

## **Educational Resource Materials and Utilization for the Achievement of Millennium Development Goals in Secondary Schools in Aba Education Zone, Abia State**

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### **ABSTRACT**

The study investigated Resource Materials and Utilization for the Achievement of Millennium Development Goals (MDGs) in Secondary Schools in Aba education Zone. Two research questions and two hypotheses guided the study. The population of the study comprises 2025 teachers and a sample size of 572 was randomly selected using stratified proportionate random sampling technique. The instrument for data collection was 4 point likert scale type structured questionnaire. The instrument was validated by three experts, two from Educational Management and one from Measurement and Evaluation, Michael Okpara University of Agriculture, Umudike (MOUAU) Abia State. Mean score was used to analyze the data.

**Keywords:** Resource materials, utilization, Millennium Development Goals

### **INTRODUCTION**

Millennium development Goals (MDGs) was adopted in 2000 by the United Nations. It was quite a unique global commitment and one of the notable United Nation's documents in the recent times. The declaration suggested on how to tackle major challenges facing the world; producing the eight Millennium Development Goals (MDGs) which focused on eradicating poverty, achieving universal primary education, promoting equality and empowering women thereby improving the quality of people's lives, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other diseases, ensuring environmental sustainability, and building partnership to ensure that globalization becomes a positive drive for people around the world. It is believed that if these problems are addressed, it will enhance quality life, more especially in the developing world as noted by Okonkwo (2010). This captures the totality of the efforts of governance and the people of a nation. In case of Nigeria, the end point there is better living for the people. In the light of the above, the Federal Government through the Millennium Development Goal has provided teachers with retraining workshop for their professional development, and this will help them to impart qualitatively to the students. The importance of resource materials for the achievement of Millennium Development Goals cannot be over-emphasized. It is also very important in the success and realization of the MDGs in the secondary school education. It is seen as the achievement of MDGs. According to Ekundayo in Babalola and Ayeni (2009) resources are very important in the development of qualitative education. This implies that the success or failure of an education system depends on the quality and quantity of resources made available to it. The achievement of secondary schools objective to a large extent depends on resource materials, utilization and development, while decreasing resource materials have also posed a problem to the achievement of MDGs. Material resources are relevant components used to carry out organizational objectives. Resources help to achieve aims, while materials are needed for creativity. From the forgoing, resource material is the relevant ingredients that enhance activities towards achieving organizational goals. The magnitude of supply and utilization may seriously influence the performance of such an organization. Nwokoro (2012) posits that resource materials in education are the totality of everything which the school system requires for the smooth running of the school and the achievement of educational goals including the MDGs in education.

Resource materials simply put, is the aggregate materials or everything available by the Millennium Development Goals in order to achieve their set goals on education in schools. Adedeji in Babalola & Ayeni (2009) concur to this by advocating that resources in education is the sum total of everything that goes into the educational system. In secondary schools, resource materials may be referred to as functional and consumable services like chalkboards, stationery, textbooks, computers, libraries, laboratories, instructional materials and so on. The need for resource materials in schools cannot be overemphasized. The school irrespective of the level of development and geographical location engage in the transmission of knowledge. The crucial tasks of passing-on-knowledge to the younger generation cannot be effectively and efficiently discharged without the essential resource materials. The availability and prudent utilization of educational resource materials will bring life to learning and a practical demonstration in the classroom that will help in the achievement of its goals and objectives. Adeogun in Babalola & Ayeni (2009) recognizes the types of resources utilized in education to including the following:- financial, physical, time, symbolic and human resources. Financial resources are used to provide educational resources which include audio-visual centers, language centers, media resource centers, public libraries, science and mathematics resource centers which are vital to teaching and learning processes. They are also used to provide physical resources like buildings, classroom laboratories, libraries hotels, administrated staff offices, technical equipment, and other physical plant like machines vehicles, computer sets, typewriters, duplicating and photo copying machines. Time resource is also an important factor in educational resource provision timetable among others. On the other hand symbolic resources are those that go into the educational process to fashion out trained or educate people which include not only human and material resources but also policies, ideas and information packages or knowledge system consisting of universal principles, theories and skills that are the same everywhere. Human resources on its own include students, teachers, administrative staff, inspectors from the Ministry of Education, guidance and counselors, school managers and others to ensure the achievement of the objectives of MDGs, and its careful utilization in the secondary schools for the development of the individual and the society.

Resource utilization is the ability to make practical and effective use of resources in order to achieve an objective. If resources are not managed properly, there will be wastage. Emenike in Babalola and Ayeni (2009) concurs to this that education wastage refers to drop-outs and repeaters in the schools system. Utilization of resource materials can be seen as the ability to bring to play, to explore or put to use the available materials necessary to achieve the goals of an organization (Emenike in Babalola and Ayeni, 2009). The resources include men, materials and money (3m).

According to Ocho as cited in Babalola & Ayeni (2005:590) successful management of resources results from proper planning which involves the setting up of objectives, policies, ways and means, carrying out reliable feasibility studies to discover the viability of the project, the most up-to-date method of production and distribution of the products, setting up an original structure with proper allocation of responsibilities; coordinating the activities of the concerned so that all work towards the achievement of set goal and evaluating constantly all aspects and steps in the undertaking to ensure that mistakes are promptly corrected. Others include proper accounting for funds, materials and products, skills that are needed for resource control and utilization which include development of vision that will promote excellence and establishing an education environment in which it can be achieved, competent professionals needed to pilot the affairs in school setting for achieving good academic performance for the school and availability of resources for the successful attainment of organizational goals.

#### **Statement of the Problem**

Secondary education is the form of education provided for children after primary school and before the tertiary stage. The aim is to prepare students for a useful life within the society and for higher education. The millennium development goals are invested with the goal of secondary schools to ensure development with emphasis on equalization of education irrespective of sex, status, religion among others. Unfortunately, education system in Nigeria is submerged into a mirage of problems. The problem of educational resource availability and utilization has hampered the implementation of MDGs resulting in very poor enrolment of secondary school students, wide disparity of female school enrolment and high cost of education especially in the Eastern part of Nigeria. To this end, the

problem of the study put in question form is: How has educational resource materials utilization enhanced the achievement of MDGs in Secondary Schools in Aba Education Zone of Abia State.

The purpose of this study is to investigate the level of educational resource materials and utilization for the achievement of millennium development goals in secondary schools in Aba Education Zone, Abia State.

Specifically, the study intends to determine the:

1. Availability of educational resource materials for the achievement of MDGS
2. Extent of utilization of educational resource materials for the achievement of MDGS

**Research Questions**

1. What are the available educational resource materials for the achievement of MDGS.
2. What is the extent of utilization of educational resource materials for the achievement of MDGS

**METHODOLOGY**

The study is a descriptive survey design aimed at examining the level of educational resource materials and utilization in secondary schools. The population of the study comprised of 2025 teachers in Aba Education Zone. A sample of 572 teachers was drawn through the proportionate stratified random sampling technique. An instrument titled Educational Resource Material Utilization on the Achievement of Millennium Development Goal Questionnaire". (ERMUAMDGQ) was validated by experts from Department of Educational Management and Measurement and Evaluation in Michael Okpara University of Agriculture, Umudike. Physical observation of secondary school resource materials and oral interview were used. The internal consistency of the instrument yielded a reliability index of 0.85. A four point rating scale of Agree (A), Strongly Disagree (SD), Disagree (D), Strongly Agree (SA) were used to answer the research question, while the hypothesis was tested at 0.05 level of significance. Items whose mean ranged from 2.50 and above were accepted while items whose mean fell below 2.50 were rejected.

**RESULTS**

The results are shown on tables.

**Research Question 1:** *What are the available educational resource materials for the achievement of MDGs?*

**Table 1 Educational Resource Materials for the achievement of millennium development goals in secondary schools in Aba Education Zone, Abia State**

S/N	Statement	X	Description
1.	Relevant textbooks are provided for both students/teacher use	2.60	Accepted
2.	Consumable (chalk, duster, chairs) are regularly provided for teachers use	2.51	Accepted
3.	Funds are adequately provided to schools for purchase of needed items	2.12	Rejected
4.	Finance is made available for repairs of dilapidated buildings	2.00	Rejected
5.	School impress is regularly paid to school administrators	2.32	Rejected
	Pooled mean	2.31	

Table 1 shows the mean scores of teachers on the extent available resource materials help to achieve the MDGs in secondary schools in Aba Education Zone. From the result, only items 1 and 2 were

accepted with 2.60 and 2.51 respectively. While items 3, 4, and 5 were rejected with means of 2.12, 2.00, 2.32 respectively; meaning that available resource materials in secondary schools do not help to achieve the MDGs in Aba Education Zone. The pooled mean of 2.31 which is below the mean bench mark also authenticates the low impact.

**Research Question 2:** *What is the extent of utilization of educational resource materials for the achievement of MDGs?*

**Table 2: Educational Resource Materials utilization for the achievement of millennium development goals in secondary schools in Aba Education Zone, Abia State.**

S/N	Statement	X	Description
1.	Relevant textbooks are utilized	2.42	Rejected
2.	Consumables (chalk, duster, chairs) are utilized by teachers	2.50	Accepted
3.	Funds provided are utilized by principals	2.27	Rejected
4.	Funds made for repairs are adequately utilized	1.62	Rejected
5.	School impress provided are adequately utilized	2.15	Rejected
	Pooled mean	2.19	Rejected

Table 2 shows the mean responses of teachers on the extent of resource material utilization enhance the achievement of MDGs in secondary schools in Aba Education Zone. The mean scores of items 1, 3, 4, and 5 were all below the bench mark of 2.5 showing that those items were rejected which means that available resource materials are not adequately utilized. Item 2 has a mean score of 2.50 being accepted that consumables are adequately utilized by the teachers. But with the pooled mean of 2.19 which is less than the mean bench mark of 2.5 indicates that available resource materials are not adequately utilized thereby hampering achievement of MDGs in secondary schools in Aba Education Zone.

## DISCUSSIONS

The study reveals that provision of resource materials and utilization will help to achieve the Millennium Development Goals in secondary schools in Aba Education Zone. The results found out that the resource material which are the relevant ingredients that can enhance activities towards achieving organizational goals are not adequately provided. For example, in a school where chalk is not provided for teaching, the teacher will not write on the board and his teaching will be hampered. On the other hand, if qualified teachers are not employed, proper teaching and learning will not take place and the outcome will be half baked students, also if the teacher's salaries are not paid, they will not teach. Here, the three major ingredients include, man, money, and material. Babalola and Ayeni concur to this view that the resources needed for education can be seen under three major subheadings; man, money and material (3m.)

## CONCLUSION AND RECOMMENDATIONS

Resource materials are not available in schools, while the available ones are not properly utilized. MDGs shall be achieved when resources are provided and adequately utilized.

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

1. Government through the relevant agencies should provide the relevant resource materials needed in schools to achieve the MDGs on education.
2. Principals and teachers should allow the students to use the available resource materials instead of keeping them in their offices.
3. Principals and teachers should utilize the available material resources.
4. Government should train and retrain teachers for proper performance to improve the quality of instructions by the use of material resources provided by them.

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