

EVALUATION OF THE PROVISION OF HUMAN AND MATERIAL RESOURCES IN EBONYI STATE PUBLIC SECONDARY SCHOOLS

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Abstract

This study focused on the provision of Human and Material Resource in Ebonyi State Public secondary Schools as at 2010. The researcher wanted to actually determine the extent or adequacy of the available human and material resources in Ebonyi State Public Secondary Schools. The study used a population size of 45 principals drawn randomly, 15 from each of the three Education Zones in the state. A questionnaire instrument, tagged "Adequacy of Human and Material Resource in Ebonyi State Public Secondary Schools Questionnaire" (AHMRESPSQ) was used to generate data. The questionnaire was divided into two sections of A and B. the Questionnaire was face-validated by three experts. Descriptive survey research design was used. Four research questions guided section A and thirty-two research questions guided section B. Data collected were analyzed using both mean and percentage. The study found in summary inadequacies in both human and material resources in Ebonyi State Public Secondary schools. The study made some recommendations for an improvement to include adequate provision of both tutorial and non-tutorial staff and material resources

Ebonyi State Public Secondary Schools are secondary schools that are owned, controlled and financed by Ebonyi State Government. They are currently 162 in number and are located both in the urban and rural areas in the three Education Zones of Abakaliki, Afikpo and Onueke.

These secondary schools are provide with both human and material resources for their survival. These resources are called educational resources. Resources according to Filippo (1983) are those things that are needed to help in achieving educational goals and objectives. In the vein, Irondi (2002) explained that resources are made up of human, financial and material resources. Irondi (2002) also maintained that human resources in schools are made up of the principals, clerks, messengers, cleaners, watchmen, cooks, drivers, librarians, laboratory attendants, gardeners etc. They consist of both skilled and unskilled.

Castetter (1976) was of the view that no organization can function very well without adequate provision of qualified personnel (workers). He went further to say that the quality of the school personnel determines the quality of the school products. Thus, adequate provision of human resources (teachers) to schools will help to produce quality students and finally will help to promote effective and efficient school administration.

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To ensure that schools are adequately provided with teachers, the Federal Government of Nigeria in 2004 stipulated that the teacher/student ratio in secondary schools should be 1:40, and that every secondary school teacher should possess a degree certificate in Education or its equivalent.

These material resources are expected to be on ground in every secondary school as divided by the Federal Government of Nigeria, as they are contained in the Guidelines on Minimum Academic Standard.

Relevance of Human Resources in Secondary Schools

Adequacy of human resources in secondary schools according to Adeogun (1999) means having the right quantity and quality of staff in a school. Nwana (1993) refers to teacher quantity as the total number of teachers in the school system, Nwana sees the teacher as the most important resource in the secondary school system and for teachers to be effective, he believes that they must be adequate in number. Casteller (1962) says that the success of any human activity, secondary school inclusive, is closely related to the quality of personnel who perform the tasks. Castetter is of the opinion that the extent to which public schools succeed will largely depend on the quality of teachers engaged, and upon the effectiveness with which they discharge both individual and group responsibilities. He is of the view that among all the ingredients needed or, required in making secondary education succeed, is the competency of the teachers charged with the task of effecting desirable changes in students. Thus, teachers need to be competent in their fields of study so that they can discharge their very well.

Adequacy of material resources according to Federal Government of Nigeria means having the required school facilities as recommended in the Guidelines on Minimum Academic Standards in schools nation wide. Thus, the following facilities are recommended to secondary schools in Nigeria:

Accommodation

- 144m 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:

To 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 use of staff and students for official use should be provided especially in boarding schools.

Laboratories

- Every secondary school must have / 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 Arts must have well equipped standard workshop to ensure students have access to the tools to reach 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 all principal, Vice Principal, Bursar and common staff room big enough to seat all staff at staff meetings. There should be offices for head of departments or head of subjects. The principal's office should be attractive enough to host the Governor or the Commissioner for Education.

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 schools.

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 Sent

Adeogun (1999) reported that the results of several studies conducted in developing countries have supported the educational value of the availability of textbooks, reading materials, the size quality of the library and the quality of school buildings.

Furthermore, Lewis (1973).says that poor quality of the output of Nigerian secondary schools has been traced to inadequate provision of school facilities. Babayomi (2001) also opines that private schools performed better than public schools because of availability and adequacy of teaching and learning resources. This implies that adequate provision of material and human resources in secondary schools are sine qua none to effective and efficient school administration and academic performance.

Statement of the Problem

The major problem of this study is to find out the extent of availability of both human and material resources in Ebonyi State Public Secondary Schools in the year 2010.

Purpose of the Study

The principal purpose of this study is to determine the extent of human and material resources adequacy or otherwise in Ebonyi state public secondary schools.

Specifically, the study will find out the:

- Teacher population, student population, Non tutorial staff population, Quality of teachers, Extent of availability of workshops, classroom equipment, laboratory equipment, library equipment, games equipment.

Research Questions

Section "A" of the Research Instrument,

How many teachers are in your school?, How many students are in your school?, How many of your teachers are not professionally qualified?, How many non- tutorial staff in your school?

Section "B" of the Research Instrument.

- How adequate are the number of classrooms in your school?
- How adequate are the available staff rooms in your school?
- How adequate is the available play ground in your school?
- How adequate are the available libraries in your school?

- How adequate are the available laboratories in your school?
- How adequate are the available library materials in your school?
- How adequate are the available laboratory consumables in your school?
- How adequate are the available students' toilets in your school?
- How adequate are the available staff toilets in your school?
- How adequate are the available workshops in your school?
- How adequate are the available students typing rooms in your school?
- How adequate are the available typing machines (computers) in your school?
- How adequate are the available First-aid boxes in your school?
- How adequate are the available first-aid trained teachers
- How adequate is the available power supply in your school?
- How adequate are the available teaching aids in your school?
- How adequate are the available students seats in your school?
- How adequate are the available students' reading tables and chairs in the library in your school?
- How adequate are the available sources of good water supply in your school?
- How adequate are the available school buses in your school?
- How adequate are the available fire extinguishers in your school?
- How adequate is the examination hall in your school?
- How adequate are the available food canteen in your school?
- How adequate is the available principals office?
- How adequate is the available bursar's office in your school?
- How adequate is the available guidance and counselor's office?
- How adequate are the available vice principals' offices in your school?
- How adequate are the available heads of departments offices in your school?
- How adequate are the available chalkboards in your school?
- How adequate are the available outdoor games in your school?
- How adequate are the available outdoor games equipment in your school?
- How adequate are the available students' common room/visitors' room in your school?

Population of the Study/Sample Size

The population of the study is made up of 162 public secondary school principals in Ebonyi State, while the sample of the study is 45 secondary school principals drawn randomly, 15 from each of the three Education Zones in the state.

Methodology

A descriptive survey research design was adopted in this study. The instrument used for data collection was questionnaire developed by the researcher. The instrument was tagged: Adequacy of Human and Material Resources in Ebonyi State Public Secondary Schools Questionnaire (AHMRESPSQ). The instrument was face validated

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by three experts in Measurement and Evaluation. Data collected were statistically analyzed using mean and percentage.

Results of the Study

Results of the study are presented in tables 1 and 2 below:

Table 1: Analysis of Research Questions 1-4 in section A of the Research Instrument

S/N	Name of school	Student population	Teacher population	No unqualified teachers	No of non tutorial staff
1	G.T.C. Abakaliki	2806	42	11	10
2	Girls' High School Abakaliki	2781	32	09	05
3	Abakaliki High School (Presco)	2589	22	08	04
4	Urban Model Sec. Sch. Abakaliki	2455	30	04	04
5	Izzi High School Ishieke	2605	15	03	03
6	Izhia Girls Sec. Sch. Ezzamgbo	1370	18	07	06
7	Nnode Secondary School. Abakaliki	1661	20	08	05
8	Model Comp. Girls Sec. Sch. Abakaliki	2088	36	09	08
9	Boys' High Sch. Ezzamgbo	2184	41	09	10
10	Izzi Boys' High Sch. Iboko	1941	23	11	04
11	Nwofe C.S.S. Nwofe	1340	12	02	05
12	Ekumenyi Sec. Sch. Iboko	1220	10	01	02
13	C.S>S Ndiuruku Amagu Abakaliki	1671	15	02	03
14	Effium High Sch. Effium	1804	16	04	04
15	C.S.S Effium	1708	14	02	02
16	Ezza Girls' High Sch.	2,008	20	04	05
17	C.S.S. Amuzu, Ezza	2011	23	05	06
18	Ikwo High School, Ikwo	2112	25	06	04
19	Ezza High School, Amuzu	2110	21	07	03
20	Urban C.S.S Ndufu Achara Ikwo	2,012	23	06	04
21	Ezeta Mgbala Memorial Sec. Sch. Amudo	1801	11	03	02
22	C.S.S Izzikworo, Ezza	1901	18	05	03

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23	C.S.S Izzikuoro, Ezza	1994	20	08	04
24	Izzikuoro High Sch. Ukometa	1776	16	04	02
25	C.S.S Ntezi, Ishielu	2001	10	03	02
26	C.S.S Okpoto	2008	11	04	02
27	C.S.S Ikwo Noyo	2,116	15	02	03
28	C.S.S Itam Ikwo	1,804	09	02	01
29	C.S.S Ezema Ezza	1709	11	02	02
30	Okpoto High School	1990	12	01	03
31	Govt. Sec. Sch. Afikpo	1984	16	04	04
32	Amasiri Secondary School	2099	21	05	04
33	Isi Okposi High School	1571	09	02	01
34	Oziza Sec. Sch.	1571	13	01	03
35	Owutu Secondary School	1700	12	04	02
36	Ekoli Secondary School	1805	14	02	02
37	McGregor Secondary School	1811	15	04	03
38	Govt. Sec. Sch. Okposi	2150	20	06	04
39	Ezi Okposi High School	2005	11	04	02
40	Uburu Secondary School	1884	21	07	03
41	C.S.S Uburu	1635	09	01	-1
42	Ugwulangwu Secondary School	1789	12	03	02
43	Onicha Secondary School	1908	13	04	02
44	Izu Secondary School	2081	24	07	03
45	Ukawu Secondary School	1894	08	02	01
	Grand Total	87584	809	209	154

From the above table, the researcher found that they were 87584 students, 809 teachers, 209 unqualified teachers and 154 non-tutorial staff in the 45 secondary schools studied. This indicates the teacher/students ratio of 1:108. This result show that Ebonyi State does not conform to the recommended teacher/students ratio of 1: 40 of the federal government of Nigeria. It also shows teacher inadequacy in secondary schools in Ebonyi State.

The total population of unqualified teachers in Ebonyi State Secondary Schools also points out that Ebonyi State does not conform to the Federal Government of Nigeria's Policy on teacher qualification. The total population of non-tutorial staff show 03 non-tutorial staff per school. This shows gross inadequacy in non-tutorial staff in Ebonyi State secondary schools

Table 2 Adequacy of Material Resources in Ebonyi State Public Secondary Schools Questionnaire

S/N	Question Items	No of Respond	Adequate	Inadequate	Not Available
1	How adequate are the number of classrooms in your school?	45	(10) (22.72%)	(35) (77.77%)	(0) (0%)
2	How adequate are the available staff rooms in your school?	45	(15) (33.33%)	(35) (66.66%)	(0) (0%)
3	How adequate is the available play ground in your school?	45	(20) (44.44%)	(25) (55.55%)	(0) (0%)
4	How adequate are the available libraries in you school?	45	(10) (22.22%)	(35) (77.77%)	(0) (0%)
5	How adequate are the available laboratories in your school?	45	(8) (17.77%)	(35) (82.22%)	(0) (0%)
6	How adequate are the available library materials in yours school?	45	(5) (11.11%)	(40) (88.88%)	(0) (0%)
7	How adequate are the available laboratory consumables in yours schools?	45	(5) (11.11%)	(40) (88.88%)	(0) (0%)
8	How adequate are the available students' toilets in your school?	45	(6) (13.33%)	(35) (86.66%)	(0) (0%)
9	How adequate are the available staff toilets in your school?	45	(10) (22.22%)	(35) (77.77%)	(0) (0%)
10	How adequate are the available workshops in year school?	45	(10) (11.11%)	(40) (66.66%)	(0) (0%)
11	How adequate are the available students typing rooms in your school?	45	(10) (22.22%)	(20) (44.44%)	(15) (33.33%)
12	How adequate are the available typing machines (computers) in your school?	45	(5) (11.11%)	(30) (66.66%)	(10) (22.22%)

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13	How adequate are the available first aid boxes in yours school?	45	5 (11.11%)	25 (55.55%)	15 (33.33%)
14	How adequate are the available first-aid trained teachers	45	2 (44.44%)	13 (28.88%)	30 (66.66%)
15	How adequate are the available power supply in your school?	45	0 (0%)	20 (44.44%)	25 (55.55%)
16	How adequate are the available teaching aids in your school?	45	0 (0%)	45 (100%)	0 (0%)
17	How adequate are the available students' seats . in your school?	45	20 (44.44%)	25 (66.66%).	0 (0%)
18	How adequate are the available students' reading tables and chairs in the library in years schools?	45	0 (0%)	45 (100%)	0 (0%)
19	How adequate are the available sources of good water supply in your schools?	45	10 (22,22%)	30 (66.66%)	15 (11.11%)
20	How adequate are the available school buses in your school?	45	0 (0%)	20 (22.22%)	15 (77.77%)
21	How adequate are the available fire extinguishers in your school?	45	0 (0%)	30 (66.66%)	15 (33.33%)
22	How adequate is the examination hall in your school?	45	15 (33.33%)	30 (66.66%)	0 (0%)
23	How adequate are the available food canteen in your school?	45	5 (11.11%)	30 (66.66%)	10 (22.22%)
24	How adequate is the available principal's Office?	45	4 (8.88%)	41 (91.11%)	0 (0%)
25	How adequate is the available bursar's office in your school?	45	10 (22.22%)	30 (66.66%)	5 (11.11%)
26	How adequate is the available guidance and counselor's office	45	6 (13.33%)	10 (22.22%)	29 (64.44%)
27	How adequate are the available vice principals' offices in your school?	45	10 (22.22%)	35 (77.77%)	0 (0%)
28	How adequate are the available head of departments offices in your school?	45	02 (4.44%)	20 (44.44%)	23 (51.11%)

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29	How adequate are the available chalkboards in you school?	45	30 (66.66%)	15 (33.33%)	0 (0%)
30	How adequate are the available outdoor games in your school?	45	5 (11.11%)	40 (88.88%)	0 (0%)
31	How adequate are the available out door games equipment in you school?	45	5 (11.11%)	40 (88.88%)	0 (0%)

For research questions in section B of the research instrument, the general finding was that there were inadequate provisions of school materials in Ebonyi State Public Secondary Schools. It has been discovered that in Ebonyi State secondary schools there were inadequate provision of:

Classrooms, staff offices, libraries, laboratories, library materials, students and staff toilets, workshops, typing machines and first aid teachers, power supply, teaching instructional aids, examination halls, games equipment etc.

Discussion of Finding

For research question one, the finding was that there were 809 teachers in the 45 studied secondary schools in Ebonyi State. For research question two, the finding was that there were 87584 students in the 45 studied secondary schools in Ebonyi State. For research question three, there were 209 unqualified teachers in the 45 studies secondary schools in Ebonyi State. Fro research question four, the finding was that they were 154 non-tutorial staff in the 45 studies secondary schools.

From the above findings, one can now deduce that the teacher/students ratio in Ebonyi State public secondary Schools is 1:108 as against the stipulated 1:40 teacher/student ratio of the Federal Government of Nigeria. Thus Ebony State does not conform to the Federal Government of Nigeria's policy on teacher/students ratio. This finding of abnormal teacher/student ratio of 1:108 agrees with the findings of World Bank (2004) and Nwakpa (2007) on teacher/student ratio in secondary schools in Ebonyi State. This high teacher/student ratio brings about ineffectiveness on the part of teachers, and poor academic performance of students.

Furthermore, the existence of professionally unqualified teachers in Ebonyi State Public Secondary Schools shows non conformity to the Federal Government's policy on education. This finding is in agreement with Ude (2006) when he found out that 20% of secondary school teachers in Ebonyi State were not professionally qualified. The continua existence of professionally unqualified teachers in the school system means that the concerned authority has formally planted poor educational system, as we all know what quacks in any profession can do. They cannot do any other thing than harm.

The study found, on the average, three non-tutorial staff per school. This indicates gross inadequacy in the number of non-tutorial staff in Ebonyi State secondary schools. This can bring about poor school administration. For research questions in section B of the research instrument, the general finding was that there were inadequate provision of school materials in Ebonyi State Public Secondary Schools. It has been discovered that in Ebonyi State ' Secondary Schools there were inadequate provision of:

Classroom, staff offices, libraries, Laboratories, Library Materials, Students and Staff Toilets, Workshops, Typing Machines and Typing First aid Teachers?, Power supply, Teaching instructional aids, Examination halls, Games equipment etc.

The finding of Ogonor (2001) on school facilities agrees with the finding of this study on classroom. Availability Ogonor found inadequate provision of classrooms in secondary schools in Mid-western Nigeria and poor maintenance of the available ones. Ndukwe (2007) in secondary schools in Abia state studied availability of laboratory facilities and found that there were gross inadequate provisions of laboratory facilities. Ndukwe's finding is in line with this study's finding of inadequate supply of laboratory equipment and library equipment. The poor performance of students in science subjects in Ebonyi State is a baby of inadequate provision of laboratory equipment and consumables.

This study found inadequate offices for the teachers. That is to say that the teachers are working in unfavourable environment and this has negative impact on workers' productivity and students' academic performance.

The finding on examination hall shows that there was inadequate provision of examination halls in secondary schools in Ebonyi state. This goes explain why examination malpractice seems difficult to be managed. Good and spacious examination hall helps in managing and controlling of examination malpractice, while poor examination hall encourages the operation of examination malpractice in secondary schools.

The finding that there was inadequate provision of libraries and library materials by this study is supported by the findings of Nwani (2007) when he found that 75% of secondary schools in Ebonyi State had no equipped libraries, and that about 95% of secondary schools in Ebonyi state had no trained librarian.

This is a pathetic situation in the education industry. The importance of school library needs not to be over emphasized. Poor provision of library and library materials cum poor patronage of library by the students may be as a result of ignorance, and it is tantamount to poor educational achievement

Implications

The implications of the findings are many. First, inadequate number of teachers will make the few available ones to over work themselves which will lead to poor delivery of service. Secondly it will encourage indiscipline in schools.

Thirdly it leads to poor school administration. Fourthly, it will lead to lack of teaching some subjects, via denial of knowledge on the part of students.

Inadequate provision of school materials will lead to poor teaching and administration. In a nutshell, the schools will experience poor academic performance on the part of students and falling standard in education.

Conclusion

The researcher is of the view that in Ebonyi State Secondary schools, there exists a lot of inadequacies in terms of availability of both human and material resources as revealed by this study. It is then the opinion of the researcher that Ebonyi State is not

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good in implementing the educational policies of the federal government of Nigeria. It is the view of the researcher that the poor implementation of education policies in Ebonyi State is responsible for poor academic performance of students and poor school administration in Ebonyi State. It is the belief of the researcher that if the above recommendations are fully put into work, all will be well with the state secondary schools in Ebonyi State.

Recommendations

In the light of the findings of this study, the researcher recommended the following as a way forward:

- The State Government should ensure that adequate number of professionally qualified teachers are employed to realize the 1:40 teacher/students ratio of the federal government of Nigeria, as this will improve the academic performance of secondary school students in Ebonyi State and beyond.
- The available professionally unqualified teachers in Ebonyi State secondary schools should as a matter of urgency be compulsorily sent to tertiary institutions to remedy their deficiencies within a period of four years or quit the job.
- The State Government should also see that adequate number of non-tutorial staff of about ten at least are recruited and posted to each secondary school.
- Comfortable classrooms of 40 students per classroom should be provided in all the secondary schools to avoid over congestion of class rooms to aid teaching-learning process.
- Every secondary school in the state should be provided with adequate and comfortable examination hall to ensure effective examination invigilation
- The State Government should as a matter of policy see that a comfortable school library is put in place in every secondary school with all the needed and necessary human and material resources, to attract students* attention to private studies.
- The State Government should see that the number of laboratories and workshops and their facilities as recommended by the Federal Government of Nigeria are adequately provided and managed to achieve full utilization of those facilities.
- All secondary schools in the state should be provided with sufficient quantity of computer sets, computer teachers and computer workshop/room.
- The state government should encourage games/sports in secondary schools by providing games equipment, and organizing yearly games events and awarding prizes to schools that do well in the event, as this will go a long way to promote the psychomotor domain of the students.

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