



## **Resources Provision for Quality Education of Public Secondary Schools in Port Harcourt City L.G.A (PHALGA), Rivers State**

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### **ABSTRACT**

The study investigated the resources provision for quality education of public secondary schools in Phalga, Rivers State. The study is a descriptive survey design. The population is 785; a stratified random sampling technique was used to select 157 (20%) as the sample size. A self-structured instrument titled “Resources Provision Quality Education Questionnaire (RPQEQ)” was developed. The Cronbach alpha reliability coefficient of 0.79 was obtained; a modified four point Likert scales was also used. Findings amongst other showed that quality education delivery is a function of adequate and proficient teachers, educational pedagogy, sufficient remuneration, provision, proficient, usage and maintenance of facilities in public secondary schools. It was recommended that Rivers State Government should increase the remuneration (salary of teachers) in the ministry (education); certified proficient and noble professional teachers should be allowed to man the teaching profession; adequate provision of instructional, recreational and residential facilities for quality education should be made by the government of Rivers State; teaching and non teaching staff should implant more discipline in students that will foster their performance for quality education in secondary schools in Phalga, Rivers State.

**Keywords:** Resources Provision, Quality Education Delivery, Human Resource, Material or facility Resource, Noble Profession, Effectiveness.

### **INTRODUCTION**

The provision of education in any country has been considered to be the cornerstone for development irrespective of the standard at the moment. It forms the basis for literacy, skill acquisition, technological advancement and ability to harness human and material resources towards the achievement of societal goal (FRN, 2014). Education is very important in any given society, it is a process by which abilities and capabilities of individuals are developed. It is designed for the actualization of human potential to enable the individual become something more than what he was before.

The educational enterprise has to do with the gradual growth of human intellect, technical training, character and effective citizenship. For the sake of improvement in quality secondary education delivery, applying the provision and management of a quality system became necessary so as to attain a standard in the education sector. The different education goals will not be achieved if teaching and learning is not advanced by school principals through the implementation of performance based management. School management for a long time is being perceived by teachers to be the sole responsibility of the principal as he is left to oversee the overall management of the school (Anyadike, 2014).

Recently, there was change in the pattern of school management as it is now seen as a team work in which the principal, vice-principals and heads of departments are all involved and are made to know their

various roles which includes assessing teachers' attitudes and teaching outcomes so as to achieve quality education corresponding with the national goals. There have been changes in the Nigerian education system since 1999, these changes need the managers of schools to study, implement, assess and develop strategies to manage these changes, teaching and learning outcomes, while at the same time, they send reports based on performance to the ministry of education (Merton, 2012).

Quality education on the other hand provides students with the needed knowledge, skills, attitudes and creativity for problem solving both locally and globally and to actively contribute to the societies' sustainable and democratic development; hence, changes in the education sector were made. The changes therefore, that have taken place in the secondary education can only be achieved with the help of these teachers hence the government have to come up with strategies for managing these changes (UNESCO, 2012). Noble professionals could be creative, resourceful and enterprising, result-oriented if they are contented and satisfied with the environment in which they work. Human resource is a very important input and is regarded as the ultimate basis for the wealth of nations.

Development of the nations' economy revolves around secondary education since it is the engine room that provides input resources into the nation's economy and higher education production systems. When the secondary school system functions well, its products will move to the tertiary institutions and others who cannot move to the tertiary institutions will also be useful and productive members of the society. It is of uttermost importance therefore to continually assess the secondary school system, mostly its teachers who are important to students' learning and performance. The quality of the school can be checked through assessment with which decisions about teachers and their performance can be made and the quality of these teachers also gives students the confidence to compete amongst themselves, to take on difficult tasks so as to discover and develop their real mettle as thinkers (Ukpai, 2015).

Resources are pivotal to the achievement of the aim and objectives of the school. Consequently, Merton (2012) revealed that resources operationally can be grouped into; human resources, physical facilities/equipment and financial resources which can gainfully be employed in the process of providing education so as to produce quality delivery needed for national development. The management of educational resources (human and material) is very important because of its roles in the attainment of educational objectives.

As public schools re-organize to gain competitive edge, human resource plays a key role in helping learners to deal and adapt to, with a fast-changing environment and the greater demand for quality education (Anyadike, 2014). The success of every educational system depends on the quality and quantity of its resources (human, financial and material resources). Of all these factors, the human resource appears to be the most important because without human efforts, all other factors are inept.

Thus, when a nation expands its educational system without adequately planning for supply of its teachers, the system suffers. Education is a systematic instruction for the development of learning and character or mental power. Education is synonymous to learning, instruction, teaching, acquiring knowledge and guidance. Therefore, the proper management of the human resource enhances the dignity of the organization by satisfying the social needs of its staff. Human resource management is a strategic, integrated and coherent approach to employment, development and well-being of people working in the school system. As people work together there is always a need for the organization to seek the welfare of its members to make sure that they are well developed to enable them function effectively. Armstrong (2010) revealed that the purpose of qualitative human resource management is to ensure that the students are able to achieve success through teaching and learning process. Human resource provision comprises of the effective use of human resources in the school through the management of people related activities. Werner and Desimone (2012) noted that human resource provision and management is a set of systematic and planned activities designed by the government to provide students with the opportunity to learn necessary skills to meet current and future demand. When teachers are given the necessary training and re-training, then there will be human development and empowerment which will enhance students' academic performance for quality education delivery. Without an adequate, skilled and well-motivated workforce operating within a sound human resource management programme, development is not possible.

Every educational system at every level depends heavily on the human resource for execution of its programmes. Werner and Desimone (2012) stated that teachers are the critical resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. A manager, whether in private or public sector, which underrates the critical role and underpays the importance of people in goal achievement, can neither be effective nor efficient.

Quality education delivery is the provision of the required standard of education in an institution so as to produce the much-needed quality students that will contribute maximally to the socio-economic, political, scientific and technological growth of the nation. It provides all learners with all the capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. To provide quality education requires effective management of the human and material resources in the industry (Agih, 2015). The foregoing views and explanations clearly illustrated that human resource management is invariably a holistic process that plays a catalytic role in the delivery quality education in public secondary schools. Quality education delivery enables people to develop all their attributes and skills to achieve their potentials as human beings and members of the society. Capacity building programmes to improve the quality of teachers and other education stakeholders is very importance in education system.

Ukpai (2015) opined that education quality is becoming increasingly importance for those who are directly or indirectly involved and for those who use its services. Access to education and quality education is regarded as mutually dependent on individual's needs and rites. This can be achieved by developing creativity, civil and democratic values, as well as knowledge, ability and skills needed in our daily life and profession. Basic education is not sufficient or complete, and therefore should be considered only as a basis for learning.

When teachers are given the necessary training and re-training, then there will be human development and empowerment which will enhances students' academic performance and helps for quality education delivery. Ukpai (2015) emphasized that human resource management processes include four tasks; attract, develop, motivate and retain human resource. Therefore, human resource management objectives are to:

- Achieve the desired results through the collective efforts of staff
- Nurture and develop the talents and skills of students
- Maintain the competent personnel and creating good relations between them;
- Provide material and spiritual needs of staff satisfaction that will create a necessary alignment between their personal goal and objectives of the school system.

The importance of human resource management for quality education delivery in public secondary schools cannot be over-emphasized. The roles of human resource management according to UNESCO (2012) include the following:

- Determine needs of the teachers.
- Determine to use temporary staff or hire Employees to fill these needs.
- Recruit, train and retrain teachers.
- Supervise the staff.
- Manage teachers' relations, unions and collective bargaining.
- Prepare teachers' records and personal policies.
- Ensure high academic performance.
- Ensure that human resources practices conform to various regulations.
- Manage teachers' payroll, benefits and compensation.
- Involve in monitoring and evaluation of teachers in the curriculum implementation.
- Responsible for the provision of good working environment for both teaching, non- teaching staff and students.
- Staff motivation and promotions.

Human resource management practices are directed not only to top management needs but to the human resource, that is, the administrators and teachers in an organization. Armstrong (2010) revealed that human resource management practices are regarded as the strategic approach to acquiring, developing, managing, motivation and gaining the commitment of the school's key resource, that is, the students.

Quality can also be seen as the standard of a product, service, process or outcomes in terms of how good or bad they are. It indicates efficiency and relevance of a product or service to its users. Similarly, quality education in relation to its efficiency in meeting its goals and its relevance to human and societal aspirations as geared towards individual and national development. Ukpai (2015) noted that quality education can be seen as a term used to express the worth of education provided by a society to its members and which is expressed in terms of its ability to equip learners with the knowledge, skills and competencies necessary for maximum self-development and national development.

Thus, quality in education is of paramount importance to both individual and societal development. Therefore, quality is operationally defined in this study as denoting high standard and excellence in the education provided in public secondary school. Quality education, on the other hand, has equally been defined in various ways. In this case, UNICEF (2000), defined quality education as educational outcomes that encompass knowledge, skills and attitudes that are linked to the national educational goals and positive participation in society.

The UNESCO (2012) report highlighted indices of quality education. Some of them are:

- Quality learners: Are learners healthy, well-nourished and ready to participate and learn, supported in learning by their families and communities?
- Quality learning environment: Is the environment healthy, safe and protective and gender sensitive, and provides adequate resources and facilities?
- Quality content: Is the content reflected in relevant curricula and materials for the acquisition of basic skills and knowledge?
- Quality processes: Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skill assessment to facilitate learning.
- Quality outcomes that encompasses knowledge, skills and attitudes, and are linked to national goals for education.

According to Agih (2015) the indicators of quality education are grouped into seven areas with specific topics:

- Curriculum: Structure of the curriculum (programmes/goals, tasks, focus on development of functional tasks, focus on students' activities, integration of programs within and between areas).
- Achievement (evaluated by external, independent agencies) achievement quality compared with the set goals.
- Teaching and Learning: Teachers work, students' work and experience, meeting the needs of the students, monitoring and evaluating the work of students and teachers.
- Students' support: Students' personal, social and spiritual growth, progress and achievement monitoring, support in all aspects of learning, progress, students and teachers personal development.
- School ethos: School policy, school atmosphere and relations, specific goals of each individual school, orientation toward students, teachers' and parents' satisfaction.

### **Statement of the Problem**

The decline in the quality of education at all levels has become a national concern for all citizenry. If you went to destroy a nation, what you need is not any scientific missiles but destroy their academic sector. Indeed, the most significant event in education sector has been the continuing crisis that besets the system. This crisis is rooted in the deteriorating conditions within the citadels of learning with respect to human and material resources. The achievement of the above laudable goals of a school depends to a large extent on the provision and availability of resources and their proper management. Hence, the study investigated resources provision for quality education of public secondary schools in Phalga (Port Harcourt L.G.A.), Rivers State.

### **Purpose of the Study**

The purpose of the study is to investigate resources provision for quality education of public secondary schools in Phalga, Rivers State while the objectives are;

- (1) To access the provision of personnel resource for quality education of public secondary schools in Phalga, Rivers State.

- (2) To examine the provision of material resource for quality education of public secondary schools in Phalga, Rivers State.

### **Research Questions**

Based on the objectives of the study, the following research questions were raised.

- (1) What are the ways provision of personnel resource enhances quality education for public secondary schools in Phalga, Rivers State?
- (2) What are the ways provisions of material resource fosters quality education for public secondary schools in Phalga, Rivers State?

### **METHODOLOGY**

The study is a descriptive survey design. The population is 785 (773 teachers and 12 principals from 12 public secondary schools) in Phalga, (Port Harcourt Local Government Area), Rivers state.

**(Source:** Education Department; Port Harcourt L.G.A. (Phalga) Rivers State, 2018)

A stratified random sampling technique was used to select 157 (20%) as the sample size. A self-structured instrument titled “Resources Provision Quality Education Questionnaire (RPQEQ)” was developed. The instrument was validated by an expert in measurement and evaluation. The Cronbach alpha reliability coefficient of 0.79 was obtained. The data collected were analysed with weight mean; a modified four point Likert rating scales with responses from respondents was used with options such as: Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; Strongly Disagree (SD) =1 point.

To determine the criterion mean for scoring the questionnaire, all the points from the alternative responses were added and divided by four (4); for instance,  $(4 \times 3 \times 2 \times 1)/4 = 10/4 = 2.5$ . Therefore, any mean that is 2.50 and above was accepted while any mean value below 2.50 was rejected.

#### **Research Question 1**

*What are the ways provision of personnel resource enhance quality education for public secondary schools in Phalga, Rivers State?*

**Table 1: Responses on ways provision of personnel resource enhance quality education for public secondary schools in Phalga, Rivers State.**

S/N	Questionnaire Items	Mean ( $\bar{x}$ )	Remarks
1.	Quality education delivery is towards schools' goal achievement.	2.68	Accepted
2.	Adequate teachers with in-service training to update teaching skills and methodology.	3.19	Accepted
3.	Sufficient remuneration for service implementers (teachers) for quality education.	3.34	Accepted
4.	Recruitment of teachers irrespective of the discipline including non professional	2.08	Rejected
5.	School management negligence to students' activities does not depict students' performance in various exams.	2.32	Rejected
<b>Grand mean</b>		<b>2.72</b>	<b>Accepted</b>

The data from table 1: showed that items with serial numbers, 1, 2, and 3 had mean value scores above the criterion mean value of 2.50 and therefore accepted on ways provision of personnel resource enhances quality education. Whereas, items with serial numbers, 4 and 5 was rejected because the mean value scores was below the criterion mean value of 2.50 on ways provision of personnel resource enhances quality education for public secondary schools in Phalga, Rivers State.

### **Research Question 2**

*What the ways provision of material resource fosters quality education for public secondary schools in Phalga, Rivers State?*

**Table 2: Responses on ways provision of material resource fosters quality education of public secondary schools in Phalga, Rivers State**

S/N	Questionnaire Items	Mean ( $\bar{x}$ )	Remarks
6.	Provision of school facilities and effective usage guarantee quality education	3.27	Accepted
7.	There is adequate provision of material resource in the school setting.	2.17	Rejected
8.	Teaching aids make provision for quality and effective students' performance in exams.	3.50	Accepted
9.	Maintenance of provided material resource is encouraging in the school environs.	2.31	Rejected
10.	Teaching methodological know-how of the teachers foster the goal of providing material resource.	3.16	Accepted
<b>Grand Mean</b>		<b>2.88</b>	<b>Accepted</b>

Table 2: Showed that items with serial numbers, 6, 8, and 10 had mean value scores above the criterion mean value of 2.50 and therefore accepted on ways provision of material resource fosters quality education of public secondary schools while items with serial numbers, 7 and 9 was rejected because the mean value scores were below the criterion mean value of 2.50 in public secondary schools, Phalga, Rivers State.

### **DISCUSSION OF FINDINGS**

The findings of this study showed that quality education delivery is towards schools' goal achievement; adequate teachers in-service training update teaching skills, methodology and sufficient remuneration for service implementers (teachers) for quality education; recruitment of teachers with respect to the discipline of noble profession and school prudent management to students' activities depict students' performance in various exams enhances quality education of public secondary schools in Phalga, Rivers State.

On the other hand, provision of school facilities and effective usage; adequate provision and maintenance of material resource aid teaching; also, teaching methodology and its know-how of the teacher fosters the goal of providing such material resource. These are the various achievable ways for quality education of public secondary schools in Phalga, Rivers State.

Abraham (2013) viewed quality education as the coordination of human and materials resources in the school for optimal achievement of the predetermined objectives of education. The human components of the school are academic, non academic staff and students while the materials resources include all the buildings, equipment and facilities which the school administrators must harmonise in order to achieve maximum result. To Ojo in Ekundayo (2010), effective school also revolved and involved managing, administering the curriculum teaching, discipline, assessment, evaluation and examinations, resource allocation, costing and forward planning, staff appraisal, relationship with the community, use of the practical skills necessary for surviving the policies of the institution such as decision making, negotiation, bargaining, communication, conflict handling, and running academic meetings. All these tasks are carried out through planning, organizing, directing, supervising and evaluating every aspects of the school system. Therefore, the school administrators must set tangible goals which must be in line with the national objectives and must delegate duties based on the area of specialization or expertise.

### **CONCLUSION**

From the above, it could be deduced that provision of human and material resources play an all-round roles to the quality and effective operation of public secondary schools in Phalga Local Government Area, Rivers State. Quality is a concept that emanate from the provision of adequate and effective personnel and also adequate and effective use of material resource by the teachers in the school system. School administration and leadership are central and important to harness the human and material resources to achieve set goals that needed the contemporary educational leaders to set the pace.

### **RECOMMENDATIONS**

- 1) Rivers State Government should increase the remuneration (salary of teachers) in the ministry (education).
- 2) Certified proficient and noble professional teachers should be allowed to man the teaching profession (meritocracy not mediocrity).
- 3) Adequate provision of instructional, recreational and residential facilities for quality education should be made by the government of Rivers State.
- 4) Teaching and non teaching staff should implant more discipline in students that will foster their performance for quality education in secondary schools in Phalga, Rivers State.

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