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Analysis of Resources Management in Primary Schools in Delta State, Nigeria

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Introduction

The State Primary Education Board is in charge of the management of primary education, especially the human resources. The board is in charge of management needs for human resources to be provided and deployed. She is greatly concerned with the, planning, monitoring and control to facilities the achievement of the objectives of primary education. The is involved in the process of achieving the objectives of primary education through efficient use of the resources and the planning, organization, co- ordination, direction and control of the activities of teaching and non- teaching staff in primary schools.

The quality of education depends to a large extent, on the quality of teachers (Ogbodo 1995), the quality of education and learning achievements of students depend heavily on the quality, competence, personality and dedication of teachers. Also a good number of studies have shown that students achievements has a positive relationship with the quality of teachers. The training which a teacher receives, have been proved to be important to students academic success. (Idiaghe 2004:92).

The current teachers statistics in primary schools in Delta State, showed 17, 529 teachers to 391, 491 pupils resulting into teacher – pupil ratio 1:22. This is quite adequate, even below approved standard of 1:35 teacher- pupil ratio. (Ministry of Education Report 2007:4).

The board may face the following challenges in the effective management of primary schools.

- a. Changing mix of the work force, more female (12,654) than male (4875) teachers in schools, more working mothers.
- b. Changing personal values of teachers such as, low moral standard, low motivation, hard economic situation and so on.
- c. Lack of appreciation for merit and hard work in schools (Okoh 1998:28)

Researchers have identified some management problems in primary schools such as inadequate preparation by teachers, over crowded class rooms, poor facilities for pupils and teachers, lack of instructional supervision, change in curriculum, geographical location of schools and the type of supervising climate in schools and teachers experience, (Oghuvbu 1999) (Ogunbowale 1984) (Ogunsanju 1983).

The number of primary schools in Nigeria increased from 48,552 with total environment of 17,907,008 in 1999 to 59,174 with total enrolment of 25, 765,969 in 2003. Total number of teachers in the 59,174 primary schools is 591,041, resulting teacher-pupil ratio of 1:44 (Universal Basic Education commission 2004).

On the relationship between educational resources and students academic performance, (Idiaghe 2004:141) concluded that teachers qualification and adequate facilities were determinants of assessing academic performance of students in secondary schools. Hence the availability or non-availability of facilities in schools affects the academic performance of students in Delta State.

This is in agreement with Nwangwu (1997) who believed that teaching materials facilities teaching and learning activities, which result in effective teaching and improved academic performance.

Aihievboloria (2005:10) on staffing ascertained that the school is an essentially human organization, because it has human operatives, clients and products, hence students performance has positive relationship with the quality of teachers. The importance of adequate staffing of a school is clearing

demonstrated by the way secondary students continue to drift from one school to another in search of school with better -qualified teachers. For efficient educational management, facilities help the school to determine the number of pupils to be accommodated, number of teachers and non-teaching personnel to be employed and the cost determination for the efficient management of the system (Osagie 2001).

The school climate is determined by the resources, especially class rooms under which the teachers and pupils operates which influences attitude in teaching and learning. Un-conducive class room creates stress on teachers and pupils resulting negative attitude toward school and learning by pupils. Facilities below approved standard could also lead to reduction in quality of teaching and learning in schools resulting to poor pupils academic performance (Uwheraka 2005:51).

The school environment affects academic achievement of pupils. Facilities such as, desks, seats, chalkboard, teaching aids, and cup board are ingredients for effective teaching and learning. (Olutola 2000). In the same vein the Nigeria Education Research Council (1998) emphasized for a good education policy or programmed to guarantee quality outputs, it must be serviced optimally with appropriate trained and motivated teaching staff, adequately supplied with necessary facilities and equipment.

This study, theoretically employs the frame work of the social systems theory, centered in the school as a social system made up of human and material resources. The human resources are teachers and the non-teaching staff, and facilities include classroom, desks, toilets, offices, books and teaching aids. The idea of a system in this study help in analyzing the utilization of available resources by the State Primary Education Boards and the achievement of the objectives of primary education in Delta.

Statement of the Problem

There is a general perception of a decline in the quality of education in Nigeria, especially at the primary schools. When the first school was established in Badagry-Lagos in 1843, there were no qualified indigene teachers. From 1843 to late 1970's, number of teachers were inadequate. Hence teachers training institutions were established in different parts of Nigeria. In 1999, the Federal Government mandated the National Teachers Institute to organise training centres to produce Teacher grade two certificate teachers at different parts of the country. The universities and colleges of education in Delta State also organized weekend and sandwich programmes to produce professional teachers at different level. From the experience of the researcher, Teacher Training Institutions have award certificates to a good number of persons to impart knowledge to pupils in primary schools. It is surprising to observe that in the 21st century, graduates of primary schools cannot be regarded as literates in terms of simple writing and calculations. They can not identify road signs, carry out simple measurement as craft men in training.

The products of our primary schools especially rural pupils, are not practically qualified as messenger and domestic servants, even though they are certificated. The percentage dropout at primary school level is also higher especially the rural areas (Oghuvbu 2008). This unhealthy situation in the state calls to mind certain questions, are the product of teacher training institutions not properly managed by the state primary education board? Are there facilities in primary schools? Are the available facilities proportional distributed in primary schools among local government areas in Delta State?

Purpose of the Study

The importance of sound, qualitative primary education, as a foundation for brighter secondary and higher education as a tool for scientific, economic, political and technological development is well known. The quality of any nations education depends on the quality of her primary education.

Inadequate utilization of available human and material resources by education managers could result into poor instructional quality leading to poor foundation in primary education. Hence it is necessary to investigate and analysis the management of human and material resources in primary schools by the State Primary Education Board in Delta State.

This study, therefore analyzed the teacher pupil ratio in riverine, rural, semi-urban and urban schools, average number of classroom per school, average number of pupils to a desk and average number of pupils per classroom. It also analyzed the average number of teachers per school according to school location. The results of this study could provide some answers to the question of differential in academic achievement of pupils in different geographical locations in the state. It will also help to identify one of the causes of the perceived decline in the standard of primary education in Delta State.

Research Questions: The study was designed to provide answers to the following questions;

1. Is there a significant difference in the teacher pupil ratio in primary schools among the local government area in Delta State?
2. Are facilities proportionally distributed in schools according to pupils enrolment, and among local government areas according to number of schools?
3. Is the teacher-pupil ratio in primary schools in Delta State higher than the national ratio?
4. Is there a significant difference in the teacher- pupil ratio among riverine, rural, semi-urban and urban primary schools in Delta State?
5. Is there a significant difference in the distribution of teachers by qualifications in schools among the local government areas?
6. Are there primary schools with less than six teachers in the state?
7. Are there teachers without teaching qualification in primary schools in Delta State?
8. Is there a significant difference in the distribution of non-teaching staff by qualifications in schools among the local government areas?

Method and Procedure

The design of this study was export-facto in nature and followed the descriptive research format. The 17,529 teachers and 2992 non-teaching staff, distributed among the 1,120 primary schools, with a total pupil enrolment of 391,491 constitute the population of the study.

A stratified random sampling technique was used to select 10 from the 25 Local Government Areas in the 3 Senatorial Districts in Delta State. (See table 1). The pupils, teachers and facilities in the 520 schools in the 10 selected Local Government Areas was the sample used in this study.

The data used were derived from the report of the staff distribution and infrastructure sub-committee of the committee for the formulation of a Roadmap Toward Improving Standard of Education in Delta State Volumes 1 and 11A December, 2007.

Results

There results of the data analyses are presented

Table 1: Study Sample

S/N	L.G.A.	No. of pry schools.	Pupils Enrolment	No. of Teachers	Teacher-Pupils Ratio
1	Aniocha North	38	13,049	684	1:19
2	Ika North East	61	21,496	1095	1:20
3	Ndokwa West	52	15,232	672	1:23
4	Oshimili South	28	11,555	626	1:18
5	Ethiophe West	54	17,532	783	1:22
6	Okpe	40	11,525	568	1:20
7	Ughelli North	88	34,785	1327	1:26

according to research questions.

Research Question 1: Is there a significant difference in the teacher-pupils ratio in primary schools among the Local Government Areas in Delta State?

From table 2, chi-square calculated value (119.58) is greater than critical value (79.08) at 63 degree of freedom, and 0.05 level of significance. This showed that there is a significant difference in the teacher-pupil ratio in primary schools among the Local Government Areas , Nigeria.

8	Burutu	04	15,109	004	1:20
9	Isoko North	41	21,353	657	1:33
10	Warri South	54	20,655	1235	1:17
	Total	520	180351	8311	1:22

Source: Statistic Division, Ministry of Education, Asaba (2007).

Table 2: Chi-square Bivariate Table showing the Teacher-Pupil Ratio in Primary Schools among Local Government Area.

L.G.A.	Below 1:10	1:10 – 1:15	1:16- 1:21	1:22 – 1:27	1:28 – 1:33	1:34 – 1:39	1:40 – 1:45	1:46 Above	Total
Aniocha North	2(2)	14(8)	12(9)	8(9)	2(3)	-(3)	-(2)	-(2)	38
Burutu	5(3)	20(13)	10(16)	14(13)	6(5)	3(6)	3(3)	2(3)	63
Ethiope West	1(3)	10(11)	14(13)	14(13)	3(4)	10(5)	3(3)	1(3)	55
Ika North	5(3)	16(13)	19(15)	19(15)	-(5)	9(4)	1(3)	1(3)	61
Isoko North	-(2)	2(8)	8(10)	8(10)	4(3)	7(5)	5(3)	5(2)	41
Ndokwa West	6(2)	6(11)	11(13)	7(12)	8(4)	-(4)	2(3)	2(3)	52
Okpe	-(2)	6(8)	14(10)	16(9)	2(3)	-(21)	1(2)	1(2)	40
Oshimili South	1(1)	6(6)	12(7)	7(7)	2(2)	2(3)	-(2)	-(1)	28
Ughelli North	2(4)	9(8)	10(21)	21(21)	11(7)	12(8)	9(5)	14(5)	88
Warri South	2(2)	18(11)	17(13)	13(13)	1(4)	1(5)	1(3)	1(3)	54
Total	24	107	126	123	39	46	28	27	520

Source: Computed from fieldwork.

Research Question2: Are facilities proportionally distributed among the Local Government Areas, according to pupils enrolment, teachers population and number of schools?

Table 3: Summary of the Distribution of Facilities among Local Government Areas in Delta State.

L.G.A.	Class room	H/M office	Pupil's Toilet	Teacher Toilet	Pupils Desk	Staff Chairs	Foot ball pitch	No. of school	Total No. of Teacher	Pupils Enroll.	Teacher pupil ratio	Aver. No. of Pupils per	
												Class room	Desk
Aniocha North	360	9	50	23	191	195	26	38	684	13,049	1:20	36	68
Burutu	397	-	22	11	3121	133	26	63	664	13,169	1:20	33	4
Ethiope West	436	-	86	45	3491	338	41	55	783	17,532	1:22	40	5
Ika North	515	18	77	58	1402	316	13	61	1095	21,496	1:20	42	15
Isoko North	375	9	20	20	3118	228	17	41	657	21,353	1:33	57	7
Ndokwa West	206	2	15	14	1030	127	13	52	672	15,232	1:23	76	15
Okpe	287	12	62	20	3558	138	28	40	568	11,525	1:20	40	3
Oshimili South	221	7	26	18	1112	133	1	28	626	11,555	1:18	52	10
Ughelli North	486	28	61	46	5981	599	37	88	1327	34,785	1:26	72	6
Warri South	329	20	-	-	3364	366	12	54	12351	20,655	1:17	62	6
Total	3607	95	419	255	26368	2573	214	520	8311	180,351			
Average per school	7	0.2	0.8	0.5	5	5	0.41		16	347	1:22		

Source: Computed from fieldwork.

From table 3, there is a serious problem of inadequate facilities in all primary schools in the Local Government Areas. An average of seven classroom per school (for 280 pupils) revealed a serious problem of overcrowded classroom in seven schools in Isoko North, Ndokwa West, Oshimili South, Ughelli North and Warri South Local Government Areas. Pupil's desk is grossly inadequate especially in Aniocha North, Ika North, Ndokwa West and Oshimili South. Other Local Government Areas e.g. Burutu, Ethiope West, Isoko North, Okpe, Ughelli North and Warri South are assisted by NNDC as observed by the researcher. This showed that the facilities are not proportionally distributed in schools among the local government areas. Also there is a serious problem of inadequacy of other facilities in primary schools e.g. Headmaster's office, toilet facilities and football pitch.

Research Questions 3: Is the teacher-pupil ratio in primary schools in the State higher than the national ratio?

The teacher-pupil ratio in primary schools in Delta State is 1:22 which is lower than the national teacher-pupil ratio of 1:44. This is an indication that on the average the primary schools in Delta State are well staffed compare to some other states in Nigeria.

Research Question 4: Is there a significant difference in the teacher-pupil ratio among riverine, rural, semi-urban and urban primary schools in Delta State?

Table 4: Chi-square Bivariate Table of Teacher-Pupil Ratio in Primary Schools according to Location.

Location	Below 1:10	1:10– 1:15	1:16– 1:21	1:22 – 1:27	1:2– 1:33	1:34 – 1:39	1:40 – 1:45	1:46– 1:51	Above 1:51	Total
<u>Riverine</u>	4(2.7)	11 (15.5)	15 (18.7)	17 (17)	6 (5.6)	17 (8.7)	4(4.6)	2 (2.4)	1(1.8)	77
Rural	8(6.7)	40 (39)	40 (46.8)	41 (42.7)	14 (14)	19 (22)	14 (11.5)	10 (5.9)	7(4.5)	193
Semi- Urban	2(3.9)	19 (22.8)	26 (27.4)	28 (25)	10 (8.3)	13 (12.8)	9(6.7)	2 (3.5)	4(2.6)	13
Urban	4(4.7)	35 (27.7)	45 (33.2)	29 (30.3)	8 (10)	10 (15.5)	4(8.2)	2 (4.2)	0(3.2)	137
Total	18	105	126	115	38	59	31	16	12	520

Source: Computed from fieldwork

From table 4, the calculated chi-square value (19.71) with 24 degree of freedom at 0.05 level of significance is less than chi-square critical value (23.34). This revealed that there is no significant difference in the teacher-pupils ratio among schools in riverine, rural, semi-urban and urban primary schools in Delta State.

Research Question 5: Is there a significant difference in the distribution of teacher by qualifications in schools among the Local Government Areas?

Table 5: Chi-square Bivariate table of the Distribution of Teachers by Qualification in Schools among the Local Government Areas.

L.G.A.	With Teaching Qualifications			Without Teaching Qualifications TC II, NECO/SSCE	Total
	Degree	N.C.E.	A.C.E.		
Aniocha North	2(68)	664(437)	8(51)	10(128)	684
Burutu	42(66)	173(424)	25(49)	2424(124)	664
Ethiope West	51 (78)	398(500)	314(58)	20(146)	783
Ika North	110(109)	864(700)	17(81)	104(204)	1095
Okpe	53 (57)	298(363)	5(42)	221(106)	568
Ndokwa West	75 (67)	403(429)	27(50)	167 (125)	672
Oshimili South	106(63)	409(400)	16(46)	95(117)	628
Ughelli North	243(133)	658(848)	201(98)	225(247)	1327
Isoko North	30(66)	459(420)	-(48)	168(122)	28657
Warri South	126 (123)	994(789)	-(91)	155 (230)	1235
Total	830	5311	613	1549	8311

Source: Computed from fieldwork

From table 5, Chi-square calculated value (1297.2) is greater than critical value (40.11) at 27 degree of freedom, and 0.05 level of significance. This showed that there is a significant difference in the distribution of teachers by qualification in primary schools in Delta State, Nigeria.

Research Question 6: Are there primary schools with less than six teachers in the State?

From fieldwork, table observed frequency; no school has below 6 teachers in Aniocha North, Ika North East and Okpe Local Government Areas. I.e. 30% of the Local Government Area does not have schools with less than six teachers per school. Riverine communities in 70% Local Government Areas has school with less than six teachers. Burutu 37% i.e. 5 schools with only one teacher (7%) with teacher-pupils ratio of 1:78. Ethiope West (6%). Isoko North (7%) with teacher-pupil ratio 1:72, Ndokwa West 15%, Oshimili South (11%) with teacher-pupil ratio 1;50 and Warri South (4%). There are forty-seven (9%) riverine primary schools with less than six teachers each in Delta State.

Research Question 7; Are there teachers without teaching qualifications, in primary schools in Delta State?

From table 5, 1549 (19%) of the teachers are without teaching qualifications, with 27% of 1549 from Burutu, Ughelli North (15%), Okpe (14%) and Isoko North (11%). 1072 (70%) of the 1549 are Teachers Grade II Certificate holders, graduates of the National Teachers Institute, Kaduna.

Research Question 8: Is there a significant difference in the distribution of non-teaching staff by qualification in schools among the Local Government Areas?

Table 6: Chi-square Bivariate Table showing the Distribution of Non-Teaching Staff by Qualification.

L.G.A.	N.C.E	TC II	SSCE/NECO /NABTEB	FSLC/Others	Total
Aniocha North	6(5.5)	8(14.1)	108(122)	159(139.4)	281
Burutu	2(4.0)	2(12)	81(102)	150(117)	235
Ethiopia West	3(6)	42(15)	131(146)	118(146)	294
Ika North	0(4)	5(11)	80(93)	129(106)	214
Isoko North	0 (2)	7(4)	20 (37)	59(43)	86
Ndokwa West	14 (5)	8(14)	126(117)	121 (133)	269
Okpe	1(2)	4(7)	55(55)	68(63)	128
Oshimili South	11(3)	1(8)	98(65)	40(74)	150
Ughelli North	2(5)	26(14)	130(120)	199(137)	277
Warri South	0 (1)	0(4)	41(32)	33 (37)	74
Total	39	103	870	996	2008

Source: Computed from fieldwork.

The result in table 6, showed chi-square calculated value (165) is greater than critical value (40.11) at 27 degree of freedom and 0.05 level of significant difference in the distribution of non-teaching staff in primary schools among Local Government Areas in Delta State, Nigeria.

Discussion

The results of this study revealed; a significant difference in the teacher-pupil ratio in primary schools, the distribution of teachers by qualifications in primary schools and the distribution of non –teaching staff by qualifications in primary schools among the Local Government Areas in Delta State. School location does not have any influence on the distribution of teachers among schools in Delta State since there is no significant difference in the teacher-pupils ratio among primary schools in riverine, rural, semi-urban and urban primary schools in Delta State. There is a serious problem of inadequate facilities in primary schools especially in the non-oil producing area. The teacher-pupils ratio 1:22 is lower than the national teacher –pupil ratio 1:44 as revealed in this study.

The study also revealed that there are forty-seven (9%) riverine primary schools with less than six teachers each in Delta State. There are also 1549 (19%) teachers without teaching qualification serving mostly in riverine primary schools. These showed that teachers are on the average well managed by the State Primary Education Board through the Local Education Authorities in Delta State especially in urban and semi-urban schools. The study also revealed inadequate management of teachers and facilities in riverine schools when compared to semi-urban and urban schools. These could be the causes of the perceived decline in quality of primary education especially in the riverine

and rural areas. These findings are consistent with Ogbodo (1995), Idiagbe (2004), Oghuvbu (1999) and Nwagwu (1997). Also the existence of schools with less than six teachers, teachers without teaching qualification mostly in riverine schools, overcrowded classroom as revealed by average of seven classroom per school in Delta State could affect effective teaching and pupils academic achievement. This findings is consistent with that of Olutola (2000), Uwheraka (2005), Osagie (2001). The state teacher-pupils ratio of 1:22 is an indication that primary schools are well staffed in Delta State. The variation in the quality of teachers could be as a result of the variation in the Local Government Chairman utilization of funds allocated to primary education. Since the local Government also control primary education in Nigeria, especially the appointment and payment of teachers salary especially those without nationally approved teaching qualification. The existence of schools with less than six teachers is an indication of stress among teachers, which could results inability to complete the curriculum leading to a decline in academic standard. Also, inadequate facilities could result de-motivation on pupils and teachers, leading to pupils dropout and unseriouness by teachers, as could be evidence by lateness and absenteeism among teachers.

Conclusion and Recommendation

The teacher-pupil ratio 1:22 in primary schools in Delta State is less than the national teacher-pupils ratio 1:44. Eighty-one percent (81%) of the primary school teacher are with teaching qualifications. There is a significant difference in the teacher-pupils ratio in primary schools. Distribution of teachers and non-teaching staff by qualification in schools among Local Government Areas. There is no significant difference in teacher-pupil ratio among riverine, rural, semi-urban and urban primary schools. Riverine schools have the greatest abnormal teacher-pupils ratio (1:78), 90% of the schools with less than six teachers in a school.

The non-crude oil producing Local Government Area schools lack more facilities such as; desk with average number of pupils to a desk, varying from 10 to 68 in a Local Government Area. The overall assessment showed that human resources are well utilized by the State Primary Education Board in Delta State. However, schools with less than six teachers, especially those with only one teachers, more teachers should be posted to such schools. Also riverine and rural schools should be well staffed to reduce dropout rate in such schools.

The results of the study revealed that perceived decline in the quality of primary education may not be as result of the quality and quantity of teachers, but could be due to lack of facilities in schools and type of training given to teachers. Government should as a matter of urgency provide facilities in schools. The Ministry of Education and the State Primary Education Board should constantly organize seminar for teachers and carryout effective supervision in schools. These could reduce absenteeism by teachers especially in riverine and rural schools. It could also serve as on the job training for ill-trained teachers, the product of crash programmes.

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