

**INNOVATIVE STRATEGIES FOR MANAGING INADEQUATE
SCHOOL RESOURCES AT LOWER BASIC EDUCATION LEVEL IN
OKIGWE EDUCATION ZONES I AND II OF IMO STATE**

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Abstract

This study examined innovative strategies for managing inadequate school resources at lower basic education level in Okigwe Education Zones I and II of Imo State. The study is a survey research. The population is 2333 teachers and 277 head teachers. The sample size is 510 respondents: 233 teachers and 277 head teachers drawn through census study and proportionate random sampling techniques. The instrument for data collection is a 14 item researcher made rating scale titled “Innovative Strategies for Managing Inadequate School Resources Scale (ISMISRS)”. Cronbach’s alpha co-efficient formula was used to obtain the co-efficient of internal consistency for the instrument with index of 0.83. The research questions and null hypotheses were analyzed using mean and independent z-test respectively at 5% level of significance. It was revealed among others that the innovative strategies employed by teachers for managing inadequate resources at lower basic education level is that teachers encourage students to assist in improvisation of relevant instructional materials. There was no significant difference between the mean ratings of teachers from Okigwe Education Zones I and II on the innovative strategies employed by head teachers for managing inadequate resources in lower basic education level. Recommendations were made.

Primary education occupies a highly significant position in the wheel of education in any nation. Consequently, innovative strategies for management of inadequate resources for the efficient and effective achievement of primary education goals and objectives are very essential. Innovation or innovative strategy can be perceived as those attempts at change in any education system which is consciously and purposively directed with the aim of improving the present system. It

is not necessarily something new, but something better and can be demonstrated as such. Since the teachers and head teachers as education administrators have great roles in guiding learners in order to positively change behaviour, they are central in implementation of new ideas, educational outcome or goals which depend mainly on application of innovative strategies in the management of scarce resources in our schools. Resources according to Weihmeier (2000), is

something that can be used to help achieve an aim. Resources in school are therefore those aids that enable the school administrators to execute the educational programmes towards the realization of the goals of the school.

Resources in education therefore are those inputs in terms of human and materials that promote effective teaching and learning. Human resources in education include the personnel and learners, while the material resources include the various elements that enables the human to perform set tasks. These elements can be grouped into tangible and intangible elements or physical and financial materials. Educational resources can also be seen as anything in the environment that is of value in forwarding the thinking and understanding of students, an artifact, a person or an experience, an amount or a piece of information in the environment that may be of value in forwarding the thinking and understanding of learners (Achunine, 2007). Achunine further classified education resources into three groups namely: financial, physical and human resources. Uwaoma (2009) opined that education resources are assets needed in the process of teaching and learning. While Onye (2012) is of the view that education resources are the various human and material resources required for effective teaching and learning and for the actualization of educational goals.

In school, the main resources include human resources, material resources, financial resources and time resources (Nwaka & Ofojebe, 2010). Effiong (2007) rightly noted that the

quality of a primary school which is the lower basic education level administration depends to a large extent on the teachers' and head teachers' resources management ability. This is because resources constitute a very important factor in the functioning of the education system as the success of the system or otherwise depends on the availability of manpower and materials. This indicates that the school administrator who plans the affairs of the school with teachers, should make decision on the education resources, ensuring proficient management of the resources by applying innovative strategies. The observation made by the researcher during the 2016 teachers' development training for teachers in Okigwe zone indicate that there exists a gap in teachers and head teachers ability to apply innovative strategies in management of limited resources at the lower basic education level in Imo State. The school administrators lack innovative skills or strategies to improvise materials for effective teaching and learning, time, and space management skills, maintenance culture and use of available resource need assessment and storage facilities among other things. These challenges are compounded by the free education policy at all levels of education in Imo State which seem to disallow the former parents-teachers association levies that aided the head teachers in the past. For the school administrators, the required resources released by government are grossly inadequate. This situation is so disturbing when one recalls that the Federal Government reiterates that lower

basic education level is the key to success or failure of the whole education system and upon which other educational system is based. It is therefore worrisome, in the face of the present economic situation of Imo State and the nation in general whether the expected capability to provide the child with the basic tools for further educational advancement, opportunity for developing manipulative skills and a sound basis for scientific and reflective thinking is achievable. In the face of all these, it is undesirable that the school teachers and their administrators at the lower basic education level should be assisted to develop innovative strategies required to manage inadequate resource in our schools.

Statement of the Problem

It is a common knowledge that in spite of the free education programme of the present administration in Imo state, with the Universal Basic Education programme in place, resources for effective teaching and learning are grossly inadequate. This is evidenced by short supply of human and material resources as observed in most schools especially at the lower basic education level in the state. The problem of this study therefore, is: what innovative strategies can teachers and head teachers apply at lower basic education level to enable them manage with the gross inadequacy of resources in Okigwe Education Zones I and II of Imo State? The answer to this question is the thrust of the study.

Purpose of the Study

The main purpose of this study is to find out the innovative strategies employed by head teachers and teachers for managing inadequate school resources at lower basic education level in Okigwe Education Zones I and II of Imo State. Specifically, the study sought to:

1. Identify the innovative strategies employed by teachers for managing inadequate resources in lower basic education level in Okigwe Education Zones I and II, and
2. Find out the innovative strategies employed by head teachers for managing inadequate resources in lower basic education level in Okigwe Education Zones I and II.

Research Questions

The following research questions are posed to guide the study:

1. What are the item by item mean ratings of head teachers from Okigwe Education Zones I and II of innovative strategies employed by teachers for managing inadequate resources in lower basic education level?
2. What are the item by item mean ratings of teachers from Okigwe Education Zones I and II on innovative strategies employed by head teachers for managing inadequate resources in lower basic education level?

Hypotheses

The following hypotheses guided the study:

H₀₁: There is no significant difference between the mean ratings of head teachers

from Okigwe Education Zones I and II on the innovative strategies employed by their teachers for managing inadequate resources in lower basic education level.

Ho₂: There is no significant difference between the mean ratings of teachers from Okigwe Education Zones I and II on the innovative strategies employed by their head teachers for managing inadequate resources in lower basic education level.

Methodology

The study is a survey research design carried out in Okigwe Education Zones one and two. The population of the study is made up of 2610: 2333 teachers (1274 from Okigwe Education Zone I and 1059 from Okigwe Education Zone II); 277 head teachers (153 from Okigwe Education Zone I and 124 head teachers from Okigwe Education Zone II) from 277 public primary schools in Okigwe Education Zones I and II of Imo State. The sample of this study is made up of 510 respondents: 233 teachers (127 from zone I and 106 from zones II) and 277 head teachers (153 from Zone I and 124 from Zone II) from all the 277 public primary schools in Okigwe Education Zones of Imo State. The sample for this study was drawn through census study and proportionate random sampling techniques. The researcher used census study to select the entire 277 public primary schools head teachers and proportionately sampled 10% of the teachers' population. The instrument employed for data collection is a 14 item researcher made rating scale titled "Innovative Strategies for Managing

Inadequate School Resources Scale (ISMISRS)". Two experts from Educational Measurement and Evaluation and one from Educational Management validated the instrument. The experts assessed the appropriateness and adequacy of the instrument. To measure the reliability of the instrument, a pilot test was carried out on 20 teachers and 10 head teachers using one shot test method. Cronbach's alpha co-efficient formula was used to obtain the co-efficient of internal consistency. The reliability coefficient of the instrument was 0.83. The researchers administered copies of the rating scale on the respondents, who were required to indicate their opinion on issues raised for the research questions. The research questions and the null hypotheses were analyzed using mean and independent z-test respectively at 5% level of significance. The criterion mean of 2.50 was adopted for the item decision making point.

Data Analysis and Results

The results of the data were arranged according to the research questions and hypotheses.

Research Question 1

What are the item by item mean ratings of head teachers from Okigwe Education Zones I and II on innovative strategies employed by teachers for managing inadequate resources in lower basic education level?

Table 1: Mean Ratings of Head Teachers on the innovative strategies employed by teachers for managing inadequate resources

S / N	Item Statement:	Head Teacher Zone I N=153			Head Teacher Zone II N=124		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1	Teachers encourage students to assist in the improvisation of relevant instructional materials	2.62	1.22	Agreed	2.61	1.06	Agreed
2	Teacher seeks the assistance of a fellow teacher to help him/her teach his students during his absence	2.71	1.10	Agreed	2.61	0.77	Agreed
3	The teacher have materials for preparing lesson like modules, lesson, note books, and schemes	2.73	0.98	Agreed	2.72	0.97	Agreed
4	The teacher at times borrow recommended text books from other libraries and schools to teach their students	2.71	1.14	Agreed	2.70	0.96	Agreed
5	Instructional materials are improvised by teachers for effective teaching and learning	2.74	0.89	Agreed	2.73	0.92	Agreed
6	Source for reference materials/books when they are not available	2.63	0.90	Agreed	2.53	1.04	Agreed
7	When chalk/white board markers are not available, the teacher improvised	2.66	1.04	Agreed	2.63	0.92	Agreed
	Mean of Means	2.69			2.65		

Table 1 above shows the mean ratings of head teachers from Okigwe Education Zones I and II on the innovative

strategies employed by their teachers for managing inadequate resources in lower basic education level. The table indicated that items 1, 2, 3, 4, 5, 6 and 7 were agreed on by both head teachers from Okigwe Education Zones I and II, since their mean ratings were above the criterion mean of 2.50. The mean of means of the table are 2.69 and 2.65 for zone I and II respectively. The conclusion is that some of the innovative strategies employed by teachers for managing inadequate resources in lower basic education level include that teachers encourage students to assist in the improvisation of relevant instructional materials, seeks the assistance of a fellow teacher to help him/her teach his students during his absence, and teachers at times borrow recommended text books from other libraries and schools to teach the students.

Research Question 2

What are the item by item mean ratings of teachers from Okigwe Education Zones I and II on innovative strategies employed by head teachers for managing inadequate resources in lower basic education level?

Table 2: Mean Ratings of Teachers on the Innovative Strategies Employed by Head Teachers for Managing inadequate Resources

S / N	Item statement:	Head Teacher Zone I N=127			Head Teacher Zone II N=106		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
8	Head teachers advise the classroom teachers to compliment themselves in knowledge sharing	3.09	0.86	Agreed	3.08	0.52	Agreed
9	Encourage teachers to do in-depth research in their related teaching areas	3.11	0.61	Agreed	3.10	0.69	Agreed
10	Help to improvise instructional materials for teachers	2.99	0.41	Agreed	3.07	0.61	Agreed
11	Provide alternative funding strategies for sourcing materials relevant to classroom teaching	3.07	0.49	Agreed	3.11	0.57	Agreed
12	Head teachers engage the communities to assist in the improvisation of resource materials for the school	3.11	0.55	Agreed	2.99	0.64	Agreed
13	Organize workshop for teachers on the strategies for effective teaching	3.06	0.49	Agreed	3.11	0.34	Agreed
14	Encourage the staff to be mutually cooperative among themselves	3.16	0.47	Agreed	3.01	0.63	Agreed
	Mean of Means & Mean of SD	3.08	0.55		3.07	0.57	

Table 2 above show the mean ratings of teachers from Okigwe Education Zones I and II on the innovative strategies employed by their head teachers for managing inadequate resources in lower basic education level. The table indicates that items 8, 9, 10, 11, 12, 13 and 14 were agreed on by both head teachers from Okigwe Education Zones I and II, since their mean ratings were above the criterion mean of 2.50. The mean of means of the table are 3.08 and 3.07 for zone I and II respectively. The conclusion is that some of the innovative strategies employed by head teachers for managing inadequate resources in lower basic education level include advising the classroom teachers to compliment themselves in knowledge sharing, encourage teachers to do in-depth research in their related teaching areas, help to improvise instructional materials for teachers, provide alternative funding strategies for sourcing materials relevant to classroom teaching and engage the communities to assist in the improvisation of resource materials for the school.

Test of Hypotheses

Hypothesis One

HO₁: There is no significant difference between the mean ratings of head teachers from Okigwe Education Zones I and II on the innovative strategies employed by their teachers for managing inadequate resources in lower basic education level.

Table 3: Z-test Analysis of the Significant Difference between the Mean Ratings of Head Teachers from Okigwe Education Zones I and II on the Innovative Strategies Employed by their Teachers for Managing Inadequate Resources.

Head Teachers	N	\bar{X}	S. D	Df	Z_{ca} _i	Z_{ta} _b	Decision
Zone I	153	2.69	1.04	275	0.33	1.96	Accept Ho
Zone II	124	2.65	0.95				

Table 3 shows the mean of means score and standard deviations of head teachers from Okigwe Education Zone I as 2.69 and 1.04 respectively with that of head teachers from Okigwe Education Zone II mean of means score and standard deviations as 2.65 and 0.95 respectively. Using 275 degree of freedom and the Z-test calculated, its outcome of 0.33 is less than the Z-tabulated of 1.96 at 5% level of significance, the decision is to accept the null hypothesis and conclude that there is no significant difference between the mean ratings of head teachers from Okigwe Education Zones I and II on the innovative strategies employed by their teachers for managing inadequate resources in lower basic education level.

Hypothesis Two

HO₂: There is no significant difference between the mean ratings of teachers from

Okigwe Education Zones I and II on the innovative strategies employed by their head teachers for managing inadequate resources in lower basic education level.

Table 4: Z-test analysis of the significant difference between the mean ratings of head teachers from Okigwe Education Zones I and II on the innovative strategies employed by their teachers for managing inadequate resources.

Teachers	N	\bar{X}	S. D	Df	Z_{ca} _i	Z_{ta} _b	Decision
Zone I	127	3.08	0.55	231	0.13	1.96	Accept Ho
Zone II	106	3.07	0.57				

Table 4 shows the mean of means score and standard deviations of head teachers from Okigwe Education Zone I as 3.08 and 0.55 respectively with that of head teachers from Okigwe Education Zone II mean of means score and standard deviations as 3.07 and 0.57 respectively. Using 231 degree of freedom and the Z-test calculated, its outcome of 0.13 is less than the Z-tabulated of 1.96 at 5% level of significance. The decision is to accept the null hypothesis and conclude that there is no significant difference between the mean ratings of teachers from Okigwe Education Zones I and II on the innovative strategies employed by their head teachers for managing inadequate resources in lower basic education level.

Discussion of Findings

The result of the study indicated that some of the innovative strategies employed by teachers for managing

inadequate resources in lower basic education level include teachers encouraging students to assist in the improvisation of relevant instructional materials, seeking the assistance of a fellow teachers to help him/her teach his students during his absence, and teacher at times borrow recommended text books from other libraries and schools to teach the students. The finding further revealed there is no significant difference between the mean ratings of head teachers from Okigwe Education Zones I and II on the innovative strategies employed by their teachers for managing inadequate resources in lower basic education level. This implies that there is convergent agreement among the respondents (head teachers from zone I and II). In line with this finding, Uwaoma (2009) opined that education resources are assets needed in the process of teaching and learning. Onye (2012) is of the view that education resources are the various human and material resources required for effective teaching and learning for the actualization of educational goals. The agreement among the findings and the statement could be attributed to the fact that resources are crucial component in every organization for the realization of its objectives.

The study also revealed that some of the innovative strategies employed by head teachers for managing inadequate resources in lower basic education level include advising the classroom teachers to compliment themselves in knowledge sharing, encourage teachers to do in-depth research in their related teaching areas,

help to improvise instructional materials for teachers, provide alternative funding strategies for sourcing materials relevant to classroom teaching and engage the communities to assist in the improvisation of resource materials for the school. The finding was also backed by the inference that there is no significant difference between the mean ratings of teachers from Okigwe Education Zones I and II on the innovative strategies employed by their head teachers for managing inadequate resources in lower basic education level. This is a total agreement among the respondents. It can be inferred that the head teachers are doing their best in resource management. In corroboration to this finding, Adesina (1990), maintained that the quality of education that the pupils/students receive bear direct relevance to the availability or lack thereof of the physical and other resources in the school where learning takes place. It is imperative that the head teachers should, organize, coordinate and maintain these available resources while seeking for provision of more or inadequate ones. This is because resources constitute a very important factor in the functioning of the education system as the success of the system or otherwise depends on the availability of manpower and materials. This indicates that the school administrator who plans the affairs of the school with the teachers should make decisions on the education resources, ensuring proficient management of the resources by applying innovative strategies.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Teachers should be encouraged by their head teachers to always engage in some innovative strategies which can help them to manage available resources in the classroom.
2. The Universal Basic Education Board should organize workshop and conferences for teachers and head teachers where strategies for effective management of resources will be taught.
3. The head teachers should always do their best to develop innovative strategies to manage the available resources.

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