KWARA STATE UNIVERSITY

KWASU

Skills & Integrity

The University for Community Development

ISSN: 2384-6801



KWASU INTERNATIONAL JOURNAL OF EDUCATION (KIJE)

Published by the College of Education,
Kwara State University, Malete.

Kwasu International Journal of Education (KIJE)

ISSN NO: 2384-6801

Volume 2. No. 1 January, 2014

A PUBLICATION OF COLLEGE OF EDUCATION, KWARA STATE UNIVERSITY, MALETE, NIGERIA.

KWASU INTERNATIONAL JOURNAL OF EDUCATION (KIJE)
Published by the
College of Education,
Kwara State University, Malete, P.M.B. 1530, Ilorin, Nigeria.

EDITORIAL BOARD

Pro. M.B. Gambari	Editor - in - Chief and Provost, College of Education, KWASU
Dr. J.O. Olukotun	Managing Editor
Dr. Abubakar, Laro Ibrahim	Associate Editor and Secretary
Dr. S.O. Afolabi	Associate Editor and Assistant Secretary
Prof. Olaniyi Bojuwoye	Associate Editor
Prof. F.R. Sulaiman	Associate Editor
Dr. R.O. Ajayi	Associate Editor
Dr. O.K.Olaniyi	Associate Editor
Dr. M. O. Ibeun	Associate Editor
Dr. B.T. Ajayi	Associate Editor
Mr. B.A. Alege	Associate Editor
Mrs. H.O. Salah	Associate Editor
Dr. Olubukola, C. Dada	Associate Editor And Treasurer

Printed at:-
Lawanson Printing Production, Ilorin
Tel: 08065696597, 07054077113
E-mail: olalawal8080@gmail.com

EVALUATION OF PHYSICAL RESOURCE AVAILABILITY AND UTILIZATION FOR UNIVERSAL BASIC EDUCATION PROGRAMME IN KWARA STATE.

Dr. Stephen, Olufemi Afolabi
Department of Business Education
Kwara State University, Malete.
Stephen.afolabi@kwasu.edu.ng

Abstract

The failure of the past education programmes was attributed to inadequate provision and inefficient utilization of physical resources. This has posed serious challenges to the present UBE Scheme. The crux of this paper was the evaluation of the Physical resources availability and utilization of Universal Basic Education programme in Kwara State. The data of the School census carried out by the Kwara State Government in 2011 were adopted for statistical processing in the study. All the existing 1,796 Public and 887 Private UBE schools were used in the study. Percentage was used to ascertain utilization rate of the physical resources and to provide answers to the two research questions generated. The findings of the study showed that some physical resources such as toilet facilities, water, classroom, offices, library facilities were over utilized while English and mathematics textbooks were almost optimally utilized (closer to 100%). It was recommended among others that The State Educational agencies such as National Universal Basic Education Board (NUBEB), State Universal Basic Education Board (SUBEB) and Quality Assurance Bureau (QAB) should carry out thorough supervision of schools from time to time so as to ascertain the state of facilities in schools as well as updating the resources needs of the schools.

Introduction

Since 1990s, education reform has become a central issue in both developing and developed countries all over the world. Thus, the launching of Universal Basic Education (UBE) in 1999 by President Olusegun Obasanjo is well appreciated. The UBE Programme which became operational in 2002 was in agreement with the requirements of the constitution of the Federal Republic of Nigeria (1999), which stated in its section 18 that;

> *....Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels....Government shall eradicate illiteracy, and to this end Government shall as and when practicable provided: (a) free, compulsory and universal primary education (b) free secondary education; (c) free university education; and (d) free adult literacy programme (p.1).*

Suffice to say that, no programme can succeed without adequate provision and efficient utilization of physical resources. The failure of the past pragrammes like Universal Primary Education of Government in 1976 was not unconnected to this important factor. It is in view of this, that this paper seeks to evaluate utilization rates of physical resources made available for the UBE scheme in Kwara State.

Physical resource management has been considered as a major indicator for determining the quality of standard of education at all levels. Enoh and Owen (1992) said that "an educational planning that neglects school plant development is bound to fail. Ojedele (1986) stressed that a major concern of the school is ensuring a conducive environment for teaching-learning process.

The failure of the Universal Primary Education introduced in 1976 by the Federal Government of Nigeria was attributed to inadequate school plants (Enoh and Owen, 1992). It was reported that pupils in some schools were receiving lessons on a bare floor due to inadequate or non-availability of classrooms, chairs and lockers. Similarly, the enrolment explosion at the other levels of education has a serious implication for school plant development. Classrooms were hurriedly built and poorly equipped only after the pupils have shown up.

Primary education was made compulsory for all children of school age in 1979. One begins to wonder why the UBE Programme which was launched since 1999 still has no formal policy for provision of physical resources. Oni (1995) recalled that since inception of formal education in Nigeria, physical resources have been inadequate, and this has been negatively affecting the academic performance of the students and educational standard as a whole.

Stressing the importance of physical resources, Oyedeji (2000), said school buildings have positive impact on the comfort, safety, and academic performance of the students. That, they help to enhance pragrammes and the community needs by providing a place for psychological and physical safety for students and teachers as well as enhancing the quality of instruction. Adesina (1981) also asserted that the quality of education received by the children bears direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place. School plant is important to the community in the areas of extramural classes, adult education, home economics centre and youth clubs, meeting places, sport activities and public ceremonies. Oni (1995) equally stressed that one cannot dispute the fact that resources constitute a strategic factor in the system's functioning and that they are very important in the development of qualitative education. Thus, the success of the system or otherwise so much depends on the manpower and materials made available.

The Nigeria Education Research Council (1980) had emphasized that the quality control of education must ensure the enrichment of school environment through the provision of well stocked libraries, future items, laboratories and science equipment, technological workshops and classroom as well as their efficient utilization. Similarly, the Federal Government of Nigeria (2004) made promises that there would be adequate provision of equipped vocational workshops for the Junior Secondary Schools and suitable textbooks, libraries and library staff in all educational institutions. Also, Educational Resources Centers was planned to be established in

all States of the Federation.

However, some recent studies carried out across the country showed that physical resources were not optimally utilized. Such studies include Okunola (1985) in Afolabi(2004) who investigated into resource utilization and projection in secondary schools in Oyo State. The study discovered that the level of physical resource utilization at secondary school level was very low. Fasokun's (1997) in Afolabi (2004) study revealed that the physical resources were not optimally utilized at the secondary school level on Oyo and Osun States, and funds were not adequately made available for the maintenance of physical resources in the two States.

Afolabi (2004) stressed that the attempt to measure physical resources enables the school authorities to justify the rationale for procuring more equipment and providing more funds for the development of education as a whole. It was also said that utilization rates are the indicators for evaluating management of resources by institutional heads.

Obi and Akume (2001) employed simple percentage to determine the relationship between level of availability and the minimum requirement prescribed by National Commission for Colleges of Education. In other words;

$$\frac{\text{Quantity Available}}{\text{Quantity required by NCE}} \times \frac{100}{1}$$

Okedele (1981) gave space utilization rate which he defined as measuring area of each room divided by the number of students/pupils. This gives a square metre occupied by a student or a pupil. Okedele (1981) and Durosaro (1981) agreed to $2m^2$ per student/pupil as a standard space.

Oni (1995) gave a more encompassing method of measuring utilization rate. He gave two major components of utilization rate as Time and Space utilization rate. According to Oni (1995), Time Utilization rate is the proportion of time a room, building structure or facility is put to use. It is measured by dividing Actual Hours a structure or facility is put to use by the number of Hours officially prescribed. That is;

$$\text{Time Utilization Rate (TUR)} = \frac{\text{Actual Hour}}{\text{Official Hour}} \times \frac{100}{1}$$

Space Utilization Rate (SUR), according to Oni (1995) is the capacity at which physical resources is put into use. In other words, it is the relationship between the actual size of a classroom occupied by a stream of students and the room's theoretical (official) size. That is, the officially approved number of students that must be in a room.

All the authors agreed that Total Utilization or Global Utilization Rate (GUR) is the addition of Time Utilization Rate and Space Utilization Rate. The GUR gives a better or total picture of the utilization capacity of all physical resources (classroom, offices, laboratories and equipment). The GUR has been summarized thus

$$\left\{ \frac{\text{Actual no of hours an item is put to use}}{\text{Official no of hrs approved}} \times \frac{100}{1} \right\} + \left\{ \frac{\text{Actual no of pupils in a room}}{\text{Official no of pupils approved}} \times \frac{100}{1} \right\}$$

When GUR is less than 100% it implies that the resource is not fully utilized, which implies that the physical resources is under-utilized ; when it is 100%, it is optimally utilized, and when it is above 100%, it implies that the physical resource is over utilized. These are the achievement indicators of physical resources utilization.

However, at primary level, a teacher is entitled to a chair and a table, a pupil to a locker, a textbook and each of the other items. Therefore, measuring the physical resource utilization at this level will require a modification of the methods used for higher education in the previous studies. Thus, in this study, physical resource utilization is determined by merely finding the relationship between the number of resources made available and the number of staff and pupils that use it. Where it is 100 per cent, such resources is optimally used, less than 100 per cent, it is underutilized, and where it is more than 100 per cent it is over utilized.

The National Assessment report of 2001 (pp. 2-5) highlighted the following challenges of physical resource utilization at primary School level :

- that primary schools especially in urban areas were over crowded due to inadequate infrastructure;
- that primary education sub sector is underfunded with its attendant effect on the availability of infrastructural, instructional and teachers remuneration;
- that institutional and personnel capacities of the Federal and State Ministries of Education and the National Primary Education Commission (NPEC) which are shouldered with the responsibility of data collection and planning for primary education are observably weak. The weak capacity of these agencies has adversely affected the updating of the resources needed for the present dispensation.
- that available data suggest that public expenditure in education decline in real terms over the decade.

Statement of problem

The researcher's personal survey of some schools in rural and urban areas in Kwara State in 2009 (as a member of the Kwara State School Improvement Team) revealed the following fundamental problems which are concern of the study.

- Inadequate infrastructure like table, chairs while some pupils were found sitting on bare floor.
- Inadequate classrooms in most schools visited. In some of these schools, classes were shared (partitioned with wood) and sometimes pupils received lesson under trees. There were many broken chairs and tables as a result of over-utilization of few available ones.
- The teachers were observed to be dissatisfied with the situation as some of them were to be truants especially in the rural areas.

Therefore, the study stemmed from this predicament by investigating into the available physical resources and how they are utilized to achieve Universal Basic Programme in Kwara State.

Purpose of the study

There are two main purpose of the study namely:

- To measure rate of physical resource utilization in Kwara State;
- To determine the extent to which the Physical resources utilized helps to achieve the objective of the Universal Basic Education Programme in Kwara State.

Significance of the study

The study hoped to be of immense help to Kwara State government to know the limitation of the resources provided for Primary schools in Kwara State and area where further intervention is necessary.

The School administrators would be assisted on how the limited resources could be efficiently utilized to achieve the objective of UBE programme.

Research Questions

1 What are the physical resources made available for effective implementation of UBE Programme in Kwara State?

2 What are the utilization rates of the Physical resources made available for Universal Basic Education Programme in Kwara State?

Methodology

The study is a simple descriptive survey that investigated the utilization of physical resources made available for UBE programme at primary school level in Kwara State. The study concentrated on available resources and their utilization rates as at 2011. It demonstrated how the school managers utilized the resources to effect teaching and learning in primary and junior secondary schools. The variables of physical resources used are buildings (teachers and headmasters' offices, classrooms, toilets), books and teaching aids.

The study focused mainly on all the Public and Private UBE schools in Kwara State as at 2011 year ending. There were 1796 Public UBE Schools and 887 Private UBE Schools in the State as at 2011 year ending as extracted from the data of Annual School Census Report of Kwara State which is found to be the existing verified data on school census.

Utilization rate of each of the resources was calculated using the formula:

$$\frac{\text{Quantity available}}{\text{Number that put to use}} \times \frac{100}{1}$$

The value obtained is used to determine whether a particular resources is underutilized or over utilized or optimally utilized. Where it is 100 per cent, such resources is optimally used, when it is less than 100 per cent, it is underutilized, and where it is more than 100 per cent, it is over utilized. The closer the value is to 100, the better it is.

Data Analysis and Discussion

1 Research question What are the physical resources made available for the implementation

of UBE Programme in Kwara State?

The table 1 below illustrates the quantity of the resources available for the implementation of UBE scheme in Kwara State. It also indicates their maintenance status.

Table 1: Available physical resources for UBE Programme Kwara State?

S/N	Items	Pre-pry & Pry	JSS	Total No Available	Total Enrolments of pupils	Average
1	Total No of Public schools	1448	348	1796	300,867	
2	Total No of Private Schools	722	165	887	127874	
3	Classrooms	7263	1905	9168	428,741	1:47
4	Schools with Portable water (%)	34.7%	60.7%			47.7%
5	Schools with at least one toilet (%)	23%	44.8%			33.9%
6	Share of classroom s in need of major repair	25.9%	8.6%			17%

Table 1 shows that the number of Public Primary & Junior Secondary schools was 1796 while that of the private school was 887. This implies that there are more public schools than private schools in Kwara State. The Average class size was calculated to be 1:47. Also, 47.7% of the UBE Schools in Kwara State had portable water, 33.9% of the schools had at least one toilet while 17% of the classrooms need major repairs.

Research Question 2: What is the utilization rate of the physical resources made available for the implementation of UBE Programme in Kwara State?

Table2: A Survey of Utilization Rates of Physical resources available for the implementation of UBE Programme in Kwara State.

S/N	Items	Total number Available	Number of pupils/teachers that put it into use	Utilization Rates (%)	Over or Under utilized by	Utilization Type
11	Classrooms	9168	428,741	117	17%	Over utilized
22	Headmasters Offices	2,326	2683	115	15%	Over utilized
33	Teachers tables	15,395	20,935	136	36%	Over utilized
4	Pupils chairs and locker	288, 324	428,741	149	49%	Over utilized
55	English textbooks	400,438	428,741	107	7%	over utilized
66	Mathematics textbooks	420, 230	428,741	102	2%	Over utilized

As shown in table 2 , all the resources are over utilized. Classroom is over utilized by 17% headmaster's offices by 15, teachers 'seat by 36%, pupils' seat by 49%, English textbooks by 7% and Mathematics textbooks by only 2%. That is, the classrooms, Teachers and headmasters' offices, pupils' chairs and lockers were highly over utilized.

Discussions

The study has revealed some fundamental truths about the physical resource utilization for the UBE Programme in Kwara State.

Firstly, it demonstrated the commitment of both the Kwara State Government and the private individuals in providing Universal Basic and Functional Education to the citizens. This is evident in the number of schools established for UBE Scheme which was 1796 with pupils' enrolment of 300,867. However, it was revealed that some physical resources were not adequately provided. Such include toilet facilities, water, classroom, offices, library facilities. This corroborated Okunola (1985)'s study which equally discovered that the level of physical resource utilization at secondary school level in Oyo was very low. Further still, some classrooms were in their poor state which confirmed the finding of Fasokun (1997)'s study that posited that funds were not adequately made available for the maintenance of physical resources in schools. This, according to him led to over utilization of the resources which is confirmed by this study. Some classrooms were not properly maintained which resulted to pupils in some schools to receive lesson under trees and sit on bare floor while chairs and tables were not in good condition. However, English and mathematics textbooks were almost optimally utilized (closer to 100) which confirmed the commitment of the Kwara State Government to UBE scheme by providing free textbooks to schools.

Conclusion

In order to ensure efficient physical resources utilization for UBE Programme, there must be increased support from all stakeholders of education especially in the areas of provision of funds to procure the needed physical resources for effective implementation. That is, it requires concerted efforts of the Local and State Governments, Parents, Teachers, Students and International Agencies to provide quality functional education in the country.

Recommendations

In view of the problems associated with physical resource utilization in Kwara State as revealed by the study, it becomes imperative to map out strategies for efficient physical resource utilization for UBE programme in order to avoid the pitfalls of the previous programme like Universal Primary Education (UPE). Thus, the following recommendations become essentials:

1. An improved financial resource allocation strategy. Without iota of doubt, the amount of funds made available will go a long way to improve quality of physical resources provided

for UBE programme. It is recommended that budgets should be re-allocated in favour of non salary items especially physical facilities.

2. Training and re-training of school managers on different measures of resource utilization with a view to understanding how resources could be more efficiently utilized. Thus, more conferences and workshops should be intensified.
3. Creating a more conducive environment for effective teaching and learning.
4. School administrator should desist from using the primary school facilities for public ceremony or extra mural classes to avoid damages of the existing ones.
5. Under no condition, should the pupils or students be allowed to sit under trees or open fields for instructional purpose.
6. Promotion of maintenance culture especially for school plant.
7. The Educational agencies such as National Universal Basic Education Commission, State Universal Basic Education Board and Ministry of Education should carry out more thorough supervision of schools from time to time, to ascertain the state of facilities in schools as well as updating the resources needs of these schools.

References

Afolabi, S.O. (2004). *Influence of resource utilization on organizationa effectiveness in Kwara State Government owned tertiary institutions.* An Unpublished Ph.D Thesis, University of Ilorin.

Durosaro, D.O. (1981).*School plant planning and administrative effectiveness in some Selected Secondary schools in Oyo Township.* An Unpublished M.Ed Thesis, University of Ibadan.

Durosaro, D.O. (2000). School financial management. In F.Durosaro and S. Ogunsaju Eds. *The Craft of Management* (79 - 90).Ibadan: Reginason Book Publisher.

Enoh, O.A and Owen, J. (1992). *Handbook on education foundation*, Jos: Jubilee Publications.

Fasokun, T.D. (1997). Physical plants resources in secondary grammar schools in Oyo State of Nigeria: A case study in optimal utilization and Management of facilities. *Ife Social Sciences Review*, 2(2), 68-72.

Federal Government of Nigeria (2004). *National policy on education.* Abuja: Federal Government Press.

Kwara State Government (2011). Annual School Census Report 2010-2011. Ilorin: Ministry of Education.

Nigerian Education Research Council (1980). *Perspectives of quantity and quality in Nigerian Education.* A systematic report of the Bagauda seminar. Abuja.

Obi, C.A and Akume, B.C.(2001). Resource evaluation in business education. In E.A Aromolaran (Ed.) *Book of Reading in Business Education.* 1 (1), 75-82

Ojedele,P.K.(1986). *Effective allocation, coordination and Utilization of resources through system approach.* A case study of College of Education, Ila- Orangun. An unpublished M.Ed thesis, University of Ibadan.

Okedele, A.I.(1981). *Micro cost analysis of Awe High School, Oyo State.* An Unpublished term paper on practicum in Educational cost and finance. University of Ibadan.

Okunola, P.D. (1985*). Resource utilization and projection in Secondary Education in Oyo State Nigeria.* An Unpublished Ph.D Thesis. University of Ibadan.

Oni, O.J. (1995) .*Educational resources: An introduction.* Abeokuta: Gbemisodipo Press Ltd.

Oyedeji, N.B. (2000).School plant planning. In: F. Durosaro and S. Ogunsaju (Eds). *The Craft of Educational Management* (132-143). Ibadan: Reginason Book Publishers.

Universal Basic Education Report (2001). *National Assessment.* Abuja: Federal Ministry of Education.