

Educating Nigerian University Administrators on Effective Resource Management for Sustainable Transformation in Economic Down Turn

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Abstract

This paper emphasizes on educating Nigerian university administrators on effective resource management for sustainable transformation in economic down turn. It is centred on how university administrators can apply strategic resource management schemes to effectively make use of their human, financial and physical resources. The necessary changes university administrators should apply require intentionality. In order to achieve effective resource management, university administrators will need to plan for a proper functioning accounting department, infrastructure development, create new sources of income, etc. By doing so, Nigerian administrators can properly mitigate economic challenges and lay the foundation for sustainable development and prosperity of their universities. This paper provides an introduction which gives an overview of the topic. Next, it reviews current literature on the subject, examining the opinions of various authors on the papers topic which has been dissected to include discussions on educating, effective resource management, university administrators, economic downturn and sustainable development. A variety of issues related to this paper such as training of staff, increased cost due to economic meltdown and corruption in the fund management process are thoroughly discussed. The conclusion emphasizes the possibility for university administrators to step up and take charge of resource managing in a manner that is efficient and sustainable. Finally, suitable suggestions as to how to tackle the issues of this paper are proffered and are applicable to different administrators outside the purview of the university system. These include creating alternative funding sources for universities, collaborations with industries and regular training programmes for university administrators.

Keywords: **Educating, Effective resource management, Administrators, Economic downturn, Sustainable transformation**

Introduction

Research indicates that 70% of executives align with next-generation leaders. However, they assert that traditional decision-making norms, as cost minimization and delivering robust quarterly returns are still crucial. In fact, 67% believe these norms are still essential for advancing models for sustainable business (Accenture.com). In fact, Eme and Ugwu as cited in Eme and Ike (2017) observed that during the 1960s and 1970s, African governments and they made significant investments in education. Thus, studies indicate that this period saw the fastest expansion of education in Nigeria and other African countries. As such, governments

trying to meet the demanding financial needs of education have always faced budgetary challenges due to the significant social demand for higher education, especially university education (Ekong & Onye, 2017). Corroborating the above, funding issues in universities have significantly hindered the educational system's ability to empower academic staff through training opportunities (Odediji et al., 2023). Meanwhile, adequate funding remains vital for providing functional education that can drive national transformation (Akomolafe and Aremu, 2016). Consequently, Sanni (2016) lamented the lack of government commitment to financing university education in Nigeria, impacting the quality of education provided. This issue has been evident over the past decade, with students' enrolment tripling while public resources allocated to education as a percentage of GDP declined from 11.5% in 2002 to 8.7% in 2013. Conceptually, Adebayo (2016) noted that the financial constraints are linked not only to the country's social and economic challenges but also to its desire to integrate into the modern knowledge economy, which requires increased enrolment and adequate planning. In a related development, Eresimadu as cited in Ezenwagu (2021) informed that school administration involves implementing and facilitating programs and managing school resources. This branch of pedagogy studies the means, establishment procedures, and structures necessary to help schools achieve their objectives.

Famurewa (2014) revealed that the issue of financing higher education, including university education, is more severe in Africa than in other parts of the world. Likewise, Clement (2017) agreed that the primary sources of university education funding in Nigeria are the government (both Federal and State), parents/stakeholders, and alternative funding sources. Consequently, due to the economic downturn, universities face numerous challenges, including insufficient funding, increasing students' enrolment, recruitment and training of quality academic staff, adequate teaching aids, steady power supply, construction of sufficient learning facilities, poor infrastructure, overcrowded classrooms, inadequate libraries, laboratories, workshops, and sanctuaries, poor working conditions, and insufficient security measures to safeguard university premises (Muhammad, 2024).

It is noteworthy that instructing university leaders on resource management is crucial for Nigerian universities during economic downturns to ensure they achieve the following:

- Fulfil and sustain the mission of the university.
- Identify and prioritize their fundamental goals.
- Redirect resources to core mission programs during financial challenges, as well-managed institutions often do.

- Utilize their physical facilities for external programs, sports, camps, community events, and other activities.
- Seek additional opportunities.
- Aim to achieve their goals and objectives efficiently.

Education

Education is a means of enlightenment and transformation for the masses. It serves as a crucial asset for meeting the workforce needs essential for boosting economic and technological progress (Bailey et al., 2012). Also, it plays a vital role in enhancing the calibre of human resource (Rafiel & Davari, 2015; Prestiana and Sugito, 2021; Qutni et al., 2021). Likewise, education is instrumental in elevating the standard of human resource (Rahimi et al., 2020). Furthermore, education can be defined as the act of passing on knowledge, skills, and values from one generation to the next in a given society (Maria, Vengi & K'odhiambo, 2017). Similarly, the objective is to enhance educational quality in relation to the output of schools (Sumiati and Ahmad, 2021). Since it serves as both an input and output mechanism of development, education is essential to the broader belief in expanding human capabilities, which is central to development (UNDP, 2017). Also, significant and troubling issues undermined the quality of university education in Nigeria, with a noticeable decline in their standards being visible (Nnadozie et al., 2023).

Nigerian University Administrators

Nigerian university administrators are qualified men or women entrusted with the authority to run the day-to-day affairs of the university and to achieve the university's targeted objectives in a seamless manner, with the aid of their subordinates who also have administrative skills such as planning, organizing, coordinating, directing, controlling, staffing, communicating, budgeting, monitoring and supervising for the realization of the university's mission and objectives.

University education, regarded as the level of education, encompasses undergraduate and graduate certificates, associate degrees, masters, and doctoral degrees, following the completion of secondary education (Ofor-Douglas, 2023a). Also, university education plays a crucial role with the support of administrators and their subordinates, ensuring effective planning, organizing, directing, coordinating, and controlling and staffing to realize the university's vision of teaching and learning, research, information dissemination, and community services, the totality of all these processes are geared and directed towards the realization and achieving the purposes, goals and objectives set for. As such, this leaves room

for Nigerian university administrators to be responsible for carrying out the mandate of their institutions, overseeing day-to-day activities to achieve institutional goals and objectives efficiently and effectively. Consequently, the university administrators must fulfil their institutional roles seamlessly to achieve their goals and objectives. Likewise, the vice-chancellor, deputy vice-chancellor, and other principal officers, including management staff, academic, and non-academic staff, adopt sound management practices to accomplish the institution's goals through the efforts of others (Aiwuyo, Omoregie and Jimoh, 2020). Conversely, Manga (2016) asserted that school administrators are individuals with rigorous educational training and qualifications in educational administration and planning for effective management of educational institutions. Invariably, Ogunode (2020) correctly stated that the objectives of university administration include implementing university programs, allocating resources, ensuring the implementation of research and community service programs, promoting staff development, maintaining an effective academic calendar, and ensuring quality education.

Achieving quality education in Nigeria that meets global competitiveness is challenging without managers who possess the skills, knowledge, exposure, and technical know-how to objectively plan, organize, and coordinate human resources or teams, monitor, encourage, and motivate them to work with unity of purpose (Nwanakezie and Ogona, 2021). Additionally, Peretomode and Chukwuma (2014) noted that effective workshops are built around practical and relevant content from the learners' perspective. Furthermore, to meet the expanding needs of higher education (university education inclusive) clients, administrators must engage in innovations such as problem-solving and continuous improvement in school processes to reduce cycle-time and costs, aiming for zero defects. Also, managers can boost motivation of their staff by providing pertinent details about how their actions impact others (Olajide, 2020). Moreover, continuous improvement is a proven method to maintain a healthy philosophy in school organizations, and this requires a strong culture of performance measurement (Ofor-Douglas, 2020).

Effectiveness

Effectiveness is a goal every institution should strive towards. Effectiveness entails performing tasks correctly to achieve goals. It involves efficiently using time and resources to achieve outcomes that align with one's objectives. Therefore, administrators accomplish this by judiciously utilizing resources to meet their goals promptly (Ofor-Douglas, 2020). Consequently, Okendu as cited in Ezenwagu (2021), defined school administration as the

processes through which resources are mobilized in educational institutions to achieve educational goals. Undoubtedly, creating opportunities for attitude development is crucial for sustainable higher education, including universities (Sutton and Gyuris, 2015). In the same vein, university effectiveness pertains to achieving desired results and fulfilling the institution's purpose (Okachi, Boma and Cookey, 2018). Hence, effectiveness in universities involves adeptly planning, organizing, and coordinating various social energies within a single organization (Ezenwagu, 2021). Never the less, organizational effectiveness refers to the efficiency and efficacy with which a business or institution executes tasks and achieves its goals Smith as cited in (Ofor-Douglas, 2022). Also, organizational effectiveness is the institution's capability to successfully achieve its goals and satisfy its customers by efficiently utilizing resources (Ofor-Douglas, 2022).

Resources

Resources are a major component of any organisation. Resources are essential inputs applied in universities to realize their goals and objectives (Ofor-Douglas, 2021). Again, Adetoro in Asodike and Adieme (2014) stated that resources are all items used directly and ultimately to aid, enhance, or promote the acquisition of knowledge, skills, and abilities. Accordingly, resources are employed to facilitate the organization of university systems to achieve their goals effectively and efficiently (Ofor-Douglas, 2023). In support of the previous assertion, in Nigerian universities, resources are critical for the growth and development of university education. For this reason, adequate financial, material, human, and time resources are necessary to achieve efficiency and educational goals. Also, effective resource management enhances the quality of university education, while the lack of resources hampers institutional success (Ofor-Douglas, 2020). Corroborating, Nwankwo (2014) asserted that an institutions productivity and success depend on the effective planning and utilization of resources. In a similar pattern, Ahmed (2017) added that resource richness, particularly in research-intensive universities with advanced laboratories and equipment, is a key factor distinguishing high-performing institutions. He furthermore, indicated that the abundance of resources is the second key factor that differentiates successful universities, particularly those that focus on research and rely on cutting-edge laboratories and equipment. Furthermore, several years ago, numerous studies reported significant findings regarding the connection between resources, educational productivity, and improvement (Anyagou, 2015; Akinsolu, 2012; Kingi, 2015). There are different types of resources in the universities and they include;

Human Resource

Human resources are the able men and women working in an organization to achieve goals and objectives. Human resource consisted of the staff within the university system, encompassing both academic and non-academic personnel (Ofor-Douglas, 2021). Likewise, the quality of human resource is not solely determined by measurable abilities through provided services but also by their capacity to generate innovative, creative, sustainable, and accountable ideas (Mutiatl et al., 2022). Similarly, William (2013) defined human resource as employees, manpower, talent, staff, labour, and human capital. They are a vital component of management, especially within the educational sector (Animoku et al., 2016). Human resource must leverage strengths and opportunities and be willing to take risks (Siska and Komla, 2020). However, Adesina, as cited in Asodike and Jaja (2014) stated that human resource management involves recruiting sufficient and qualified staff, developing and maintaining them to effectively and efficiently provide educational services to the institution and society.

It is evident that human resource management is recognized as a crucial factor in enhancing educational quality (Dedi et al., 2021). Additionally, it is essential for managing, regulating, and utilizing educators to function productively towards achieving goals (Mutiatl et al., 2022). In other word, it is a tool for optimizing individuals to meet organizational objectives (Silva and Lima, 2018; Boon et al., 2019). Meanwhile, in universities, effective human resource management involves proper management by administrators in Nigeria, including training and retraining staff and ensuring they are well-positioned to meet the university's goals and objectives. Administrators should develop programs to foster teamwork among staff to achieve the university's overall goals (Ofor-Douglas, 2021). Remarkably, human resource management provides insights into better handling employees, including recruiting, training, retraining, motivating, and promoting staff (Ofor-Douglas, 2021). In affirmation, its purpose is to enhance individual productive contributions (Mutiatl et al., 2022). This implies that effective management of human resource is crucial for achieving organizational goals efficiently and effectively, requiring administrators to be strategic and proactive. In alignment with Wang (2016) argued that effective human resource management is another vital principle of sustainable development.

Financial resources

Financial resource constitutes the monetary foundation of an organization. This suggests that financial resource are the essential funds an institution requires to sustain its daily functions and fulfil its established goals and objectives (Ofor-Douglas, 2023b).

Physical /Material resources

Material resources encompass all items created by humans. These are the tangible assets that can be utilized to support educational programs (Asori et al., 2024).

Time Management resources

Firstly, management is viewed as the art of achieving tasks through and with people in a formal setting to attain positive outputs and outcomes (Ehueme, 2014). It involves exercising formal authority over people's activities within an organization, which includes interaction and collaborative efforts to meet set goals (Oriji, 2021). In the realm of educational programs, efforts and activities of staff members are aimed at imparting knowledge to learners and achieving educational goals through effective school management (Ilavbare, 2024). Similarly, school management entails planning, organizing, and utilizing available resources to achieve predetermined goals and objectives (Ilavbare, 2024).

Managing life involves taking steps to accomplish personal objectives, while managing an organization involves collaborating with others to achieve shared goals. Therefore, management encompasses planning, organizing, staffing, directing, coordinating, and controlling activities, all guided by certain principles to reach set goals and objectives. This means that resources such as human, financial, physical, time, and liquid assets must be effectively utilized in the view of management principles to seamlessly achieve university goals (Ofor-Douglas, 2023b). In the same vein, Irtwange and Orsaah as cited in Ofor-Douglas (2024), argued that managing a university involves achieving desired outcomes through the assignment of responsibilities and resource monitoring, ensuring efficiency and effectiveness, and good governance, which involves following authorized procedures and applying systems to achieve agreed-upon results. Accordingly, examining operational methods includes administering control, maintaining the status quo, managing systems and structures, asking how tasks can be accomplished, and ensuring they are done correctly (Eze and Opokiri, 2019).

Effective Resource Management

Efficient resource management is a good implementation for any organization aiming to enhance its efficiency and reach its objectives. Hansen (2018) contended that pre-planning,

scheduling, and allocating resources are essential to maximize efficiency. As such, institutional administrators play a crucial role in ensuring both internal and external effectiveness and efficiency. Moreover, this responsibility extends beyond the procurement or acquisition of resources to their organization, coordination, control, and maintenance (Okonkwo, 2024).

Educational Resource Management

Effective management involves using resources strictly for their intended purposes and avoiding negligent handling (Ofor-Douglas, 2024). The efficacy of school resource management is reflected in the achievement of management objectives and the optimal use of resources, including educators and infrastructure, to meet school goals. OECD (2017) noted that educational effectiveness can be viewed as the possibility of a certain amalgamation of university resources to deliver anticipated results. Needless to mention, a supportive school environment enhances learning activities, producing outputs that benefit the community (Nurkois and Sushworo, 2018). Nevertheless, to achieve efficient and effective resource management, university administrators must align their efforts with the learners' goals and objectives. Therefore, administrators in Nigerian universities, especially during economic downturns, require proper training to manage their available resources efficiently. It is vital to note that misallocation and negligent use of resources hinder university development. As such, it is imperative to avoid resource wastage, given their scarcity. Nonetheless, some administrators of institutions are involved in mishandling funds, pilfering of university facilities and display unethical attitudes as regards funds assigned to their institutions. The propensity and the impulse to become wealthy often leads to such corrupt practices (Ofor-Douglas, 2022). Also, Ofoegu and Alonge (2016) observed that ineffective fund management has accounted for the perceived indifference of workforces and students in excess of a decade. Despite the hurdles involved in managing funds for universities, effective management presents a substantial modification in the relationship between managers and employees. (Brinla et al., 2022). Likewise, Ikegbusi et al (2018) maintains that it also aids the top administrators to make operative executive decisions giving rise to improved management of resources and confidence in the institution.

The researcher also highlighted the following as effective tools for productivity in Nigerian Universities:

1. The Federal and State government should deliver satisfactory funds for the university and ensure suitable clerical operations should be done.

2. Universities should form training sessions to ensure continuous development of its staff.
3. There should be a merit-based recruitment to avoid favouritism. Employment should be based on an individual's abilities and not his tribe or relation to his employer. (Ofor-Douglas, 2021).

Economic Down Turn

The demand for quality, equality, and funds are persistent sources of strife for higher education (university education inclusive) institutions across the world (Nduanagu et al, 2023). It can lead to a diminution of the strength of numerous sectors of the economy, such as 'industrial production, employment, real income and wholesale-retail trade'. (Osalar, 2016) Likewise, since the economic slump following the 2008 financial crisis, terms like economic downturn and economic meltdown have been used interchangeably in this context. These terms refer to a period of slowed economic activity and lower gross domestic product (GDP) per capita, essentially describing a situation where a lack of funds affects all segments of the economy, including the educational sector and universities. Notably, Oguche (2015) asserted that the decline in crude oil prices and the current economic recession have negatively impacted government revenues, leading to a significant reduction in government funding for secondary education. In support of the above assertion, Obi (2020) argued that an economic downturn is linked with high unemployment rates, increased poverty, hardships, and a slowing GDP. Similarly, Anele (2020) described an economic recession as a period of economic decline characterized by reduced output, liquidity issues, and rising unemployment. Nevertheless, Kehinde et al. (2018) observed that the recession is severely affecting the country, with many organizations struggling financially to maintain operations. This financial strain is making life increasingly difficult for the average Nigerian (Adenubi, 2017). Meanwhile, Mishra (2023) defined an economic downturn as a recession, highlighting a significant decline in economic activity lasting more than a few months, typically visible in real GDP, real income, employment, industrial production, and wholesale-retail sales. Moreover, many factors contribute to economic downturns, but inflation is a primary cause. This can result from increased production costs, high energy prices, and national debt (Chizoba, 2016). Furthermore, Oyekunle (2016) recognized that the recession's impact is becoming more evident in Nigeria's education system. Corroborating, Shizha and Kariwo (2011) argued that Zimbabwean universities are well-positioned to address the economic

challenges facing the country by exploring innovative short- and medium-term mechanisms to improve various aspects of science, technology, knowledge, and skills.

Sustainability

Practicing sustainability allows what has been worked for to last longer. Sustainability involves fulfilling current needs without jeopardizing the capability of future generations to meet their own requirements Kuhlman and Farrington, (2010) as referenced in Ofor-Douglas, 2020). Similarly, sustainability is defined as the ability to maintain, support, and nourish something indefinitely without causing harm or depletion Edet and Beyin as cited in (Ofor-Douglas, 2024). As such, the tertiary education system, including universities, aims to train leaders and professionals for effective management of the nation's resources (Olisaemeka, 2021). Nonetheless, Frandoloso and Rebelatto (2019) argue that higher education Institutions (HEIs), including universities, play a role in societal change, training individuals who support sustainable development goals and take positive actions. Additionally, the system aims to create a quality workforce by developing, training, and attracting top talent, supporting current businesses and industries, improving education from preschool through graduate school, taking active roles in regional initiatives, disseminating research, and promoting technology Aminigo as cited in Olisaemeka (2021). Also, the vision for education in Nigeria is to create a supportive and sustainable environment to achieve national reforms and human development goals Akinjide, as cited in Olisaemeka (2021). Similarly, Ibidapo as cited in Okemakinde, Adewuyi, and Alabi (2013) emphasized that the effective operation of the educational system requires a sufficient number of quality teachers (lecturers) at all educational levels to meet the needs of the national economy.

Undoubtedly, sustainable development must be incorporated into education, and education must be integrated into sustainable development UNESCO as cited in Chomova, 2021. Therefore, it was agreed that a successful sustainable development agenda requires multi-stakeholder partnerships, including businesses, NGOs, communities, HEIs, governments, the United Nations, and other actors (Dodds, 2015). Furthermore, Emeka-Nwobia, as cited in Okafor and Egenti (2021), affirmed that sustainable development could also be called "equitable and balanced." This means development should balance the interests of different groups within the same generation and across generations, considering economic, social, and environmental aspects.

In the same vein, education for sustainable development involves fully integrating curricula and learning outcomes (Gregersen-Hermans, 2021). Thus, there is an urgent need to reinforce the university system to provide the desired international quality and functionality to meet current and future demands (Ukhurebo et al., 2024). In the same view, education for sustainable development is a holistic and transformative process that addresses learning content and outcomes, pedagogy, and the learning environment. Moreover, it enables a shift from teaching to learning and supports self-directed learning, participation and collaboration, problem-orientation, interdisciplinary approaches, and the linking of formal and informal learning (UNESCO, 2017). Also, the importance of sustainability education is to ensure future generations can respond effectively to sustainability challenges (Muslichan and Ramadania, 2017). Accordingly, achieving education for sustainability requires quality education for all citizens, free from discrimination (Ofor-Douglas, 2023). Although defining and interpreting sustainability has been challenging, there is consensus that sustainable development involves an active government role in managing natural and environmental resources efficiently and equitably (Pearson, 2013). Likewise, Pearce, as cited in Karpagam (2014), asserted that sustainable development encompasses various desirable social objectives, including increased real income per capita, improved health and nutrition, educational achievement, access to resources, fairer income distribution, and increased basic freedoms. Finally, Glavic (2020) noted the lack of sustainable content in ESD programs and proposed an exemplary sustainable development course model, which is necessary to address this issue. Additionally, these findings reveal that low investment in the education sector affects both the quality of education infrastructure and the generation of human capital development in Nigeria (Aberu and Lawal, 2022). Similarly, Cotton (2017) highlighted the challenge of incorporating sustainable development concepts into curricula across various disciplines. Moreover, unless curriculum implementation problems are addressed, education failure is inevitable (Cobdold, 2017).

Sustainable Transformation

Sustainable transformation is an ideal practice that every institution should strive for in order to achieve the universities goals and improve on their standard of education. Sustainable transformation involves the evolution and enhancement of university administration in Nigerian institutions, aimed at fostering positive and prosperous changes in the future prospects of these universities. Thus, it is the responsibility of university administrators to ensure their institutions operate effectively. As such, these administrators pursue

transformation, it is crucial to establish robust integration and engagement of sustainability principles between the universities and their stakeholders, along with tailored investments for each unique organization. Therefore, an institution aiming to generate value and independence in the near future must actively engage in sustainability, cultivate opportunities, reshape competitive advantages, unlock new sources of growth, access capital on competitive terms, maintain transparency in its dealings, and closely align with sustainability goals and objectives in its daily operations towards targeted performance plans. As such, equipping individuals with sustainability competencies to navigate a complex and changing socio-economic environment sustainably has become the primary goal of all education levels, particularly higher education institutions (Yue and Zhao, 2020). Consequently, Badea et al. (2020) highlighted the need for empirical studies on sustainability by universities and the impact of Education for Sustainable Development (ESD) on student behaviour, concluding that such actions should be voluntary rather than mandatory. In the same vein, Lambrechts et al. (2018) emphasized that transforming education to meet sustainability requirements necessitates the commitment of faculty and academics. However, comprehensive curriculum reform and its reorientation towards sustainability remain relatively limited (Von Blottnitz et al., 2015).

Training of the Universities Administrators

Chaudhary and Prasad (2014) defined training as a learning process designed to enhance employees' performance abilities. Consequently, training involves applying acquired knowledge and experience Punia and Saurabh as cited in Umar, (2024). It can be viewed as an organized activity aimed at imparting information and instructions to improve recipients' performance or help them achieve a required level of knowledge or skills Appiah et al as cited in Umar, 2024). Meanwhile, Gituma as cited in Umar (2024) mentioned that employee training in organizations can take the form of orientation/induction training, on-the-job training, seminars, and workshops. Hence, when academic staff career development is significantly enhanced, it leads to increased performance and system sustainability (Ezugoh et al., 2020). Moreover, capacity building involves equipping individuals with the necessary skills to meet organizational goals through developmental programs (Nwabueze, Nwokedi, and Edikpa, 2018). Similarly, Jepketer, Kombo, and Kyalo (2015) affirmed the need for capacity building among academics to suit the requirements of evolving classroom practices.

Training During Economy Down Turn

Diversification represents a significant shift in paradigm, involving the broadening, expansion, or outreach towards financing education by exploring community resources that have not been fully utilized (Asori et al., 2024). In the view of Ofor-Douglas (2023), diversification introduces variations into systems to widen their scope and stimulate creativity and innovative thinking. Additionally, the diversification of Nigeria's university system promises numerous benefits for society, leveraging the country's abundant resources to bolster the economy. While this includes fostering synergies, achieving economies of scale, enhancing national technology and attracting foreign investment, it also includes developing human capital and exploring new opportunities Suberu et al as cited in Ofor-Douglas(2023a). In essence, diversification in university education involves offering a variety of courses to impart both theoretical knowledge and practical skills to students (Ofor-Douglas, 2023).

Nevertheless, institutions advocate for diversification in educational financing to explore new avenues for improving financial support, even when existing allocations seem sufficient, underlining it as a rational necessity (Asomi et al., 2024).

How to Manage Their Resources

Given the limited nature of university resources, they must be allocated judiciously and effectively from management to various administrative levels to achieve the institutions' goals. Also, resource distribution prioritizes the population size and budget, necessitating proper planning for effective allocation. Since not all needs can be addressed simultaneously, administrators must apply their managerial skills to ensure resources are allocated based on necessity through careful planning, organizing, coordinating, directing, supervising, and evaluating. Likewise, administrators must make sure that resources are adequately distributed among departments and faculties to increase the university's benefits. Hence, Nwankwo (2014) highlighted that school managers should devise plans to maintain a continuous supply of resources, covering student admissions, staff appointments, allocation of school funds, etc. Thus, lecturers should develop a better interpretation of their educational practices (Sund, 2016). Furthermore, they need to interpret and comprehend all teaching classes and materials, identify certain requirements for learning and prepare adequate resources (Kerene, 2018). Lastly, positive relationship fostered by the university heads, through their character, encourages staff and various university heads to increase productivity within the university system (Ofor-Douglas, 2019).

Strategies for Funding Universities During Economic Downturns

Exploring Alternative Financing: In several nations, there has been a shift in higher education financing methods (Panigrahi, 2018). This is why Shattock (2004), cited by Awotwe, Sam, and Tackie (2020), noted that institutions worldwide are exploring unconventional funding sources such as fees from international and self-financed students, alongside tailored commercial ventures. Likewise, Newman and Duwiejua (2015) argue for the necessity of seeking additional funding sources and restructuring current financial mechanisms for higher education institutions. Nevertheless, Al-Hamadeen and Alsharairi (2014) emphasize that commercial activities within universities are crucial funding sources. As such, Haruna (2013) suggests community fundraising as another viable option. In affirmation, Sanyal and Martin (2006), as cited by Awotwe, Sam, and Tackie (2020), highlight wealthy donors as significant non-state funding sources for higher education. Additionally, programmes, licencing, royalties, research patents, and retail earnings also contribute (Awotwe, Sam, and Tackie, 2020). Other means of accessing funding for university maintenance include;

- Grants, Donations or Endowments
- Diversification into Entrepreneurship,
- Collaboration with NGOs and Industries,
- Launching Online Programs
- Effective Time Management: Diligent time management across all activities is crucial to avoid inefficiencies (adapted from Razali et al., 2018).
- Introducing new programs to generate revenue for universities: Collaborative strategic alternatives are seen as highly effective not only for cost-saving but also for enabling universities to excel in their respective fields (Ahmed, 2016).
- Supervision: A supervisory unit comprising professionals oversees university activities to ensure efficient task execution, enhancing educational service quality in Nigeria (Ofor-Douglas, 2020). Allocating Resources based on Needs rather than wants.
- University Partnerships /Linkage: Ofor-Douglas (2021) suggests that university administrators collaborate with other institutions to exchange knowledge and ideas for the benefit of students, faculty, and overall institutional development. Furthermore, integrating practical vocational education equips students for self-reliance post-graduation. Engaging in collaborative partnerships with other universities allows for knowledge exchange and mutual development (Ofor-Douglas, 2021). Investing in Digital

Tools and Technology for Research and Development: Universities should focus more on innovative research to attract funding during challenging economic periods.

Issues

Periods of economic hardship present notable obstacles for institutions, especially universities, which need to manage constrained resources while upholding good educational and research standards. Nonetheless, Nigerian universities face several difficulties due to infrastructural inadequacies and funding limitations. Thus, this section delves into the various issues affecting Educating Nigerian University Administrators on Effective Resource Management During Economic Down Turn For Sustainable Transformation. These issues include:

1. **Over-dependence on Government Funding:** Agha (2014), maintained that inadequate funding poses significant challenges to managing Nigeria's university system. Abiodun-Oyebanji (2017) through his research, supports this view, highlighting that Nigerian higher institutions suffer from underfunding and undue stress due to over-dependence on government funds.
2. **Poor Administration:** Some institutional administrators are implicated in mismanagement and corruption concerning allocated funds (Ofor-Douglas, 2022). Nsikau and Emmanuel (2015), cited in Mutiati et al. (2022), attribute this to unfriendly policy implementation, financial accessibility issues, inconsistency, and failure to enforce policies effectively.
3. **Corruption:** Adeleke (2017) laments the financial opaqueness of many school administrations, warning that corruption tarnishes graduates' credibility in the job market (Ofor-Douglas, 2024). Ofor-Douglas (2020) thus emphasizes that corrupt administrators enrich themselves at the expense of efficient resource management in Nigerian universities. Also, Akaeze and Akaeze (2017) highlight inadequate funding as a major hindrance to Nigeria's educational potential.
4. **Overstressed Facilities:** Anya (2013) describes public university facilities as inadequate, dilapidated, and overburdened, hindering effective teaching and learning. This inadequacy is not good if one were to consider how to cater for the needs of students especially in current times where outside influences are stressful due to economic downturn
5. **Challenges in Sustainable Development Implementation:** Klimkovia (2017) discusses the resistance of academic staff to change, obstructing administrators' efforts to integrate sustainability into university programs. This indicates that some faculty members are

resistant to change because they wish to preserve the current situation, creating barriers for university administrators and making it challenging to achieve their planned goals and objectives.

Conclusion

Given the state of economic downturn in the country, it is essential to educate Nigerian university administrators on efficient resource management to achieve sustainable transformation. These leaders need to adopt innovative methods to maximize limited resources and ensure the maintenance of educational standards despite financial challenges. As such, emphasizing training programs focused on financial planning, efficient resource distribution, and cost-effective measures will enable administrators to make informed decisions that benefit both the institution and its stakeholders. Additionally, leveraging technology and data-driven strategies can improve transparency and accountability in resource management. Employing digital tools for budgeting, resource allocation, and performance tracking can streamline operations and minimize waste. Collaborative efforts and the sharing of best practices among institutions can also create a supportive network that promotes continuous improvement and innovation. Also, steps to invest in the professional development of university administrators will empower them to handle economic challenges more effectively. This involves not only understanding the current financial landscape but also proactively seeking alternative funding sources and partnerships. By equipping administrators with the skills and knowledge to manage resources wisely, Nigerian universities can achieve long-term sustainability and continue to provide quality education even in uncertain times. Ultimately, effective resource management will pave the way for institutions to be to thrive amid financial challenges

Suggestions

1. Universities should seek alternative revenue streams, such as private funding, international grants, and partnerships with the private sector. Also, creating endowments and alumni funds can provide lasting financial stability. Additionally, encouraging the commercialization of university research and starting school brand businesses such as bakeries, gas stations, event halls, online sites etc.
2. Universities need to provide continuous training and professional development for university administrators to improve their management and financial accountability abilities. They can also set up monitoring committees to ensure the university

administration acts as it should. Also, any administrator that is not meeting expectations should be removed from their post.

3. Universities should enforce anti-corruption policies, protect whistleblowers, and use anonymous reporting systems. They should also endeavour to conduct regular audits, ethics training, and create independent oversight committees.
4. Universities should fund renovations by collaborating with private entities for regular maintenance of infrastructure, ensure there is no defacing of existing facilities with fines for default, update facilities with modern technology, and adopt sustainable practices to reduce costs and durability of infrastructure.
5. Lastly, universities can promote sustainable development in teaching practices by setting up regular teacher training programs at universities, forming interdisciplinary committees, providing regular training sessions for staff and offering incentives.

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