

Determination of Resources Adequacy for Quality Assurance in Management of Secondary Schools in Enugu State

Ugwuogo, Robert Chibueze & Ada Sam Omenyi (Ph.D)
Department of Educational Management and Policy,
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria
E-MAIL: chibuezeogobob@yahoo.com

Abstract:

The decline in the quality of education received by secondary school students in Enugu State may be attributed to insufficient resources. This prompted the researcher to determine resources adequacy for quality assurance in the management of secondary schools in Enugu state. Two research questions guided the study. Descriptive survey research design was adopted for the study. The population of the study comprised 291 public secondary school principals in Enugu state. Cluster and stratified random sampling techniques were used to sample 130 principals for the study. The researcher-developed instrument titled “Resource Adequacy Checklist (RAC)” was used for data collection. The instrument was validated by three experts in Faculty of Education, Nnamdi Azikiwe University. Using Kappa coefficient for test of internal consistency, reliability indices of 0.76 and 0.77 were obtained for sections A to B respectively with an overall coefficient index of 0.76. The researcher together with five research assistants collected data for the study using direct administration method. A total of 126 out of the 130 copies of the instrument administered which is a 97% were retrieved. Ratio was utilized for the data analysis. The findings of the study revealed among others that non-teaching staff in secondary schools in Enugu state are inadequate. It was also found out that teaching staff in secondary schools in Enugu state are inadequate. Based on the findings, it was recommended among others that Government should through mass media encourage parents, individuals and organization to support in recruitment of more teachers for quality assurance in schools.

Keywords: *Principals, resources, adequacy, quality assurance, teaching state, non-teaching staff*

1. Introduction

Education in all countries of the world has been considered very important for personal and societal development. It is an instrument for the promotion of national development as well as effecting desirable social change (Federal Republic of Nigeria, 2013). According to Ejiesi (2014), education is the formation of character, the development of intellectual capabilities of the individual, the improvement and transmission of cultural heritage and equipping of individuals with knowledge, skills, values and attitudes that will enable them to earn a living in a fast changing world and in turn contribute to the improvement and welfare of the society. All over the world, schools are basically established to provide quality education that will ensure national transformation.

At the center of all educational activities is the school. Schools directly or indirectly touch the lives of almost everyone in modern society, whether as a student, parent, teacher, employer of labour or consumer of goods and services produced by school leavers. Secondary schools in particular are expected to prepare students for useful living in the society and for coping with the demand for higher education. In order to make it possible for secondary schools to realize the goals for which they have been established, there is need for resource to be available.

Resources constitute a very important factor in the functioning of the educational system. According to Okeke and Okoye (2013), resource is anything which can be used to achieve the goals and achieve of an organization. Similar to this, Nwachukwu and Okpo (2018) defined resource as any useful, valuable possession or means of support for individuals in an organization. In the school system, educational resources are needed to achieve set goals and objectives. According to Usman (2016), educational resources are human, material and non-material audio-visual available in school environment to facilitate school administration and simplify the teaching-learning process. Educational resources mean those human and physical facilities that support the attainment of educational goals and objectives. The adequacy human and physical facilities in school system enhance instructional delivery.

There are several definitions of adequacy by notable scholars. According to Mathuva, Mwawasi and Muthiani (2018), adequacy is the state of being sufficient for the purpose concerned. Adequacy is the state of sufficient or satisfactory of resources for a particular purpose. Education resources are adequate, when they are good enough in quantities to serve the needs of both members of staff and students. There are numerous educational resources that need to be adequate or sufficient in the school system.

The educational resources highlighted by Ambogo (2012) include, human resources such as teaching and non-teaching staff and physical resources such as classroom, sports, laboratories, libraries, dormitories, security and office equipment. The education resources outlined by Ambogo that were covered in this study are, teaching staff and non-teaching staff. The teaching staff are made up of subject teachers who are directly involved in the achievement of educational objectives. Nwaka and Ofojebe (2010) stated that teachers are the critical resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. Teaching staff and the number of learners to be taught in a single classroom could be used to determine the adequacy of teachers in a school. Arguing in the same line, Musyoka, Cheloti and Maithya (2018) stressed that to identify the adequacy of teachers in learning environment, the student-teachers ratio need to be determined. In the same vein, Lidoro and Orodho (2014) refer to teachers' adequacy as the number of available teachers that can conveniently handle given number of students. Lidoro and Orodho added that it is measured in terms of ratio. The student-teacher ratio is the number of students handled by a teacher in a classroom. The Federal Republic of Nigeria (2014) stressed that the teacher-students ration shall be 1:40. This implies that the number of students per class shall be 40 which could create conducive learning environment. When the teacher-student ratio is higher than the normal standard, teachers may have much work load, insufficient staff to mark students assignment and counsel students with learning difficulties. Consequently, Naisujaki, Jackson and Kirui (2017), pointed out that if the teacher-students ratio exceeds the stated ratio, the academic achievement of the students would be negatively affected.

Non-teaching staff are personnel who are not directly involved in the teaching processes. They include; cleaners, bursars, gatemen, carpenters, cooks, painters, Liberians, laboratory attendants, clerks, school messengers among others. Other non-teaching staff identified by Ngeny, Bonuke and Kiptum (2017) include; bursars, cooks, secretaries, watchmen, matrons, cateresses and artisans. Ngeny et al stressed that they provide support services in schools. The support creates favourable learning environment for the attainment of educational objectives. They help in organizing daily tasks and also ensure efficient running of the school. The bench mark of Enugu State Government and available number of students were used to determine the adequacy of non-teaching staff.

Quality assurance has been defined by several scholars in varying ways. For instance, Nwite and Okpalanze (2017) defined quality assurance as the process of monitoring, assessing, evaluating, what is provided, resource utilization and the effect as well as communicating the outcomes to all concerned. Olibie, Ofojebe and Ezugoh (2015) defined quality assurance as the degree with which the educational system conforms to the established standard and appropriateness of the delivery of the system. It shows the degree to which teaching confirms to established standard which is geared toward desirable learning outcome. Oduma (2013) defined quality assurance as the process of monitoring, assessing and evaluating all aspects of the education activities and communicating the outcomes to all concerned with a view of improving the products of the education system. Oduma added that the adequacy of various input resources will certainly exercise tremendous influence on quality assurance in Nigerian education system. From the definitions above, quality assurance in this study is defined as a consistent provision, monitoring and utilization of high standard resources to foster effective teaching and learning at every state and aspect of the educational system.

Quality assurance has significant impact and useful contribution to the area of human development. Oyewumi and Fatoki (2015) pointed out that the indices of quality assurance to include, students standard of achievement, quality of leadership and management, quality of teaching and learning, quality of curriculum and quality of care, guidance and support given to students.

Over the years, there had been increasing outcry on quality assurance in schools as a result of the state of the secondary education system in Enugu State. Chidobi and Eze (2016) observed that it has become more worrisome with the declining performance of students in both the West African School Certificate and the National Examination Council (NECO) examinations in the State. The duo added that the continued decline in the number of credit passed especially in core subjects like English Language and Mathematics seem to constantly point to the quality of education received. The unsatisfactory state of affairs may be as a result of inadequate resources in secondary schools in the state. Stakeholders adduced this ugly scenario to many factors including poor facilities, insufficient and poor quality of teachers and other materials (Chukwu, Eze & Agada, 2016). Similar to this, Nwite and Okpalanze (2017) observed that the poor quality of products from secondary schools in Enugu State could be as a result of multi-facets problems such as inadequate facilities, low morale of teachers, poor supervision and inadequate funding bedeviling the system. This unpleasant state of affairs has become a source of worry to the researcher and this prompted this study.

1.1 Statement of the Problem

Education is an instrument for inculcation of requisite skills, knowledge and attitude to the learners. This makes them useful members of the society that could co-tribute meaningfully to the development of the country. Education system requires resources for the attainment of predetermined goals and objectives. The adequacy of resources create conducive atmosphere to promote teaching and quality assurance in the school system. Quality assurance is evident in the appropriateness of education received by students as well as their academic performance. However, it appears there are decline in the quality of education received by secondary school students in Enugu State. This seems to result to half-baked secondary school graduates. The poor quality of products may be attributed to many factors including poor learning facilities, insufficient and poor quality of teachers among others. The observation of the researcher revealed that in some secondary schools in Enugu State, some teachers are assigned to teach more two subjects for different classes daily, students are instructed to bring their chairs and desks to the classroom and office equipment such as computer and printer are mostly found in administrative block. It is against these situations that this study ascertains the adequacy of resources for quality assurance in management of secondary schools in Enugu state Nigeria.

1.2 Purpose of the Study

The main purpose of this study was to determine resources adequacy for quality assurance in management of secondary schools in Enugu state. Specifically, the study determined the adequacy of:

1. Teaching staff for quality assurance in secondary schools in Enugu state?
2. Non-teaching staff for quality assurance in secondary schools in Enugu state?

1.3 Research Questions

The following research questions guided the study:

1. What is the level of adequacy of teaching staff for quality assurance in secondary schools in Enugu state?
2. What is the level of adequacy of non-teaching staff available for quality assurance in secondary schools in Enugu state?

2. Method

The descriptive survey design was used for the study. Fraenkel, Wallen and Hyun (2012) defined descriptive survey research as one that seeks to collect and analyse data from the sample of a population in order to determine the current status of that population. According to Nworgu (2015), descriptive survey design is one which aims at collecting data on, and describing in a systematic manner the characteristics, features or facts about a given population. The present study fits into the descriptive survey because the researcher collected data from secondary schools in Enugu state and on the basis of that data determined the resource availability for quality assurance between secondary schools in Enugu State. The study was carried out in Enugu State. The population of the study consisted of 291 principals in public secondary schools in Enugu State. The sample for the study is 130 principals of public secondary schools in Enugu state from the six education zones in the state. The sample which is 45% of the total population of the 291 principals in public secondary schools in the state is in line with Nworgu, (2015) who recommended that 30% to 80% of a population above 100 is an adequate representation of the

entire population. The sample was drawn using cluster and stratified random sampling technique. Stratification was based on the clusters of principals under the already existing education zones.

A checklist titled ‘‘Resource Adequacy Checklist (RAC)’’ was used for data collection. The instrument was developed by the researcher based on insight gained from literature reviewed and consultation with experts in the field. RAC has six clusters namely, A, B, C, D, E and F containing 19, 12, 8, 12, 18 and 7 items respectively. The instrument was subjected to face validation by three experts, two in the Department of Educational Management and Policy, and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University. The experts suggested among others five items should be collapsed, the numbering of the items of RAC should be continuous and some vague items should be simplified.

The reliability of the instrument was established on single administration of the research instrument. The collected data were analyzed using kappa coefficient which yielded reliability coefficient values of 0.76, 0.77, 0.71, 0.74, 0.82 and 0.73 for sections A to F respectively with an overall coefficient of 0.76 which indicates that the instrument is reliable. This is in line with the suggestion of Akuezilo and Agu (2007) that the reliability coefficient 0.70 is adequate to adjudge an instrument reliable. The reliability test computation output is attached as Appendix F on page 108. The checklist was completed through a direct observation that was conducted by the researcher together with five research assistants who are secondary school teachers in Enugu State. A total of 130 copies of the checklist were distributed, and 126 were properly filled and successfully retrieved indicating 97% percent return rate. Data analysis were done using ratio. The bench mark for ascertain the adequacy of teachers with respect to research question 1 was the ratio of 1:40 (teachers and students). The research question 2 decision was based on students’ needs as well as bench mark of Enugu State Government for establishment of schools. For decision, any calculated ratio that fell below or equal to expected ratio was taken as adequate, while above the expected ratio was taken to indicate inadequate.

3. Results

Research Question 1: What is the level of adequacy teaching staff for quality assurance in secondary schools in Enugu state?

Table 1: Adequacy of teaching staff for quality assurance in secondary schools in Enugu state

S/N	N	Available	Expected	Ratio	Benchmark	Remark
English Language	126	599.00	110921.00	1:185	1:40	Inadequate
Mathematics	126	590.00	111584.00	1:189	1:40	Inadequate
Physics	126	293.00	11257.00	1:38	1:40	Adequate
Chemistry	126	281.00	11213.00	1:40	1:40	Adequate

Biology	126	237.00	17128.00	1:79	1:40	Inadequate
Agricultural Sci.	126	227.00	17213.00	1:79	1:40	Inadequate
Government	126	226.00	17197.00	1:76	1:40	Inadequate
Economics	126	220.00	21244.00	1:97	1:40	Inadequate
Literature	126	157.00	12638.00	1:81	1:40	Inadequate
Geography	126	119.00	4611.00	1:39	1:40	Adequate
History	126	116.00	3482.00	1:30	1:40	Adequate
Commerce	126	148.00	9805.00	1:66	1:40	Inadequate
French	126	107.00	3217.00	1:30	1:40	Adequate
Christian Rel. Stud.	126	288.00	19263.00	1:67	1:40	Inadequate
Introductory Tech.	126	167.00	14690.00	1:88	1:40	Inadequate
Integrated Sci.	126	185.00	15906.00	1:86	1:40	Inadequate
Igbo Language	126	258.00	20370.00	1:79	1:40	Inadequate
Arts	126	.00	.00	0:0	---	----
Business Studies	126	146.00	11834.00	1:81	1:40	Inadequate

Table 1 shows that only five out of the 19 subjects have adequate number of teachers in secondary schools in Enugu State. The number of teachers for 13 subjects are inadequate, while there is no Fine Arts teachers in all the school. This indicates that the number of teaching staff in secondary schools in Enugu State is inadequate for quality assurance.

Research Question 2: What is the level of adequacy of non-teaching staff available for quality assurance in secondary schools in Enugu state?

Table 2: Adequacy of non-teaching staff available for quality assurance in secondary schools in Enugu state

S/N	N	Available	Expected	Ratio on need	No Needed for 126 Sch	Remark
Cleaners	126	211.00	111384.00	1:528	378	Inadequate
Security Men	126	174.00	108584.00	1:624	630	Inadequate
Gateman	126	130.00	109584.00	1:842	252	Inadequate
Clerical Officers	126	469.00	111584.00	1:238	630	Inadequate
Bursars	122	130.00	148677.00	1:1144	126	Inadequate
Library Att.	126	175.00	111584.00	1:638	370	Inadequate
Lab. Attendance	126	181.00	111584.00	1:617	370	Inadequate

Games Masters	126	152.00	111584.00	1:734	370	Inadequate
Messengers	126	50.00	111584.00	1:2232	252	Inadequate
Carpenters	126	10.00	111584.00	1:11158	252	Inadequate
Cooks	126	51.00	109984.00	1:2188	102	Inadequate
Painters	126	9.00	111584.00	1:12392	252	Inadequate

Table 2 indicates that all the available 12 aspects of non-teaching staff in secondary schools in Enugu state are inadequate. This indicates that the number of non-teaching staff in secondary schools in Enugu State is inadequate for quality assurance.

4. Discussion of Findings

The finding of this study indicated that the number of teaching staff in secondary schools in Enugu State is inadequate for quality assurance. This is in agreement with the finding of Naisujaki, Jackson and Kirui (2017) which revealed that there is inadequacy of teaching staff in secondary schools. This is equally supported by the result of Lidoro and Orodho (2014) who reported there were inadequate teachers in schools. Furthermore, the finding is in line with the finding of Musyoka, Cheloti and Maithya (2018) which indicated that there were inadequacy of teachers occasioned by the fact there was no immediate replacements made once teachers had been transferred from schools. The possible explanations for the agreement could be as a result of the fact that all the studies were conducted in African continents that are educationally backward. The increase in students enrolment is not accompanied by corresponding teaching staff to enhance the adequacy of teachers. It is pertinent to note that there was no single fine art teacher in the entire secondary schools in the state. The subjects areas where there are inadequate teachers include; English Language, Mathematics, Biology, Agricultural Science, Government, Economics, Literature in English, Commerce, Christian Religious Knowledge, and introductory technology Integrated Science. This finding is expected as the work loads of many secondary school teachers in the state are too much. There are cases where a single teacher teaches a subject in the entire senior classes in secondary schools in Enugu State.

The result of this study indicated that the number of non-teaching staff in secondary schools in Enugu State is inadequate for quality assurance.. This is in conformity with the finding of Adegoke and Mefun (2016) which revealed that the available non-teaching staff are inadequate in secondary schools. The possible explanation for the agreement could be as a result of the fact that the two studies were conducted in Nigeria, where the education system is not well-funded. This could be the reason the available non-teaching staff to support the operation of secondary school in Enugu State have much workloads. The inadequacy of clerks and secretaries in secondary schools in Enugu state pose a challenge to smooth operation of the school system. The safety of staff and students are not guaranteed in the school environment, where is inadequate security personnel who are the non-teaching staff. The inadequacy of non-teaching may be the possibly explanation delay in administrative tasks such as typing students' examination question and results in secondary schools in Enugu State.

5. Conclusion

From the findings of the study, it can be concluded there was inadequacy of resources in secondary schools in Enugu state. The number of teaching staff and non-teaching staff are inadequate in secondary schools in Enugu State. The inadequate teaching staff results to overloading of the existing teachers with multiple responsibilities which may reduce their job performance.

6. Recommendations

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

1. Secondary school principals should collaborate with School Based Management Committee to source funds for recruitment of more teachers in schools.
2. Enugu State Secondary Education Management Board should as a matter of urgent recruit more non-teaching staff such as library attendants, lab attendants, messengers, carpenters cooks and painters in secondary schools.

7. References

- [i] Adegoke, B.A. and Mefun, F.E. “Assessment of adequacy and availability of human and material resources for the implementation of the new senior secondary school mathematics curriculum”. *International Journal of Learning, Teaching and Educational Research*, 15(3), March 2016, pp.102-117.
- [ii] Ambogo, M.M. “The relationship between availability of teaching/learning resources and performance in secondary school science subjects in Eldoret Municipality, Kenya”. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(4), August 2012 pp. 530-536.
- [iii] Chidobi, R.U. and Eze, T.A.Y. “Utilization of quality assurance handbook in the supervision of instruction in secondary schools in Enugu state”. *World Journal of Education*, 6(4), August 2016 pp.30-37.
- [iv] Chiriswa, P. “An investigation into the Probable Factors Responsible for Poor performance in Kenya Certificate of Secondary Education (KCSE) in Vihiga District of Western Province, Kenya”. Unpublished Masters Thesis. Kenyatta University Kenya. 2012.
- [v] Chukwu, L.C., Eze, T.A.Y. and Agada, F.C. “Availability of instructional materials at basic education level in Enugu Zone of Enugu State, Nigeria”. *Journal of Education and Practice*, 7(12), 2016, pp.7-10.

- [v] Ejesi, N.S. “Effectiveness of subject specialist and generalist teaching management on academic achievement of pupils in Nnamdi Azikiwe University Schools”. *Journal of Educational Research*, 3(2), 2013 pp.67-70.
- [vi] Federal Republic of Nigeria (FRN). *National Policy on Education* 4th Edition. Lagos. NERDC Press.2013
- [vii] Lidoro, C. and Orodho, J.A. “Teachers’ level of adequacy and their effectiveness in implementing curriculum in public primary schools in Kakamega south district, Kakamega County, Kenya”. *Journal of Education and Practice*, 5(29), 2014 pp.144-154.
- [viii] Mathura, E., Mwawasi, B. and Muthiani, N.N. “Influence of adequacy of the teaching and material resources in public primary schools on the attainment of the edge curriculum objectives in Lamu-west sub-county, Kenya”. *International Journal of Novel Research in Education and Learning*, 5(5), October 2018, pp.49-54.
- [ix] Musyoka, J.M., Cheloti, S.K. and Maithya, R. “Influence of teachers adequacy on students’ performance in KCSE in public secondary schools in Kenya: A case of Kathiani Sub-county, Machakos County”. *International Journal of Humanities and Social Science Invention*, 7(1), February 2018 pp.50-58.
- [x] Naisujaki, S.L., Jackson, K.T. and Kirui, J.K. “Assessment of the teaching staff adequacy in Tanzanian community secondary schools: A case of Arusha District”. *International Journal of Educational Policy Research and Review*, 4(5), May 2017 pp.81-89.
- [xi] Ngeny, P.K, Bonuke, R.N. and Kiptum, G.K. “Effect of working environment on job satisfaction among non-teaching staff in secondary schools in Keiyo Sub-County, Kenya”. *American Based Research Journal*, 6(10), October 2017 pp.42-51.
- [xii] Nwachukwu, E.A. and Okpo, C.U. “Availability and adequacy of resources for entrepreneurship education in universities in south-east, Nigeria”. *International Journal of Humanities and Social Science*, 8(11), November 2018 pp.127-138.
- [xiii] Nwaka, N.G. and Ofojebe, W.N. “Strategies for coping with shortage of resources in primary school administration in Anambra State”. *Journal of Educational Leadership*, 1(1), 2010 pp.29-36.
- [xiv] Nwakpa, P. “An assessment of human and material resources availability in Ebonyi State University Staff Secondary School, Abakaliki”. *Ebonyi State University Faculty of Education Journal*, 2(3), 2010 pp65-70. .

- [xv] Nwite, O. and Okapalanze, N.P. “Assessment of quality assurance practices in secondary schools in Enugu State, Nigeria”. *Middle East Journal of Scientific Research*, 25(8), 2017 pp.1695-1714.
- [xvi] Nworgu, B.G. *Educational research: Basic issues and methodology (3rd.ed.)*. Enugu: University Trust Publishers. 2015
- [xvii] Oduma, C.A. “School management and quality assurance in Nigeria education”. *Journal of Research in National Development*, 1(2), December 2013 pp.193-200.
- [xviii] Okeke, S.O. and Okoye, N.E. “Effective resource utilization: A better approach to teaching and learning of physics”. *Academic Journal of Interdisciplinary Studies*, 2(6), August 2013 pp.35-39.
- [xix] Olibie, E.I., Ofojebe, W.N. and Ezugoh, T.C. “Rationales, mechanisms, and challenges of quality assurance in teachers’ professional practices at the primary education sector”. *International Journal of Education*, 7(2), 2015 pp.160-175.
- [xx] Oyewumi, C.F. and Fatoki, O.R. “Quality assurance in teachers’ education in Kwara State: Challenges and the way forward”. *Merit Research Journal of Education and Review*, 3(2), February 2015 pp.119-125.