

**TEACHERS' PERCEPTION ON THE ADEQUACY OF EDUCATIONAL
RESOURCES FOR QUALITY SCHOOL ADMINISTRATION AND TEACHING
IN EBONYI STATE SECONDARY SCHOOL SYSTEM**

Odo, Michael Eze

*Department of Educational Foundations
Federal College of Education (Special), Oyo
E-mail: odomichaeleze@gmail.com*

Abstract

The study evaluated the adequacy of educational resources for quality school administration and teaching in Ebonyi State secondary school system. Description survey design with a population of 4,360 in 225 public secondary schools were used for the study. The instrument was validated by management experts while the reliability was 0.78 using Chronbach Alpha. Four (4) research questions guided the study. The responses to the questionnaire were analyzed using mean and standard deviation. A criterion mean of 2.50 was set as a decision rule. Any mean score (s) of 2.50 and above indicated that educational resources are adequate while scores below the benchmark indicate that resources are inadequate. The result revealed that educational resources are grossly inadequate for quality secondary school administration and teaching in Ebonyi State. It was therefore recommended that school administrators should synergize with Parents Teachers Association (PTAs) and other stakeholders to engage additional teaching staff and also to assist in the provision of funds and other educational facilities to supplement government effort in making school administration and teaching more effective.

Keyword: Teaching, Educational resources, Quality Administration, Secondary schools

Introduction

Quality education is been emphasized worldwide. This is because the ability of any nation to grow and develop depends on the quality of her educational system (Ocho, 2005). It is on this premise that Federal Government of Nigeria in National Policy on Education (2013)

recognizes education as an instrument par excellence in affecting national development. Stressing more on the importance of education, education is seen as the construction and reconstruction of life. For this reason, it is logical enough to conclude that a concept credited with this kind of noble value should not be left to chance (Bosah, 1991). Secondary education according to National Policy on Education is the second on the ladder after primary, through which Nigerian education system rests upon. The broad goals of secondary education include; to prepare the citizenry for useful living and to attain higher education (FGN, 2013).

To achieve these veritable objectives, secondary education is categorized into Junior and Senior secondary schools. Under the programme of Universal Basic Education (UBE), Junior Secondary was made pre-vocational and academic; free, universal and compulsory. The Junior Secondary was to teach academic subjects like English Language, French, Mathematics and at least one Nigerian Languages while Arabic, Business Studies, Home Economics, Local Crafts and Computer Education fall under vocation. The aim was to provide general knowledge and skills to students against the challenges of world of work. The secondary education is meant to broaden students' knowledge and outlook based on comprehensive call curriculum (FGN, 2013). Ocho (2005) sees Federal Government motive in this direction as ambitious but expressed pessimistic feelings about the possibilities of implementing UBE scheme for goal achievement. His reservation was anchored on the persistent lack of educational resources in most secondary schools across the country. Ingawa (2002) decries that government is concentrating on expansion of education with little or no attention to qualitative changes in secondary school structures, administration and instruction, while Odo (2016) notes that public secondary schools in most parts of the country, particularly Ebonyi State are poorly equipped staffed and funded. The report of Ebonyi State Education Review Committee (2007) presented Ebonyi State school system as grossly ill-equipped and understaffed. Twelve (12) years down the line, there was no significant and observable attempt by the state government to holistically address the problem. This kind of situation may have prompted Ojo (2006) to decry that serious inadequacies in infrastructures have been identified as contributory to the falling standard of education in the country. In the face of this

defect, schools keep over populating. A classroom originally designed for forty (40) students can take up to about one hundred and twenty (120) students without good classroom blocks and basic facilities such as chairs and lockers.

Secondary schools also lack support services in the areas of health care, food, and funds. In the 21st century, students in some parts of the country still study under the dilapidated buildings, community halls, and shades when quality education is being canvassed worldwide (Odo, 2016). Undoubtedly, no meaningful teaching and learning can take place in awkward and uncondusive environments. The government indifference on the provision of educational resources had negatively affected secondary school administration, instructional delivery and students' performance. However, lack of resources (human and materials) is not the only problem bedeviling secondary education in Nigeria. Corruption and maladministration are the bane of Nigerian secondary education. Odo (2016) posits that most secondary schools lack good governance. To him the little resources allocated to schools are poorly managed, misused, embezzled or misappropriated by the school administrators to the detriment of the system. The scenario may have informed the Federal Government to involve stakeholders in the secondary school administration in sourcing and utilizing funds for good governance. This effort has resulted to what is now referred as Community Participation in Quality Assurance in Secondary Education.

According to Federal Ministry of Education (2009), quality assurance is meant to broaden the scope of educational delivery by tracking more resources, ensure effective and equitable utilization of available resources in order to restore transparency in school administration. Teachers who lay solid foundation for entry into knowledge economy would have improved their teaching through improved and effective administration. Quality assurance makes it near impossible for principals to exclusively run the affairs of schools in a way that may not bring about desired result (Odo 2016). As part of internal mechanism for school self-evaluation, quality assurance provides for schools' Community Based Management Committee (CBMC) and School Development Plan (SDP). Boissiere (2004) explains that the practice of quality assurance is meant to reform education by tackling the problems confronting schools' administration, teachers and

students. Some of these problems include: mal-administration, misappropriation of funds, over invoicing, abandonment of projects, lack of teaching personnel, lateness to work, absenteeism and non-attendance to classes (Babalola, 2004). Quality school administration and teaching have been the major concern of Ebonyi State Government in particular and Nigeria in general. The benefits of quality secondary school administration include improved teaching and learning, provision of educational resources and improved students' performances in both internal and external examinations. Students who receive quality education are better prepared in life as leaders of tomorrow.

Therefore, if education must be qualitative, school administration ought to be effective and goal oriented. Human and material resources should be adequately provided to enhance teaching and learning. Although, these resources may not be available to optimal level, the school administrators ought to be more prudent in the utilization of available resources.

Statement of the problem

The quest for educational opportunities is high in the country. In response to this, government is pushed to massive expansion of secondary education with little or no attention to qualitative changes in secondary school structures, administration and infrastructure (Ingawa, 2002). Most educational stakeholders openly criticize government on pages of Newspapers, Television and Radio programmes, internet and on the streets for not doing enough to provide adequate resources for effective administration, teaching and learning in secondary school system. Also, secondary school administrators are equally accused of mal administration. The effect of all these could be dangerous to school operation. Although, these expressions are mere speculations devoid of empirical backup, it is on this background therefore, that this study is necessary in order to determine empirically the adequacy of educational resources for quality school administration and teaching in Ebonyi State secondary school system.

Purpose of the study

The main purpose of the study is to examine the adequacy of educational resources for quality school administration in Ebonyi State

secondary school system to drive quality school administration and teaching. In specific terms, the study was meant to find out the adequacy of teaching staff, funding, infrastructural facilities and quality school administration and teaching.

Research questions

The following research questions guided the study.

1. What is the perception of teachers on the adequacy of teaching personnel for quality school administration and teaching in Ebonyi State Public Secondary Schools?
2. What is the perception of teachers on the adequacy of school infrastructures for quality school administration and teaching in Ebonyi State Public Secondary Schools?
3. What is the perception of teachers on school funding for adequate school administration and teaching in Ebonyi State Public Secondary Schools?
4. What is the perception of teachers on quality school administration and teaching in Ebonyi State Public Secondary Schools?

Methodology

The design of the study was descriptive survey. The choice was meant to collect data from a sample of a given population to describe certain features of interest to the researcher. The population of the study was 4,360 teaching staff from 225 public secondary schools of Ebonyi State school system. Ten percent (10%) was purposefully used to select 436 teaching staff randomly from 225 public secondary schools as the sample of the work. A self-made instrument tagged 'Teachers' Perception on the Adequacy of Educational Resources for Quality Administration and Teaching Assessment Scale' (TPAEQATAS) was used to elicit information from the respondents. The instrument was structured in Likert type of strongly agree, agree, disagree and strongly disagree. The questionnaire was validated by management experts. The instrument was further subjected to Cronbach Alpha test which yielded a coefficient of 0.78. Three (3) research assistants were engaged for instrument administration whereas; the return rate was 100%. Mean and standard deviation were used to answer the four (4) research questions posed for the study. A criterion mean of 2.50 was set as a

bench mark for the adequacy of educational resources while the scores below the benchmark was treated as inadequate educational resources for quality school administration and teaching.

Findings and Discussion

Research question 1: What is the perception of teachers on the adequacy of teaching personnel for quality school administration and teaching in Ebonyi State Public Secondary Schools?

Table 1: Adequacy of Teaching Personnel for Quality School Administration and Teaching

S/n	Teaching personnel	N	Min GP	Max GP	Mean	SD	Dec
1.	Schools are well staffed	436	1.00	4.00	1.77	18.86	DA
2.	There are enough teachers in all the subject areas.	436	1.00	4.00	1.47	17.44	DA
3.	As teachers are retiring, resign or die, government regularly embark on teachers' recruitment to ensure adequate manpower in the school system	436	1.00	4.00	1.61	25.36	DA
4.	Teaching and learning are not affected by inadequate teaching staff.	436	1.00	4.00	1.78	19.90	DA
5.	The presence of PTA teachers had solved the problem of shortage of teaching staff	436	1.00	4.00	1.44	10.40	DA
6.	teachers are not lacking in specialized subject areas.	436	1.00	4.00	1.72	26.14	DA

The above table indicates dearth of teaching personnel in the state secondary school system. This position is reflected on the respondents' responses who disagreed in all the items of the instruments. Both the individual mean scores and grand mean were below 2.50 benchmark.

Research question 2: What is the perception of teachers on the adequacy of school infrastructures for quality school administration and teaching in Ebonyi State Public Secondary Schools?

Table 2: Adequacy of School Infrastructures for Quality School Administration and Teaching

S/n	School infrastructures	N	Min GP	Max GP	Mean	SD	Dec
7.	Existence of adequate classroom blocks and staff rooms for students and teachers.	436	1.00	4.00	1.38	18.05	DA
8.	There are enough educational facilities, furniture, equipment for teaching and learning.	436	1.00	4.00	1.57	17.61	DA
9.	Libraries and Laboratories are equipped for functional teaching and learning.	436	1.00	4.00	1.48	16.80	DA
10.	School environments are safe for sustainable teaching and learning	436	1.00	4.00	1.48	13.18	DA
11.	Sick bays are available in Public secondary schools.	436	1.00	4.00	1.26	16.25	DA
GRAND MEAN					1.43		

The result on table 2 reveals that infrastructures are grossly inadequate. The respondents disagreed in all the items with both individual mean scores and grand mean of 1.43 falling below 2.50 criterion mean.

Research question 3: What is the perception of teachers on school funding for adequate school administration and teaching in Ebonyi State Public Secondary Schools?

Table 3: Teachers Perception on the School funding for Adequate School Administration and Teaching.

S/n	Funding of schools	N	Min GP	Max GP	Mean	SD	Dec
12.	Schools are adequately funded by government.	436	1.00	4.00	1.46	61.40	DA
13.	Fund releases are made to schools by government according to school annual budgets.	436	1.00	4.00	1.84	16.75	DA
14.	Schools generate enough revenue internally for its administrative purposes.	436	1.00	4.00	1.94	22.74	DA
15.	School Administrators allocate and utilize available recourses properly and judiciously	436	1.00	4.00	1.58	9.07	DA
16.	Schools are funded through imprest system.	436	1.00	4.00	3.52	58.74	A
GRAND MEAN for items 12, 13, 14 and 15					1.71		

On table 3 above, the respondents disagreed on items 12, 13, 14 and 15 with their mean scores of 1.46, 1.84, 1.94, 1.58 and the grand mean of 1.71 falling below the criterion mean of 2.50. The respondents unanimously agreed that secondary schools are funded through imprest account with the mean score of 3.52 which is above the criterion mean of 2.50.

Research question 4: What is the perception of teachers on quality school administration and teaching in Ebonyi State Public Secondary Schools?

Table 4: Teachers Perception on the Quality School Administration and Teaching

S/n	School Administration	N	Min GP	Max GP	Mean	SD	Dec
17.	School administration is not affected by inadequate educational resources	436	1.00	4.00	1.73	22.09	DA
18.	School administrators are not doing enough in rendering accountable and oriented services	436	1.00	4.00	3.47	60.69	A
19.	Corrupt practices are high in the school system.	436	1.00	4.00	3.45	59.76	A
20.	School administrators compromise in monitoring teaching staff.	436	1.00	4.00	3.76	70.92	A

The result from table 4 above shows that secondary schools in Ebonyi state school system lack quality administration and teaching. This perception arose from envisaged lack of infrastructures, dearth of teaching personnel and the attitude of compromise amongst school administrators in monitoring and supervision of teachers.

The justification of this opinion is based on the fact that item 17 scored 1.73, item 18 scored 3.47 whereas; items 19 and 20 scored 3.45 and 3.76 respectively.

Discussion

The result of the research question 1 that probed into the adequacy of teaching personnel for quality school administration and teaching indicates that school administration is affected by inadequate teaching personnel. This result is inter-diem with the report of Ebonyi State Education Review Committee (2007) which presented the state school system as grossly under staffed and ill equipped. Twelve (12) years down the line, the issues of staffing and equipment in the secondary school system have not been resolved. It also conformed to the finding of Agih (2011) who investigated the imperative for the availability of adequate resources for administration of secondary education in Bayelsa State. His work revealed that there is poor provision of teachers, non-teaching staff and educational facilities in schools. However, this may not entirely apply in all the 36 states of the federation and Abuja due to differences in disposition of states government towards education across the nation. Also, teachers perceive that infrastructures are lacking in the school system. Ojo (2006) concludes that the decline of quality of teaching is due to lack of essential facilities such as books, journals, teaching aids and laboratory equipment. He remarks that if Nigerian teachers found themselves abroad where facilities are abundant, the quality of their teaching will be high. In this regards, Odo (2016) decries that in 21st Century students are still lack support services and also study under dilapidated buildings, community, halls and shades. It is on this note that Ojo (2006) posits that a situation of this is contributory to falling standard of education in Nigeria.

On funding, the result indicates that secondary schools are not adequately funded by government. This agrees with Ogbonnaya (2012) who expressed that the inability of government to fund education nationwide was one of the remote causes of the collapse of the second republic. To him, the state of educational institutions in Nigeria is a reflection of the nation's economy. In agreement with this finding, Ojo (2006) and Ochai (2012) observe that lack of funds has hampered the development of educational sector and to this effect, quality education is backsliding. In the history of Nigerian educational funding from 1st to 4th National Development Plans of 1962-1985 (Okowa, 1991), National budgetary allocations to education from 2010-2014 (Premium Times, 2018), 2015-2018 (Odo, 2016) and Ebonyi State Government allocations

to education from 1996-2019 (MOF, 2019) had always fall short of 26% of Annual Budget for funding of education. Secondly, releases are made to schools through imprest basis instead of budgetary process. This is viewed as undemocratic capable of undermining school administration and by extension teaching and learning. It was also revealed that available resources are not judiciously allocated and utilized in secondary school system. This agrees with Odo (2016) who observes that the little resources allocated to schools are poorly managed, misused, embezzled or misappropriated by the school administrators to the detriment of the system.

On quality school administration and teaching, it was revealed that lack of educational materials, dearth of teaching personnel and inadequate school funding has negatively affected quality school administration and teaching. Quality administration is important in several ways.

1. It promotes performance and effectiveness among staff
2. It is result oriented and
3. engineers spirit of improvisation etc

The concentration of government on expansion of education with little or no attention to quality changes in secondary school structure, administration and infrastructure according to Ingawa (2002) is not the best for quality education.

Conclusion

Education in the broadest sense is the bedrock of any nation (Osaat and Ibe, 2015) whereas, secondary education occupy the 2nd on the ladder after primary education upon which Nigeria education rests upon (NPE, 2013). For secondary education to achieve the objective of preparing individual for useful living, the attention of government towards adequate school infrastructures, personal, funding are of immerse important. Quality education demands quality inputs and quality inputs engineers' effective school administration, teaching and learning.

Recommendations

Based on the findings, the following recommendations were made.

1. School administrators should synergize with Parents Teachers Associations (PTAs) and other Stakeholders to engage additional qualified teaching staff, assist in the provision of facilities, equipment and funds to supplement government effort. This would bridge the gap created by inadequate educational resources for effective administration and teaching.
2. Education is a big business venture that requires big capital outlay. Therefore all hands should be on deck to provide and to improvise where necessary.
3. Government should be more proactive in the war against corrupt practices since it has been established that corruption is high in the school system. Once the spirit of sincerity and honesty is instilled in the school system, things will begin to get better.
4. Free hands should be given to school administrators to operate within the conferment of their annual budget instead of current imprest system which is undemocratic in a contemporary administrative setting.
5. Educational resources are tools in the hands of school administrators. These tools are meant for the attainment of educational goals. Once these tools are not available, education suffers. Therefore government should ensure that educational funding is treated as the 1st line charge in order to provide financial resources for the sector to meet its contextual needs.

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