

Lectures and Students Perception of Resource Availability and Management for Effective Teaching Process in Colleges of Education in Ogun State

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Abstract

Recourse availability and management are planned approach to manage people and materials for effective teaching process in any educational level. For effective teaching process to be achieved in educational system, every staff in educational sector has a role to play in meeting the challenges of improving human and material resource management practices and maintaining a dynamic and progressive approach to manage people and material recourse available for effective teaching to take place. However, this paper examined the influence of resource availability and management for effective teaching in colleges of education. Three null hypotheses were tested to determine the relationship between resource availability and management for effective teaching process. Using a stratified random sample techniques, a total of 129 lectures and students were selected among 424 lectures and students from school of Arts and social sciences in Federal college of education, Abeokuta, Ogun state. The data collected through questionnaire were analysed using rank correlation R^1 and X^2 . The study revealed that the three null hypotheses showed no significant relationship (at 0.05 levels) between resource availability and management for effective teaching of students in colleges of education. Based on these findings, it was recommended that lecturers should be allowed to select instructional materials that suit for a particular topic for the students.

Keywords: Management, Resources, Availability, Teaching, Effective.

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Background to the study

Every educational system at every level depends on resources available for the execution of its programmes, maintaining, managing and improving effective teaching for educational standard and quality, this is possible through teachers. The teacher's therefore is the most indispensable entity in the school. He is the greatest aid to learning. As much as possible, teachers as human resource should be thoroughly trained and supported in their work (Musaazi, 1982). Resources availability and management deal with the establishment of procedure for the employment and payment of workers or staff. It is the arrangement of conditions which make possible greater self direction by staff in the performance of their duties (Oat, Salawu and Ajadi, 2011). It is therefore an important function in the general context of all administrative responsibility of managing staff.

However, in Nigeria, the ministries of education, (Public service commission) according to Ojebiyi and Adediran (2013) are very much involved in a number of policies affecting teachers. Areas of such involvement, for example includes recruitment, staff development, transfer and promotion, staff evaluation, dismissal and general discipline, salaries and pension. Thus, the life of teaching staff is affected by the activities of official in the ministries of education or their agencies. Consequently, the synergy between the two becomes pertinent if teaching is to become effective. It should be reminded according to Armstrong (2006) that the major premise of available human and material resources management in school is that the end result of the educative process will be justified by the effectiveness of the school teachers. When dealing with human and material resource management in school, one according to Ojebiyi , and Adediran (2013) need to put three things into consideration , these are the assessing the need of human and material resources, satisfying the need of these resources by maintaining and improving the services of these human and national resources.

Human and material resources available according to Bratton and Gold (1999) as quoted by Oat, Salawu and Ajadi (2011) is that of the management process that specializes in the management of people and materials for effective teaching to take place in the school organisations. Resource availability and management emphasizes that Human and material resources practices needs to be integrated with the corporate strategy and that teachers as human resources specialists helps organisational controllers to meet both effectively and equity objectives (Musaazi, 1982).

The research findings of Fabayo (1998) and Ogunniyi (1996) have revealed that the low level of student's academic performance is related to the availability of teaching resources in our schools. Ogunniyi (1996) in his own contribution identifies school related factors as being associated with poor performance of students in the developing continent of Africa in general and Nigeria in particular. According to him, factors that influence teaching process include poor physical environment, shortage of personnel/ learning facilities, workshop and poor quality of teaching. Others factors are overcrowded classrooms, laboratory, inadequate instructional materials and poor library facilities (Farombi, 1998).

Teaching resources according to Fabayo (1998) can be classified into two, material and human resources the material resources include physical size of a school, physical facilities, instructional facilities, library laboratories and workshop etc. Human resources indicators include staff strength, teacher quality, teacher qualification and experience. Oni (1993) emphasized that the availability adequacy and management in quantity and quality of these facilities promote effective teaching and learning activities in school, while the inadequacy affects the academic performance through effective teaching process. Obemeate (1995) also concluded that if the entire factors which are indicators of social quality are provided, the achievement of the objectives of the colleges of education will be high.

Objectives of the study

The objectives of the study are to;

1. Examine the relationship between resource availability and management or perceived by lectures and students in college of education.
2. Examine the relationship between resources availability and management on the basis of educational qualification and performance of students in colleges of education.
3. Identify the relationship between resource availability and management on the basis of experience in teaching and students performance in colleges of education.

Hypotheses

1. There is no significant relationship between resource availability and management as perceived by lecturers and student in colleges of education.
2. There is no significant relationship between resource availability and management on the basis of educational qualification and performance of student in colleges of education
3. There is no significant relationship between resources availability and management on the basis of experience in teaching and student performance in colleges of education.

Methodology

The study adopted a descriptive survey research design in carrying out the investigation. A stratified random sampling technique was used to determine the numbers of lecturers and students. Twelve departments were chosen from Tai- Solarin College of education, Omu Ijebua as sample. Data were collected from this department through primary and secondary sources. A total of 129 students and 7 lecturers were considered for the study. Data collected through questionnaire were analysed using Rank order correlation.

Presentation of data analysis/result

HO₁: There is no significant relationship between resource availability and management as perceived by lecturers and student performance in colleges of education.

Table 1; perception of lecturers and student's performance in all sample departments

Dept	Resource availability and management score (x)	Performance score (Y)	Resource availability and management (RX)	Performance (RY)	Deference (D ²)
1	2.4	9.1	9.5	7	6.25
2	2.5	11.4	12	10	4
3		1.9	3.4	13	4
4	2.2	8.2	5.5	6	25
5	2	10.8	2	8.5	42.25
6	2.2	10.8	5.5	8.5	9
7	2.4	22.3	9.5	11	2.25
8	2.1	0.8	3.5	2	2.25
9	2.1	7.2	3.5	5	2.25
10	2.3	26.2	7	12	25
11	2.4	3.6	9.5	4	30.25
12	2.4	0	9.5	1	72.20

$R^1=0.31$

$D^2=195.95$ Not significant at 0.05 level

Mean score on resources availability management perceived by principals and teachers were correlated using Spearman's rank correlation (r_1) with scores on student's performance. The result was $r_1=0.31$ not significant at 0.05 level. This means that lack of higher qualification affects proper management of resources on ground and this may in turn affect student's performance in colleges of education.

HO₂: There is no significant relationship between resource availability and management on the basis of educational qualification and performance of students in colleges of education.

Table 2: Perception of lecturers on educational qualification and performance of students in all sample departments.

Dept	Graduate (X)	Performance score (Y)	Graduate (RX)	Performance (RY)	Deference (D ²)
1	2.4	9.1	10	7	9
2	2.5	11.4	11	10	1
3	1.9	3.4	1	3	4
4	2.3	8.2	7.5	6	2.25
5	2	10.8	3	8.5	30.25
6	2	10.8	3	8.5	30.25
7	2.3	22.3	7.5	11	12.25
8	2.3	0.8	7.5	2	30.25
9	2.1	7.2	6	5	0
10	2.6	26.2	12	12	0
11	2	3.6	3	4	1
12	2.3	0	7.5	1	42.25

$R^1=0.43$

$D^2=162.5$ Not significant at 0.05 level

Mean score on resource availability and management for the basis of educational qualification as perceived by lecturers and students were correlated using Spearman's rank correlation with scores on students performance. This result was $r^1=0.43$ not significant at 0.05 levels.

HO3: There is no significant relationship between resource availability and management on the basis of experience in teaching and students performance in colleges of education.

Table 3: Perception of lecturers on experience and performance of student in all sample department

Dept.	Experience score (X)	Performance score (Y)	Experience (RX)	Performance (RY)	Deference (D ²)
1	2.4	9.1	9.5	7	6.25
2	2.7	11.4	12	10	4
3	2	3.4	1	3	4
4	2.3	8.2	6	6	0
5	2.1	10.8	2.5	8.5	36
6	2.4	10.8	9.5	8.5	1
7	2.1	22.3	2.5	11	72.25
8	2.3	0.8	6	2	16
9	2.3	7.2	6	5	1
10	2.5	26.2	11	12	1
11	2.3	3.6	6	4	4
12	2.3	0	6	1	25

$R_1=0.40$

$D_2=170.5$ Not significant at 0.05 level

Mean score on resource availability and management on the basis of experience as perceived by lecturers and students were correlated with score on student's performance. The result was $r_1=0.40$ not significant at 0.05 level. This means that lack of experience by lecturers and student also were affected in proper management of resources; thus, student's performance in college is low.

Discussion of findings

The study revealed that there were no significant relationship between the perception of lectures and the student's performance in colleges of education. As indicated earlier, scores in resource availability and management as perceived by lecturers and students were correlated with the score on performance, the correlations were not significant at 0.05 level. The correlations were in conformity with the null hypotheses (H₀) which state that there is no significant relationship between resource availability and management as perceived by lecturers and students performance. The null hypotheses were accepted. The result of the study was similarly to the study conducted buy Fabayo (1998), Farombi (1990), Ojebiyi and Adediran (2013), and Ogunniyi (1991). According to the findings of these authors, inadequate management of resource availability and management affect institutional goals and student performance.

The low positive correlation between resource availability and management might be due to lack of knowledge of the lecturers to select appropriate instructional materials for effective teaching to take place. The study revealed that college management are not involved in recruiting experienced and qualified lecturers in the teaching profession. The low correlation may also be attributed to the inability of the management of the colleges possess some basic management skills which are required for effective control and management of human, material and financial resources. The result also revealed that students script are not properly marked and work are not seriously supervised by the lecturers. The study revealed that, sizeable numbers of lecturers are not conversant with the ICT compliance. Other factors responsible for student low performance as revealed by the study include lecturer's maturity to participate in the decision making in the college, inadequate communication between lecturers and college management. Lack of motivational incentives, inadequate in service training, irregular promotion and lack of lecturer's proper evaluation were some of the management problems as indicated by the study. These in turn, affected student's performance in Tai-Solarin College of education, Omu, Ijebu, in Ogun state. Finally, the study showed that, there were no significant relationships between resource availability and management on student performance in Tai-Solarin college of education, Omu Ijebu in Ogun state.

The inadequacy of needed material and human resourced for teaching and learning is still very common in most of the education institution i Nigeria. there are no adequate workshop, laboratories, libraries, instructional materials, conducive building, furniture etc, hardly could effective teaching and learning take place in such environment, this may be the reason why education standard in general and students academic performance continue to decline in Nigerian colleges of education.

Recommendations

Arise from the findings, the following recommendation are therefore made;

1. Institutions, especially Tai-Solarin college of education should construct decent and conducive classrooms, laboratories, libraries and technical workshops, educational materials needed should also be provided.
2. Ogun state government need to come to the aid of Tai-Solarin college of education by supporting them financially in order to provide the needed institutional resource for effective teaching to take place.
3. Lecturers should be encouraged to engage in- service training.
4. There should be opportunities for promotion as at when due
5. The lecturers who have acquired higher professional qualification should be credited for promotion
6. Lecturers should be encouraged financially to attend conferences, workshops and seminars to polish and enhance their skills.
7. Condition of service for the lecturer should be improved.
8. Available human and material resources should be managed properly.
9. Lecturer should be encouraged to participate in all activities of the college. This is simple because lecturer have much to do and hence to say about daily school procedure relating to standard of achievement.

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