Resource Management, Organizational Effectiveness and Teachers' Job Performance: Towards Attainment of Sustainable Development Goals in Nigeria

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Introduction

The concern to provide full and equal educational opportunities for over 105 million out of school children by UNESCO and other world bodies prompted the Jomtien, Thailand 1990 Education for All (EFA) conference (Uvalić-Trumbić & Daniel, 2017). This concern has been relentlessly pursued all around the world ever since especially through the instrumentality of the Millenium Development Goals (MDGs) and the Sustainable Development Goals (SDGs). The United Nations sponsored Millennium Development Goals (MDGs) according to Millennium Project (2006), are the world's time-bound and quantified targets for addressing extreme poverty in its many dimensions-income poverty, hunger, disease, lack of adequate shelter, and exclusion-while promoting gender equality, education, and environmental sustainability' (p.1). The MDGs are considered as basic human rights-the rights of each person on the planet to health, education, shelter, and security. The two education related goals among the MDGs are (a) 'Goal 2: Achieve Universal Primary Education' and (b) 'Goal 3: Promote Gender Equality and Empower Women'.

At the World Education Forum (WEF) 2015, the world bodies in Incheon, Republic of Korea, over 1,600 participants from 160 countries comprising over "120 ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organisations, and representatives of civil society, the teaching profession, youth and the private sector adopted the Incheon Declaration for Education 2030"(Right to Education, 2015; p.1) which sets out a new vision for education for the next fifteen years for the peoples of the world. The education agenda of WEF at Incheon "towards inclusive andequitable quality educationand lifelong learning for all" is captured by Sustainable Development Goal 4, to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNESCO, 2015; p.3).In this new global framework to redirect humanity towards a sustainable path which aims at securing a sustainable, peaceful, prosperous and equitable life on earth for everyone now and in the future (UNESCO, 2017), education has key roles to perform as stated by UNESCO (2017) that "embarking on the path of sustainable development will require a profound transformation of how we think and act" To create a more sustainable world and to engage with sustainability-related issues as described in the SDGs, individuals must become sustainability change-makers. They require the knowledge, skills, values and attitudes that empower them to contribute to sustainable development. Education, therefore, is crucial for the achievement of sustainable development (p.7).

In response to these international protocols the local, state and federal governments of Nigeria focus on local demand for education, as evidenced by designation of parts of the nation as educationally disadvantaged, and international pressure had her delve into the expansion of access to education through the Universal Basic Education (UBE) programme. The result of providing for the basic human rights of education, gender equality and empowerment in Nigeria is a swelling in the enrolment of pupils seeking basic education and the uptake of more products of basic education by our senior secondary schools. The plant and facilities of the existing schools are used to their maximum capacity in the bid to accommodate the surge in school enrolment such that class sizes and teacher pupil ratios are very high. While cost of providing education and demand for education is rising, the provision of fund and other resources needed in education are not rising as much. The scarcity of funds for education therefore requires a prudent approach in the management of educational resources and that educational administrators should account for the resources used in the school business to avoid wastages. Inherent issues in the educational system of Nigeria such as the poor allocations to education in the national budget well below the often claimed but unsubstantiated UNESCO recommended rate of 28 per cent of the national budget; unsteady and low receipts from oil revenue; turbulent and disturbed national economic/political landscape and the endemic cases of corruption in the national and education sector which starve the school organizations of needed funding call for prudence, transparency and accountability on the side of school organization managers. The ultimate goal of educational managers is to use resources to effectively and efficiently run the school business and how effective the organization becomes may result in better job performance by teachers and manifesting the students' performances among other indices of productivity.

The world has become one global village and education, among other elements of culture, has become international in outlook and the quality of education in the nations of the world has become a subject of comparative analyses. Such practice of analyzing comparative performances in various national educational sectors are prominent in international protocols like the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs) in which school education is expected to play prominent roles in the sustainable development of the world. Whatever roles are ascribed to education can only come to reality when the learners are made to acquire the necessary survival competences and skills and are enabled both to take part in the civilization of the present and to make that of the future (Ukeje in Okeke&Okoye, 2016). Education is that effective means of strengthening the capabilities of the younger generations to be functional members of the society who are equally capable of handing the baton of societal survival to the generation following them. It is noteworthy that translating any educational goal into reality rests more or less on the shoulders of the teacher.

The teacher is arguably the most important and significant resource person in the education industry because what the teacher does or does not do has direct influence on what the pupils learn. While laudable plans and policies may exist in education, it is the teacher who looks at the curriculum paper works and goes ahead to interpret and implement them in the classroom. That which was on paper comes alive as learning experiences which in turn translates into desired behavioural outcomes in the learners. How well a teacher interprets the learning materials determine how well the students learn; the teacher has direct influence on both the process of education and on the product outcome. "Scholars have often attributed students' learning outcome to certain teacher attributes such as their educational qualification, years of experience, classroom

behaviour and even their job performance among others" (Osagie & Akinlosotu, 2017; p.46). The teacher attributes without exception are essential for learning.

It is arguable to a large extent that the qualities of educational outcomes (observed in students) vary directly as the teachers' job performance. In a simple language, whatever impacts on the teachers' job performance will ultimately impact on the students' learning outcomes. If there is any modicum of truth in the belief that *no nation can rise above her level of education,* then, the meaning will be interpreted properly to mean that no nation can rise above the level of her teacher's performance in the education industry. It could then be concluded that the fate of educational objectives of the Post-Basic Education and Career Development in general and the Senior Secondary School in particular are chiefly determinable by the teachers' job performance.

Performance may be described as the act or ability to combine skillfully the right behaviour towards the execution a given task or accomplishment of organizational goals and objectives (Amin, Shah, Ayaz, & Atta, 2013). In the opinion of Kartini and Sujanto (2017), performance should be seen as to behaviors that are relevant to organizational goals and can be measured by their contributions to organizational effectiveness. This showsthat a worker's performance is indicated as the day-to-day activities he carries out in his line of duty to achieve the goal of the organization in which he works. This is corroborated byPeretomode in Amin, Shah, Ayaz and Atta (2013) that job performance is determined by the worker's level of participation in the day to day running of organization. In other words, it is the level or extent of participation on the job or extent of execution or achievement of a given task objective that defines job performance. Teachers' job performance therefore could be seen as the extent to which teachers execute their given tasks in the school. A teacher's job performance in a typical secondary school system will be measured by the extent to which he satisfies the learners through his teaching style and quality; the extent of performance of other assignments as assigned by the Principal and the department; the extent to which he manage class discipline, students' motivation and improvement of their achievement; the extent of performance of his duties in a regular way, and interaction with students, parents, colleagues and high officials (Amin, Shah , Ayaz, & Atta, 2013). Imhangbe, Okecha and Obozuwa (2018) identified the 10 job functions specified by Annual Performance Evaluation Report (APER) for teachers to include (a) planning lessons, (b) teaching lessons, (c) evaluation of lessons, (d) classroom management, (e) handling of students discipline and attendant problems, (f) interest in teaching pupils, (g) knowledge of subject matter, (h) professional preparation and scholarship, (i) professional characteristics and (j) effort toward improvement when needed. These teacher job functions are usually rated in APER as "satisfactory" (S), "requires improvement" (R), "unsatisfactory, specific comments and documentation" (U) and "not observed or not applicable" (N).

An effective school is one which accomplishes its objectives (Ogundiran, 2012). "Educational effectiveness refers to the ability of a school or school system to adequately accomplish stated education objectives. He further submitted that effectiveness analyses are not necessarily concerned with money and the cost of different inputs". OECD, (2013; p.14) as well as Grawhich and Barber in Josan (2013; p. 42) posit that organizational effectiveness is "the net satisfaction of all constituents in the process of gathering and transforming inputs into output in an efficient manner". It is the satisfaction of the stakeholders (the constituents) in the process of gathering and transforming inputs into output in an efficient manner.

For a school organization, its effectiveness should be seen as how well they satisfy the stakeholders to the school. Effective organizations meet with the stakeholders' expectations and satisfy them. The stakeholders to a school organization would include the proprietors/government, the teachers and other school personnel, school administrators, the students, the community, and any other interest groups. While the satisfaction of the expectations of the stakeholders by the school organization should mean school effectiveness, it is actually indicated in the use of school resources in achieving the school organizational goals. Hence Dodd (2006; p.1) wrote that "effectiveness is concerned with ensuring that schools are making the best possible use of their resources to enable every student to fulfill his or her potential".

It must however be noted that effectiveness of school organizations is a relative term chiefly because the socio-economic background of students vary and the background of students matter as research works prove that socio economic backgrounds of students affect their productivity to which belongs academic performance. Then again what subject areas are to be considered when judging school effectiveness? Major subjects such as Mathematics, Physics, Chemistry, English Language may for the bases for judgments and these are in turn influenced by resources available in such schools so evaluated. In conclusion, effectiveness indices should be such as could be generalized among schools irrespective of socio-economic background of the educational clienteles, which enhance learning or which will result in high performance for students. School organization effectiveness indices should look at actions which matter most, which add value and which work in practice; deliberate actions by policy makers, school heads, teachers and other stake holders in the attainment of the specific educational goals. To this end Scheerens (2000) proffered some school effectiveness-enhancing factors: achievement, orientation, expectations; educational leadership; consensus and cohesion among staff; curriculum quality/opportunity to learn; school climate; evaluative potential; parental involvement; classroom climate; and effective learning time.

Certain factors are crucial in making school effectiveness operational or which may be implicated in teachers' performance; factors which oil the throughput process in the system generally regarded as school resources. Resources in education are the inputs that are required for the school business function which is principally the production of the school graduates. These resources when effectively and efficiently manipulated will result in the attainment of the school organizational goals. School resources form the inputs with which the educational clienteles are processed into the final outputs. McLean, Snyder & Lawrence as cited by NEA (2013) gave school resources as consisting of financial resources, personnel resources, facilities, equipment, materials, school policy and law; and student attributes (predominant socio-economic level, average ability). Three angles from which to approach resource issues in education are resource availability, resource use and resource management. For the purposes of this work, the researcher is concerned with resource management.

Conceptual Framework

This paper sets its theoretical foundation on the open systems theory. The general systems theory is acclaimed to be the brainchild of Ludwig von Bertalanffy (1901–1972) as presented in his general system theory involving foundations, development, applications (1968), although, Aristotle's 'Holism' could be said to predate this piece of work. Systems theory according to Mele, Pels, & Polese (2010, p.2) is an interdisciplinary theory about every system in nature, in society and in many scientific domains as well as a framework with which we can investigate phenomena from a holistic approach (Capra, 1997). Systems
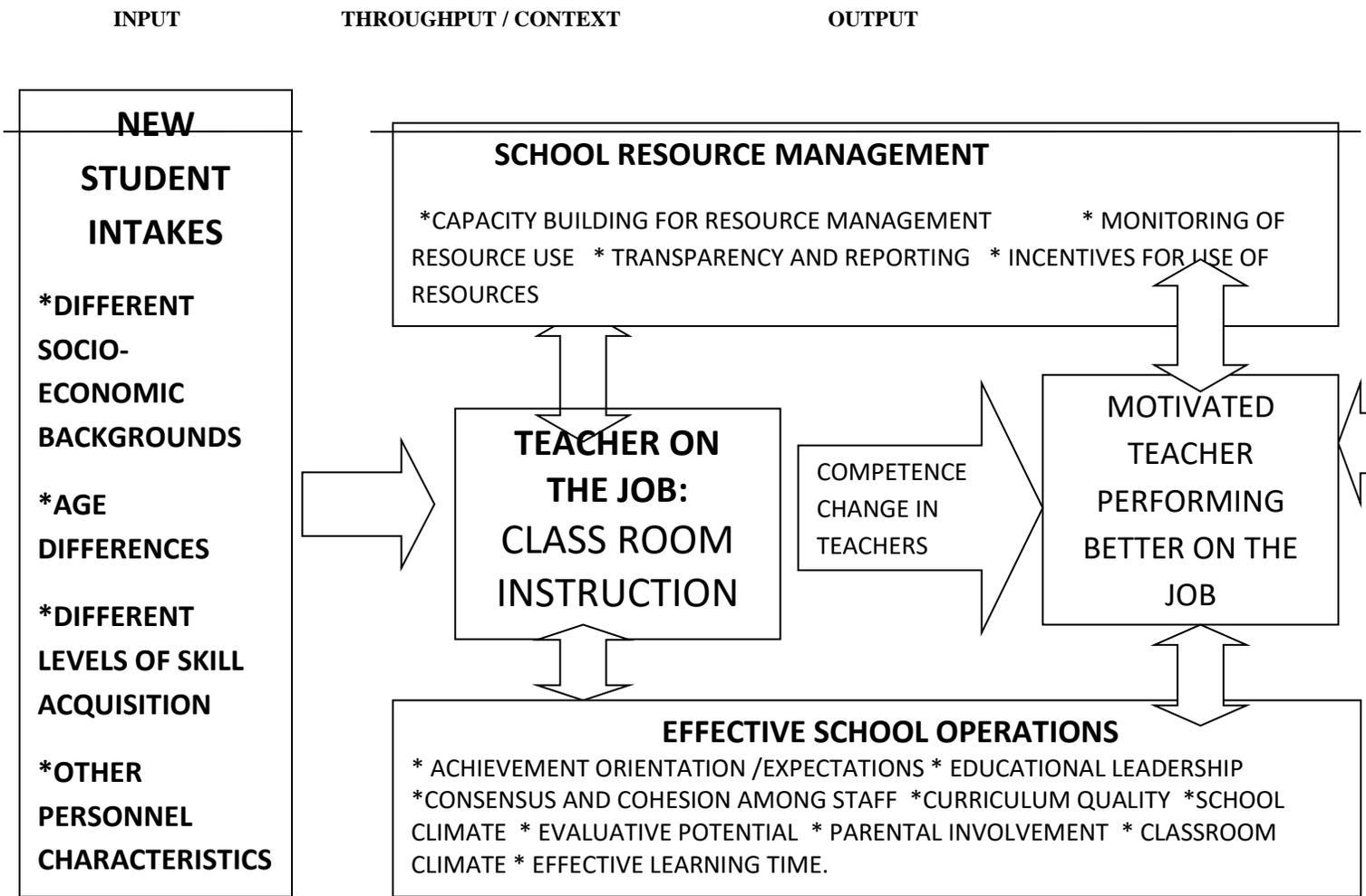
thinking come from the shift in attention from the part to the whole (Checkland, 1997; Weinberg, 2001; Jackson, 2003), considering the observed reality as an integrated and interacting unicuum of phenomena where the individual properties of the single parts become indistinct. In contrast, the relationships between the parts themselves and the events they produce through their interaction become much more important, with the result that "system elements are rationally connected" (Luhmann, 1990) towards a shared purpose (Golinelli, 2009). The systemic perspective argues that we are not able to fully comprehend a phenomenon simply by breaking it up into elementary parts and then reforming it; we instead need to apply a global vision to underline its functioning. Although we can start from the analysis of the elementary components of a phenomenon, in order to fully comprehend the phenomenon in its entirety we have to observe it also from a higher level: a holistic perspective (von Bertalanffy, 1968).

In the words of Amadi, Nwajiaku& Dike (2015), the school system operates as an open system within an external environment which influences its operations. It receives inputs from the external environment and in turn discharges its output into that environment. The immediate community in which a school finds itself and the larger society form this external environment that provides the school with the educational clientele (students) and the resources for educating the students. These resources include finance, policies, programmes, values, and other necessary support from the society (p.976).

The relevance of the theory in this work is to support the notion that the parts of the school organization work together to achieve the organizational goals. The school administrator(s), the teachers, other support personnel and the students all work to support the school vision. While the students are to be viewed as the inputs together with other resources employed in the school organization, they become processed into the educational products graduating from the senior secondary school level. In this case, the students coming from the junior secondary schools into the senior secondary school class one are the inputs and at senior secondary school class they will pass out as the finished product of the system. The school itself operates within the society from where it draws inputs and discharges its outputs. It derives its inputs from the external environment (the larger society). The raw school intakes and some other school resources are from the school external environments. The students having gone through the school processes are discharged into the society. There lies the rationale for school accountability.

It has been asserted that the school, educational institutions, is more or less an open system within the larger society; "it receives inputs such as pupils, money, materials, and information from the larger society; it then transforms or processes these into outputs of services (educated human beings) for the good of its members and the society at large" (Ejiogu and Ogonor, 2016, p. 36). The activities of the school administrators, the teachers and other school personnel process the raw new intake of students into the finished goods or output which are the graduates of the school system. The model in Figure 1 encapsulates these basic ideas in this study.

Table 1: Resource Management and School Effectiveness Model

INPUT	THROUGHPUT / CONTEXT	OUTPUT

NEW STUDENT INTAKES

*DIFFERENT SOCIO-ECONOMIC BACKGROUNDS

*AGE DIFFERENCES

*DIFFERENT LEVELS OF SKILL ACQUISITION

*OTHER PERSONNEL CHARACTERISTICS

SCHOOL RESOURCE MANAGEMENT

*CAPACITY BUILDING FOR RESOURCE MANAGEMENT   * MONITORING OF RESOURCE USE   * TRANSPARENCY AND REPORTING   * INCENTIVES FOR USE OF RESOURCES

TEACHER ON THE JOB: CLASS ROOM INSTRUCTION

COMPETENCE CHANGE IN TEACHERS

MOTIVATED TEACHER PERFORMING BETTER ON THE JOB

EFFECTIVE SCHOOL OPERATIONS
* ACHIEVEMENT ORIENTATION /EXPECTATIONS * EDUCATIONAL LEADERSHIP *CONSENSUS AND COHESION AMONG STAFF *CURRICULUM QUALITY *SCHOOL CLIMATE * EVALUATIVE POTENTIAL * PARENTAL INVOLVEMENT * CLASSROOM CLIMATE * EFFECTIVE LEARNING TIME.

Source: As adapted from OECD (2013) and Scheerens (2000).

The teacher on the job performs various duties (like lesson planning, development of instructional materials, classroom instruction, sundry administrative duties, co-curricular activities) and is impacted upon by the school administrator's resource management practices. Ejiogu&Ogonor (2016) believe that "a system approach to educational management seems to be one way of enhancing the productive efforts of our school organizations"   (p.33).

The school management is therefore to be seen as the leadership function that ensures the provision and use of teaching/learning resources and all other resources that will make for effective teaching-learning transaction. While the teacher is enabled to teach well; the learner is enabled to learn well which translates to better performance in their productivity indices among which is good academic performance. Here the teachers' job performance is the goal in focus.

Resources in Education

Resources in education have been described as "the vital organs of effective and efficient functional education" (Uchendu, Ekanem & Jonah, 2013, p.4). Educators in Nigeria seek enhanced academic performance among all students and reduction in achievement gaps between students from different ethnic groups and regions of the country and to achieve this, this is done by directing resources for teaching-learning improvements. "An optimal distribution and use of resources would achieve both efficiency and equity objectives together, by ensuring that resources are channeled to where they are most needed" (OECD, n.d. ; p.2).

As Organization for Economic Co-Operation and Development-OECD (2013) put it, "Although research on school effects has generally shown a modest relationship between educational resources and student learning, a basic set of resources is crucial for providing students with the opportunity to learn (p.94). The resources in education are the inputs that are required for the school business function which is principally the production of the school graduates. These resources when effectively and efficiently manipulated will result in the attainment of the school organizational goals. School resources form the inputs with which the educational clienteles are processed into the final outputs. McLean, Snyder & Lawrenceas cited by NEA (2013:3) gave school resources as consisting of "financial resources (e.g., expenditures per average daily attendance; local, state, and federal revenue per average daily attendance), personnel resources (e.g., pupil-teacher ratio, average teacher salary), facilities, equipment, materials, school policy and law; and student attributes (e.g., predominant socio-economic level, average ability)". The above highlights financial resources, the personnel resources, facilities, equipment, materials, school policy and law, and student attributes as resources in education. While it is customary to classify finance, personnel, plant and facilities as resources, seldom do school policy and law, or students' attributes get mentioned as resources for schools.

Organization for Economic Co-Operation and Development-OECD (2013) presented the resources invested in education as covered in PISA 2012in the table below.

Table 2: Resources invested in Education as covered in PISA 2012

Spending on Education (Finance)	Human Resources	Material Resources	Time Resources
Expenditure on Education	Teacher pre-service training requirements for the teaching profession, profile and qualifications.	Physical infrastructure	Students' learning time in schools
Teachers' Salaries	Student-Teacher ratio	Educational resources	Class size
-	Teacher shortages	-	Students' learning time in after-school lessons
-	Teachers' professional development	-	Extracurricular activities
-	-	-	Students' attendance at pre-primary school

Source: OECD(2013; p.94).

In table 2, OECD (2013) presented the resources invested in education as covered in PISA 2012and also explained that resource allocation has implications for equity in provision for education especially when consideration is given to reducing the achievement gap between the disadvantaged and other schools. Major resources allocated to education as could be seen above are financial resources, human resources, physical resources/material resources, and time resources. TESS- India (2015; p.2) categorized educational resources into six as:

>Category 1: People – teachers, students, parents, non-teaching staff, past students,staff in other schools, neighbours, sponsors, benefactors, experts in the community,etc.

>Category 2: Living things – domestic and wild animals, birds, insects, reptiles, their habitats and herding spaces, trees, flowers, crops, fruits, vegetables, etc.

>Category 3: School environment – indoor spaces, such as classrooms, bathrooms, kitchens, offices, corridors and laboratories; outdoor spaces; sources of heat, noise, light, etc.

>Category 4: Classroom equipment – desks, chairs, blackboards, etc.

>Category 5: Local environment – urban, rural, coastal, mountainous, climate, river, industrial, arable, etc.

>Category 6: Materials - books, writing materials, posters, maps, games, maths kit, lab equipment, computers, mobile phones, art materials, tools, satellite TV, subject-related resources, artifacts and so on.

From the foregoing resources in education include financial resources; human resources; physical resources/material resources; school policy and law; student attributes; and time resources.

Financial resources: The school system involves enormous capital outlay. "Financial resources can be allocated to salaries paid to teachers, administrators and support staff; maintenance or construction costs of buildings and infrastructure; and operational costs, such as transportation and meals for students" (OECD, 2013; p.95). TESS- India (2015; p.2) observes that "teachers' salaries represent the largest single cost in expenditure on education. School systems differ not only in how much they pay teachers but in the structure of their pay scales". Horvat (n.d.) is of the view that management of school financial resources comprises "the planning and implementation of a financial plan, accounting, reporting and the protection of assets from loss, damage and fraud. Schools can regulate their financial management with internal rules.

Personnel Resources: In the school organization register, personnel resources will refer to the human resources in the secondary school system like to the principal, teachers, students and the nonacademic staff (which includes clerks, messengers, cleaners etc (Nwafor & Nwafor, 2012). Anyaogu (2016) observed that "every organization is made up of people with different backgrounds, characteristics, religion, beliefs, values and aspirations who have come together in order to achieve the agreed oa;s and objectives of the organization" (p.289). Anyaogu (2016) further elucidated on the term personnel. To her, the term personnel refer to the people who work for the organization. Personnel are generally referred to as human resources in an organization. They are the employees in an organization or any place of work. They facilitate

production through offering of their services for the good of the organization and in turn receive wages or remuneration for their services (p.289).

The human beings who are the workers in an organization are called the personnel. In a school, a social organization, the workers are the administrator(s), the teachers and other ancillary workers that are the non-teaching staff whose work are necessary for the smooth running of the school. The ancillary workers include security personnel, cooks, clerks, gardeners, drivers, messengers, dispatch riders, laboratory/workshop/library attendants, counselors, cleaners, and so on. This retinue of workers must be managed to achieve the school organizational goals.

School Plants and Facilities: School plant has been described as "all embracing in the fact that it comprises every single item starting from the gate of the school to the walls covering the school compound" (Amanchukwu & Ololube, 2015; p.96).In the view of Yusuf in Amanchukwu and Ololube (2015), school plant should be seen as "space interpretation of the school Curriculum"(p. 96). Amanchukwu and Ololube (2015) further recorded that school plants comprise the machinery which in turn includes machines and tools used in the workshops in addition to duplicating machines, school site which is the landscape on which the schools permanent and non-permanent structures are built, equipment, furniture, vehicles of various types, electrical fittings, books, water supply infrastructure, and accessories like playgrounds, lawns, parks and farm, as part of school plant (p. 96).

The school plants are important for better learning outcomes in schools. The buildings and shade trees protect the teachers, the pupils, and school support staff from the elements (like the scorching sun, the rains, chilly weather and violent storms) and harmful animals (like mosquitoes and snakes); provide a conducive atmosphere for learning (comfortable classrooms, good and safe laboratories and workshops, and the beautiful sceneries of a well-planned school environment). A rich school plant affords the pupils opportunity for physical expressions and discovery learning like sports and games, practical agricultural demonstrations- horticulture, farming, animal rearing, among others. Aloga (2014; p.642) believes that in terms of teaching and learning practices, the school plant is "the first step towards the realization of our educational objectives". Scholars recognize the place of school plant in achieving school organizational goals (Aloga, 2014; Anyaogu, 2016).

In the view of Anyaogu (2016), the school environment does influence what staff and students do and how they feel. For example, a well maintained, bright, colourful and neatly arranged trees, lawns, flowers, and functional physical facilities suggest that the staff and students in the school care about the environment. Such environments can encourage the staff and students to perform to the best of their abilities in their functions as well as attracting new staff and students.

Nature of Students: Students vary in their socio-economic backgrounds, natural physical strength and intelligence; and various other personal characteristics which when they work for the good of the process of education are seen as resources to the school administrator. It will seem that students from families of high and middle level income level perform better in academic pursuits than children from families that are in the bottom low income earners who live in slums. The dictum "A wealthy mind is to be found on a

healthy body" (menssna in corporsano) would tend to suggest that well-fed children with good physique would possess wealthy minds or better intelligence.

School Policy and Laws: The school administrator will admit that the policies and laws as laid down by the government are resources to fall back on while conducting the school business. They become a present help in terms of need especially in disciplinary issues. The policy and laws are inputs that help the school administrator to steer the ship of the school system on an even keel.

Time as Resource: The time spent by students while pursuing education has been interpreted as resource and these are in the form of students' learning time in schools, students' learning time in after-school lessons; and time spent on extracurricular activities(OECD, 2013). If the time that students and school personnel commit to the educative process is looked at with the lens of the economist, then it will be realized that this time resource could have been invested elsewhere and they will yield dividends to the students and school personnel.

Management of School Resources

School organizational resources in themselves cannot put themselves to use, of necessity there is a function which spells out the direction of efforts for the resources so that they will be seen to be productive. This is the management function as posited by Onyene, Oladipo and Enueme (2011) that "management is a complex and dynamic mixture of systematic techniques, which are directed at achieving predetermined goals and objectives in an organization" (p.130). It is contended that even the simplest activities carried out at schools have such a great importance that they cannot be left to coincidences; all such activities must be carefully planned (Bakirci, Turkdogan & Guler, 2012). The work of a school head is beyond sitting in a posh office and giving directions (Onyene, Oladipo & Enueme, 2011).

Management of educational resources is at the core of management of the school organization and its major concerns should be rational use of the scarce resources and control of costs. Management is held accountable for the use of the scarce resources committed to them in the management of the school organization. This informed the opinion of Okorji and Unachukwu (2014) that "educational administration involves prudent management of scarce and available resources as well as a high degree of accountability on all organizational members" (p.4). The position of school manager at the duty of managing school resources is better appreciated if one should view it through the lens of basic management functions as itemized by Onyene, Oladipo and Enueme (2011, pp.131-132) as planning, decision making, organizing, staffing, communicating, motivating, leading and controlling.

School human resources form a crucial management concern in the education industry. The quality of educational system in any given society will depend on the number and quality of the personnel available to that educational system. The crucial personnel being the teacher upon who rests the job of processing the new raw educational intakes in to the finished goods called graduates. It has been said that no nation rises above its teachers (FGN, 2013). Josan (2013) suggested that "we need an efficient management of human resources to find and retain the most suitable and efficient people which will increase productivity and face the increased global competition" (p.39).Teachers who are suitable and efficient should be retained in the schools to facilitate quality instruction and students' academic achievements. Personnel management has its place in the school. According to Ogunu as cited in Anyaogu (2016; pp. 290-291) personnel management is of immense importance to education for the reasons it ascertains that those who graduate

from the different levels of educational system will receive the desired skills and knowledge; it identifies the current and future human resources requirements, so that there will be no shortage of human resources towards the realization of organizational goals; and it attracts qualified and experienced staff that will achieve educational goals many more.

The functions of personnel management has been classed into four categories: employment (selection and recruitment), training and development/human resource development, motivation/compensation, and human relations (Anyaogu, 2016).Cognizance should be taken of the peculiarity of the school as a human capital intensive, social organization with a lot of human interactions going on in the organization, it will then be understood that the concern for human resources in school management is central and prime. For the public school manager, the question of who does what has been partially determined for her especially in the public schools where the government recruits and deploys teachers and other school personnel. However she is at the head of the organization and determines how each of the workers in the school works and with what combination of tools. His contribution through leadership sets the tone of the school organizational climate. While the school head has little input in the recruitment process, the school administrator does much of the staff orientation and determines the training needs and staff development needs. She does the needed staff periodic appraisal and job audit. The school staff motivation aspect of management duty is about drawing out the human resources in the worker in such a way that the worker performs even beyond set targets (Nwakudu, Boreh & Wosowei, 2014).

 Amanchukwu and Ololube (2015) suggested that principals of schools should be thinking of the best interest of the learners under their care and one way of showing this interest is maintaining of the school plant. The minds of staff and students should be prepared by making them understand that they are one family and that the structures in the school premises belong to them and it is their duty to keep them in good condition after each use and that they should not give out any part of the school plant for commercial use since the users are likely to cause some damages which will take a lot to repair among others.

Given the attention of the government on corruption, financial management is one hot bed for school administrators. National Open University of Nigeria-NOUN(n.d.) gave the purposes of financial management in educational institutions to be the mobilization of funds and their prudent use in the most effective and efficient manner because resources are scarce; and to assist educational managers and administrators to keep a record of their stewardship in financial matters for the benefit of the proprietors and other stakeholders

The School as an Organization
The school is a social organization (Oshionebo, 2014; Ejiogu & Ogonor, 2016)). Şahenk (2010) saw the school as "an essential and important social organization" (p.4298). The school is also classed as a learning organization defined as " a place where the beliefs, values and norms of employees are brought to bear in support of sustained learning; where a "learning atmosphere", "learning culture" or "learning climate" is nurtured; and where "learning to learn" is essential for everyone involved" (OECD, 2016, p2). The school is both a social organization and a learning organization.

OECD (2016) further suggested that these seven action-oriented "dimensions" and their underlying characteristics, referred to as "elements", highlight both what a school aspires to be and the processes it

goes through as it transforms itself into a learning organization; all seven dimensions being essential for this transformation to be sustainable; and in the end, the whole – realising all seven dimensions – will be greater than the sum of its parts. Kools and Stoll (2016, p.5) contends that "a school as a learning organization has the capacity to change and adapt routinely to new environments and circumstances as its members, individually and together, learn their way to realizing their vision".

Effective School Organization

What constitutes the effectiveness in school organizations seems contentious; there seems to be no agreement on what precisely should constitute the indices of effectiveness. It is contended that there are three main perspectives in looking at school effectiveness as Scheerens in OECD (2005; p.13) highlighted three main strands of educational effectiveness research focusing on different school and classroom Level factors which are "economically-oriented studies of education production salaries and teacher qualifications; school effectiveness studies that examine organizational and managerial characteristics of schools; and studies on effective teaching and instruction that consider classroom management and teaching functions that look at resource input factors such as expenditure per student, teacher strategies".

To Georgopoulos and Tenneubaum in Nwadukwe and Timinepere (2012), "organizational effectiveness is the extent to which an organization as a social system with the resources and means at its disposal fulfils its objectives without incapacitating its means and resources and without placing undue strain upon its members" (p. 20). In effect, organizational effectiveness should be discussed in relation to the resources and means available to that organization in the attainment of its goals. This suggests that if a school is to be effective it should be accountable to the use of resources and means at its disposal it the attaining of its goals. Again, Grawhich and Barber in Josan (2013; p. 42) posit that organizational effectiveness is "the net satisfaction of all constituents in the process of gathering and transforming inputs into output in an efficient manner". It is the satisfaction of the stakeholders (the constituents) in the process of gathering and transforming inputs into output in an efficient manner.

Table 3: **Balanced Scorecard of Organizational Effectiveness**
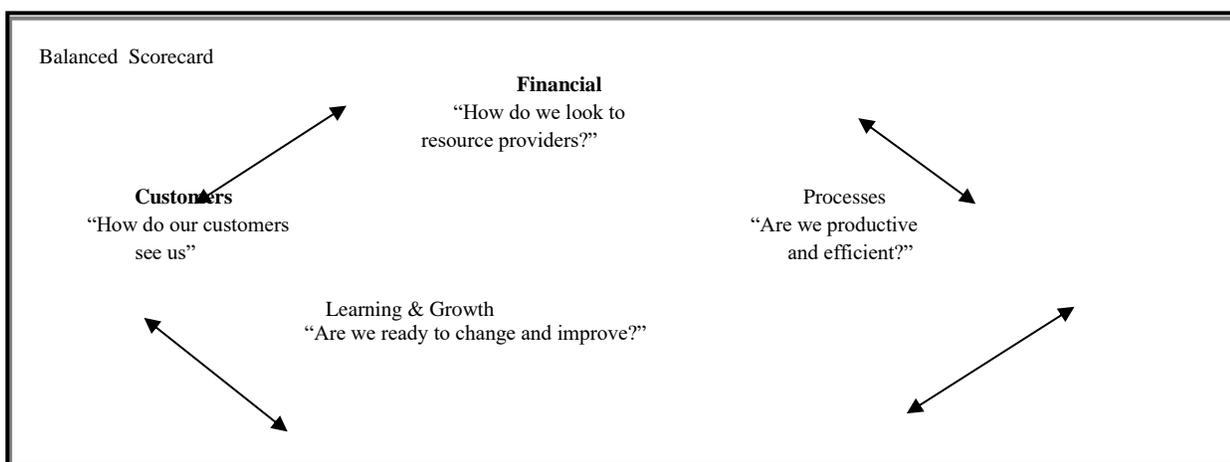
Source: **Matthews, J. R. in Mathew (2010). Scorecards for Results. Westport, CN: Libraries Unlimited**

In table 3 above, Mathew (2010) operationalizes the strategies for organizational effectiveness to include good financial steward; being up-to-date with the right people with the right skills for the right job which engenders learning and growth; being conscious of time or costs per activity which fosters continuous

improvement; and demonstrating value to students and other stakeholders which form the customer base. How well an organization tackles these four areas of concern will spell how successful and effective the organization is. This position agrees with McCann in Jamrog and Overholt (2005) in which he wrote that organizational effectiveness is the measure of how successfully organizations achieve their missions through their core strategies. Organizational effectiveness studies are concerned with the unique capabilities that organizations develop to assure that success (p.5).

Saunders and Stockton in Laila (2015, p.696) observed that "more recently, school effectiveness research has become increasingly sophisticated and has challenged the notion of a school's overall effectiveness and the concept of differential effectiveness has developed". Laila (2015) noted that one basic premise upon which this assertion was made was the increase in competition from independent schools (private schools), which are trying to be more effective than the state schools in raising standards and achievement levels while catering for the interest of the wealthy and middle-class families. These schools are costly in terms of fees and levies they charge but they achieve the needed results and attract much patronage. Laila (2015) drew attention to the fact that effectiveness is "clearly often seen as being related to a means-end relationship. When applied to educational situations, effectiveness refers to the level to which educational practices result in the attainment targets" in the school organizations (p.698). Here focus is on the educational practices that spell success, that is, those processes that add value in the system to achieve desired results. An effective school, according to Şahenk (2010) is a school where "an optimum learning environment is created by supporting the cognitive, affective, psychomotor, social and aesthetic development of the students" (p.4300). Şahenk (2010, p.4300) as well as Bakirci, Turkdogan, & Guler (2012) wrote on some definitions of effective schools to include the fact that the school allows the cognitive, affective, psychomotor, social and aesthetic aspects of all students of different intelligence and skill levels to develop; that in the organization, the relationship between the individuals is strong and all peers are working in cooperation and that the organization aids the students in developing their fundamental skills while on the other hand providing them with critical thinking skills among others.

In Nigeria, "many government schools for whatever reason have been labeled effective where high academic standards are the norm" (Ogunwale, 2012, p.115). Ogunwale (2012) observed that public schools are criticised for poor academic standards and for lack of influence on students on issues of morality and values. He wrote also that "parents are receiving signals from both universities and business leaders on the poor basic skills of high school graduates" (p.115). In other words academic performance; students' morality and values; and students' basic skills count in school effectiveness in Nigeria. It is contended that school effectiveness must meet the two criteria of quality and equity. While quality bothers on high standards of achievement in schools; equity is concerned that such high standards do not vary significantly across gender, race or socio economic backgrounds of the student population (Ogunwale, 2012).

Characteristics of Effective Schools

Schools which are adjudged to be effective must meet some basic identifiable criteria or must be seen to be carrying out certain types of activities or better still manifest some observable attributes to earn them the

label of effective schools. The views of writers of this paper on these characteristics do not seem so divergent (Okoduwa, 2001; Nwankwo, 2004;Şahenk, 2010; Ogunwale, 2012). The characteristics of effective schools as delineated by Balcı in Şahenk (2010) include the fact that effective schools are led by administrators who have a broad vision concerning education and they are able to motive those people around them. The leader is able to transfer his/her vision to in-class applications; that effective bonds of communication and relationships based on trust give teachers the opportunity to enhance the school's policies and to be able to have a say in the application of these policies. These schools have explicit goals and purposes that have been put into writing. These goals and purposes have been developed with the participation of all members of the staff and that the lessons are taught in a comfortable, orderly and substantive   atmosphere   among   others.

Table 3: Components of School effectiveness-enhancing factors

Factors	Components
Achievement, orientation, high expectations.	Clear focus on the mastering of basic subjects High expectations (school level) High expectations (teacher level) Records on pupils' achievement
Educational Leadership	General leadership skills School leader as information provider Orchestrator or participative decision making School leader as a coordinator Meta-controller of classroom processes Time spent on educational and administrative leadership Counselor and quality controller of classroom teachers Initiator and facilitator of staff professionalization
Consensus and Cohesion among staff	Types and frequency of meetings and consultations Contents of cooperation Satisfaction about cooperation Importance attributed to cooperation Indicators of successful cooperation
Curriculum quality/ Opportunity to learn	Setting curriculum priorities Choice of methods and textbooks Application of methods and textbooks Opportunity to learn Satisfaction with the curriculum
School climate	a) *Orderly atmosphere* The importance given to an orderly climate Rules and regulations Punishment and reward Absenteeism and drop out Good conduct and behaviour of pupils Satisfaction with orderly school climate

b) *Climate in terms of effectiveness orientation and good internal relationships*
Priorities in an effectiveness-enhancing school climate
Perceptions on effectiveness-enhancing conditions
Relationships with pupils
Relationships between teachers and pupils
Relationships between staff
Relationships: the role of the head teacher
Pupils' engagement
Appraisal of roles and tasks
Job appraisal in terms of facilities, conditions of labour, task load and general
Satisfaction
Facilities and buildings

Evaluative potential	Evaluation emphasis
	Monitoring pupils' progress
	Use of pupils' monitoring systems
	School process evaluation
	Use of evaluation results
	Keeping records on pupils' performance
	Satisfaction with evaluation activities
Parental involvement	Emphasis on parental involvement in school policy
	Contact with parents
	Satisfaction with parental involvement
Classroom climate	Relationships within the classroom
	Order
	Work climate
	Satisfaction
Effective learning time	Importance of effective learning time
	Monitoring of absenteeism
	Time at school
	Time at classroom level
	Classroom management
	Homework

Source: Improving school effectiveness (Scheerens, 2000:47-48).

Summary

In the educational sub sector, the teacher is like the goose that lays the golden eggs. Arguably, he/she is the most valuable resource person in the school system that is after the educational clienteles who are the focus of school business. The teacher's performance (in his planning lessons, teaching the lessons, evaluation of the lessons, classroom management, handling of students discipline and attendant problems, interest in teaching pupils, knowledge of subject matter,   professional preparation and scholarship, professional characteristics and effort toward professional improvement) has direct impact on the learning process of the students. He is the one who dispenses knowledge to the students and stands before the students as the authority in knowledge creation and knowledge dispensation. Ultimately, a great percentage of what the student knows comes from the teacher's effort or job performance. The litmus test of how teachers perform or how effective a school is the students' productivity, part of which is performance in the examinations. The effort of an effective school is to satisfy the stakeholders while the management of resources is geared towards avoidance of wastages and reduction of costs of education business.

The major concern here is on how to reduce the gross human and material wastages which result from inefficiency in the school organisation. The researcher's interest lies on unraveling the nature of relationships that exist among resource management, school organizational effectiveness and teachers' job performance. This research therefore focuses on the relationshipsthat exist between management of school resources and school organisational effectiveness, jointly and severally, with teachers' job performance in Senior Secondary Schools

School human resources form a crucial management concern in the education industry. The quality of educational system in any given society will depend on the number and quality of the personnel available to that educational system. The crucial personnel being the teacher upon who rests the job of processing the new raw educational intakes in to the finished goods called graduates.

Conclusion

Based on the various issues that were fully discussed in this paper, the writers concluded that School human resources form a crucial management concern in the education industry and the quality of educational

system in any given society will depend on the number and quality of the personnel available to that educational system. The crucial personnel being the teacher upon who rests the job of processing the new raw educational intakes into the finished goods called graduates. School organization's effectiveness should then be judged by how the personnel are able to satisfy the interest groups or stakeholders such as the governments, the parents, the teachers, the immediate communities among others in their efforts at transforming other resources into valuable ingredients of producing quality graduates in the process of schooling.

Recommendations

Based on the discussions in this paper for the attainment of sustainable development goals, the writers have suggested that the school managers should form committee to take care of school plant on a regular basis and present a written report to the school principal. The community stake holders, if approached, will participate in maintaining the school plant. Robbery of properties on the school compound (for example, Government Girls Secondary School, Rumuokuta some years back) was discovered to have been done by some boys from that community any time the school receives any new equipment. The school principal decided to make a formal report to the stake holders who swung into action and found the culprits and they made their parents replace those items and repair the damages done to the principal's office. That ended the robbery case in that school for that period.

Also, that the parent-teachers-association (PTA) also is a very powerful organ to use to ensure that school plant is maintained regularly by making funds available. As we all know, lack of funds causes delay of any project. When funds are provided, the skilled men/women should be employed to swing into action for results to be achieved.

Furthermore, principals should make it known to school staff that no school property should be converted to private property. This will surely prolong the life span of the property. If the school vehicle is used to carry out official duty it will last for a long time, coupled with regular servicing.

More so, there should be periodic inspection and repairs of school plant so as to make teaching and learning worthwhile among others.

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