



Perception of Senior Secondary School Principals Towards Effective Use Of Educational Resources in Rivers State

¹Dr. Amadi, Eric; ²LongJohn, Ngozichi Blessing & ³LongJohn, Dagogo Alu

¹Department of Educational Foundations

Faculty of Education

Rivers State University, Port Harcourt, Nigeria

Email: amadi.eric@ust.edu.ng, joeac2000@gmail.com, joesac2000@yahoo.com. 08035452254

²Department of Educational Foundations

Faculty of Education

Rivers State University, Port Harcourt, Nigeria

Email: onsaintng1@gmail.com; 08039558118.

³Institute of Education

Rivers State University, Port Harcourt, Nigeria

Email: dagogo.longjohn@ust.edu.ng; 07032120123

ABSTRACT

This study investigated the perception of senior secondary school principals towards effective use of educational resources in Rivers State, Nigeria with a view to identify the various types of educational resources available as well as determine the level of utilization of these educational resources in Rivers state senior secondary schools. The descriptive survey design was adopted. A sample of two hundred and twelve (212) principals randomly drawn from a population of two hundred and sixty-seven (267) principals of the public secondary schools in Rivers State was used in the study. A 34-item researcher's developed questionnaire known as 'the perception of senior secondary school principals towards effective use of educational resources' (PSPEUERQ) was used in data collection, and data generated were analyzed using mean and simple percentages. Findings were that material/physical resources, human resources, financial resources, time resources and ICT resources were types of educational resources available in Rivers state senior secondary schools. Again, material/physical resources, human resources and time resources were over-utilized while financial resources and ICT resources were under utilized in Rivers State senior secondary schools. Conclusively, the study revealed that the problems associated with the effective use of educational resources in Rivers State senior secondary schools were insecurity, political issues, misuse of the school facilities, poor management, low staff morale and supply of sub-standard educational resources. It was, therefore, recommended that all school personnel should develop a positive attitude towards the use of the educational resources provided for the schools.

Keywords: Educational resources, utilization of educational resources

INTRODUCTION

Secondary education has been described as the second in the tripod of education. The first and the third being primary and tertiary education. It is meant for children between the ages 11 and 16 years in Nigeria. It also serves as a bridge between the primary schools and the tertiary institutions (Taiwo, 1983).

Secondary school, like any other organizations receives inputs (resources) from its environment, converts or processes it and afterwards, discharges the output to the environment from where the input is obtained (Oni, 1995). In the utilization of these inputs (resources), secondary schools principals have been faced with a lot of challenges in the resources utilization process. This is in line with Nwafor & Nwafor (2012) that stated that: secondary schools in Rivers State of Nigeria have for years been faced with various problems in an attempt to achieve effective administration of educational resources for the realization of stated educational objectives. Effectiveness comes into play when the input is used judiciously to bring about a desired output in the aspect of achieving the stated objective in terms of abilities, behaviour, and habits as well as observed behaviour in the teacher or subordinate being rated (Nwafor, 2012).

Education resources includes the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc which the learners are expected to have at any point in time to facilitate learning (NOUN, 2009). Education resources are no doubt important in the development of a conducive teaching-learning environment. The use of these resources could give more valuable and powerful direction to the teacher than any personal efforts without the materials. In school administration, education resources are not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated and controlled by the school management team. This is in agreement with Blunt's (1990) opinion that: it is not the availability of these resources alone that guarantees effective performance of school, but their adequacy and effective utilization by the human resources in the school system. However, no matter how well packaged a school administration or a school system is at any level of education, without adequate and efficient utilization of the available resources, the system may fail to achieve its desired results. Adequate and apposite resources are vital in the administration of a school. The proper management and use of these resources will not only boost the morale of human resources especially the school principal who coordinates most activities in the school system but also ensure the attainment of goals. Meanwhile, shortage or inadequacy of these resources is inimical to goal achievement of school administration. Accessibility of education resources makes school management effective and efficient thereby enhancing the output of the education system. Effective school administration leads to efficient instructional process which will yield a quality output. Agabi (2012) observed that, the resources provided by Government for execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector. Moreso, due to the general level of poverty in the country, the contribution of communities and households to educational provision has been negligible. Consequently, the best alternative is prudence in the effective use of available resources. Arising from the above literature, the study intends to investigate the perception of senior secondary school principals towards effective use of educational resources in Rivers State, Nigeria.

Statement of the Problem

Resources are very essential factor in the running of the day to day activities of the school system. Having in mind that educational resources are scarce and that the government have not complied to the stipulated benchmark for funding education in Nigeria i.e. the 26% budget allocation to education recommended by UNESCO, senior secondary school principals are faced with the challenges on how to effectively utilize the limited resources allocated to their various schools and to convince the various stakeholders of education of their capabilities in the efficient and effective utilization of these resources. The aforementioned situation implies that there is high expectation of school principals to make judicious use of the scarce educational resources in ensuring that great achievement is recorded in the teaching and learning process. This study therefore investigates the perceptions of senior secondary school principals on the effective use of education resources in Rivers state schools.

Purpose of the Study

The main aim of this study is to establish the perception of senior secondary school principals on the effective utilization of educational resources in Rivers State, Nigeria.

Specifically, the study will achieve the following objectives:

1. To identify the types of educational resources in Rivers State senior secondary schools.
2. To determine how well the educational resources are utilized in senior secondary schools in Rivers State, Nigeria.
3. To determine the problems associated with the effective use of educational resources in Rivers State senior secondary schools?

Research Questions

The research questions of this study include the followings:

1. What are the types of educational resources in Rivers State senior secondary schools?
2. How well are the existing educational resources utilized in senior secondary schools in Rivers State, Nigeria?
3. What are the problems associated with the effective use of educational resources in senior secondary schools in Rivers State, Nigeria?

Review of Literature

Educational resources are all resources needed for the attainment of educational goals and objectives. NTI (2006) defines education resources as all those materials, human and non human, drawn or photographed, built manually or electronically operated books and all forms of related materials used in teaching and learning process. According to NOUN (2009), Education resources based on their nature are basically classified into the following categories:

a. **Material/Physical Resources:** These are the tangible resources that can easily be seen and observed in any institution. The physical resources include the structure, the machines, raw materials, vehicles, and other tools, which can facilitate organizations activities and processes. The physical resources may not be the same in all organization. In educational system, the physical resources would include the classrooms/lecture rooms, staff offices, vehicles, health centers, library, laboratory, and so on, which directly or indirectly contribute to the achievement of goals.

b. **Financial Resources:** Financial resources are the funds required for the smooth operations of a school and are regarded as the life-wire of any system. It is indeed a more critical facet with which other factors of administrations are created, maintained and sustained. In school administration, funds are necessary for the procurement of facilities, equipment, electronics and communication gadget needed for effective performance.

c. **Time Resources:** Time is a unique resource and is considered as one of the scarce resources known to man (Adedeji; 1998). Time is the most expensive of all resources due to its non-recoverable nature. Time utilization refers to the proper allocation of time to the various stages and tasks of administrative activities. The application of hours of duty to organizational activities is to ensure equal combination of time with other resources. The use of time is one of the parameters to measure an effective school administration. In a school system, time is managed through the use of a time table. Consequently, time management stands as an effective tool necessary for the organizations effectiveness in realization of set out objectives and goals (Ugwulashi, 2012).

d. **Human Resources:** Human resource constitutes a vital vein of any institution. The human resource in the school system includes teachers, support staff in the school, students, parents, community members and a host of other interest and social groups. Human resources is responsible for planning, organizing, coordinating, controlling, manipulating and maintaining other forms of resources, its administrative and forecasting ability placed it ahead of other forms of resources. The availability of human resources is not only required in school administration, but their quality and quantity must be considered if effective and efficient administration is to be guaranteed. According to Likert (1969) all activities of any institution are initiated by the persons that make up that institution. Plant, offices, computer, automated equipments and all inputs that an institution uses are unproductive except for human effort and direction.

(e) **Information and Communication Technology (ICT) Resources:** Yusuf (2016) defines information and communication technologies as a “diverse set of technological tools and resources used to communicate,

and to create, disseminate, store, and manage information.” These technologies he said include computers, the Internet, broad casting technologies (radio and television), teleprompter and telephony. Information and communication are vital resources in any establishment more particularly for planning, policy making and decision making. Apart from enabling the public to be aware of the existence, activities and products of any organization, information and communication serve as means of getting the feedback from the public, clientele and consumers. Some of the information communication Technologies in school administration includes the global system for mobile communication (GSM) telephone, intercom, television, overhead and film projector, internet/radio, cable, etc. All these enhance quality communication within and outside the school environment. Education policy makers and planners must first of all be clear with what outcomes are being targeted. These broad goals should guide the choice of technologies to be used and their modalities of use.

METHODOLOGY

The study adopted a descriptive survey research design. The population of this study comprised all the principals of publicly owned senior secondary schools in River state. The researcher sampled all the 267 senior secondary school principals in the state using census sampling technique. The research instrument titled “PSPEUERQ”- the perception of senior secondary school principals towards effective use of educational resources questionnaire was designed by the researcher to generate information on the basis of the research questions used in the study. The questionnaire was made up of two sections, A and B respectively. Section “A” consists of 6 items that has to do with the demographic variables of the principals, while section B consists of 28 items designed to elicit information educational resources available and their level of utilization in Rivers State senior secondary schools. The 28-item questionnaire was framed on a four-point likert-type variety scale based on: Strongly Agreed (SA) = 4 points; Agreed (A) = 3 points; Strongly Disagree (SD) = 2 points and Disagree (D) = 1 point. The second part of section B was structured thus: Over Utilized (OU) = 4 points, Adequately Utilized (AU) = 3 points; Under Utilized (UU) = 2 points and Rarely Utilized (RU) = 1 point while the third part was based on: Strongly Agreed (SA) = 4 points; Agreed (A) = 3 points; Strongly Disagree (SD) = 2 points and Disagree (D) = 1 point. The instrument was validated and had a test – retest reliability index of 0.78. The instrument was personally administered to the 267 principals at the ANCOPPS meeting of the Rivers State chapter. Out of which 212 were properly completed and used for analysis.

Research Question 1: *What are the types of educational resources available in Rivers State senior secondary schools?*

Table1: Percentages of the respondents on the types of educational resources in Rivers State senior secondary schools

S/No	Types of Educational resources	Agree	Disagree
1.	Material resources	178 (84%)	34 (16%)
2.	Human resources	203 (96%)	9 (4%)
3.	Financial resources	195 (92%)	16 (8%)
4.	Time resources	159 (75%)	53 (25%)
5.	ICT resources	138 (65%)	74 (35%)
	Mean Total	175 (83%)	37 (17%)

The results presented in table 1 show that 83% of the 212 principals used in the study revealed that material/physical resources, human resources, financial resources, time resources and ICT resources were types of educational resources available in Rivers State secondary schools. This indicates that material/physical resources, human resources, financial resources, time resources and ICT resources are types of educational resources available in Rivers State secondary schools.

Research Question 2: *How well are the existing educational resources utilized in senior secondary schools in Rivers State, Nigeria?*

Table 2: The rates of utilization of the available educational resources in rivers state senior secondary schools

S/No	Utilization of available educational resources	OU (%)	UU (%)
1.	Material/physical	183 (86%)	29 (14%)
2.	Human	196 (92%)	16 (8%)
3.	Financial	19 (9%)	193 (91%)
4.	Time	167 (79%)	45 (21%)
5.	ICT	23 (11%)	189 (89%)

Table 2 shows that majority of the principals indicated that material/physical resources, human resources, and time resources were over-utilized with 86%, 92% and 79% respectively while 91% and 89% indicated that financial resources and ICT resources were under-utilized in Rivers State secondary schools. This indicates that material/physical resources, human resources and time resources were over-utilized while financial resources and ICT resources were under-utilized in Rivers State secondary schools.

Research Question 3: *What are the problems associated with the effective use of educational resources in senior secondary schools in Rivers State, Nigeria?*

Table 3: Problems associated with the effective use of educational resources in senior secondary schools in Rivers State, Nigeria

S/No	Problems associated with the effective use of educational resources	Agree	Disagree
1.	Insecurity	206 (97%)	6 (3%)
2.	Political Issues	173 (82%)	39 (18%)
3.	Misuse of the School Facilities	201 (95%)	11 (5%)
4.	Poor Management	196 (92%)	16 (8%)
5.	Low staff morale	208 (98%)	4 (2%)
6.	Supply of sub standard educational resources	209 (99%)	3 (1%)
	Mean Total	199 (94%)	13 (6%)

The results presented in table 3 show that 94% of the principals agreed that insecurity, political issues, misuse of the school facilities, poor management, low staff morale and supply of sub-standard educational resources are problems associated with the effective use of educational resources in Rivers State senior secondary schools. This indicates that insecurity, political issues, misuse of the school facilities, poor management, low staff morale and supply of sub-standard educational resources are problems encountered in the effective use of educational resources in Rivers State senior secondary schools.

DISCUSSION

The findings of this study are quite revealing. Material/physical resources, human resources, financial resources, time resources and ICT resources were types of educational resources available in Rivers State senior secondary schools as reflected in table 1. Findings further revealed that material/physical resources, human resources and time resources were over-utilized while financial resources and ICT resources were under utilized in Rivers State secondary schools as reflected in table 2. Again, the problems associated with the effective use of educational resources in Rivers State senior secondary

schools are insecurity, political issues, misuse of the school facilities, poor management, low staff morale and supply of sub-standard educational resources as shown in table 3.

These findings are in line with NOUN (2009) which categorized education resources as material/physical resources, human resources, financial resources, time resources and ICTs resources, Uchendu, Ekanem and Jonah (2013) who also remarked that the school physical resources are regularly maintained in public and private schools in Rivers State, and Nwafor & Nwafor (2012) who stated that most of the available human resources (teachers) are adequately utilized due to its administrative and forecasting ability placed it ahead of other forms of resources, as well as Adedeji (1998) who posited that time is a unique resource and is considered as one of the scarce resources known to man. This is believed to be responsible for its full utilization in Rivers State senior secondary schools, and Kaldick-Jamabo (2018) as he stated that at all levels of institution in Nigeria funds have always been inadequate and consequently there has been gap between the expected level and the actual attainment.

In addition, the finding of the study is also in line with NOUN (2009) which identified the problems associated with the effective use of educational resources in Rivers State senior secondary schools as insecurity, political issues, misuse of the school facilities, poor management, low staff morale and supply of sub-standard educational resources

CONCLUSION

The study revealed that the following are the types of educational resources available to principals in Rivers state senior secondary schools: Material/physical resources, human resources, financial resources, time resources and ICT resources. Among these resources, material/physical resources, human resources, financial resources were over-utilized while financial resources and ICT resources were under-utilized in Rivers state senior secondary schools. The study therefore concluded that there is still the problem of under-utilization of education resources in the secondary schools in Rivers State, especially financial resources and ICT resources.

Also, insecurity, political issues, misuse of the school facilities, poor management, low staff morale and supply of sub-standard educational resources are problems affecting the effective use of education resources.

RECOMMENDATIONS

Based on the findings and conclusion of this study, the following recommendations are made:

1. The government has to increase the quality and quantity of resources allocated to schools.
2. Government should organize seminars for the principals, teachers and students on the strategies of full utilization of education resources.
3. All school personnel should develop a positive attitude towards the use of the physical facilities provided for the schools.

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