
AN ASSESSMENT OF HUMAN AND MATERIAL RESOURCES AVAILABILITY IN EBONYI STATE UNIVERSITY STAFF SECONDARY SCHOOL, ABAKALIKI

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Abstract

This study focused on the availability of human and material resources in Ebonyi State University Staff Secondary School, Abakaliki in 2010. The research intended to find how this school is implementing the Federal Government of Nigeria's Guide lines on Minimum Academic standard in secondary Schools Nation wide in terms of human and material resource provision. The study used a population of only one person, the school principal. A questionnaire instrument was employed. A case study research design was used. Twenty five research questions guided the study. Data collected were interpreted based on the federal Government's recommendations. The study found that the available human and material resources did not conform to the Federal Governments recommendations to a very large extent. The study made some recommendations to include adequate provision of both human end material resources for an improvement.

Ebonyi State University Staff secondary school is principally established to offer secondary education to the children of the staff of Ebonyi State University and partially to the children of .the public. On this note, it is expected to be a model school to other schools especially within the state and beyond in all ramifications.

Presently, it is a day school. The major concern of the researcher is on the availability of human and material resource in this school as both of them are the major ingredients to determine the effectiveness and performance of the school. Resources, according to Flippo (1983) mean anything that can give help or support when needed in order to achieve a goal or an objective by an individual group of individuals or an organization. Thus, educational resources according to Flippo (1983) mean those things that are needed to help or support in achieving educational goals and objectives. Educational resources according to Irondi (2002) are made up of human, financial and material resources. Irondi (2002) maintains that human resource are made up of school administrators, the same people teachers, bursars, typists, clerks, messengers, cleaners, watchmen, cooks, drivers, librarians, gardeners etc. Human resources in secondary schools are made up of both skilled and unskilled workers.

Academic Excellence

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Castetter (1976) opined that there is no organization that can function properly without adequate and qualified personnel. He maintains that the quality of the personnel determines the quality of the school products. Adequate provision of human resource in schools will help to produce quality students and will help to promote good school administration. It is the responsibility of the university administration cum the government of provide human resources to the university staff secondary school.

The Federal Government of Nigeria through the Federal Ministry of Education established Minimum Academic Standards in schools nation-wide. The guidelines on minimum standards in schools nation-wide provide that secondary school teachers should possess a degree certificate in Education. Federal Government of Nigeria (2004) recommended that teacher/students ratio should be 1:40 at secondary school level.

It is equally the responsibility of the university administration and the state government to ensure that adequate material resources are made available to the concerned school. The researcher is of the opinion that for effective administration of secondary schools and to achieve reasonable performance on the part of both teachers and students there is the need for the provision of adequate human and material resources in our secondary schools.

The Relevance of Human Resource in Secondary Schools

Adequacy of the human resources according to Adeogun (1999) means having the right quantity and quality of staff in an organization. According to Nwana (1993) teacher quantity refers to total number of teachers in the school system. Nwana was of the view that the teacher is the most important resource in the secondary school system, and for teachers to be effective, they must be adequate in number. Castetter (1962) opined that the success of any human endeavor, secondary school inclusive, is closely related to the quality of personnel who perform the tasks. Casteter was of the view that the extent to which public education succeeds will depend to a large extent, upon the quality of the personnel engaged in the educational process, and upon the effectiveness with which they discharge individual and group responsibilities. He was of the view that among all the ingredients needed in making secondary education succeed, is the competency of the personnel charged with the task of effecting desirable changes in children. Thus, in essence, the school personnel need to be competent in their fields of study so that they can discharge their duties effectively.

Lassa (2000) found out the adequacy in the number of teaching staff in relation to students' population has primary influence on the overall efficiency and effectiveness of an educational institution. This implies that for secondary schools to be effective and efficient there is need for adequate provision of human resources.

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Adequacy of material resources according to the Federal Ministry of Education, means having the required school facilities as recommended in the guidelines on minimum standards in schools nation wide. The guidelines on minimum standards in schools nation-wide recommend, the provision of the following facilities in secondary schools in Nigeria:

Accommodation

- 144m² internal space, 1/3 for blackboard and teacher's table and 2/3 for class space for students. Student desk space of 0.6m x 0.45m should be maintained.
- Minimum dormitory requirement:
Ceiling 12m² 3.5m above floor level
Fire fighting equipment

Amenities

- Certified portable water supply
- Self-sufficiency in water supply on the compound.
- Equipped clinic and sick-bay staffed with a qualified resident nurse for boarding schools.
- First aid box and a trained first aid teacher for day schools.
- Toilet 1:40 pupils V.I.P water closet separate toilets for boys and girls and also for male and female teachers.
- Playground Engage ¼ of student population. Indoor game facilities must be provided in boarding schools
Playground within walking distance for day schools must be provided.
- Electricity supply: Generating set for minimum comfort of staff and students should be provided.

- Transport: School bus for staff and students official use should be provided especially in boarding schools.

Laboratories

- Every secondary school must have a separate well-equipped standard laboratory for integrated science, biology, chemistry and physics.
- Fire fighting equipment must be installed in all laboratories.
- Workshops: All schools offering Introductory Technology, Technical subjects, Home Economics or Art must have well equipped standard workshop to ensure students have access to the tools to attain minimum skill levels.
- Library: A well-stocked school library to be supervised by a teacher librarian and library attendant must be in place in every secondary school.

Administrative Block

- The administrative block should comprise of well-designed and easily accessible offices for the principal, Bursar and a common staff room big enough to seat all staff at staff meetings. There should be offices for heads of departments or head of subjects. The principal's office should be ~~attractive enough to host the Governor or the Commissioner for Education.~~ *Academic Excellence*
- Assembly/Examination Hall: All secondary schools must have a hall big enough to seat twice the total enrolment of students.

Kitchen and Dining Hall

All boarding schools must have a well-furnished dining hall big enough to seat all students simultaneously at meals. A well-equipped kitchen should be located adjoining the dining hall. Fire fighting equipment and portable water must be provided within the premises of the kitchen and dining hall building.

Special Building

There should be a burglar proofed and secure central store, students common room for meetings and for receiving visitors in every secondary school.

Staff Quarters

On the school site there should be living accommodation for the principal, House master, head cook, one half of the number of cooks, security men, matron, staff nurse, games master, catering supervisor, electrician and plumber.

Fencing

The school compound should be fenced to discourage encroachment.

The Relevance of Material Resources in Secondary Schools

Many scholars have stressed the importance of school facilities in the teaching and learning process. Adeogun (1999) reported that the results of several studies conducted in developing counties have supported the educational value of the availability of textbooks and reading materials, the significant relationship between the availability of instructional resources and academic performance. He discovered that schools equipped with more material resources performed better than schools with less material resources.

Statement of the Problem

The major problem of this study is to ascertain the extent that Ebonyi State University Staff Secondary School, Abakaliki is implementing the Federal Government of Nigeria's Guidelines on Minimum standards in Schools nation-wide in terms of human and material resources.

Purpose of the Study

The main purpose of this study is to find how Ebonyi State University Staff Secondary School is implementing the 2002 Federal Government of Nigeria's Guidelines on Minimum Standards in schools Nation Wide with respect to human and material resources.

Specifically, the study found out:

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The student population, Teacher Population, the teacher quality, number of laboratories, number and quality of libraries, number and quality of classrooms, number and quality of offices, Number of workshops, number of toilets, Number of school buses, quality of the school clinic/sickbay/first aid box, number of sports/games equipment.

Research Questions

The following research questions guided the study.

- What is the teacher/ students ratio?
- What is the student population?
- How many teachers are not professionally qualified? (This is those without either NCE, Diploma in Education or degree in Education).
- List the different and separate laboratories you have.
- List the different workshops in your school.
- How many toilets do you have for the female students?
- How many toilets do you have for the male students?
- How many toilets do you have for the male teachers?
- How many toilets do you have for the female teachers?
- Do you have enough supply of good water on the school compound?
- Do you have adequate classroom accommodation?
- Do you have a first aid box and a trained fist aid teacher?
- How many fire fighting equipment (fire extinguishers) do you have in your school?
- How many generating sets do you have in your school?
- How many school buses do you have in your school?
- How adequate is your school library?
- Do you have separate offices for the head of departments?
- How attractive is the principal's offices to host the state governor?
- Is the school Examination hall big enough to seat twice the total enrolment of students?
- Do you have student common room for meetings and for receiving visitors?
- Do you have living accommodation on the school compound for the school principals?
- Do you have a living accommodation on the school compound of the school vice principal?
- List out the out door games you have in your school.
- How adequate are your staff rooms?
- How adequate are the available teaching aids in your school?

Population of the Study

The population of the study is the school principal, who filled the questionnaire.

Methodology

The case study design was used as the study involved only one school case study according Nworgu (1991) is an intensive study geared towards a thorough understanding of a given social unit. The social unit may be an individual, a group of individuals, a community or an institution. Case studies employ a variety of data gathering techniques such as questionnaire, interview, observation, tests etc. only one or a combination of these of these could be employed in any one case study depending on the objectives of the study.

The instrument used for data collection was a 25-item questionnaire developed by the researcher. The instrument is called Assessment of human and material Resource in EBSU Staff Secondary School, Abakaliki Questionnaire (AHMRESSAQ).

Results

Research Question 1: What is the Teacher/student ratio?

Answer: The teacher/student ratio is 1:56.

Research Question 2: What is the student population?

Answer: the student population is 1,130.

Research Question 3: How many teachers are not professionally qualified?

Answer: They are seven teachers.

Research Question 4: List the different and separate laboratories you have.

Answer: We have separate laboratories for Physics, Chemistry and Biology.

Research Question 5: List the different workshops in your school.

Answer: we have one workshop for introductory technology.

Research Question 6: How many toilets do you have for the female students? Answer: we have just one toilet for the female students.

Research Question 7: How many toilets do you have for the male students.

Answer: we have only one toilet for the male students.

Research Question 8: How many toilets do you have for the male teachers?

Answer: We have one toilet for the male teachers.

Research Question 9: How many toilets do you have for the female teachers?

Answer: we have one toilet for them.

Research Question 10: Do you have adequate supply of good water .on the school compound?

Answer: Yes, we have tap water.

Research Question 11: Do you have adequate classroom accommodation? Answer:

No, we don't have.

Research Question 12: Do you have a first aid box and a trained first aid teacher? Answer:

We have first aid box, but we don't have a first aid trained

Research Question 13: How many fire fighting equipment (fire extinguisher) do you have in you school?

Answer: We have one in each of the three laboratories and one in the Introductory Technology workshop.

Research Question 14: How many generating sets do you have in your school? Answer:

We have none, but depend on the University's own.

Research Question 15: How many school buses do you have in your school? ^Answer:

We have no school bus.

Research Question 16: How adequate is your school library?

Answer: our school library is quite inadequate

Research Question 17: Do you have separate offices for the head of Apartments? Answer:

No, we don't have.

Research Question 18: How attractive is the principal's office to host the scare governor?

Answer: The principal's office is not attractive to host even the state commissioner for education, talk less of the state governor.

Research Question 19: Is the school Examination hall big enough to seat twice the total enrolment of students?
 Answer: No, it is not enough.

Research Question 20: Do you have students' common room for meetings and for receiving visitors?
 Answer: No, we don't have.

Research Question 21: Do you have a living accommodation on the school compound for the school principal?
 Answer: No, we don't have. '

Research Question 22: Do you have a living accommodation on the school compound for the school vice principal?
 Answer: No, we don't have.

Research Question 23: List out the outdoor games you do in your school.
 Answer: We have foot ball, hand ball and volley ball.

Research Question 24: How adequate are your staff rooms?
 Answer: We don't have adequate staff rooms in our school.

Research Question 25: How adequate are the available teaching aids in your school? Answer: The available teaching aids in our school are quite inadequate.

Summary of Findings

The major findings of the study are:

- The teacher/ student ratio of 1:56 does not conform to the national standard of 1:40 teacher/ student ratio.
- The study found that the student population is 1, 130 which is quite okay as it is not above 1;500 recommended by the Federal Government of Nigeria.
- The study found out that there still exist professionally unqualified teachers in this school.
- The study, found out that the school has separate laboratories for physics, chemistry, Biology but no separate laboratory for Agriculture and Integrated Science.
- The study found out that the school has only one workshop, Introductory Academic Excellence workshop but lacks home Economics and Fine Art workshops.
- The researcher found out that the school has inadequate toilet facilities for both the students and the staff.
- The researcher further found out that the school has adequate good supply of water on the compound.
- It was discovered that the school does not have adequate classrooms and examination hall.
- It was equally discovered that the school has first aid box but without a first aid trained teacher.
- The researcher further found out that the number of fire extinguishers available in the school was inadequate.
- It was also discovered that the school has no generating set of its own.
- The study found out that the school has no school bus at all for official use.
- It was also discovered that the school has no adequate library both in size and quality.
- The study further discovered that the school has no adequate offices or staff rooms for the staff, and that even the principal's office is not attractive JO host the state governor.
- The study went further to find out that the school has no accommodation for students' common/visitors' room as recommended .by the federal government.
- It was also discovered that the school has no living accommodation for either the principal or the vice principal on the compound.

- The study finally found out that the school has no adequate teaching aids to facilitate learning and teaching in the School.

Discussion of the Findings

The findings of the study were discussed based on the research questions that guided the study. The findings were discussed under the following sub-heading:

Teacher/student ratio, Teacher qualification, Teacher adequacy, Accommodation adequacy, School facilities adequacy

Teacher/Student Ratio

Research question one was posed to elicit response, which would serve as an answer to the above statement. The answer generated shows the teacher/Student ratio in EBSU staff secondary School as 1:56. This result is contrary to Federal Government of Nigeria (2004) stipulated teacher/student ratio of 1: 40 in secondary schools nation wide. This finding is in agreement with the findings of the World Bank (2004) in its study of secondary education in Ebonyi State where the teacher/ student ratio was found to be 1:72, and Nwakpa (2007) in his study of human and financial resources provision, utilization and enhancement in public secondary schools in Ebony State where he found the teacher/ student ratio of 1: 76. For EBSU staff secondary school to be effectively administered by the principal, adequate number of teachers is ~~main~~ ~~assessment~~ ~~of~~ ~~Human~~ ~~and~~ ~~Material~~ ~~Resource~~ (2000). Lassa in his study, found that adequacy in the number of teaching staff in relation to students' population has Primary influence on the overall efficiency and effectiveness of an educational Institution.

Teacher Qualification

Research question three was posed to elicit an answer to the above statement. The answer got shows that there still exist professionally unqualified teachers in EBSU Staff Secondary School This finding is in conformity with Nwakpa (2006) when he found out that the ratio of qualified to unqualified teachers in primary schools in Ebonyi State was 1: 2 or 35%: 65%, and Nwakpa (2007) where he found the ratio of qualified to unqualified teachers in Ebonyi State secondary schools to be 2: 1, showing the existence of unqualified teachers in the secondary education sector.

Poor standard in secondary education and students' poor performance in public examination is partly caused by the existence of unqualified teachers in the system. This is in conformity with Okeke (2004) which discovered that quality of teachers is a major determinate of the quality of education in a nation because the quality of teaching is dependent among other things on the quality of teachers.

- **Teacher Adequacy**

The answer generated from research question one, on teacher/ student ratio shows inadequacy of teachers in EBSU Staff Secondary School, Abakaliki, The teacher/ student ratio of 1:56 is an indication of inadequacy in number of teachers. This upholds the findings of the World Bank (2004), Nwakpa (2006) and Nwakpa (2007) on teacher inadequacy in Ebonyi State Secondary Education sector.

- **Accommodation Adequacy**

Responses to Research Questions 4, 5, 11, 16, 17, 20, 21, 22 and 24 reveal that the school has inadequate accommodation facilities for effective teaching and learning activities.

The response of the school principal to research question four shows that there is no separate laboratory for Integrated Science. This is not in conformity with the national guidelines on minimum standards in schools. Federal Government of Nigeria (1998) in the Guidelines on Minimum Standards in schools nation wide recommended separate laboratories for Integrated Science, Biology, Chemistry and Physics.

Response to research question eleven reveals that EBSU Staff Secondary School has inadequate provision of classrooms. This finding is in agreement with Ude (2008) when he found out that 98% of Ebonyi State secondary schools have inadequate provision of classrooms. Ude (2008) was of the view that congested classrooms lead to poor classroom management and this works against effective teaching and learning.

Response to research question sixteen reveals that EBSU Staff Secondary School has inadequate provision of library accommodation. This finding is in line with the finding of Ogonor (2001) when she found out that there was inadequate provision of libraries in secondary schools in Mid-Western Nigeria. Poor provision of library accommodation does not encourage students to go to library and read at their private time, and this works against academic performance of students.

Responses to research questions 17, 18 and 19 show that both the principal and teachers occupy unconformable offices. This finding agrees with the findings of Ogonor (2001) and Nwakpa (2006) when Ogonor found a deplorable condition of the staff offices in secondary schools in Mid-Western Nigeria, while Nwakpa found unhealthy condition of staff offices, in primary schools in Ebonyi State. Njoku (2007) was of the view that poor working offices/environment do not motivate workers to perform as expected.

Answers generated from research questions 21 and 22 indicate that there is no accommodation for the principal and his vice on the compound. This finding is in line with the researcher's observation in Ebonyi State secondary schools. The researcher observes that 95% of secondary schools in Ebonyi State have no living accommodation for the principals and vice principals on the compound.

School Facilities

Responses to research questions 6, 7, 8_s and 9 reveal that there is gross inadequate provision of toilet facilities in this school. This finding does not agree with the recommendation of Federal Government of Nigeria (1998). FGN (1998) stipulates that toilet facilities should be provided in the ratio of 1:40 students.

This finding agrees with Ogonor (2001) when she found inadequate number of toilets in secondary schools in Mid-Western Nigeria. Response to research question twelve indicates that the school has first aid box but has no first-aid trained teacher. This finding does not conform to the provision of the Federal Government of Nigeria (1998) which recommended for a first aid box and a trained first aid teacher. This finding agrees with Nweke (2007) who found no trained first aid box teacher in Ebonyi State secondary schools.

Responses to research question thirteen show that there is inadequate provision of fire extinguisher in the school. This finding does not agree with the recommendation of Federal Government of Nigeria (1998) which stipulates that every laboratory must have a fire extinguisher.

Responses to research question ten reveals that the school has a good source quality of water supply. This finding is in agreement with the recommendation of the Federal Government of Nigeria (1998) where self-sufficiency in water supply on the compound, is recommended.

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Implications

The implication of not having adequate number of qualified teachers in an educational institution is that teaching-learning process will not achieve its aims and objectives optimally. Students are going to lose in knowledge as some of the subjects may not be taught at all or poorly taught.

Poor provision of school materials in schools will lead to poor teaching, poor school record keeping and poor school administration. Poor administration will lead to poor student academic performance and eventually a fall in the standard of education.

Conclusion

The findings of the study suggest that EBSU Staff Secondary School is inadequately provided with both human and material resources. There is therefore an urgent need for the concerned authorities to provide adequate fund for administering the school and provide a monitoring team to ensure effective utilization of resources. Since this school trains the children of the elite, it should rank number one in the state among secondary schools in all ramifications. It should live above the Federal Government of Nigeria (1998) recommendations in the Guidelines on the Academic Minimum Standards for schools nation wide.

Recommendations

Based on the findings of the study, the following recommendations were made:

- The relevant authorities should employ, enough and professionally qualified teachers into the school to conform with the Federal Government of Nigeria (2004) Teacher adequacy in secondary schools.
- The school management should see that the required number of laboratories/works shops as recommended by the Federal Government of Nigeria (1998) in the guidelines for minimum academic standards in schools nation wide are provided.
- At least two water closet type of toilets for male teachers, two for female teachers, four for male students and four for female students should be built in the school.
- Adequate number of classrooms to host 40 students comfortably per class should be provided for effective classroom activities.
- As a mode! school, there is need for the management to provide a clinic with a medical doctor and at least four trained nurses.
- The management should provide a standard generating set principally for the school alone.
- Adequate number of fire fighting equipment should be provided and installed in all the necessary positions in the school, and teachers must be taught on how to operate them.
- A school bus is mandatory for a school of this nature for official purposes.
- There is need for quality school library both in space and materials and human resource for a school Academic Excellence of this status.
- A school of this caliber should have a comfortable^ staff room, head of departments' offices, vice principal's office, bursar's office and principal's office with all the necessary facilities/equipment.
- The school management should see that an adequate examination hall capable of accommodating twice the school population is put in place to enhance good examination conduct.
- The relevant authorities should see that staff quarters are built to accommodate every staff not only the principal and his vice. Adequate teaching aids in varied forms should be provided by the management as this will go a long way to enhance teaching and learning.

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