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EDUCATIONAL PSYCHOLOGY: AN IMPERATIVE TOOL FOR EFFECTIVE MANAGEMENT OF RESOURCES IN EDUCATIONAL INSTITUTIONS

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ABSTRACT

This paper discussed educational psychology as an imperative tool for effective management of resources in educational institutions. The rationale for this is that the lack of knowledge of educational psychology by school managers is a principle reasons for the difficulties experienced in management of resources in educational institutions. This does not go well for the education system of the country. The paper highlighted the concept of educational psychology, concept of educational management, management of educational resources, provision and management of resources in education, challenges of effective management of resources in educational system, relevance of educational psychology for effective management of resources in education. This will enhance better service delivery of school managers for the attainment of the goals and objectives for which educational institution are established.

Keywords: Education, Educational Psychology, Education Management, Management of Resources, Resources.

Introduction

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, moral beliefs, habits and personal development (Ikenyiri, Ordua & Ezechukwu, 2023). It is a process through which the individual or a social group is developed by way of instruction in either a formal or non-formal environment. It is for the purpose of bringing about desirable change in the individual or group from the betterment of the entire society. It is the most potent instrument that man has yet devised for desirable change and societal development. That is why Adegbesan (2011) describes education as the bedrock of every society and a tool for nation building. Similarly, Aziza (2016) opined that any meaningful change in the social and intellectual disposition of a society is preceded by a revolution in its educational system. Moreover, education remains the only weapon through which a country's national goals can be achieved. Therefore, for education sector to achieve success, the provision and management of educational resources in the country needs to be properly structured for optional functionality of the entire system of education in Nigeria. The effectiveness of school resource management is the level of achievement of management goals and utilization of existing resources will help to achieve the entire educational goals of the society. Resource management is very important for education in managing, regulating, and utilizing educators so that they can function productively to achieve a goal in our educational institution. The benchmark for the quality of a nation educational institution can be seen from the extent to which the success, of implementation of available educational resources in Nigeria.

Concept of Educational Psychology

Educational psychology is an applied discipline which combines the two different fields of education and psychology. Education is directed at shaping human behavior and must necessarily emanate from a good understanding of human behavior. Education has therefore benefited immensely from the study of human behavior through the field of psychology.

Hence, Cherry (2021) defines educational psychology as the study of how people learn, including teaching methods, instructional processes and individual differences in learning. Further states that the goal educational psychology is to understand how people learn and retain new information. Cherry also explains that educational psychology is taught on the implicit assumption that knowledge of it gives insight into the problems inherent in education and develops necessary professional skills and competencies in educators to the educational

problems confidently and intelligently. It can also give the educator what they need to achieve in their goals by enabling them to comprehend, direct and predict other people's behavior.

Boundless Psychology (2021) defines educational psychology as the study of how people learn in educational settings. It is also involved in the effectiveness of educational interventions, the psychology of teaching and social psychology of schools as organizations.

Baith (2019) describes educational psychology as that science which helps to provide a better background for understanding the total job of teaching in all its intricacies. From his perspective, Dinna (2018) sees educational psychology as that branch of psychology concerned with the nature, conditions, outcomes and evaluation of learning outcomes. Green (2020) explains that Baith's definition of educational psychology, among other things indicates that:

- It attempts to study and clarity important conditions and factors affecting educational sectors.
- It is the product of the educational process such as competent achievement, interest, attitude, aspiration, creativity, motivation, skills and abilities to cope with specific and non-specific forces of life within a particular culture.
- It is about the utilization of methods, principles of psychology as well as other psychological resources in order to provide solution to factors that are problems of education.

Percy cited in Musah (2021), explains that there is a relationship between psychology of education and the study of man in society as embodied in sociology and anthropology. According to him, educational psychology derives its data from social psychology, clinical psychology, developmental psychology and industrial/organizational/personnel psychology etc.

From the foregoing definition educational psychology may be understood as the study that employs psychological findings, theories, technique, principles and other resources of psychology to the improvement of education and as well solve educational problems. It borrows from other areas of psychology in order to improve the quality of educational practices.

Concept of Educational Management

Management in any organization focuses on coordinating the efforts of the component sub-units towards achievement of organizational goals. It denotes the ability to coordinate the numerous and often conflicting social energies within a single organization, so adroitly that operate as an entity (Adams cited in Tawari, 2005). In this sense, management is understood as a process designed by individuals to ensure effective accomplishment of set objectives. Ogundele and Okonji (2004) defines management as a functional process of accomplishing the goals the organization through the help of others. Draft (2003) views management as the attainment of organizational goals in an effective and efficient manner through planning (defining/selecting goals and means to attain them), organizing (assigning responsibility for tasks accomplishment), commanding (use of influence to motivate employees to achieve organizational goals), controlling (monitoring employee's activities, keeping organization on track toward achieving its goals, and making corrections as needed/necessary).

Arubayi and Ikoya (2016) define educational management as a conscious process of organizing, planning, controlling, coordinating and evaluation of resources, both human and material towards achieving stated educational goals and objectives, through formulation of policies and programmes to facilitate the accomplishment.

Nwokeocha (2014) define education management as people in positions of authority and strategies or processes they adopt to coordinate the activities of others, allocate physical and human resources and make decisions on all other matters concerning educations. It is on this note that Adiotomre (2009) defined education management as the effective utilization and organization of resources (both human and material) to achieve educational objectives with maximum efficiency.

All resources, whether human or material, need to be well harnessed, as well as motivated to achieve the general objective set by the institution since the degree to which a school accomplishes results is dependent to a large extent, on the effective management of available resources. The main purpose of educational management in the institution is to ensure that the system functions efficiently to be able to promote teaching and learning. According to Knezervich as cited in Tawari (2005), educational management focuses on: discerning and influencing the development of goals and policies; stimulating and directing the development of programmes designed to achieve the outlined goals and purposes; establishing and coordinating an organization; procuring and managing resources; money and materials

necessary to support the organization and evaluating the effectiveness and efficiency by which all of these functions are being achieved.

Within the concept of educational management as a decision-making process, the management function is perceived as a judicial process, in which one decision determines and invokes future decisions. Much emphasis is laid in the approach and on the personality and integrity of the individual that makes and implements decisions within the organization.

Management is concerned with perceiving these problems and finding solutions to them such that harmony is maintained between the institutional goals and objectives and the individual needs aspiration.

Arubayi and Ikoya (2016) states that management of schools in this present century demands high level of competence on the part of the manager. The managers should possess a patriotic zeal and a mindset to adopt current global standards of management. it is such a manager that can influence their school community towards achievement of institutional objectives for competitiveness with global educational institutions (Arubayi &Ikoya, 2016).

To achieve educational goals and objectives, educational managers may have followed the principles put forward by Fayol (1944) in his theory. According to him, management is a universal process consisting of planning, organizing, commanding and controlling. He further explained the principles thus:

- Planning is a rational process of preparing a set of decisions for future actions directed at achieving goals and objectives by optimal means.
- Organizing is the establishment of formal structure of authority through which job specifications and subdivisions are arranged and coordinated for defined objectives.
- Commanding entails urging employees to work in the manner that the set objectives can be achieved through receiving necessary assistance to be efficient on duty.
- Controlling entails verifying and ensuring that everything happens according to the plans, instructions, established rules, and so on, and detect potential or present derailment from the set goals. Controlling is necessary for good quality work and appreciable achievement of goals.

Adiotomre (2009) states that successful education management equally involves staffing, evaluation and development. She explains that:

- Staffing involves the manager making effort to employ the right person for every job. It is referred to a manpower planning.

In determining the staff needs of the school, the manger is guided by various factors that are currently affecting the personnel functions in the schools.

- Evaluation refers to determining the level of accomplishment of set goals through various procedures and methods in order to plan wisely for the future. The system and individuals deserve regular evaluation to ascertain the level of progress made in the system objectives as well as understanding individual performance levels in improving effectiveness within the system so as to engender maximal achievement of set goals.
- Development is the core of management. The system must strive to develop by making use of evaluation results. This involves finding solutions to problems and eliminating all forms of hindrances and constraints to the fulfillment of proposed development. Development refers to the process that brings about overall improvement in the organization.

Management of Educational Resources

Management of educational resources/facility is one thing that is very distinct from achieving the goals of education. Accomplishing the goals of education require the services of skilled professionals to manage the educational resources/facilities in order to achieve both the short and long term goals and objectives (Woolfolk, 2007). This assertion underscores the fact that without the services of good education manager, the provision might just turn out to be a waste of resources since the goals of the venture may never be realized. For effective management of educational institutions, the persons saddled with managerial responsibilities need to have adequate knowledge of educational psychology.

Educational psychology seeks to provide for the teacher/educational managers the fundamental principles which will be of services in meeting the problems which arise in the classroom/institution and in evaluating the means of educational process (Ordua, 2022).

It is the branch of psychology that utilizes scientific methods for the solution of educational problems. It deals with human growth and development and how they influence individuals in the learning process.

Kelly in Nwachukwu and Agulanna (2002) states that the primary concern of educational psychology is the application of the scientific knowledge concerning human personality to the

process of teaching, that is, to the motivation, direction, control, and evaluation of learning. According to Megbo and Hassan (2015), educational psychology relies heavily on quantitative methods which include testing and measurement to enhance educational activities that concern instructional design, learning assessment and management of other school activities. It is important in guiding human learning throughout the lifespan as well as at various level of education. More importantly, it provides a supervisory role for many significant aspects of education such as curriculum development, measurement and evaluation, special education, adult education, educational technology and education management among others.

Educational psychology is of great essence to the education manager because if not all, almost every activity of education of education management depends on educational psychology for direction and/or guidance. A critical look at some education management activities will reveal that without knowledge of educational psychology, it would be difficult to effectively carry them out. It is this basis that Baita (2019) asserted that, to the education manager, knowledge of educational psychology should not just be one by the side, but should be a necessary acquisition to aid them in meaningful service delivery.

The lack of knowledge of educational psychology by education managers who manages education resources will have a negative effect on the system. Most school managers do not possess the psychological methods and skills to work with other human beings and materials in an educational organization such as motivation, reinforcement, discipline, evaluation and so on, to deal with diverse behavioural presentations of different members of the school community to record appreciable success.

Although, in Nigeria, some of the education managers have degrees on educational administration/management or public administration with post graduate diplomas in education so as to be useful in the education sectors, there are others who are not even trained teachers but somehow got employed in the educational sector and rose through the ranks to the management cadre and functioning as education managers. Ironically, many of these education managers do not possess the least knowledge of educational psychology to guide them in their managerial duties.

It is presumed that one important reason for management crises being a recurrent decimal in Nigerian educational institutions is the lack of requisite knowledge of educational psychology by the education managers.

Unfortunately, the inability of government and education policy makers to identify and provide solution to this vital aspect is a great set back to the entire national education sector. It is on the premise that this paper seeks to direct the attention of education managers and other significant stakeholders in the education sector to the importance of acquiring requisite knowledge of educational psychology by persons involved in the management of education institutions, and to aid them in their duties. This will help education managers to establish, set limits as well as provide beneficial educational processes assistance programmes and purposeful ways of organization and management.

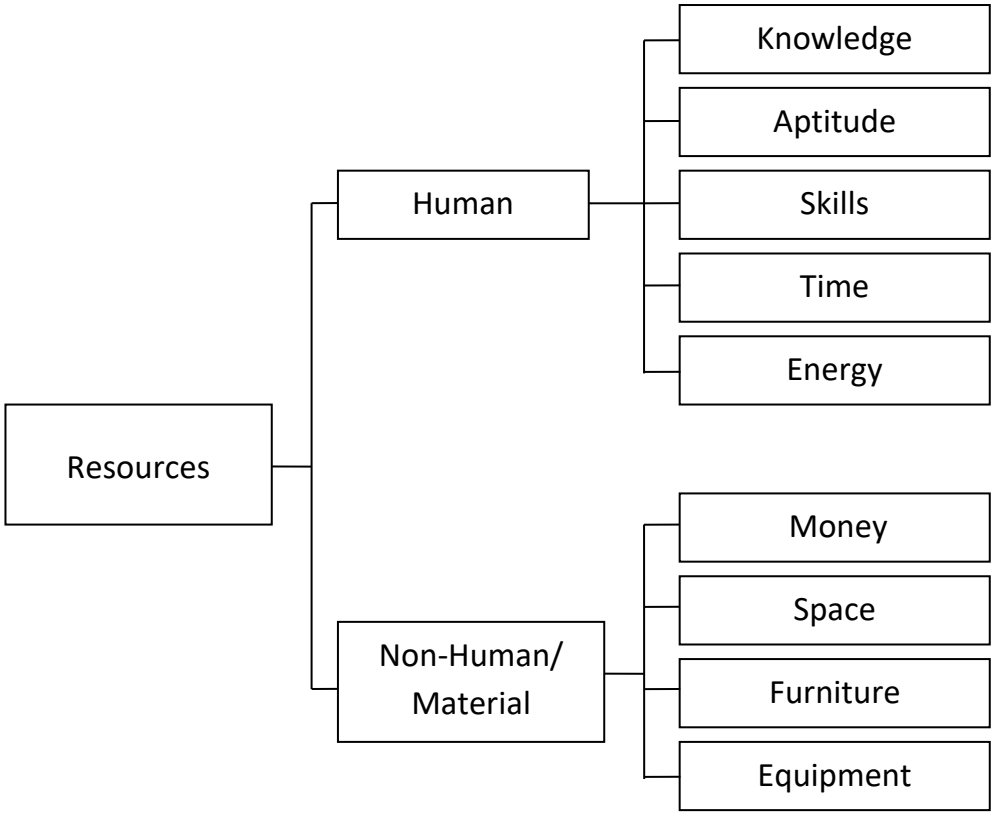
Provision and Management of Resources in Education

Resources are anything which we make use of while carrying out any activity and it help us in accomplishing the goals of any institution.

Agabi (2010) define resources as elementary implements required in the real performance of tasks and for the growth and development of human organization.

Adetoro in Asodike and Adieme (2014) opined that "resources are all the things that are used unswervingly and ultimately for the purpose of assisting, inducing or boosting spread or achievement of knowledge proficiency, and skills". Onuka (2009) stated that "resources is any means by which production and services are provided for the benefit of an organization clientele or the profitability of the organization itself depending on whether it is profit-oriented or a social services provider…" Enaohwo in Asodike and Jaja (2014) classified resources as physical and immaterial resources. The physical resources are human, substantial and economic while the immaterial ones are time and objectives. Resources can be seen as those capital, materials, human beings, information and time that can be rationally used in teaching and learning process in order to accomplish the desired institutional vision and objectives. The efficiency as well as the effectiveness of an institution lies heavily on the quality of the available resources.

According to Human Ecology and family science rationalized 2023-24 classified resources as human resources and non human/material resources and illustrated below.



Source: Human Ecology and Family Science, 2023-24

The Effectiveness of Resources management is the level of achievement of management goals. Babalola and Ayeni (2009) in Nwafor (2011) as cited in Asodike and Jaja (2014) stated that "resources management is the organization of the resources existing in the education sector with the aim of producing eminent graduates in the system". It therefore implies that resource availability and management is crucial for maintaining quality and improved standard in every educational sector so that the goals of education will be achieved.

Obi and Ogbuagu (2020) explained that resources management is the process of planning and deciding on how resources could be provided, manage, used and as well maintained for the improvement and realization of predetermined objectives. It can be deduced that the school manager has five basic types of resources to manage in order to improve educational objectives. They are as follows: education financial resources, education material resources, education personally human resources, education time and information resource.

Education financial resources are the economic inputs available for and consumed on the education system (Asodike & Adieme, 2014). The major concern of school financial

management relates to the school budget. So every school manager should have or prepare a budget for his school every academic session so as to know how to manage his resources prudently in order to achieve his vision for the school.

Education material resources are tangible facilities such as school plant and facilities like furniture, buildings, play-ground, modern educational electronic gadgets, teaching aids, computers projectors, sports and musical equipment, etc which can be used to accomplish educational goals.

Education personnel/human resources consist of the students, teachers, administrative staff, non-academic staff, etc. These categories of human resources in the education are gifted with a range of abilities, talents and attitudes to encourage efficiency and maximize profit (Bratton & Gold, 2012).

Education time and information resources. Time as a resource in educational institutions includes; time for delegation of duties and responsibilities, time for meetings, time for academic learning, extra-curricular activities, etc. aids school operations to be done effectively. Information resources is also fundamental to management of educational institutions.

Akinwumiju & Agabi (2008) stated that most educational management glitches in Nigeria are traceable to insufficient information and a general deficiency of appropriate information management techniques. School manager should be prudent in applying time resources management and information resource to achieve efficient result in school system.

Challenges of Effective management of Resources in Educational System

Effective management of resources in educational system is very instrumental to an institution's success and indeed the entire educational system. The management of resources in our educational constitutions are faced with a lot of challenges which include, thus:

1. **Inadequate Planning for the Allocation of Educational Resources:** Government budgetary allocation to education still falls below 26% recommendation by UNICEF for developing countries like Nigeria. Maduagwu and Nwogu (2006) states that the cause of inadequate resources allocation is as a result of economic situation of the nation and state and relative importance attached to education institution being managed by the government and the various population of learners in schools across the nation.

2. **Supply of Educational Resources:** Educational resources are either over supplied or under supplied in most institution in Nigeria. Nwagwu in Maduagwu and Nwogu (2016) confirmed that the resources in our schools in Nigeria are grossly insufficient. This can make the most brilliant education plan unless and of not effective.
3. **Inadequate Management of Staff Personnel:** Most education managers do not take cognizance of the importance of assembling, guiding, regular supervision and motivating qualified staff in their institutions. The education managers should uphold and inspire those factors that create good human relations and group success for effective task performance.
4. **Political Consideration in the Choice of Education Managers:** This is a situation in which education managers are selected not by excellence and professional qualification, but by political kinship. The implication of this is that persons without the required capacity are appointed as education manager who may not be proficient enough to manage his education resources under his care and this will negatively influences educational services delivery and educational development (Ifelunni, 2015).

Relevance of Educational Psychology for Effective Management of Resources in Education

Educational psychology plays a vital role in effective management of resources in education. Its major focus is dealing with people presenting diverse behavioural traits in the educational facility and ensuring that everything goes well to achieve education goals.

Accordingly, the fact that educational psychology as a discipline is a conglomeration of different aspects of psychology with the aim of solving educational problems, knowledge of it by education managers is very essential for effective management of resources of our educational institutions. It plays a vital role in all areas of management task; planning, organizing, implementing, controlling and evaluations (Human Ecology and family science, 2023-24). These are all psychological activities that require conceptual skills. They are fundamental properties of intelligent behavior. These properties provide education manager with the impetus to function optimally in these areas. The knowledge of educational psychology is an invaluable work tool to enable education managers achieves their set goals and overall development of the institutions.

Furthermore, Mgbekem (2004) suggests that educational psychology will assist the education managers for effective resource management in the following ways.

1. It will help them to develop positive attitudes towards others, especially their staff.
2. Provide them with evaluation techniques to enable them assess the level of accomplishment of set goals in a given school year.
3. Help them to adjust their leadership through imbibe the tenets of democratic leadership and jettison autocracy that has the potential to mar the entire education system.
4. With knowledge of educational psychology, many innovations, ideas and techniques can be introduced by education managers to aid them in their profession.
5. It will also enable them to instill in their teachers the spirit of inquiry for their profession.

Similarly, Woolfolk (2007) equally provides the importance of educational psychology to the effective management of educational resources. Believes that the overall purpose of psychology of education is the provision of coordinated realities as well as general assumptions to assist education managers to increasingly understand educational objectives both culturally and professionally.

Conclusion/Recommendations

Effective management of resources in educational system has been of great concern to all stakeholders in education sectors. The relevance of resources in our educational institutions cannot be over-emphasized. It should be planned and managed properly based on needs of the society goals and objectives of education. The management crises often experienced in our resource management in education sector may never be overcome without education managers acquiring some basic knowledge of educational psychology and putting into practice its ideas, techniques and tenets to guide their official duties.

Education policy makers also needs to take cognizance of this lack of working knowledge of educational psychology by education institution managers, consider as a loophole in the system and seek ways to make necessary amendments.

They should ensure that individuals to be saddled with the responsibility of managing resources in educational institutions must be able to demonstrate practical knowledge of educational psychology before being assigned such an important task. This will go a long way in making utilization of education resources in our educational system vibrant, more progressive and result-oriented.

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