05	0.93	NS (Ho Failed to Reject)
Management	77	3.22	0.67					

Key: N=Number of Respondents; $\overline{X}$ =Mean; SD=Standard Deviation. NS=Not Significant, df=Degree of Freedom = $(n_1 – 1) + (n_2 -1) = (302-1) + (77-1) = 377$

The result on table 3 shows that a t-value of 0.08 with a degree of freedom of 377 at an alpha level of 0.05 and a significant value of 0.93 were obtained. Since the significant value of 0.93 is greater than 0.05 set as the alpha level of significance for testing the hypothesis, it means that the result is not significant. Hence, the null hypothesis which stated that there is no significant difference between the mean scores of academic and management staff on the educational resources required for tertiary educational goals achievement in Imo State, Nigeria stands not rejected.

Table 4: t–test analysis of the difference between in perceptions on the skills required in educational resources management for tertiary educational goals achievement

Staff	N	$\bar{X}$	SD	t-value	Df	Alpha level	Sig	Decision
Academic	302	3.52	0.51	0.73	377	0.05	0.47	NS (Ho Failed to Reject)
Management	77	3.43	0.56					

Key: N=Number of Respondents; $\bar{X}$ =Mean; SD=Standard Deviation. NS=Not Significant, df=Degree of Freedom = $(n_1 – 1) + (n_2 -1) = (302-1) + (77-1) = 377$

The result on table 4 shows that a t-value of 0.73 with a degree of freedom of 377 at an alpha level of 0.05 and a significant value of 0.47 were obtained. Since the significant value of 0.47 is greater than 0.05 set as the alpha level of significance for testing the hypothesis, it means that the result is not significant. Hence, the null hypothesis which stated that there is no significant difference between the mean scores of academic and management staff on the skills required in educational resources management for tertiary educational goals achievement in Imo State, Nigeria stands not rejected.

Discussion of Findings
The finding revealed that the educational resources required for tertiary educational goals achievement are high quality students' intake; experienced staff personnel; constant electricity power supply, well equipped offices, well-equipped lecture halls according to units; well-equipped libraries according to disciplines; well-equipped ICT centres according to departments; adequate and functional computers according to departments; free and accessible internet services as well as well-spaced and equipped seminar halls in each department. The above finding was in tandem with the opinion of Peretomode and Peretomode (2001)**,** Nwaka and Ofojebe (2010) who noted that human and material resources are essential types of resources needed to get work done in educational institutions. Similarly, Ogamba (2021) affirmed that educational resources are assets available and anticipated to carry out educational operations. Akpan and Etor (2015) contended that educational resources are essential components of educational system that have to be provided, managed and utilized for quality education delivery.

In agreement, Ohia (2008) acknowledged that educational institutions require resources in the form of quality teaching and non teaching staff among other resources to carry out educational projects. Educational managers and administrators should ensure that the educational resources available in tertiary educational institutions are effectively managed based on goals to be achieved. Educational resources should be provided and allocated according to units, disciplines and departments in tertiary educational institutions. Osiobe (2010) observed that resources available in educational institutions are grossly inadequate and majority of the ones available ones are not properly managed. To this effect, Biko (2018) suggested that relevant educational resources should be adequately provided and the available ones should be properly utilized. Meanwhile, the null hypothesis was not rejected as the result showed no

significant difference in the opinion of the respondents on the educational resources required for tertiary educational goals achievement.

Equally, from the findings, results revealed that technical skill to plan, organize and coordinate academic activities and resources timely; decision-making skill to determine priorities for actions in utilization, maintenance and improvement of resources; communication skill to relate with staff and students concerning decisions taken on resource matters for actions; interpersonal skill to understand feelings and attitude of staff and students; human relations skill to create cooperative academic work relationship among staff and students; conceptual skill to develop ideas and plans in the use of resources in the institution as well as evaluation skill to review resource conditions, examine areas of deficiencies and identify measures for improvement are the skills required in educational resources management for tertiary educational goals achievement. The finding was in agreement with the view of Asiabaka (2010) who emphasized that school managers should possess the necessary human relation skills to assemble and utilize their relevant individuals for efficient facilities management. The finding was in agreement with the view of Osuji and Iheanyichukwu (2021) who stated that educational managers and administrators need the planning ability to think ahead and accomplish educational goals at the required time.

This finding was in consonant with the view of Onyeike (2013) who noted that educational administrators need communicative ability to express new ideas effectively and convey meanings in an attempt to create shared understanding among students and staff alike. Also, Ajaogbo (2009) provided a useful explanation when he remarked that educational administrators need investigative abilities to examine and identify symptoms, remote causes and solutions to resource management problems in educational institutions. Similarly, Akpan and Etor (2015) stated that interpersonal skill is an important skill an educational manager possesses that enables the manager understand his staff and others as well as understand their communication process to function effectively. In his work, Obi (2010) recommended that administrators can acquire school administrative skills through workshops, seminars, organized conferences and management training. Ajayi and Oluchukwu (2002) noted that the knowledge and possession of certain skills such as the ones revealed by this study will enable the educational managers and administrators to achieve tertiary of educational goals. Meanwhile, from the null hypothesis, it was revealed that the respondents shared the same view on the skills required in educational resources management for tertiary educational goals achievement.

Conclusion

The available educational resources required for tertiary education must be properly allocated according to needs and activities of various units and department in tertiary educational institutions and the educational managers and administrators must acquire and possess the knowledge of relevant skills that will enable them carry out educational resources management effectively for tertiary educational goals to be achieved. The study therefore made the following contribution to knowledge and management of educational resources:

1. The study has properly informed the Ministry of Education on the educational resources required for tertiary educational goals achievement.

2. The educational managers and administrators have become aware of the relevant skills required in managing educational resources for tertiary educational goals achievement.

Recommendations

1. Ministry of Education should always ensure that educational resources required for tertiary education are adequately provided and properly allocated according to needs and activities of various units and departments in tertiary educational institutions. This can be achieved through regular evaluation and taking inventory of resources available in tertiary educational institutions. Educational managers and administrators should ensure that the educational resources available in tertiary educational institutions are efficiently utilized, effectively maintained and regularly improved to a great extent based on the goals of tertiary education to be achieved. This can be achieved through proper planning, organizing, coordinating, directing, delegating, evaluation, supervision and control of resources in tertiary educational institutions.

2. Educational managers and administrators should from time to time embark on resource management skills' training to enable them acquire new relevant knowledge on skills required in educational resources management as well as to improve on the existing skills known to them in managing educational resources for the achievement of tertiary educational goals. This can be achieved through attendance in workshops, seminars and conferences, regularly.

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