RESOURCES ADEQUACY AS CORRELATE OF EFFECTIVE MANAGEMENT OF UNIVERSAL BASIC EDUCATION IN ABIA STATE

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Abstract

This study determined the relationship between the resources adequacy and management of universal basic education in Abia state. The study adopted a correlational design. The sample of the study comprised 595 respondents which was made up of 23 head teachers and 377 teachers drawn from the population of 1,037 (consisting of 60 head teachers and 977 teachers in Abia state). The sample size was determined using the Taro Yamane sampling formula while the sampling technique adopted was a multi-stage sampling procedure. The instruments for data collection were a 38-item Researcher developed questionnaire titled Resources Adequacy Questionnaire (RAQ) and 18-item Effective Management Universal Basic Education Questionnaire (EMUBEQ). The instruments were validated by three experts two from Educational Administration and Planning and one from measurement and evaluation, all in College of Education, Michael Okpara University of Agriculture, Umudike, Abia State. Cronbach Alpha statistic was used to determine the internal consistency of the two instruments which yielded reliability indices of 0.75 and 0.81 for RAQ and EMUBEQ respectively. Four briefed research assistants helped in the administration and collection of the instruments. Out of 400 copies of the two instruments administered, 386 representing 98% return rate were used for data analysis. Pearson product moment correlation was used to answer the six research questions raised for the study while linear regression analysis was used to test the six null the hypotheses that guided the study at 0.05 level of significance. The findings showed among others that physical facilities, human resources and financial resources significantly to a positive very high extent relate to the management of universal basic education in Abia state. The study concluded that resources to a very high extent relate to the management of universal basic education in Abia state. The study therefore, recommended among others that Government should provide adequate physical facilities to schools irrespective of type and location for effective management of Universal basic education.

Introduction

Education as the major source of human capital development deals exclusively with the adequate techniques and measures towards achieving sustainable economic development such should be appreciated by diverse economies of the world. This denotes that the place of education as a unique social process that ensure new skills, competencies and knowledge of an individual, group(s) of persons and indeed the entire society cannot be overemphasized. It was on these bases that Federal Republic of Nigeria [FRN], (2014) sees education as an excellent instrument for effecting national development plan. Education in all countries of the world has been considered very important for personal and societal development. Nigeria is one among the nations of the world that values education. Yunus (2013) defined education as

an effort that are deliberately chosen to influence and assist learners with the aim of improving knowledge, physical and morals that can gradually deliver the children to the highest goal. Dewey (2015) defined education as a process of experience, such life is growth and education remains the channel through which inner growth and societal development is ascertained. Universal Basic Education Programme is a people's programme designed by the Federal government of Nigeria to improve educational quest, eradicate illiteracy, improvise partial solution to massive poverty and ensure quality enrolment into the educational system at the basic level by its citizenry. Agreeing to this fact, Onwuchekwa (2017) argued that UBE is a federal government of Nigeria programme which aimed at eradicating illiteracy, poverty and ignorance. Amuchie, Asotibe, and Tanko

(2013) assert that UBE is the transmission of fundamental knowledge to all facet of the Nigerian society from generation to generation. The Federal Government is essentially the initiator and guide to the prosecution of the programme. Realizing the problem of education at the basic level, the Federal Government came up with a clear policy of expanding access to education to all Nigerians and restoring the system to its past glory. Since basic education provides access to equal educational opportunities for its participants in Nigeria, the need for making available diverse resources that support sustainable universal basic education becomes vital to look into.

Resources are a kind of supply that can be drawn on by a person or organisation in order to function and execute plans and projects. Resources can be in the form of money, material, staff, energy, expertise, time and management, among other things. Thus, a resource may be defined as any part of the environment such as land, water, air, mineral, forest, wildlife, fish, population etc. which the human beings utilise to promote their welfare. In other words, all means of satisfying human needs, at a given time and place are called resources. Ramade (2015) a defined resources as a form of energy and/or matter which is essential for the functioning of the organisms, populations and ecosystem. The ecological variables like energy, matter, space, time and diversity combined are referred as natural resources. Some resources are essential for the survival of all the living organisms like air, soil, water, plants and animals while others are specially valued by man to satisfy his material needs and desires such as minerals and fossil fuels. Thus, land, water, air, minerals, forests, wildlife as well as human beings are resources. Resources could be classified under physical resources, human resources and material resources. All materials and non-material factors that are necessary and contributive to the attainment of goals in any institution are regarded as resources. The human component of resources interacts with certain facilities and equipment at certain time to bring about production of output. The resources adequately used in the educational system and basic education in particular may

include human resources, financial resources and physical facilities. Physical facilities thus aid quality teaching-learning process at basic education level such is discussed in this work.

Physical facilities are simply the resources used for effective development and implementation of any educational programme. These include equipment, physical sources, which are laboratory/clinic/studio, classroom facilities, safety and environmental sanitation as well as financing of the programme. In order to effectively develop and run any programme the required minimum academic standards, physical facilities are among the several resources required. Ekpenyon (2012) contend that the importance to the overall success of any educational enterprise has never been in doubt. Ihimekpen (2013) opined that if education must realise its objective or the use of the right and proper machines, tools, equipment and environment that is replica of the world of work must be emphasized. Shehu (2013) pointed out that teaching facilities help learners substantiate their career choice before moving into their world of work and motivate learners towards self-reliance in the teaching and learning process. Oyeniyi (2014) asserted that physical facilities help to stimulate learners' interest whenever they are utilized. Physical facilities therefore contribute greatly to effective teaching-learning activities in the school system.

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. Okendu (2012) assert that idea that human and material resources are to be assembled together by educational administration, within the school system for effective teaching and learning cannot be over emphasized. It is supported on this ground that, in secondary schools, the principals play the role of administrators and that of supervisors, even instructors and they

also participate in teaching activities when necessary. 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 (2017) all activities of any institution are initiated by the persons that make up that institution. Plant, offices, computer, automated equipment and all inputs that an institution uses are unproductive except for human effort and direction. In the light of human resources in every organization, financial resources play out to support quality functioning of available resources in the universal basic education.

Money plays a significant role in the life of every individual, group of individuals and even in organizations, being a purchasing power for the procurement and maintenance of the other educational resources. Adequate funding of the education industry (Basic, Post-basic, and Tertiary Institutions) and a well utilization of the available financial allocation make the industry to develop. Ogunlade (2019) defined financial resource as the monetary resource which serves as a means of acquiring all the other educational resources. Its availability and mobilization is of great importance to any education industry. It enables the system to function smoothly, effectively and efficiently at all times in its productivity and the students _learning outcomes. Olowu in Olowoye, olodutun and Adetayo (2015) defined financial resources as a crucial prerequisite which enable an organization to maintain itself effectively and meets its commitment to individuals and groups who consume its output of goods and services. In a nutshell, financial resources deal with the available fund or money for day- day running of the educational system with the core purpose of producing quality societal consuming human capital.

Statement of the problem

Universal Basic Education (UBE) programme launched in Nigeria in September, 1999 is an offshoot of several previous efforts of Federal Government of Nigeria to make education available to all her citizens. Ideally, the programme should incorporate adequate human resources, financial resources, physical (infrastructural resources, instructional resources and library resources) for effective management of the programme. This involves management of the UBE programme towards effective use of these resources to achieve sustainable productivity in terms of retention rate, high level of enrolment among participants, ensuring mass eradication of illiteracy, and progressive adult education in Nigeria.

Unfortunately, the current situation with management of UBE programme remain appalling. This was envisaged that after 20 years of existence of UBE programme, most communities still live in high level of illiteracy, out of school children, high level of dilapidated and nearly collapsed building, inadequate supply of UBE teachers, lack of library facilities, young children are still roaming about on the streets begging and hawking during school hours, poor human capital development, inadequate injection of fund into the programme.

The UBE programme is suspected to be facing with the problem of unclear policy and programme, poor financing of the programme by the three tiers of the government, poor deployment of UBE teachers and where there are teachers they seem to lack the adequate qualification, lack of interest on the side of the general public in enrolling into the UBE programme, poor learning space with ill-equipped classroom, ill-equipped library which affects the management of the programme by the head teachers. These could be responsible for ineffective management of UBE programme. It is against this background that this research is out to ascertain the extent to which adequacy of resources correlate with effective management of universal basic education in Abia State, Nigeria?

Purpose of the study

The purpose of this study is to ascertain the adequacy of resources as correlate with effective management of Universal basic education programme in Abia State, Nigeria. Specifically, the five objectives that guided the study were to;

1. Examine the extent adequacy of physical facilities correlate effective

management of universal basic education in Abia State

2. Ascertain the extent adequacy of human resources correlate effective management of universal basic education in Abia State

3. Examine the extent adequacy of financial resources correlate effective management of universal basic education in Abia State

Research questions

The following research questions guided study. They are:

1. To what extent does adequacy of physical facilities correlate with effective management of universal basic education in Abia State?

2. To what extent does adequacy of human resources correlate with effective management of universal basic education in Abia State?

3. To what extent does adequacy of financial resources correlate with effective management of universal basic education in Abia State?

Hypotheses

The following null hypotheses guided the study:

$H0_1$: There is no significant relationship between adequacy of physical facilities and effective management of universal basic education in Abia State

$H0_2$: Adequacy of human resources does not significantly relate to effective management of universal basic education in Abia State.

$H0_3$: Significant relationship does not exist between adequacy of financial resources and effective management of universal basic education in Abia State.

Methodology

A correlational research design was used for the study. The design helped the researcher to gather data concerning the existing condition and the extent to which adequacy of resources correlate with effective management of Universal Basic Education in Abia State. The population of the study is 1,037 respondents which comprised of 60 head teachers and 977 teachers (351 from Aba Education zone, 327 from Umuahia education zone and 299 from Ohafia education zone) in 60 public primary schools in the three education zones in Abia State. The sample size for the study was 595 respondent which was determined using Taro Yamen mathematical formula with 95% confidence level. The actual figure gotten after the calculating the sample size by substituting the numbers into Taro Yamen formula was 594.9 respondents. In a bid to ascertain a reliable data, the researchers increased the sample size to 595 through approximation method. The researcher designed two instruments titled ─Resource Adequacy Questionnaire (RAQ)‖ and Effective Management of Universal Basic Education Questionnaire (EMUBEQ) were used for data collection. The research instruments EMUBEQ and RAQ were subjected to face validation by three experts in the College of Education, Michael Okpara University of Agriculture, Umudike. 30 copies of the questionnaire were administered to 30 respondents (10 head teachers and 20 teachers) in Model Primary School Okigwe in Imo state, which is not part of the study area in order to determine the internal consistency of the instruments. Data collected were analysed using Cronbach alpha statistic which Cluster A yielded an index of .82, Cluster B yielded an index of .70 and Cluster C yielded an index of .73. The data collected from the field were analysed using Pearson Moment Correlation Coefficient to answer the research questions while Simple Linear Regression analysis was be used to test the hypotheses at 0.05 level of significance. The strength of the relationship was established using Creswell (2008) correlation coefficient scale thus +/-0.70 to 1.00 Strong/High Extent relationship, +/-0.40 to 0.69 as Moderate/Medium Extent relationship and +/-0.00 to 0.39 no correlation/ weak/Low Extent relationship

Results

The results of the study were presented in tables and based on the research questions and the hypotheses that guided the study.

Research Question One

To what extent does adequacy of physical facilities correlate with the management of universal basic education in Abia State?

Table 4.1:   Correlation Matrix of Relationship between adequacy of physical facilities and the management of universal basic education

		PR	MUBE
PR	Pearson	1	.806
	Sig (2-tailed)		.000
	N	586	586
	R_2	(0.650) 65%	
MUBE	Pearson	.806	1
	Sig. (2-tailed)	.000	
	N	586	586

PR= Physical Resources, MUBE=Management Universal Basic Education

Data on Table 4.1 indicate a correlation coefficient (r) of .806 which is positive and within the coefficient limit of ± 0.80 and above indicating strong, positive and a very high extent relationship. This however implies that adequacy of physical facilities has strong, positive and very high extent relationship with the management of universal basic education in Abia State. The coefficient of determination (R^2) of 0.650 indicates that 65% of the variance observed in the management of universal basic education in Abia State was attributed to adequacy of physical facilities.

Hypothesis One
There is no significant relationship between adequacy of physical facilities and the management of universal basic education in Abia State

Table 4.2: Linear Regression Analysis of the Relationship between Adequacy of Physical facilities and the management of Universal Basic Education

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	3245.227	1	3245.227	201.055	.000[b]
	Residual	9442.387	585	16.141		
	Total	277004.771	586			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)
The data in the Table 4.2 above showed the calculated F-value of 201.055 which is greater than the F-critical value of 3.81 at degree of freedom of 585 and 0.05 level of significance. Therefore, the null hypothesis stated was rejected and alternate accepted. Therefore, there is a significant relationship between adequacy of physical facilities and the management of universal basic education in Abia State.

Research Question Two
To what extent does adequacy of human resources correlate with the management of universal basic education in Abia State?

Table 4.3: Correlation Matrix of Relationship between adequacy of Human resources and the management of universal basic education

		HR	MUBE
		1	.834
HR	Sig (2-tailed)		.003
	N	586	586
	R_2	(0.696) 70%	
MUBE	Pearson	.834	1
	Sig. (2-tailed)	.003	
	N	586	586

HR= Human Resources, MUBE=Management Universal Basic Education

Data in Table 4.3 reveals a correlation coefficient (r) of .834 which is positive and within the coefficient limit of ± 0.80 and above indicating strong, positive and a very high extent relationship. This however means that adequacy of human resources has strong, positive and very high extent relationship with the management of universal basic education in Abia State. The coefficient of determination (R^2) of 0.696 indicates that approximately 70% of the variance observed in the management of universal basic education in Abia State was attributed to the adequacy of human resources.

Hypothesis Two

Adequacy of human resources has no significant relationship with the management of universal basic education in Abia State.

Table 4.4: Linear Regression Analysis of the Relationship between Adequacy of Human Resources and the management of Universal Basic Education

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	7453.551	1	7453.551	301.617	.003[b]
Residual	14456.330	585	24.712		
Total	266301.212	586			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The results in the Table 4.4 above revealed the calculated F-value of 301.617 which is greater than the F- critical value of 3.81 at degree of freedom of 585 and 0.05 level of significance. Therefore, the null hypothesis stated was rejected. Therefore, adequacy of human resources has significant relationship with the management of universal basic education in Abia State.

Research Question Three

To what extent does adequacy of financial resources correlate with the management of universal basic education in Abia State?

Table 4.5 Correlation Matrix of Relationship between adequacy of financial resources and the management of universal basic education

		FR	MUBE
FR	Pearson	1	.821
	Sig (2-tailed)		.000
	N	586	586
	R_2	(0.674) 67%	

MUBE	Pearson	.821	1
	Sig. (2-tailed)	.000	
	N	586	586

FR= Financial Resources, MUBE=Management Universal Basic Education

Data in Table 4.5 show a correlation coefficient (r) of .821 which is positive and within the coefficient limit of ± 0.80 and above indicating strong, positive and a very high extent relationship. This however implies that adequacy of financial resources has strong, positive and very high extent relationship with the management of universal basic education in Abia State. The coefficient of determination (R^2) of 0.674 indicates that 67% of the variance observed in the management of universal basic education in Abia state was attributed to the adequacy of financial resources.

Hypothesis Three

Adequacy of financial resources has no significant relationship with the management of universal basic education in Abia State.

Table 4.6: **Linear Regression Analysis of the Relationship between Adequacy of Financial Resources and the management of Universal Basic Education**

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	6237.661	1	6237.661	302.667	.000[b]
	Residual	12056.229	585	20.609		
	Total	257239.225	586			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The results in the Table 4.6 showed the calculated F-value of 302.667 which is greater than the F-critical value of 3.81 at degree of freedom of 585 and 0.05 level of significance. This implies that the null hypothesis stated was rejected. Therefore, adequacy of financial resources has significant relationship with the management of universal basic education in Abia State.

Findings of the study

1   Adequacy of physical facilities significantly to a positive very high extent relate to the management of universal basic education in Abia State.
2   Adequacy of human resources significantly to a positive very high extent relate to the management of universal basic education in Abia State.
3   Adequacy of financial resources significantly to a positive very high extent relate to the management of universal basic education in Abia State.
4   This study determined the relationship between the adequacy of resources and the management of universal basic education in Abia State. Based on the analysis carried out and the results of the study, it could be concluded that: Adequacy of resources significantly to a positive very high extent relate to the management of universal basic education in Abia state. Adequacy of physical facilities significantly to a positive very high extent relate to the management of universal basic education in Abia State.; Adequacy of financial resources significantly to a positive very high extent relate to the management of universal basic education in Abia state; Adequacy of human resources significantly to a positive very high extent relate to the management of universal basic education in Abia State.

Recommendations of the study

1.   Government should provide adequate physical facilities to schools irrespective of type and location for effective management of Universal basic education.

2. Philanthropists, Alumni and other stake holders in education should collaborate with the government in the funding of basic education.
3. Government and proprietors of private schools should ensure that adequate number of qualified teachers are recruited to teach all the subjects under the basic education programme.

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