

A Comparative Study on the Adequacy of Educational Resources in Public and Private Secondary Schools in Akoko-Edo Local Government Area, Edo State

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Abstract— Educational resources adequacy has become a topical issue in the education system of the country because of its consequences on the internal and external efficiency of both public and private secondary schools. The objective of this study is to investigate the educational resources adequacy in public and private secondary schools in Akoko-edo Local Government Area of Edo State. In order to carry out the task, two research questions were raised. The research design used was the descriptive survey research. The data were collected using multistage random sampling techniques of 145 teachers in public and private secondary schools across Akoko-edo Local Government Area of Edo State. The research instrument used for the study was validated by three experts in measurement and evaluation, and yielded a reliability coefficient of 0.75, thus indicating that the instrument is reliable. The data was analysed using descriptive statistics such as frequency and percentages as well as t-test statistics. Results revealed that the classrooms in both public and private are the only educational resources that are adequate in the secondary schools in Akoko-edo Local Government Area. Significant ($p < 0.05$) variation was found to exist between public and private secondary schools in terms of human and physical resources. Recommendations were made that government should allocate enough funds and send such fund to schools directly and timely so as to enable such schools prioritize and acquire most needed facilities in schools. Also, the directorate of quality assurance and standards within the ministry of education should be more empowered with resources to enable them carry out their roles. It is expected that their regular visits to schools would be beneficial to schools as through their guidance; schools would be able to maintain the expected standards regarding school's physical, material and human resources for effective learning to take place.

Index Terms— educational resources, resource adequacy, secondary schools.

I. INTRODUCTION

Secondary level of education is known to be the bedrock and the foundation of higher knowledge in tertiary institutions. Just like other organisations, secondary school receive inputs from its environment, converts or processes it and afterwards, discharges the output to the environment from where the input is obtained. It is rather unfortunate that the secondary schools today are not measuring up to the standard expected of them. There has been public outcry over the persistently

poor performance of secondary school students in public examinations. According to Nwokocha & Amadike (2005), academic performance of students is the yardstick for testing educational quality of a nation. Hence, it is expedient to maintain a high performance in internal and mostly external examinations. Educationists as well as parents and the general public have lamented over the decline in standards of operation of our educational system, the quality of students' performance in West Africa School Certificate Examination (WASCE) and their subsequent inability to secure gainful employment/admission at the completion of their secondary school career despite the huge inputs into the system by various stakeholders. Since expenditure on education is largely regarded as an investment, there is need for continuous appraisal of public and private secondary schools so as to ensure both cost effectiveness and prudence, which seem appropriate just as we have in the commercial and industrial sectors.

The availability of educational resources (financial, human and material) is very important because of its role in the attainment of educational objectives. However, it has been observed that secondary schools in Edo State do not have the human resources in terms of required number of teachers (both in terms of quantity and quality). This is evident in the high ratio of students to teachers in most secondary schools visited. Personal observation has also shown that material resources are in short supply in the schools. The poor status of material facilities in the schools is not unconnected with the dearth of fund in the system. A close look at the schools and what goes on there shows that nothing good can come out of these schools as they do not have facilities and adequate human resources to prepare candidates for West African Examination Council (WAEC) examinations. The precarious situation of lack of human and material resources is more evident in public schools than in the private schools and this shows why the private schools tend to perform better than the public schools in public examinations. According to Hallack (1990), the educational resources that contribute to students' performance include: teachers, classrooms, accommodation, libraries, furniture, apparatus and other instructional materials. However, the availability, relevance and adequacy of these facilities contribute to students' achievement. This study therefore seeks to establish whether the available resources in Akoko-edo Local Government Area of Edo State. are adequate so as to improve the quality of secondary

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education by increasing the academic performance of students.

Purpose of Study

Specifically, the study objective is to:

- determine the adequacy of educational resources in Edo State public and private secondary schools
- compare the educational resources adequacy of public schools to that of private schools in Edo state

Research Questions

The study provides answers to the following research questions:

- Are the educational resources in Edo State public and private secondary schools adequate?
- Is there variation in the adequacy of educational resources between public and private secondary schools Edo state?

II. EMPIRICAL REVIEW

There have been several studies on educational resources adequacy. For instance, Ojedele (2002) carried out a research in Ilorin Local Government Area of Kwara State. She used questionnaires to collect data on the material resources available for the teaching of some selected subjects in ten secondary schools and related these to students' achievements in each of the selected subjects and to the amount of resources available for the teaching of the subjects. Findings showed that material resources were significantly inadequate in the schools sampled.

In the same vein, Ogunsaju (2000) investigated the effect of instructional resources on the academic achievements of students in Ogun State. Five secondary schools in Abeokuta were used for this study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected WASC examination results for five years and compared achievements of students in schools with adequate material resources and achievements of students in schools with inadequate material resources. He found a significant difference in the achievements of the two sets of students. The schools with adequate instructional materials performed better than those with inadequate instructional materials.

According to Ahmed (2003) in his study on provision and management of physical facilities for primary education in Nigeria, found out that there is a gross inadequacy in facilities for Nigerian primary schools with availability to required percentage ranging from as low as 1.5% to a maximum of 35.2%. His study stressed the importance of physical facilities in the management of education system. He opined that stakeholders need to ensure adequate provision of

physical facilities in all educational system, be it primary, secondary, and tertiary levels to enhance learning and for improved productivity. He further affirms that education objectives can only be achieved with the availability of adequate and relevant educational resources in school. Adedayo (1988) noted that in order for a school to advance the learning opportunities offered to the pupils, it has to adequately utilize the facilities available in school. Such facilities include the administrative office, staffrooms and offices, classrooms laboratories, workshops, equipment, stores libraries, hostels, staff houses and the school grounds.

III. METHODOLOGY

The survey research design was adopted for this study. This design was used since the study is centred on opinions and perceptions of teachers in secondary schools. The population of this study comprised all secondary schools in Akoko-edo Local Government Area and their teachers, both public and private. The study population was 921 teachers comprising of 532 public secondary school teachers in the 9 public secondary schools as well as 389 private secondary school teachers in the 21 private secondary schools located in Akoko-edo Local Government Area of Edo State. Two public secondary schools and two private secondary schools were each sampled from the study's population using purposive sampling technique. Consequently, the sample of this study was one hundred and sixty (160) public and private secondary school teachers constituting 17% of the entire teachers in secondary schools in Akoko-edo Local Government Area of Edo State. The research instrument used in this study to generate data was designed in two (2) sections; section A and B. Section A was used to collect demographic data on the respondents while section B sought information from the respondents on the availability and adequacy of educational resources in public and private secondary schools in Benin City, Edo state. The instrument was subjected to face and content validity, and validated by two experts in the field of study. The reliability of the research instrument was 0.81, thus indicating that the instrument is reliable. Data collected from the respondents were analyzed using descriptive statistics such as frequency, percentage as well as t-test statistics. The data analysis was done with the aid of IBM SPSS version 24.0, a statistical analysis software package.

IV. DATA ANALYSIS

Out of the 160 administered questionnaires, 145 (91%) responses were used for the analysis. The data analysis was based on answering the research questions raised.

Research Question 1: Are the educational resources in Edo State public and private secondary schools adequate?

Responses to the 18 items in table 1 were used to answer research question one (1)

Table 1: Table showing the educational resources and its adequacy in some selected Edo State Secondary Schools

S/N	ITEM	ADEQUATE	INADEQUATE	LACKING	REMARK
1	Classrooms	88 (60.7%)	40 (27.6%)	17 (11.7%)	Adequate
2	Textbooks	41 (28.3%)	81 (55.9%)	23 (15.9%)	Inadequate
3	Chemistry Laboratory	23 (15.9%)	93 (64.1%)	29 (20%)	Inadequate
4	Biology laboratory	33 (22.8%)	78 (53.8%)	34 (23.4%)	Inadequate

5	Physics laboratory	28 (19.3%)	86 (59.3%)	31 (21.4%)	Inadequate
6	Furniture	49 (33.8%)	77 (53.1%)	39 (26.9%)	Inadequate
7	Toilets/Latrines facilities	51 (35.2%)	79 (54.5%)	15 (10.3%)	Inadequate
8	Water &Electricity	14 (9.7%)	82 (56.6%)	49 (33.8%)	Inadequate
9	Laboratory Equipment	15 (10.3%)	51 (35.2%)	79 (54.5%)	Lacking
10	Health facilities	14 (9.7%)	40 (27.6%)	91 (62.8%)	Lacking
11	Recreational facilities	13 (9%)	77 (53.1%)	55 (37.9%)	Inadequate
12	Library	27 (18.6%)	79 (54.5%)	39 (26.9%)	Inadequate
13	Computer room	3 (2.1%)	25 (17.2%)	117 (80.7%)	Lacking
14	Monetary allocations	31 (21.4%)	81 (55.9%)	33 (22.8%)	Inadequate
15	Teaching staff	18 (12.4%)	49 (33.8%)	78 (53.8%)	Lacking
16	Administrative staff	76 (52.4%)	57 (39.3%)	12 (8.3%)	Adequate
17	Support staff	18 (12.4%)	42 (29%)	85 (58.6%)	Lacking
18	Librarian	4 (2.8%)	16 (11%)	125 (86.2%)	Lacking

Source: Field survey (2019)

From table 1 above, response to item 1 show that 88 (60.7%) of the teachers revealed that the classrooms in their schools are adequate, 40 (27.6%) of the respondents revealed that their classrooms are not adequate while the remaining 17 (11.7%) of the teachers revealed that classrooms in their school are lacking. Majority of the teachers in the school sampled are therefore of the opinion that the classrooms in their schools are adequate. When the respondents were asked about their school's furniture in item 6 of table 2 above, 49 (33.8%) of the respondents revealed that their schools furniture is adequate, 77 (53.1%) of the respondents revealed that it is inadequate while the remaining 39 (26.9%) of the respondents indicated that the furniture in their schools is lacking. The majority of the respondents are therefore of the opinion that their school's furniture is inadequate. Response to item 15 in table 2 above show that 18 (12.4%) of the respondents indicated that their school's teaching staff is adequate, 49 (33.8%) of the respondents indicated that school's teaching staff is not adequate while 78 (53.8%) which represents a majority of the respondents indicated that teaching staff in their school is lacking. From items 1 to 18 in table 2 above, only 2 (11.1%) of the items (resources) are adequate in the schools sampled and these are classrooms and administrative staff. 10 (55.6%) of the resources considered

Table 2: Difference in the adequacy of educational resources between public and private secondary schools in Akoko-edo LGA using t-test statistics

Variable	School type	t	Sig.
1 Material resources	Public	1.420	0.210
	Private		
2 Human resources	Public	25.328	0.00
	Private		
3 Physical resources	Public	7.407	0.02
	Private		

Source: researcher's computations using SPSS

The table above shows the difference in the adequacy of educational resources between public and private secondary schools in Akoko-edo LGA. The result shows that there is no significant ($p < 0.05$) difference in the material resources whereas significant ($p < 0.05$) difference was found to exist between public and private secondary schools in terms of both human resources and physical resources.

in the study are inadequate in the schools sampled for the study and these inadequate resources are: Textbooks, Chemistry laboratory, Biology laboratory, Physics laboratory, Furniture, Toilets/Latrines facilities, Water &Electricity, Recreational facilities, Library, and Monetary allocations. Also from table 2 above, 6 (33.3%) of the educational resources were found to be lacking in the schools and these resources are: Laboratory equipment, Health facilities, Computer room, Teaching staff, Support staff, and Librarian. In general, the educational resource in the secondary schools sampled is not adequate since about 55.6% of the educational resources considered were found to be inadequate in the schools.

Research Question 2: Is there variation in the adequacy of educational resources between public and private secondary schools Edo state?

Research question 2 was hypothesized as follows:

H₀: There is no significant difference in the adequacy of educational resources between public and private secondary schools in Akoko-edo LGA.

T-test statistics was used to test the above stated hypothesis at a significance level of 0.05. Table 2 below contain the t-test result:

V. DISCUSSION OF RESULTS

Study findings for research question one (1) as shown in table 1 revealed that only classrooms among all the educational resource considered was found to be adequate in the schools sampled for the study. The inadequate resources are: Textbooks, Chemistry laboratory, Biology laboratory, Physics laboratory, Furniture, Toilets/Latrines facilities, Water &Electricity, Recreational facilities, Library, and

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Monetary allocations. The educational resources that were found to be lacking are: Laboratory equipment, Health facilities, Computer room, Teaching staff, Support staff, and Librarian. In general, the educational resource in the secondary schools sampled is not adequate since about 55.6% of the educational resources were found to be inadequate in the schools. This is in line with an earlier research done by Ojedele (2002) who remarked that facilities in most schools located across the country are in dysfunctional states. Ahmed (2003) revealed that in most of the nation's secondary schools, teaching and learning takes place under a most uncondusive environment, lacking the basic materials and thus hindered the fulfilment of educational objectives. Supporting this research findings, Ogunsaju (2000) asserted that adequately qualified staff must be employed and proper monitoring system for developing human resources and other educational resources must be put in place to ensure school effectiveness.

Results obtained from this study as regards research question two (2) revealed that there is a significant difference in the adequacy of educational resources (human and physical resources) between public and private secondary schools in Akoko-edo LGA. The researcher discovered that classrooms in the public schools are more adequate than the ones from private schools but not significant. In terms of human resources, human resources are significantly adequate in public schools than private schools in Edo state but overall, the teachers in both public and private schools are not adequate. Public secondary schools in Akoko-edo LGA tend to have more human and physical resources than private schools in the local government but private schools have more instructional materials than the public schools. Adedayo (1988) argued that although enrolment is increasing at the primary, secondary and tertiary levels of Nigerian educational system, government's expenditure is decreasing proportionately.

VI. CONCLUSION

This study is on the educational resources adequacy of secondary schools in Akoko-edo local government area in Edo State. Educational resources adequacy has become a topical issue in the education system of the country because of its consequences on the efficiency of both public and private secondary schools. This study however discovered that the classrooms in both public and private are the only educational resources that are adequate in the schools. Significant variations were however found to exist between the public and private secondary schools in Akoko-edo local government area of Edo State in terms human and physical resources adequacy. Thus the researcher concludes that the educational resources in Edo state secondary schools are not adequate and the schools are mere empty classrooms with inadequate and dysfunctional resources.

VII. RECOMMENDATIONS

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

1. Given that secondary education is part of basic

education, the government should ensure that educational resources like textbooks, libraries and laboratories are adequate in all categories of secondary schools.

2. Since the blanket allocation of funds to secondary schools had led to disparities in availability of educational resources in the different category of secondary schools sampled this study, the government should allocate funds according to the needs of each secondary school.
3. Government should live up to her responsibility in providing enough and current material resources to the public schools so as to ensure better academic performance.
4. The directorate of quality assurance and standards within the ministry of education should be more empowered with resources to enable them carry out their roles. It is expected that their regular visits to schools would be beneficial to schools as through their guidance schools would be able to maintain the expected standards regarding school physical resources and internal efficiency for effective learning to take place.

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