

EDUCATIONAL RESOURCES MANAGEMENT AND QUALITY DELIVERY IN PUBLIC BASIC EDUCATION IN TARABA STATE

Nwunuji, E. G., Ph.D

*Dept. of Educational Foundations
Taraba State University
P.M.B. 1167, Jalingo
nwunujiemmanuel@gmail.com
080666737398*

Amamra, R. T.

*Dept. of Educational Foundations
Taraba State University
P.M.B. 1167, Jalingo.
rissim1508@gmail.com
08169773088*

Cletus, A. N.

*Dept. of Educational Foundations
Taraba State University
P.M.B. 1167, Jalingo.
08171596454*

Corresponding Author: Nwunuji, E. G., Ph.D

Abstract

The study aims to examine the influence of educational resources management on quality delivery in basic public education in Taraba state, Nigeria. For the study, the researchers used an “ex-post facto” research approach. The study population comprised 2559 (2282 head teachers of lower basic education and 277 principals of upper basic education in Taraba state). The study sample consists of 400 respondents (357 Headteachers from lower basic education and 43 principals from upper basic education in Taraba state) drawn using proportionate and simple random sampling techniques with the aid of Tamane 1969 sample determination formula. The educational management and quality delivery questionnaire (EMQDQ) was the instrument for the study. The instrument was designed with items built on the four-point Likert-type rating scale. The questionnaire consisted of sections A and B, which focused on respondents’ demographic variables (3 items) and 21 items on Physical resources management, human resources management and quality delivery, respectively. Two experts validated the instrument: one from the Department of Educational Management and another from the Department of Measurement and Evaluation all of Taraba State University, Jalingo. Reliability coefficients of 0.90 to 0.92 were obtained using Cronbach Alpha Reliability Estimate. The research questions were answered using frequency count and simple percentage for each item, while mean scores and standard deviation were used for the sub-scales, and the research hypotheses were analyzed using simple linear regression at .05 level of significance with the help of statistical package for social sciences (SPSS) version 23. The study's findings showed that educational resources management (in terms of physical and human) significantly and positively influences quality delivery in public basic education in Taraba state, Nigeria. Based on the study's findings, it was recommended among others that the management of existing physical resources should be continuous to ensure continuous quality delivery in basic education in Taraba state.

Keywords

Educational Resources, Management, Public Basic Education, Quality Delivery

Introduction

Educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, and implement structures to execute an education system. Management and administration have been used interchangeably in execution of educational programmes and activities. However, management is all about plans and actions, but educational administration implies the arrangement of the human and material resources and programmes available for education and carefully using them systematically for the achievement of educational objectives. Thus, educational administrator, whether in the ministry of education, the schools board, or in a school is essentially the organizer, the implementer of plans, policies and programmes meant for achieving specific educational objectives. The manager looks after the organisation's management and focuses on managing people and their work whereas the administrator is responsible for the organisation's administration. Educational resources management in the other hand, Abdullahi, Salihu and Umar (2018), referred to as the steps taken to ensure that resources work together successfully to achieve the goals and objectives of educational institution. In Nigeria, basic education is classified into Upper and Lower Basic Education.

The Lower Basic Education refers to primary one to six while Upper Basic Education connotes Junior Secondary School one to three (JSS 1-3). However, the focus of this study is educational resources management and quality delivery in Basic Education in Taraba state, Nigeria. Management of school operations are critical aspect for quality delivery of physical and human

resources in school system. Obikwelu, (2014), referred to Quality to the relevance of what is taught and learned, to how well it fits the present and future needs of the particular learners in question, and it also refers to significant changes in the educational system itself, in the nature of its inputs (students, teachers, facilities, equipment and supplies); its objectives, curriculum and educational technologies; and its socio economic, cultural and political environment.

Abdullahi (2021) studied physical resource management as a correlate of universal Basic Education in north central Nigeria. The study adopted quantitative research design. The target population of this study consisted of 2,338 principals and 19,449 teachers in Public Junior Secondary Schools in North-Central. Descriptive and t-test statistical analysis were used to analyze the data. The study's finding revealed that routine maintenance or management of school physical resources enhanced Universal Basic Education effectiveness in North-central, Nigeria. Also, the finding revealed that regular maintenance or management of physical resources help in prolonging the life expectancy of physical facilities, improves physical resources appearance optimizing teachers' productivity in teaching process, improves health, safety and security of users' life. Further revealed that routine maintenance or management of school physical resources reduces the operational cost and life cycle of physical resources, improves the cleanliness, orderliness and safety of resources, improves instructional efficiency and effectiveness, provides end-users with comfortable and quality learning environment

Also Amadi and Ezengo (2019) carried a study on Physical Resources

Availability and the Academic Performance of Students in the Universal Basic Education Scheme, Rivers State. Descriptive survey design was adopted for the study. The population of the study was 1590 UBE teachers, from 34 junior secondary schools in Port Harcourt and Obio/Akpor LGA, Rivers State. Test-retest method was used for the reliability test which yielded reliability coefficient 0.97. The Mean and standard deviation was used in analyzing the research questions, while the z-test was used in testing the hypotheses at a 0.05 level of significance. The findings of the study revealed that both students and teachers need well managed facilities such as libraries, laboratories, good buildings, classrooms, good water supply, toilet facilities, security, etc, for enhancing teaching and learning towards the realization of educational goals and objectives. Uzoechina (2013) studied the availability of physical facilities in Colleges of Education in South East Nigeria. Descriptive survey design was adopted in the study, which also used proportionate stratified random sampling. Researcher developed instrument titled "Checklist on Availability of Physical Facilities (CAPF) was used for data collection. Sample of 1,425 was drawn from the population using proportionate stratified random sampling technique and used for the study. Frequency counts, means and standard deviation as well as chi square were used to analyse data. Findings revealed that physical facilities were available but not adequate in the colleges of education, and that the availability of the resources had impact on effective delivery of teaching and learning process.

Physical resource availability and management in schools have elicited concern for scholar like Usen (2016) who sought to investigate physical resource availability and management

among teachers in School of Nursing Akwa Ibom state. The study employed ex-post facto research design using a sample of 173 student nurses (proportionate stratified random sampling). Two instruments were used for data collection, Pearson product movement correlation was used to analysis the data. The findings of the study revealed that there was significant positive impact of availability and management of physical resource such as library, laboratory, ICT centers and recreation centers on academic achievement of nurses in Human Biology.

Human resources are made of men and women, young and old who are active agents that accumulate wealth, exploit material resources and build social economies and political organizations, and national development. Ukpai (2015) conducted a study on human resource management practices for quality delivery in universities in Southeast Nigeria. Descriptive survey design was adopted for the study. The population of the study comprised 831 heads of units. There was no sampling as the entire population was used. Mean, standard deviation, and t-test statistics were used for data analyses. The finding of the study showed that human management practice does not always determine quality delivery. In contradiction, Edemenang, Muhammad, Salisu, and Audu (2021) conducted a study on influence of university administration of human resource utilization and quality education delivery in state universities in northeastern Nigeria. Descriptive survey and correlational research design was adopted for the study. The population of the study comprised 30 academic staff in states universities of the northeastern state Nigeria. Pearson product movement correlation coefficient was used to analysis the data

collected. The finding of the study revealed that there was high positive relationship between improving quality education delivery with low level of human utilization among state universities in the north east Nigeria. This means that there was high level of staff motivation with low level of staff administration among states universities in north east Nigeria.

Ngaji and Wonah (2019) also conducted a study on human Resource Management Practices and Quality of Teaching in Private Secondary Schools in Cross River State, Nigeria. Survey research design was adopted for the study. A sample of five hundred and fifty one (551) teachers was selected for the study from the total population of 1872 teachers, using stratified proportionate random sampling technique. The reliability estimate of the instrument was established through split-half method with reliability coefficient ranging from 0.88-0.94 which is high enough. One-way analysis of variance (ANOVA) was used to analysis the data at.05 level of significance with relative degree of freedom. The study's finding revealed that motivation of teachers, selection procedure and staff development, significantly influenced quality of teaching in private secondary schools in Cross River State. This implies that management of staff including motivation significantly influence quality delivery among teachers. In contradiction, Francis, and Desmond (2014), carried out a study on Human resource management strategies: a panacea for quality education delivery. Descriptive survey was used for the study. The population of the study constituted 4139, comprised of 274 principals and 3865 teachers drawn from public secondary schools in Rivers State. Frequencies, percentages, and bar charts were used to present the responses. The finding of the study

indicated that human resource management strategies: a panacea for quality education delivery in terms of recruitment of teachers is not done through adequate publicity and consultant is not effectively used in the recruitment exercise, this means that human resources management strategies were not adequately addressed, conferences, workshop, Information and Communication Technology (ICT), in-house training are not properly organized as at when due for staff and compensation packages such as regular payment of salaries and promotion, provision of incentives such as housing, loans, subsidies, allowances were not adequately provided. Also, awards were not often given for hard work, hence, poor quality delivery among the principals and teachers.

Statement of the problem

The importance of educational management in all levels of education cannot be overemphasized due to its invaluable roles on educational resources towards achieving its goals and objectives. Educational management is the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, and implement structure to execute education system.

However, it has been noted that public basic education in Taraba state have been neglected in terms of its management of physical and human resources to achieve the desired goals and objectives of education in the state. Quality delivery at all levels of education pigeonholes on its management of its resources. It was observed that many of the physical resources in public basic education in Taraba state, cut across primary one to junior secondary schools are dilapidated and obsolete as well as

inadequate to meet the current educational challenges. Some of the public basic schools were holding their classes under the trees, and some used stones and blocks as seats. Both teachers and pupils/students are operating under the tree as their classes and offices. There will be no classes whenever there was rainfall due to lack of shelter to hide them.

Human resources are vital ingredients in the educational management process. Human resources are the active agent who accumulate wealth, exploit material resources and build social economic and political organization and national development. It was also observed that human resource management in terms of knowledge, skills, talents, ability acquisition seem not to be the priority of the state government. Teachers' remunerations are privileges and not a right, hence some of them do not even know the way to their schools again. There are twelve calendar months in the year, but they are used to being paid only three- or five-months' salaries out of the twelve calendar months in the year. This scenario demoralizes the teachers for quality delivery in basic education in the state. In addition to these, there seem to be inadequate human resources (teachers) in the basic education. There is brain drain in the system due to poor physical resources and poor management of human resources in the system. Based on these scenarios, the researchers posed a question: How does educational resources management influence the quality delivery in basic education in Taraba state?

Purpose of the study

The study aims to examine the influence of educational resources management on quality delivery in public basic education in Taraba state,

Nigeria. Specifically, the study sought to examine:

1. Influence of physical resources management on quality delivery in basic education in Taraba state, and
2. Influence of human resources management on quality delivery in basic education in Taraba state

Research questions

1. To what extent do physical resources influence quality delivery in public basic education in Taraba state?
2. To what extent do human resources influence quality delivery in public basic education in Taraba state?

Hypotheses

1. Physical resources management does not significantly influence quality delivery of basic education in Taraba state.
2. There is no significant influence of human resources management on quality delivery of basic education in Taraba state.

Methodology

The researchers adopted ex-post facto research design for the study. The population of the study comprised 2559 (2282 head teachers of lower basic education and 277 principals of upper basic education in Taraba state). The sample of the study consists of 400 respondents comprised of 357 Head teachers drawn from lower basic education and 43 principals drawn from upper basic education in Taraba state, using proportionate and simple random sampling techniques with the aid of Tamane 1969 sample determination formula. In terms of sex, 362 (90.5%) respondents were males and 38 (9.5%) were females. In terms of age, 120 (30%) were below 35 years, 200 (50%) between 35-45 years, and 80 (20%) above 45 years. In terms of years

of service, 73 (18.3%) had served below 15 years, 227 (56.7%) for 15-25 years, and 100 (25.0%) had served above 25 years. Educational management and quality delivery questionnaire (EMQDQ) was the instrument for the study. The instrument was designed with the items built on the four-point Likert type rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire consisted of section A and B which focused on respondents' demographic variables (3 items) and 14 items on Physical resources management and human resources management. The instrument was validated by two experts: one from the Department of Educational Management, and another from the Department of Measurement and Evaluation all of Taraba State University, Jalingo. Reliability coefficients of 0.90 to 0.92 were obtained using Cronbach Alpha Reliability Estimate.

The research questions were answered using frequency count and simple percentage for each item while mean scores and standard deviation were used for the sub-scales. Decisions for the sub-scales were based on the criterion mean of 2.50. Thus, the decision rule is that when the calculated mean is less than the criterion mean, the proposition is disagreed (D) and when it is more than the criterion mean it is accepted (A) and the research hypotheses were analyzed, using simple linear regression at .05 level of significance with the help of statistical package for social sciences (SPSS) version 23.

Results

Research question one: To what extent do physical resources influence quality delivery in public basic education in Taraba State. The answer is contained in Table 1 below.

Table 1: Means and Standard Deviations of the responses on the extent to which physical resources influence quality delivery in public basic education in Taraba state

| s/n | Item description | Mean | SD | Decision |
|--|---|-------------|-------------|----------|
| 1 | School library books are hardly arranged. | 3.51 | .679 | A |
| 2 | Classrooms are always well-ordered for classes. | 2.47 | 1.114 | D |
| 3 | School conveniences are hardly washed. | 3.42 | .696 | A |
| 4 | School desks are often replaced. | 3.48 | .686 | A |
| 5 | School environment is rarely kept clean. | 2.49 | .991 | D |
| 6 | School playground is always neat. | 3.06 | .835 | D |
| 7 | Spacious staff rooms are always maintained. | 2.61 | 1.058 | D |
| Calculated Mean & Std. dev. | | 3.00 | .865 | A |

Criterion Mean=2.50

The analysis in Table 1 shows that most items have mean scores above the criterion mean of 2.50. The analysis also indicates that the standard deviation of the responses ranges from

.835 to 1.058, which means that there is high level of agreement among the respondents on the direction of their responses. However, given that the average mean is 3.00 which is greater

than the criterion mean of 2.50, there is high degree of acceptance among the respondents that the extent to which physical resources are being managed in basic education in Taraba state is high. This implies that there is prudent management of physical resources

which promote quality delivery in the system.

Research Question Two: To what extent do human influence quality delivery in public basic education in Taraba state? The answer is contained in Table below 2.

Table 2: Means and Standard Deviations of the responses on the extent to which human resources are being managed in basic education in Taraba state

| S/N | Item descriptions | Mean | SD | Decision |
|--|---|-------------|-------------|----------|
| 1 | Talented members of staff are mostly used in school. | 3.12 | .846 | A |
| 2 | Skillful teachers are hardly committed in school. | 3.11 | .814 | A |
| 3 | Experienced teachers are sometimes involved in school. | 2.89 | .886 | D |
| 4 | Quantity of teachers is often used in school. | 2.54 | 1.114 | D |
| 5 | Workshops are rarely organized for teachers. | 2.71 | 1.090 | D |
| 6 | Staff ability/capacity is mostly considered in task allocation. | 2.46 | 1.077 | D |
| 7 | Teachers are rarely remunerated for undertaking extra task in school. | 3.05 | .940 | A |
| Calculated Mean & Std. dev. | | 2.84 | .966 | A |

Criterion Mean=2.50

The analysis in Table 2 shows that some items have mean scores above the criterion mean of 2.50. The analysis also indicates that the standard deviation of the responses ranges from .814 to 1.090, which means that there is high level of agreement among the respondents on the direction of their responses. However, given that the average mean is 2.84 which is greater than the criterion mean of 2.50, there is high degree of acceptance among the respondents that the extent to which human resources are being managed in basic education in Taraba state is high.

This implies that there is judicious management of human resources which promote quality delivery in the system.

HO1: Physical resources management does not significantly influence quality delivery in public basic education in Taraba state.

To test this hypothesis, simple linear regression analysis was carried out. A summary of the results obtained is presented in Table 3

Table 3: Regression analysis of the influence of physical resources management on quality delivery of public basic education in Taraba state

| R = .439 | | Adjusted R ² = .190 | | | |
|-------------------------------|----------------------------|--------------------------------|--------------------------|---------|---------|
| R ² = .192 | | Standard error = 2.63693 | | | |
| Source of variation | Sum of squares | Df | Mean square | f-value | p-value |
| Regression | 659.588 | 1 | 659.588 | 94.858* | .000 |
| Residual | 2767.452 | 398 | 6.953 | | |
| Total | 3427.040 | 399 | | | |
| Predictor variation | Unstandardized coefficient | | Standardized coefficient | t-value | p-value |
| | B | std error | Beta | | |
| Constant | 11.668 | 1.036 | | 11.257* | .000 |
| Physical resources management | .476 | .049 | .439 | 9.740* | .000 |

***Significant at .05 level, P < .05**

The results in Table 4 show that an R-value of .439 was obtained giving an R-square value of .192. This means that about 19.2% of the total variation in quality delivery of basic education in Taraba state is explained by the variation in physical resources management. The P-value (.000) associated with the F-value (94.858) is less than .05. Hence, the null hypothesis was rejected. This means that physical resources management significantly influence quality delivery of basic education in Taraba state. Also, the result of the regression weights of the predictor variable (physical resources management) in Table 4 shows positive coefficients (B and Beta) of .476 and .439

respectively. This means that physical resources management has a very high positive influence on quality delivery of basic education in Taraba state and that a unit increase in physical resources management would lead to a more than a unit increase in quality delivery of basic education in Taraba state, Nigeria.

Hypothesis two: There is no significant influence of human resources management on quality delivery of public basic education in Taraba state. To test this hypothesis, simple linear regression analysis was carried out. A summary of the results obtained is presented in Table 4.

Table 4: Regression analysis of influence of human resources management on quality delivery of public basic education in Taraba state

| R = .308 | | Adjusted R ² = .193 | | | |
|-----------------------|----------------|--------------------------------|-------------|---------|---------|
| R ² = .095 | | Standard error = 2.79174 | | | |
| Source of variation | Sum of squares | Df | Mean square | f-value | p-value |
| Regression | 325.112 | 1 | 325.112 | 41.714* | .000 |
| Residual | 3101.928 | 398 | 7.794 | | |
| Total | 3427.040 | 399 | | | |

| Predictor variation | Unstandardized coefficient | | Standardized coefficient | t-value | p-value |
|-------------------------------|----------------------------|-----------|--------------------------|---------|---------|
| | B | std error | | | |
| Constant | 14.988 | 1.045 | | 14.336* | .000 |
| Physical resources management | .336 | .052 | .308 | 6.459* | .000 |

***Significant at .05 level, P < .05**

The results in Table 5 show that an R-value of .308 was obtained giving an R-square value of .095. This means that about 9.5% of the total variation in quality delivery of basic education in Taraba state is explained by the variation in human resources management. The P-value (.000) associated with the F-value (41.714) is less than .05. Therefore, the null hypothesis was not retained. This means that human resources management has a significant influence on quality delivery of basic education in Taraba state. Also, the result of the regression weights of the predictor variable (human resources management) in Table 5 shows positive coefficients (B and Beta) of .336 and .308 respectively. This means that human resources management has a very high positive influence on quality delivery of basic education in Taraba state and that a unit increase in human resources management would lead to a more than a unit increase in quality delivery of basic education in Taraba state, Nigeria.

Discussion of findings

The answers to the research question one revealed that the extent to which physical resources are being managed in basic education in Taraba state is high. This implies that there is prudent management of physical resources which promote quality delivery in the system. Also the results of hypothesis one revealed that physical resources management significantly influence quality delivery of basic education in Taraba state. This aligned

with the findings of Abdullahi (2021) which revealed that regular maintenance or management of physical resources help in prolonging the life expectancy of physical facilities, improves physical resources appearance optimizing teachers' productivity in teaching process, improves health, safety and security of users' life. Further revealed that routine maintenance or management of school physical resources reduces the operational cost and life cycle of physical resources, improves the cleanliness, orderliness and safety of resources, improves instructional efficiency and effectiveness, provides end-users with comfortable and quality learning environment

Uzoehina (2013)'s findings which discovered that physical facilities were available in the colleges of education, and that the availability of the resources had impact on effective delivery of teaching and learning process. This result supported Usen (2016) who revealed that there was significant positive impact of availability and management of physical resource such as library, laboratory, ICT centers and recreation centers on academic achievement of nurses in Human Biology. This study corroborated with Amadi and Ezengo (2019)'s findings which revealed that both students and teachers need well managed facilities such as libraries, laboratories, good buildings, classrooms, good water supply, toilet facilities, security, etc, for enhancing teaching and learning towards the

realization of educational goals and objectives.

The answers to the research question two revealed that the extent to which human resources are being managed in basic education in Taraba state is high. This implies that there is prudent management of human resources which promote quality delivery in the system. Also, the results of hypothesis two revealed that there is significant influence of human resources management on quality delivery of basic education in Taraba state. The study supported Edemenang, Muhammad, Salisu, and Audu (2021)'s finding which revealed that there was high positive relationship between improving quality education delivery with high level of human utilization among state universities in the northeast Nigeria This means that there was high level of staff motivation with low level of staff administration among states universities in northeast Nigeria.

This study disagrees with Ngaji and Wonah (2019) the finding of the study indicated that human resource management strategies which is a panacea for quality education delivery in terms of recruitment of teachers is not done through adequate publicity and consultant is not effectively used in the recruitment exercise, this means that human resources management strategies were not adequately addressed, conferences, workshop, Information and Communication Technology (ICT), in-house training are not properly organized as at when due for staff and compensation packages such as regular payment of salaries and promotion, provision of incentives such as housing, loans, subsidies, allowances were not adequately provided. Also, awards were not often given for hard work, hence, poor quality delivery among the principals and teachers. Ukpai (2015)

also showed that human management practice does not always determine quality delivery.

Conclusion

The study's findings showed that educational resources management (in terms of physical and human) significantly and positively influences quality delivery in public basic education in Taraba state, Nigeria.

Recommendations

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

1. The management of existing physical resources should be continued to be prudent by state Government through the state Universal Basic education board (SUBEB), and the school administrators who are the custodian of the physical resources to promote quality delivery in basic education in Taraba state.
2. The management of human resources too should be maintained by state Government through the state Universal Basic education board (SUBEB), and the school administrators to promote all-round quality delivery in basic education in Taraba state

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