

CONFERENCE PAPER

INADEQUATE RESOURCE PROVISION AND MAINTENANCE: THE BANE OF EFFECTIVE IMPLEMENTATION OF THE 3-3 SECONDARY SCHOOL CURRICULUM IN NIGERIA.

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ABSTRACT

This study examined the importance of adequate provision and maintenance of teaching and learning resources to the success of the 3-3 aspect of the nation's 6-3-3-4 educational system. 240 teachers and 120 students from 3 private and 3 public secondary schools in Lagos responded to the questionnaires seeking information on the availability, adequacy and maintenance of teaching/learning resources in their respective schools. Using simple percentages and 9 research questions, the study found that private secondary schools in Lagos fared better than the public ones in terms of student: teacher ratio, resource provision adequacy and maintenance, funding, academic performance, school tone and staff welfare. Hence, private secondary schools encourage the better achievement of the objectives of the 3-3 educational programme than their public counterparts. The study suggested that governments should fund, staff, equip and maintain our public secondary schools where the larger population receive their education.

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Introduction.

Resources are the available facilities that can be used to achieve specific organisational goals and objectives. They are physical, human, material and financial. Therefore, resources available to education can take the form of any or all of the form types identified above. Oni (1995) gave an appropriate definition of resources in education as :

The sum total of the input that goes into the educational system. They are all the things that are used directly or indirectly for the purpose of supporting, facilitating, influencing or encouraging transmission or acquisition of knowledge, competence, skill and know-how. Essentially, they are used for and as well aid the education and training of the learners.

To administer educational programmes in educational organizations means that there are resources made available to the system and its managers. The following examples represent some details of what constitute educational resources.

- (i) Physical: refers to buildings of offices, classrooms, laboratories, libraries, workshops, hostels; sporting facilities and other equipment, educational resource centres, administrative staff offices, some other physical plants like machines, vehicles and office equipment like computer sets, type writers, duplicating and photo-copying machines.
- (ii) Human; refers to students who constitute the in-put and through whom the quality and quantity of output can be measured, skilled teachers, administrative staff (both skilled and unskilled), supervisory staff from the ministries and boards of education, Guidance and Counsellors, school managers, and others.
- (iii) Material: refers to usable facilities like time, programmes, policy issues, curriculum text books,

maps, time-table, furniture, chalkboard. It also includes some other consumables like electricity, gas, chemicals, writing materials like chalk, stationeries, biros and pencils, others.

- (iv) Financial: refers to cash, gifts and donations, budget allocations, grants, contributions levies, others.

Importance of Educational Resources in the Achievement of Educational Plans. Oni (1995) also advanced that all educational resources constitute strategic factors in the functioning of the educational system. He wrote that the success or the failure of the system depends much on their level of utilization; that without them, it will be difficult to have a system of education. Even before reaching the stage of utilization, available resources may be examined from another perspective of adequacy without which the sacred organizational goals can equally not be achieved.

Education as a social service is acquired in the schools at different levels. The school system, for example receives its input (human) material, physical and financial) from its environment, converts or processes it (the inputs) and afterwards discharge the output (skilled graduates with specialised services) to the environment (the society) from where it was first obtained. If the input is inadequate, poor or unavailable, not only will the conversion process be defective, but also the output. This means that a system's output is proportional to its input available for processing, a school's academic performance is a function of the resources available for the teaching process in the different subjects.

Resources constitute a strategic factor in the system's functioning. They are very important in the development of qualitative education. The success or the failure of the system depends on the quality and quatity of resources made available to it.

The Nigerian Educational Research And Development Council, NERDC (1980) showed some concern in this regard which one can summarise to include the need for :

- training and retraining of teachers equipped with appropriate methodology, practical experience, internship, motivation, job satisfaction and good working conditions;
- guidance and counselling services for regular, remedial and compensatory learners;
- quality control of education through supervision, inspection, continuous assessment, measurement and evaluation, aptitude tests and measurement attainments;
- enrichment of the school environment with library facilities.
- equipping the system and ensuring their maximum utilization. Examples include science, technology, commercial, secretarial and agricultural courses, drama and music, crafts, physical and health education. All these are very basic to the 3-3 secondary structure.

The National Policy on Education, NPE (1981:42) also declares that educational services and resources facilitate the implementation of educational plans and objectives and promote the efficiency of education.

In short, the availability of adequate resources is one factor, their maximum or effective utilization is another. Also, if resources are provided adequately enough, their efficient maintenance is equally instrumental if the system is to survive. At the secondary school level, a pertinent question in the minds of the concerned is on the implementation problems of the 3-3 policy programme. This research has anchored this problem on three variables namely, their quantity and quality of provision, their adequacy and their maintenance.

Methodology.

Two sets of questionnaires were prepared and used to collect data for this study. The first one containing 13 question items was addressed to principals and teachers and the second to their students seeking information on the availability, adequacy and maintenance of teaching and learning resources in 3 public and 3 private secondary schools in Lagos University environment. For the study, questionnaires were administered on 240 academic staff (teachers and principals)

and 120 students making a total of 360 respondents. The B.A.Ed. (1998) data bank of Miss Temitope Wilkie of the Educational Administration Department was immensely useful.

Data Analysis

The analysis and presentation of data were organised according to the research questions stated, using simple percentages.

Research Questions (R.Q)

1. What is the situation with student population and the need for more teachers in private and public schools?
2. How do the teachers and the principals perceive the availability and adequacy teaching and learning resources?
3. What is the situation with teachers and the learning facilities/resources?
4. How often do teachers participate in seminars and workshops?
5. How conducive is the learning environment?
6. What factors influence the provision of teaching and learning resources in private and public schools?
7. What is the role of the P.T.A and individuals in the provision of teaching and learning materials?
8. How have the private and public schools fared in academic performance in school certificate examinations?
9. What impact has resource availability had on students' academic performance in these schools?

Presentation Analysis of Results

A study like this should start with analysis of teachers and pupils.

Answer to Research Question 1

Table 1: Vacancy needed and student population in 3 private and 3 public secondary schools 1996 - 1997.

Secondary school	Year	Teaching vacancies	% incr.	Student Pup.	% incr.
3 Private	1996	30		7,200	
	1997	46	53	10,200	51
3 Public	1996	185		23,935	
	1997	201	0.09	29,500	23

This table shows that in the private secondary schools sampled, the 1996 teaching vacancy of 30 changed to 46(53% increase) in 1997 because of the corresponding increase in student population from 7,200 to 10,900(51% increase) during the same time period. The same trend existed in the highly populated public secondary schools where, (between 1996 and 1997), teaching vacancy rose from 185 to 201(0.09% increase and student population from 23,935 to 29,500 (23 % increase). This simply shows that the yearly increase of the need for teachers is also as a result of the yearly increase in student population.

Answer to R.Q. 2

Several teaching and learning facilities/resources intermised for identification of respondents include laboratories for Physics, Chemistry and Biology, library, Computer room/centre, Home Economics room, Music room, Fine - Art studio, adequate classrooms, sports field and recreational facilities, toilet Facilities, dining and assembly halls, audio-visual and instructional materials, dormitories, students typing room, technical workshop. Their responses are tabulated below in table 2.

Table 2. Perception of principals and teachers on the availability, adequacy and utilization of teaching and learning facilities.

ITEMS	Public Schools		Private Schools	
	Positive(%)	Negative	Positive(%)	Negative
1. Total Responses	30	70	80	20
2. Adequate Provision	30	70	82	18
3. Adverse effects of inadequate provision on meeting educational objectives	75	25	80	20
4. Good access to these facilities	87	14	70	30

This table shows that in the private secondary schools, an overwhelming positive response of 80% on availability of basic teaching and learning facilities was recorded. Such facilities include laboratories, libraries and others, while in the public secondary schools, it shows 70% of negative responses.

The non-availability of these basic teaching and learning facilities jeopardises teachers' efficiency in their job because they find it difficult to achieve educational objectives without teaching and learning facilities. This is shown from their response in which 75 % of the teachers gave positive responses on how it affected them in public secondary schools while 80% showed positive in private schools.

Any institution or school which is lacking in the provision of the essential tools can not achieve its desired goals and objectives. These tools consist of text books, stationery, laboratories, workshops, audio-visual materials, libraries, and furniture. The number of students that make good use of these teaching and learning facilities in the public schools sampled is less than 15% of the entire population. This is to say that the teaching and learning facilities of these public schools are insufficient.

Answer to r.Q 3

Table 3: Teachers and teaching and learning facilities situation.

ITEMS	Response			
	Public Schools		Private schools	
	Yes	No	Yes	No
Available facilities well-maintained	40	60	80	20
Can more facilities enhance greater academic performance	85	15	85	15

On the maintenance of the existing teaching facilities. 40% of the teachers sampled in public secondary schools indicated positive response - while 60% indicated negative response. But in the private secondary schools, 85% of the teachers indicated positive response while only 15% responded negatively. Those in the positive group might have wanted to prove a point that if these teaching and learning facilities were provided, they would help in enhancing the academic performance of the students and the academic performance of the teachers as well.

Answer to R.Q. 4

Table 4 Teachers participation in seminars and workshops.

Items	Responses in %			
	Public schools		Private schools	
	Yes	No	Yes	No
Participation in sponsored seminars/workshops	28	72	52	48

This table shows that most of the teachers in public secondary schools do not participate in seminars or workshops, be it at state or federal level. This is buttressed by the fact that 72% of the teachers responded negatively while only 28% responded positively. The meaning of this is that teachers are static in sensitive aspects of instructional strategies. But for the private secondary schools, 52% of the teachers responded positively while 48% did so negatively. This makes the teachers to be effective in their teaching having been equipped with first knowledge.

The goal of the 3-3 system (and of the 6-3-3-4 system) would not be achieved since the teachers are not adequately exposed to the new techniques of teaching, hence this makes them not to be innovative. As a result, the basic function of education which is to guide every student in learning and preparing them for the future would not be achieved effectively. Hence, it is vital to engage both public and private secondary school teachers more in seminars and workshops for upgrading their academic knowledge.

Research Question 5

Table 5: Teachers perception/assessment of the learning environment.

Item	Public Schools		Private Schools	
	Positive	Negative	Positive	Negative
Conduciveness of the school environment to the teaching-learning process	35	65	75	25

This table shows that in the public secondary schools, 35% of the teachers felt that the school building and its environment are conducive for both teaching and learning processes while 65% opposed it. But 75% of the teachers in the private secondary schools are in support and 25% are against it. Most of the public secondary schools sampled are sited near noisy market and traffic zones which make the environment unconducive to effective teaching and learning.

Research Question 6

Table 6: Factors influencing the provision of teaching and learning resources in public secondary schools.

Items	General Responses				Total %	
	Agree	%	Disagree	%		
Population explosion	212	88	28	12	240	100
Poor funding	196	82	44	18	240	100
High demand	200	83	40	17	240	100

This table shows that of 240 subjects (teachers) who responded to the questionnaire instrument, 212 (88%) identified population explosion as a major factor affecting the provision of teaching and learning resources while 28 (12%) disagreed with opinion

196 (82%) agreed that schools are poorly funded and the needed teaching and learning resources are not being provided. The table also shows that there existed a high demand for education and that existing teaching and learning facilities are being over-stretched.

When compared with the private schools the researcher's observations in the field showed that private schools are furnished with almost all the necessary facilities for effective teaching and learning facilities while public secondary schools lack such essentials as a result of poor funding. Some of the teachers even complained of inadequate chalk and that classrooms are filled broken chairs and lockers.

Answer to R.Q.7

Table 7: Role of the P.T.A. and individual in the provision of teaching and learning resources. (General responses)

	Yes	%	No	%
The P.T.A. supports the provision of T-L Resources	288	95	12	5
There is need to involve them	198	78	58	22

This table shows that 288 (95%) of the subjects from public and private secondary schools sampled agreed that the P.T.A. and citizens support the schools in providing learning resources. Also 198 (78%) of them agreed that the P.T.A. and concerned citizens need be encouraged to contribute to the provision of facilities in our schools.

Answer to R.Q.8

Table 8: Performance of the selected schools at the SSCE (1995-1997)

School		1995		1996		1997	
Dode		std. P p	Passes.	std. pop	Passes	std.Pop	Passes
Private	A	196	133	241	149	273	173
	B	208	142	235	156	257	133
	C	196	101	221	148	269	136
Public	D	214	4	371	5	246	3
	E	155	11	168	14	196	38
	F	263	8	267	15	239	6

In the table above, codes A - C refer to private while D - F refer to public secondary schools. The table shows the SSCE results of the sampled schools for 1995 to 1997. Only students with 5 credits and above including English Language and Mathematics were considered. It was observed that the private schools performed better than the public ones.

Answer to R.Q. 9

Table 9: Availability of teaching and learning resources and academic performance (students' responses)

Items	RESPONSES					
	Private			Public		
	Yes	NO	total	Yes	No	Total
1. Better performance practical learning facilities and workshops	95	25	120	97	23	120
2. Location site affect performance	13	107	120	29	91	120
3. Classroom population	5	115	120	118	2	120
4. Adequate building with lightings and water	111	15	120	18	102	120
5. Recreational facilities	99	21	120	08	112	120
6. Well - equiped laboratories	113	7	120	98	22	120
7. Teaching aids/computer	111	9	120	10	110	120

Table 9 above shows the response of the students on the availability of teaching and learning resources in their schools and how it affects their academic performance. For instance 118 students in public schools responded positively to the statement that the students' population in classed were too much for meaningful learning with only 10 responding negatively. But in the case of private schools, 115 students answered "No" which implied that their classrooms were not over crowded.

Discussion of Findings

This study has attempted to answer nine(9) research questions that are very basic to finding out the extent to which inadequate provision and maintenance can constitute serious set-backs for our 3 - 3 educational system/programme. It has also compared the situations in public and private secondary schools which showed some diversities in terms of student population and the number of qualified teachers, availability and adequacy and even maintenance of learning resources, teachers' access to learning aids/materials, attendance of workshops and enrichment programmes, conduciveness of the learning environment, and others.

The findings also revealed that the private secondary schools sampled fared better than the public schools in all the problem areas identified above. They receive better attention because operators of such private establishments have their stakes and are committed to achieving them.

It was also found that (like on table 6) because private schools are not always seriously over-populated, always well-guided and have their services highly demanded by quality-minded parents, private secondary schools are already stealing the show from their public counterparts. Other stronger points were that parents and well-meaning citizens can contribute immensely to the development of education if given the challenge to do so.

In terms of educational quality, private secondary schools are favoured. For example, Table 8 showed the results of the SSCE for 1995 to 1997. Only those with 5 credits and above were

considered and records shows that the students from private schools performed better obviously because they are well supervised, schools are well -equiped, teachers are well remunerated and students population not beyond the normal . Another contributory factor to the favour received by these private schools is that most schools admit only those who are brilliant enough and whose parents can afford the high charges.

Finally, it was revealed on table 9 how much damage or good availability of teaching and learning facilities (or lack of it) can do to students' academic performance in schools.

This table 9 reveals that private secondary schools, because of factors identified above, encouraged better performance, unlike their public counterparts because they are stocked with practical teaching and learning facilities like computer sets, functional workshops, practical lessons, conducive environment, manageable classroom population, recreational and lodging facilities, well stocked laboratories and libraries and others.

Conclusion

The problems of implementing the 6-3-3-4 educational policy have been over-flogged. So many works have been done on different aspects of the programme in distant and recent past. But this present attempt has been somewhat an evaluative attempt to assess to what extent two principal factors of resource inadequacy and maintenance can affect the success of the programme, adversely. This is why the study included a peep into the private establishments to judge the decay in the public.

Several factors could be militating against effective implementation of the 3-3 (and infact the entire 6-3-3-4) programme . Wilde (1989) discussed ten factors which for lack of space will only be itemised here. These are inadequate funding, inadequacy or lack of practical or functional workshops, lack of or inadequate supply of electricity, lack of spare parts to service these educational equipment, scarcity of qualified language, technical, vocational and science teachers, poor library services, general

economic predicament of the nation and also political instability.

This attempt will not be complete without making some practical suggestions towards redressing the identified problems. First a conscious effort should be made by government to give meaningful education to Nigerians. This can be done through adequate funding devoid of political and ethnic considerations. Also, continuous assessment processes and guidance/counselling services should be well supervised or taken seriously. To solve the problem of dearth of qualified teachers, government can work out the financial terms and employ local artisans to complement the services of available ones in the introduction technology aspect of the 3-3 systems of education. In addition, if only for once, Nigerian government and people are advised to democratise the society so that peace and stability can return to our polity. It is only then we can hope for grand success in our educational endeavours.

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