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The Re-engineering of Secondary School Resources for Optimum Performance of Staff and Students in Public and Private Secondary Schools in Calabar Education Zone of Cross River State

By

JOSEPH ETIONGBIE OGBIJI, (Ph.D)
*Department of Educational Foundations and Administration,
Cross River University of Technology,
Calabar.*

PAULINUS M. A. ADADU (Ph.D)
*School of Education,
Cross River State College of Education,
Akamkpa.*

And

CECILIA EMUJI EREH, (Ph.D)
*Department of Curriculum Studies,
University of Uyo,
Uyo.*

Abstract

This study evaluated the resources situation in public and private secondary schools in Cross River State as a means of re-engineering education for poverty eradication. It also examined the extent to which resource availability aid job performance of teachers and learners in public and private secondary schools. The study is descriptive of the situation of teachers and instructional resources among secondary schools in the state. Four hypotheses guided the study. The self-designed questionnaire comprising twenty seven items, was administered by the researchers. The questionnaire which was tested at 0.05 confidence level, used 215 teachers as respondents. The findings of the study showed that there was no significant difference in the availability of resources between public and private secondary schools. It also should that there was no significant difference in job performance between teachers of the two divide. Resources situation in public and private secondary schools was found to be adequate and that availability and adequacy of resources enhance

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teachers job performance. Based on the findings, it was recommended that adequate resource should continue to be provided to enhance effective and efficient performance of staff and students as a means of eradicating mediocrity, joblessness and poverty.

Education, the world over, is acknowledged as instrument par excellence for individual and national transformation. The Federal Republic of Nigeria (2004), in the National Policy on Education, has equally recognized education as an instrument “par excellence” for effecting national development.

The transformation agenda of the present administration in Nigeria cannot be meaningful when majority of the citizenry live in abject poverty. Although there are many synergizing factors for poverty reduction. the most potent appears to be the empowerment of the human resources, who are the active agents of production, with the knowledge, skills, ability and creativity to make wealth for themselves. This calls for the re-engineering of the different levels of the education system with adequate human, material and financial resources that will make beneficiaries wealth creators and employers of labour rather than job seekers. The focus of this study is to examine how secondary education could be re-engineered for poverty reduction in Nigeria. The call on the Federal Government by Arid (2011) to evolve a means of generating assets for economic well-being of Nigerians can only be achieved through education. Education as the development of one’s moral, intellectual and motor skills for usefulness to self and society remains the greatest instrument for poverty eradication and wealth creation. It is for this reason that progressive nations all over the world are investing on the education of the citizenry. In Nigeria the need to make education accessible to all has long been realized as demonstrated by the free education programme of the governments of Western Region in 1955, Eastern Region in 1957, the Federal Republic of Nigeria in the Universal Primary Education (UPE) programme of 1976 and the Universal Basic Education programme of 1999 (Ogbiji, 2007). The liberalization of education at all levels to enable the private sector participate in its provision is to enhance accessibility by all and to engender socio-economic development in the country.

Government has however laid down policies for administration and control of primary, secondary and tertiary education. The aim of government control policy is to ensure qualitative education that can meet the national minimum standard. The control covers the human, infrastructural and financial resources that must be committed to each level of education as pointed out by Maduewesi (2005).

Teachers constitute the core of human resources needed for a successful educational programme. The Federal Republic of Nigeria (2002) has in the National Minimum standard adopted the Nigerian Certificate in Education (NCE) to be the

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minimum teaching qualification allowable in the primary and junior secondary school system from the year 2000. Graduate teachers are recommended for senior secondary school system. The extent to which secondary schools have complied with this directive needs to be investigated.

The infrastructural facilities and equipment required for effective teaching and learning include adequate classroom accommodation and furniture for pupils and teachers, adequate instructional materials, well equipped library, laboratory and workshops, Guidance and counseling services, sporting facilities, adequate healthcare services, toilets and potable drinking water, among others. Schools are also expected to have adequate funds for running expenses. No education programme, according to Onuoha (2007) can be successfully carried out without adequate funding.

School resources as highlighted above are important in the teaching learning process. Adegun (2001) observed that educational resources are the tools for achieving educational aims and objectives. Akomolafe (2005) opined that resources are critical in facilitating and stimulating educational programmes. Ozigi (1981) Adesina (1990) and Ogbiji (2011) saw resources as essential tools in the hands of educational managers for the attainment of educational goals. Their availability in the hands of teachers enhances their job performance. Omoregic (2005) found out that both public and private secondary schools in Edo State perform the same functions, the difference in performance lies in the availability of resources in the hands of school managers and teachers. Ogbiji (2009) found out that public and private secondary school in Cross River perform similar functions but lacked uniform administrative structure and facilities.

The focus of this study therefore is to evaluate the resources availability in public and private secondary schools in Calabar Education Zone of Cross River State and to determine the job performance level of teachers in the two groups of schools. Three research questions guided the study:

Research Questions:

- (1) How adequate are resources provided in public secondary schools in Calabar Education Zone?
- (2) How adequate are resources provided in private secondary schools in Calabar Education Zone?
- (3) Is there any significant relationship between resources availability and job performance among secondary schools in Calabar Education Zone?

Research Hypotheses

The following hypotheses were used for the study:

- (1) There is no significant difference between public and private secondary schools in Calabar Education Zone in the availability of resources.
- (2) There is no significant difference in job performance between teachers of public and private secondary schools in Calabar Education Zone
- (3) There is no significant relationship between resource availability and job performance among teachers of public secondary schools in Calabar Education Zone.
- (4) There is no significant relationship between resource availability and job performance among teachers of private secondary schools in Calabar Education Zone.

Methodology

The study adopts descriptive survey research design. The study population comprises teachers of public and private secondary schools in Calabar Education Zone. There are sixty public Secondary schools with a staff strength of 1106 teachers and about 48 private secondary schools with about 1050 teachers. This makes a study population of 2156 teachers in the zone. A sample of 10% of the population, comprising of 110 teachers from public secondary schools and 105 from private schools, making a total of 215 were used for the study. Purposive stratified sampling technique was adopted to cater for both public and private schools in the study. A total of 215 samples were used for the study.

Research Instrument

A questionnaire titled “Resource Availability and teachers job performance (RATJP) was developed by the researchers and used for data collection. Two research experts validated the face and content validity of the instrument. A reliability coefficient of $r=0.798$ was established for the instrument using test-retest method.

Data Analysis and Results

Research Question One: How adequate are resources provided in public secondary schools in Calabar Education Zone?

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Table 1: Mean Rating Standard Deviation and T-Test Analysis of Resources Availability in Public and Private Secondary Schools

		Public N = 110		Private N = 104	
		X	SD	X	SD
1	Adequate, relevant and qualified number of teachers.	3.36	.726	3.02	.924
2	Adequate funds for running cost.	3.06	.827	2.45	.736
3	Sufficient number of classroom space	3.07	.885	2.39	.841
4	Sufficient office space and furniture for teachers.	3.21	.743	2.17	.781
5	Adequate seats for students	3.18	.780	2.09	.684
6	Sufficient and relevant instructional materials.	2.93	.875	2.20	.907
7	Well-furnished and equipped library	2.65	.923	2.32	.873
8	Adequate storage facilities for school records.	3.13	.825	2.32	.779
9	Adequate Toilet facilities.	2.83	.907	2.12	.917
10	Adequate and well-equipped laboratories.	2.65	.982	2.25	.963
11	Well-equipped studios and workshops.	2.08	.910	2.00	.881
12	Adequate first aid facilities for students.	3.16	.748	2.53	.881
13	Adequate guidance and counseling services for students.	2.93	.885	2.75	.867
14	Adequate games and sporting facilities for students	3.15	.865	2.25	.918
15	Well-equipped home economics laboratory	2.45	.992	1.96	.869

Df = 212

t-cal = 6.36

t-table = 1.645.

The result on table one shows the availability of resources in public and private secondary schools in the area. From the table it can be seen that there are fairly adequate resources in public secondary schools as demonstrated by the high rating by respondents in each item. The resources rated as adequate include number of teachers

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and their qualification, funding, number of classrooms and furniture; others are library, laboratory, workshops, toilets, health services among others.

Response to research question two, which sought to determine the adequacy of resources in private secondary schools, reveals moderate availability except home economics laboratory that was rated low. The items rated are those stated in response to research question one above.

Hypothesis one: There is no significant difference between public and private secondary schools in Calabar Education Zone in the availability of resources.

The above hypothesis was tested using t-test statistical method as shown on table one above. The t-calculated value of 6.362 is greater than the table value of 1.645, hence the result was not significant at 0.05 level of significance. The hypothesis was upheld, thus there was no significant difference in the availability of resources between public and private schools.

Hypothesis two: There is no significant difference in job performance between teachers of public and private secondary schools in Calabar Education Zone.

Table 2: Mean Rating, Standard Deviation and T-Test Analysis of Teachers’ Job Performance in Public and Private Secondary Schools;

S/N	Items: Teachers.....	Public N = 110		Private N = 104	
		X	SD	X	SD
1	Are regular and punctual to work	3.32	.801	2.85	.901
2	Teach and give regular assignments to students	2.76	.908	2.43	.983
3	Mark Students assignment promptly	2.43	1.071	2.13	.976
4	Supervise students during class work	2.25	1.121	2.18	.953
5	Cherish clean and healthy environment	2.42	1.087	2.65	.921
6	Teach with vigour and to students understanding	3.08	.744	2.44	2.88
7	Show commitment to students and employer	3.12	.916	2.83	.929
8	Adequately cover syllabus	3.13	.949	2.63	.986
9	Are committed to welfare of students	2.47	1.002	2.80	1.018
10	Are good disciplinarians	2.61	.802	2.70	1.013

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Df = 212

t-cal = .922

t-table = 1.645.

T-test statistical method was used in testing this hypothesis. The calculated t-value of -.922 was less than the table value of 1.645 which means not significant at 0.05 level. The hypothesis was upheld. This means that there is no significant difference in teachers' job performance between public and private secondary schools. Teachers in the two groups of schools were rated as performing moderately in their duties.

Hypothesis Three: There is no significant relationship between resources availability and job performance of teachers in public secondary schools in Calabar education Zone.

Table 3: Relationship between Resources Availability and Teachers' Job Performance in Public Secondary Schools in Calabar Education Zone.

Variable	N	X	SD	r-cal	r-table
Resources availability	110	43.61	6.884		
Teachers' job performance	110	27.59	4.039	.247	.195

Hypothesis three was tested using Pearson correlation method. The r-calculated of .247 was greater than the table value of .195, hence the hypothesis was rejected at 0.05 level of significance. This implies that there is a significant relationship between resource availability and teachers' job performance in public secondary schools in Calabar education Zone.

Hypothesis Four: There is no significant relationship between resource availability and teachers' job performance among private secondary schools in Calabar education Zone.

Table 4: Relationship between Resource Availability and Teachers' Job Performance in Private Secondary Schools

Variable	N	X	SD	r-cal	r-table
Resources availability	104	34.72	6.311		
Teachers' job performance	104	26.09	4.821	.299	.195

This hypothesis was tested using correlation co-efficient method. The result shows r-calculated to be .299 which is greater than the critical value of .195. this shows a significant relationship between teachers' job performance and resources availability.

Discussion of Results

The resources condition of public secondary schools in Calabar education Zone was considered adequate by respondents. Resources in private secondary schools in the zone was adjudged to be moderately adequate. This is similar to that of Akomolafe (2005) in Ekiti State in which he found that public schools were adequately equipped with teachers, classroom accommodation and instructional facilities. This is in contrast to studies carried out by Ezewu (1986) and Olutola (1989) in which they found most of the public secondary schools poorly equipped with teaching staff and infrastructural resources. This is understandable because the apparent neglect to education sector in the past is now giving way to concern and commitment to the provision of qualitative education as a means of equipping beneficiaries with survival skills that could reduce the rate of poverty and unemployment.

The result shows that there is no significant difference in resources availability between public and private secondary schools in the zone. It is usually expected that public schools should be better funded and equipped than private schools as some studies in the past have revealed. This shows that proprietors of private schools are committed to the provision of qualitative education. The study also shows that there is no significant difference in job performance between teachers of public and private secondary schools. This is so because both public and private secondary schools implement the same educational curriculum, prepare candidate for the same public examinations and are supervised by the same ministry of education.

The study also reveals that there is significant relationship between resources availability and teachers' job performance in both public and private secondary schools. This agrees with the views of Ozigi (1981) Adesina (1990) and Ogbiji (2011) who see a close correlation between resource availability and teachers effectiveness. Resources are tools in the hands of school administrators and teachers. Without adequate human, financial and instructional resources no education programme can succeed. One sure way of eradicating poverty from our land is the provision of qualitative education in which recipients are adequately equipped with survival skills and creative abilities.

Recommendation

From the findings of this study it becomes pertinent to make the following recommendations:

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1. Government should continue to update human and material resources in secondary schools to ensure qualitative education as a fight against poverty.
2. Proprietors of private secondary schools should step up their facilities to provide a more qualitative education to the beneficiaries.
3. Provision of facilities such as libraries, laboratories and workshops should be stepped up in public schools as a means of ensuring qualitative education.
4. Private schools should ensure the provision of healthcare services for students.

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