



# **Educational Resources And The Achievement Of Public Junior Secondary Schools' Goals In Rivers East Senatorial District**

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## **ABSTRACT**

The study aimed at examining the extent to which educational resources have influenced the achievement of the Public Junior Secondary Schools' goals in Rivers East Senatorial District of Rivers State. One research question and one hypothesis were posed and formulated respectively to guide the study. The design of the study was ex-post facto. A random sample of 352 was drawn with multi-stage sampling from the 7130 population. Data collection instruments were self-structured questionnaire titled School's Educational Resources Questionnaire with a reliability coefficient of 0.73 obtained by distributing copies of the instrument to 30 respondents who were not part of the study sample. Results were subjected to Cronbach Alpha to obtain a reliability coefficient of 0.73. Data obtained were analyzed using ex-post facto for research questions and Pearson's Product Moment Correlation was used to test the hypotheses at 0.05 level of significance. Results showed that statistically, no significant relationship between physical resources provided and the achievement of public Junior Secondary Schools' goals in Rivers East Senatorial District and there is statistically no significant relationship between material resources and the achievement of public Junior Secondary School goals in Rivers East Senatorial District among other findings. Based on findings, it was recommended that the Ministry of Education, should at all times carry out periodic assessment of secondary schools' resources. This also implies that Local Government Authorities and relevant authorities should from time to time carry out routine supervision in the schools to check the activities of the teachers.

**Keyword:** Educational Resources, Physical Resources, Material Resources, Human Resources, Financial Resources and Achievement of Public Junior School Goals

## **INTRODUCTION**

Efforts have been made by researchers to explain the concept of education, because, undoubtedly the terminology is complex and elusive to be pinned down a singular definition. Education means different thing to different people. Attempted definitions given by experts in various fields portray various aspects of education. Thus, there is the tendency to focus on schooling, training, indoctrination and so on. There is therefore no definition of education that is so comprehensive to attract universal acceptability. In the view of this, Nwagwu (2003) argues that education does not lend itself easily to definitions because it

changes its resources with people, place and time. The author further stated that the diversity in definition of the concept gives us a better perspective of what to do when we claim to be providing education.

Education involves providing what is desirable and aims at positive results or outcome. This is why the Federal government and State governments in Nigeria spend huge sums of money on educational resources annually in funding the Public Junior Secondary Schools, which aims at developing an ideal citizen who is morally, physically mentally, socially and culturally balanced.

Educational resources are very important because of its role in the attainment of educational objectives and goal. The extent to which an educational institution attains her objectives is directly proportional to the educational resources available and their utilization. According to Agabi (2010), educational resources can be categorized into four namely human, material, physical and financial resources. Human resources in education are the students, teaching staff, non-teaching staff, bursar, librarian, laboratory attendants, clerks, messengers, mail runners, gatekeepers, gardeners and cooks as well as educational planners and administrators (Ebong & Agabi, 1999; Akpomi, 2001, Akpomi & Ordu 2009). Material resources include textbooks, charts, maps, audio-visual and electronic instructional materials such as computer, multimedia, internet connectivity, radio, tape recorder, television and video tape recorder. Other category of material resources consist of consumables in form of paper supplies and writing materials such as biro, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, etc. Physical resources include school plant such as classrooms, lecture theatres, auditoriums, typing pools, administrative block, libraries, laboratories, workshops, gymnasias, assembly halls, special rooms like sickbay, staff quarters, students' hostels, kitchen, cafeteria, laboratory etcetera, while financial resources are the monetary inputs available for and expended on the education system. These include financial allocation to education in form of government grants, PTA levies, and donations from philanthropists and internally generated revenues (Olelewe, Nzeadibe & Nzeadibe, 2014). The importance of educational resources cannot be over emphasized. Functional literacy will continue to elude us without some level of relevant resources available. Hence, it will be extremely difficult for Nigeria to achieve the Public Junior secondary schools component of Sustainable Development Goals (SDGs) no2 by the year 2020, without the provision of adequate resources in public junior secondary schools.

Educational resources are therefore, the sources through which one have an open access to education. And this may be through books to curricula, syllabus, audio, computer, pencil, video and so on. Educational resources are any teaching, learning and research resources that reside in the public domain or have been released under and intellectual property license that permits them free use and re-purposing by others. These include full courses, course materials, modules, textbooks, streaming videos, tests, software and any other tools, materials, or techniques used to support access to knowledge (William & Hewlett, 2013). The Organization for Economic Co-operation and Development (OECD, 2013) defines ER as digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research. The commonwealth of learning has adopted the widest definition of Educational Resources (ER) (2013) as materials offered freely and openly to use and adapt for teaching, learning are any type of educational materials found in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. Educational resources range from textbooks to curricula, syllabus, lecture notes, assignments, tests, projects, audio, video, laboratories, workshops, guidance and counseling unit and animation. Hence, the development and promotion of educational resources is often motivated by a desire to provide an alternate or enhanced educational paradigm (Claudia, 2013).

The study is concerned with how the Public Junior secondary schools (PJSS) goals can be achieved through the use of educational resources. The Universal Basic Education oversees and direct management of the Public Junior secondary schools (PJSS) and the primary schools. Universal Basic Education programme is a nine (9) years basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration. The UBE flagged exercise was carried out by Obasanjo on 30<sup>th</sup> September, 1999 in Sokoto, Sokoto State. From the following, the concern of basic education has to do with the entire range of educational

activities that take place in various school settings (formal, non-formal and informal) all aiming at meeting the needs of basic learning. According to UNESCO (2000), basic education is more than just learning how to read, write and calculate, rather it encompasses the broadest possible sense of learning at any stage in an individual's life.

Hence, the PJSS programme is fundamental to human and national development (Anaduaka and Okafor, 2013). It is in view of this, that the PJSS, a component of UBE programme was launched with the following:

- i. Vision Statement: To be a world class education intervention and regulatory agency for the promotion of uniform, qualitative and functional basic education in Nigeria.
- ii. Mission Statement: To operate as an intervention, coordinating and monitoring agency to progressively improve the capacity of states, local government agencies and communities in the provision of unfettered access to high qualitative basic education in Nigeria (FRN, 2004).

### **Statement of the Problem**

In recognition of the critical role of education to human development, the Nigerian government launched the Public Junior secondary schools (PJSS) as a subset of the Universal Basic Education (UBE) programme in 1999 and made it free and compulsory. This programme is to develop in the entire citizenry, a strong consciousness for education and a strong commitment to its vigorous promotion, it is also to ensure promotion of free basic education for every Nigerian child of school age and to reduce drastically the incidence of drop-out from the formal system through improved relevance, quality and efficiency (Federal Republic of Nigeria, 2004). Despite the efforts to make education a priority, there are still lapses in the provision of educational resources such as physical resources, material resource, human resource and financial resources; among other factors that have so far hindered the achievement of the PJSS goals in Rivers East Senatorial District in Rivers State. For over a decade after the programme came into effect, many children of school-age are still roaming the streets during school hours, hawking, and engaged in other domestic labour. Many children are also out of school as a result of cultural and religious affiliations. There are also those who are not in school because of poor access to educational facilities. Very sadly too, that some children who cannot go beyond the basic education level are found wasting away because they are ill-equipped for the world of work. To what extent then, have educational resources influenced the achievement of the Public Junior secondary schools goals in Rivers East Senatorial District of Rivers State?

### **Purpose of the Study**

The main purpose of this study is to find out the extent to which educational resources have influenced the achievement of the Public Junior Secondary Schools' goals in Rivers East Senatorial district of Rivers State. Specifically, the study is set to determine:

### **Research Question**

- i. To what extent do physical resources provided influence the achievement of public junior secondary schools' goals in Rivers East Senatorial district?
- ii. What is the relationship between Material Resources and the achievement of public junior secondary schools' goals in Rivers East Senatorial district?

### **Hypothesis**

H<sub>01</sub>: There is no significant relationship between the physical resources provided and the achievement of public junior secondary schools' goals in Rivers East Senatorial district

H<sub>02</sub>: There is no significant relationship between material resources supplied and the achievement of public junior secondary schools' goals in Rivers East Senatorial district

### **METHODOLOGY**

The researcher adopted the correlation research design for this study. According to Nwankwo (2013), correlational design is a study aimed at collecting and analyzing data about some variables retrospectively or about variables which are already in place without manipulating any of the variables in order to find out how some of the variables influence or relate to other variables. A total of 352 respondents

comprising 320 teachers, 16 directors and 16 principals were used for the study, multi-stage sampling technique was adopted to draw sample teachers from the three clusters labeled A, B and C. the sample were composed as follow: Local Government Area in the senatorial districts were grouped into Cluster A comprising of Omuma (a) Etche (b) and Ikwerre(c).Cluster B is made up of Okrika (d), Ogu/bolo(e) and Port Harcourt City(f), while Cluster C categorically formed with Obio/Akpor(g) and Emohua (h). The instrument for the study was a self-structured questionnaire titled School’s Educational Resources Questionnaire (SERQ) and Junior Secondary School Goal’s Achievement Questionnaire (JSSGAQ). SERQ was classified into four sections based on the dimension of the study. Section A sought demographic information of human resource personnel. Section B, C and D will be aimed at eliciting responses from directors, principals and teachers to know to the extent which material resources, human resources and financial resources have influenced the achievement of junior secondary schools’ goals in Rivers east senatorial district. The instruments were validated by the project supervisor and two other experts of Educational Measurement and Evaluation and Educational Foundations in the Faculty of Education, Rivers State University, Port Harcourt. From their comments and suggestions of the draft copy of the questionnaire, the final copy was produced and field trial conducted. The reliability of the instrument was determined using Cronbach Alpha method of reliability testing. A total of 30 copies of the instruments were administered to a group of respondents in Eleme Education Authority, they were not in the target sample for the pilot study. The researcher developed good level of rapport with the respondents and explained the need for them to respond honestly to the items of the instrument. A total of 352 copies of the two instruments administered directly to the respondents by the researcher with the help of a trained research assistants. Instructions guiding the filling of the instruments were thoroughly explained to the respondents. In all the four hypotheses, relationship is been sought between various dimensions of Educational Resources and achievement of Public Junior Secondary School Goals. Mean and standard deviation were used to answer the research questions. The hypotheses were tested at 0.05 level of significance using Pearson Product Moment Correlation (PPMC).

**Research Question 1:** *What is the relationship between Material Resources and the achievement of public junior secondary schools’ goals in Rivers East Senatorial district?*

**Table 1: The Relationship between Physical Resources and Achievement of Public Junior Secondary Schools’ Goals in Rivers East Senatorial District**

| <b>Questionnaire Item</b>                                | <b>Mean</b> | <b>S.D</b>  | <b>Remark</b> |
|--|-------------|-------------|---------------|
| <b>Physical Resources</b>                                |             |             |               |
| Classroom are conducive enough.                          | 3.66        | 0.80        | ME            |
| My school has a functional library                       | 3.25        | 0.99        | ME            |
| Teachers have individual offices outside the staff room. | 2.76        | 1.27        | LE            |
| Laboratories and workshops are fully in place            | 2.31        | 0.99        | LE            |
| Our assembly hall is big enough for all social gathering | 1.91        | 1.23        | VLE           |
| My school is well planned and designed.                  | 2.52        | 1.03        | LE            |
| We have good access roads, lawn and pathways             | 3.01        | 0.95        | ME            |
| Classrooms are conducive enough                          | 2.27        | 1.18        | ME            |
| <b>Grand mean</b>  | <b>2.71</b> | <b>1.06</b> |               |

Source: Field Survey, 2019

The results obtained in table 1 above shows the calculated mean scores for item 1, item 2, item 3, item 6 and item 7 are above the criterion mean value of 2.50, except item 4, item 5 and item 8 that fall below the criterion mean value of 2.50.

**Research Question 2:** *What is the relationship between material resources and the achievement of public junior secondary schools' goals in Rivers East Senatorial district?*

**Table 2: The Relationship between Material Resources and Achievement of Public Junior Secondary Schools' Goals in Rivers East Senatorial district**

Decision  $\bar{x} \geq 2.50$  (*Agreed*)  $N = 352$

| Questionnaire Item  | Mean        | S.D         | Remark    |
|---|-------------|-------------|-----------|
| <b>Material Resources</b>   |             |             |           |
| Provision of material resources for all students at the various levels of instruction is a problem          | 3.00        | 0.95        | Agreed    |
| A lack of material resources hinders learning   | 3.60        | 0.94        | Agreed    |
| The ministry of education decides the quantities of material resources that each school should be receiving | 3.03        | 1.06        | Agreed    |
| Public investment in material resources is often lacking and unpredictable                                  | 2.56        | 1.12        | Agreed    |
| My school has a library stocked with reading materials  | 2.20        | 0.92        | Disagreed |
| Capacity to provide instruction affected by a shortage or inadequacy of material resources                  | 1.77        | 1.06        | Disagreed |
| <b>Grand Mean</b>   | <b>2.69</b> | <b>1.01</b> |           |

Source: Field Survey, 2019

The results obtained in table 2 above shows the calculated mean scores for item 9, item 10, item 11 and item 12 are above the criterion mean value of 2.5, while, item 13 and item 14 fall below the criterion mean value of 2.5. Therefore, with the Grand mean of 2.69, respondents agreed that there is relationship between Material Resources and the achievement of public junior secondary schools' goals in Rivers East Senatorial district.

**Hypothesis 1:**

**Table 3: Relationship between Physical Resources and Achievement**

| Variables              | N   | $\sum X$ | $\sum Y$ | $\sum X^2$ | $\sum Y^2$ | $\sum XY$ | df  | r-cal | r-crit | Decision |
|------------------------|-----|----------|----------|------------|------------|-----------|-----|-------|--------|----------|
| Physical Resources (X) | 352 | 7634     | 6486     | 170040     | 122766     | 140801    | 350 | 0.036 | 0.195  | Accepted |
| Achievement (Y)        | 352 |          |          |            |            |           |     |       |        |          |

Source: Field Survey, 2019

Table 3 shows a calculated r (r-cal) value of 0.036 and a critical r (r-crit) value of 0.195. Since the calculated value is less than the critical value, the hypothesis was accepted.

**Hypothesis Two:** There is no significant relationship between materials resources supplied and the achievement of public junior secondary schools' goals in Rivers East Senatorial district.

**Table 4: Relationship between Material Resources and Achievement.**

| Variables              | N   | $\sum X$ | $\sum Y$ | $\sum X^2$ | $\sum Y^2$ | $\sum XY$ | df  | r-cal  | r-crit | Decision |
|------------------------|-----|----------|----------|------------|------------|-----------|-----|--------|--------|----------|
| Material Resources (X) | 352 | 5720     | 6486     | 95490      | 122766     | 105154    | 350 | -0.085 | 0.195  | Accepted |
| Achievement (Y)        | 352 |          |          |            |            |           |     |        |        |          |

Source: Field Survey, 2019

Table 4 shows a calculated r (r-cal) value of -0.085 and a critical r (r-crit) value of 0.195. Since the calculated value is less than the critical value, the hypothesis was accepted.

### DISCUSSION OF FINDINGS

From research findings one, it is revealed that statistically there was no significant relationship between physical resources provided to schools tend to reflect the goals of public junior secondary schools in Rivers East Senatorial district. The negligible positive relationship between physical resources and the achievement of public junior secondary schools among respondents mean that as the scores on physical resources increase, there is a corresponding minute increase the achievement of public junior secondary schools' goals scores, and vice-versa. This finding of the present study is not in agreement of those of Omoteso and Semudara (2011) revealed that teachers' opinion differed significantly on the use of physical resources as educational resources for the actualization of in Ondo State. However, the findings of this study is in concordant with the results of Surajo, Aminu and Nazifi (2011) whose study revealed that there is no significant different in mean score of male and female teachers over the used physical resources in the achievement of schools programmes in Dutsima.

From research findings two, it is also revealed that material resources had no significant relationship with the achievement of public junior secondary schools goals. However, when subjected to relationship test, such influence or relationship was not significant. The finding here means that the material resources though it may influence the learner's performance in the classroom, but such influence whether positive or negative is not significant in anyway. In other words, it could not be visibly linked to how students perform. The findings here may come because apart from the urban schools that have good material resources provision compared with those in the rural areas. The present findings is in tandem with that of Olayinka (2016) whose findings revealed that no significant association between Material resources and the academic achievement of secondary school students in Social Studies in Ekiti State.

### CONCLUSION

One of the goals of junior secondary education is to educate and provide the child with diverse basic knowledge and skills for entrepreneurship. This has being negated due to certain factors affecting the level of achievement of the goals of junior secondary education. If the factor such as physical resources is adequately considered in implementing by quality assurance unit of ministry, board and educational authorities, there would be significant impact on the achievement of junior secondary education goals with either some degree of relationship but such relationship is insignificant.

### RECOMMENDATIONS

Based on the findings of the study, the researcher recommends as follows:

1. Educational Resources of whatever type must be matched with the demands and specific needs of institutions to actualize the goals of public junior secondary schools in Rivers East Senatorial District.
2. All categories of personnel should be allowed to attend conferences, workshops to unlearn, learn and relearn new things in order to achieve the public junior secondary schools goals.

3. From time to time, the government or relevant authorities of urgency should assess the educational resources for quality education to its citizenry..

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