



GLOBAL JOURNAL OF MANAGEMENT AND BUSINESS RESEARCH
Volume 12 Issue 1 Version 1.0 January 2012
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Impact of Human Resource Allocation and Utilization on the Academic Performance of Students in Ondo State Secondary Schools

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GJMBR Classification : JEL Code: M12, D23



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1. INTRODUCTION

Most developed societies, over the centuries, have invested enormous amount of time, energy and money in providing qualitative education to their citizens: it is a force that has eradicated ignorance and poverty from most societies. As a result, premium is placed on the provision of this essential ingredient in national development. This provides reasonable justification for the huge investment of resources in the provision of education. Education is seen as the engine room for the transmission of culture, information, knowledge and values from one generation to the other.

It is also important for the transmission of societal core values and other pieces of information necessary for growth and development. This leads to

societal transformation and better living conditions. This all important role played by education has prompted national leaders to ensure that all citizens have access to education irrespective of the ability to pay for it. Samuel (2003) notes that government's investment in education is anchored on the maxim that the end justifies the means and the principle of prime beneficiaries. In spite of government's scarce resources and competing projects of other areas of society such as road construction, water supply, provision of electricity among others. Government heavy investment in the procurement and utilization of human and material resources have shown that it occupies an important position.

Over the years, there has been increased provision of educational opportunities and, the cumulative effects of economic and socio-political instability in the country have necessitated the proper planning of government investment in education. Education is a race between civilization and catastrophe, and if anyone thinks that education is expensive he should try ignorance (Esan, 1991). The success or otherwise of the Nigerian economy depends, to a very large extent, on its educational provision. During the colonial era, the basic aims of education by the missionaries and the few colonial government schools recorded a minimal investment in education. On April 1959, Sir Eric Ashby Commission was set up "to conduct an investigation into Nigeria's needs in the field of post-school certificate and higher education over the next twenty years" (Ejiogu, 1986:21) the Commission however recommended that: "Secondary education should also increase in the capacity of admission from 12,000 per annum in 1958 to more than 30,000 per annum in 1979 to spread across the country. More secondary schools were to be built".

However, Osokoya (1989) reports that secondary education development since independence was influenced by a number of factors: First, the expansion in primary education led to greater demand for secondary education; Secondly, the decision of the government to implement the recommendation of the Ashby commission and; Thirdly, Nigeria was implementing the decision of the African states at the Addis Ababa conference and lastly, the Dike and Banjo

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Commissions had been critical of the content and method of secondary schools curricula in the Eastern and Western Regions respectively and had recommended improvement.

Nigeria was a British colony up till 1960, with an inheritance of British system of education. This generated series of questions on the relevance of the existing curriculum which resulted in the National Curriculum Conference of 1969. The Federal Government set up a committee in 1973 to study the recommendations of that conference. Government's view on the report of the committee was published in 1977 in a white paper titled 'National Policy on Education' (NPE). The policy was revised in 1981 to reflect the provision of the Nigerian constitution of 1979, and it was also revised in 1998. With the operation of the 1999 constitution of the Federal Republic of Nigeria, and subsequent launching of the Universal Basic Education (UBE) Programme, the Policy was revised in 2004 to reflect the provision of the constitution concerning the Basic Education Programme of the government. Section 5 of the NPE, FGN (2004) states that secondary education seeks to prepare youths for useful life in the society and for higher education.

The goals of secondary education in specific terms were spelt out as follows:

- i. To provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- ii. To offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- iii. To provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- iv. To develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- v. To inspire students with desire for self improvement and achievement of excellence;
- vi. To foster national unity with an emphasis on the common ties that unite us in our diversity;
- vii. To raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;
- viii. To provide technical knowledge and vocational skill necessary for agricultural, industrial, commercial and economic development.

To achieve these objectives, secondary education now lasts six years and is given in two stages, that is, Junior Secondary Education and Senior Secondary Education, each of three years duration.

The economic and development policy literature identifies two important streams of social benefits that

flow from investment in education, efficiency gains and equity improvements. "So if you are going to spend millions, you want to make sure they are going to work" (Andrea, 2003). Thus, it can be deduced that the success of any secondary school education depends upon the resources available to it. Money is very important in education because by it, all other vital elements in the school such as school buildings, purchases, allowances, as well as running expense can be made.

The Nigeria's educational system was described to have suffered decline significantly in the 1980s and 1990s because there was a shortage of qualified teachers, and the government was sometimes unable to pay the staff in a timely manner which most of the time results in strike actions embarked upon by the teachers (Aina, 2004). Moreover, the number of schools did not increase proportionally with the population, and existing schools were not always properly maintained.

A cursory look at the Nigeria environment reveals that the society has changed considerably within the last two decades and it is also evident that the youths are changing along with the global society. It is therefore no gain-say that the school system is both a product and as well as a reflection of our society. According to Oyedele (2000) and Oyesola (2000) school material resources could be divided into two categories: (a) direct teaching resources (b) non-teaching resources. Direct teaching resources are resources that have direct relevance to the educative process, while non teaching resources are resources that have indirect relevance to the educative process. One would think that secondary schools in Nigeria have enough resources allocated to them but the reverse is the case when one takes a careful look at the availability and utilization of these resources on the academic performance of the schools, a yardstick by which the investment on education will be justified and which would be used to see the extent to which resource allocation to secondary schools helps in improving the teaching-learning process.

The pertinent question to ask however is, will the citizens derive more or less benefits in spending on education than spending the same amount on any other area? Views differ on this, but any rational argument will admit that it will in the long-run benefit: a nation with a well educated citizens. Hence, the adequate allocation of human resources and the efficient utilization of educational resources are paramount ingredients for the success of any educational endeavour.

II. STATEMENT OF THE PROBLEM

Secondary school students' academic performance of recent in public examinations is one of the major means by which the general populace judges the products of Secondary schools in Nigeria. This being the case, Nigeria has not fared favourably well in

her attempt to providing quality education to her citizens. Factors such as motivation, leadership, supervision, quality and quantity of teaching staff and materials, have influenced such weak results in public examinations. This study therefore examines the effect of human resource allocation and utilization on the academic performance of students in Nigeria secondary schools.

III. PURPOSE OF THE STUDY

The main purpose of this study therefore is to:

- i. determine if there is any relationship between the quantity of human resources (teachers) allocated and the academic performance of secondary school students in Ondo State;
- ii. examine if any significant relationship exist between the utilization of teachers and the academic performance of secondary school students in Ondo State ; and
- iii. to find out if there is any correlation between the quality of teachers and the students' academic performance in Ondo State.

IV. SIGNIFICANCE OF THE STUDY

The importance of this study cannot be over emphasized considering the fact that without adequate resources much cannot be achieved. Attempt is being made to look critically into the extent to which teachers allocated to the educational system in Nigeria's secondary schools serve as a determinant of learning outcomes and how meager and low quality teachers allocated can be harnessed and manipulated in a bid to achieving the already laid down educational objectives in the country. The result of this study will assist educational managers, administrators, and technocrats in the formulation and execution of educational policy towards the attainment of the overall educational goals and objectives as stated in the National Policy on Education (FGN, 2004).

V. RESEARCH QUESTIONS

The following research questions guided the study:

1. Is there any relationship between the quality of human resources allocated to public secondary schools and the academic performance of students in Ondo State?
2. Is there any relationship between the quality of teachers allocated to private secondary schools and the academic performance of students in Ondo State?

VI. HYPOTHESES

The following hypotheses guided the study:

Ho 1 There is no significant difference between the quality of teachers allocated to junior public and junior private secondary schools and the academic performance of students in Ondo State.

Ho 2 There is no significant difference between the quality of teachers allocated to public and private senior secondary schools and the academic performance of students in Ondo State.

VII. METHODOLOGY

a) Design

This study specifically adopted the survey method of descriptive research design. It is considered as a suitable available research design for the purpose of description of the allocation and utilization of teaching staff as a variable that affect the academic performance of students in secondary schools in Nigeria. The population of this study comprised of all the public and private secondary schools in Ondo State.

b) Sample and Sampling Techniques

Thus, a purposive simple random sampling technique was adopted. Participants were randomly selected to fill the instrument in each of the secondary schools. In all a total of 100 principals and 900 teaching staff responded to the research instrument from both public and private secondary schools in Ondo State.

c) Instrumentation

The instrument for data collection was a self developed questionnaire titled Human Resource Allocation and Utilization Questionnaire (HRAUQ) The instrument for data collection which consisted of 30-item Likert scale format of Strongly Agree (SA) =4 points, Agree (A)=3 points, Disagree (D)= 2 points, and Strongly Disagree (SD)= 1 point and academic record format for students. The questionnaire was subjected to face and content validity by colleagues, and test-retest reliability method. The reliability value was 0.79 which indicated that the instrument is reliable before administration.

The researchers administered the questionnaire to the respondents. Completed copies of the questionnaire were retrieved immediately.

The statistical tool used to analyze the data comprised of simple descriptive statistics such as mean, standard deviation, and t-test statistics.

VIII. RESULTS

a) Descriptive Analysis of Research Questions

Table 1 : Percentage Quality of Teaching Staff between Public and Private Secondary Schools in Ondo State

Categories of Teaching Staff	Public				Private			
	JSS %	TE	SSS %	TE	JSS%	TE	SSS%	TE
Graduate with Teaching Qualification	41	40	53	50	18	14	22	17
Graduate without Teaching Qualification	18	5	13	10	44	21	47	20
N C E	34	30	22	21	30	19	18	10
Others	7	25	12	19	9	46	13	47
Total	100		100		100		100	

Source: Fieldwork

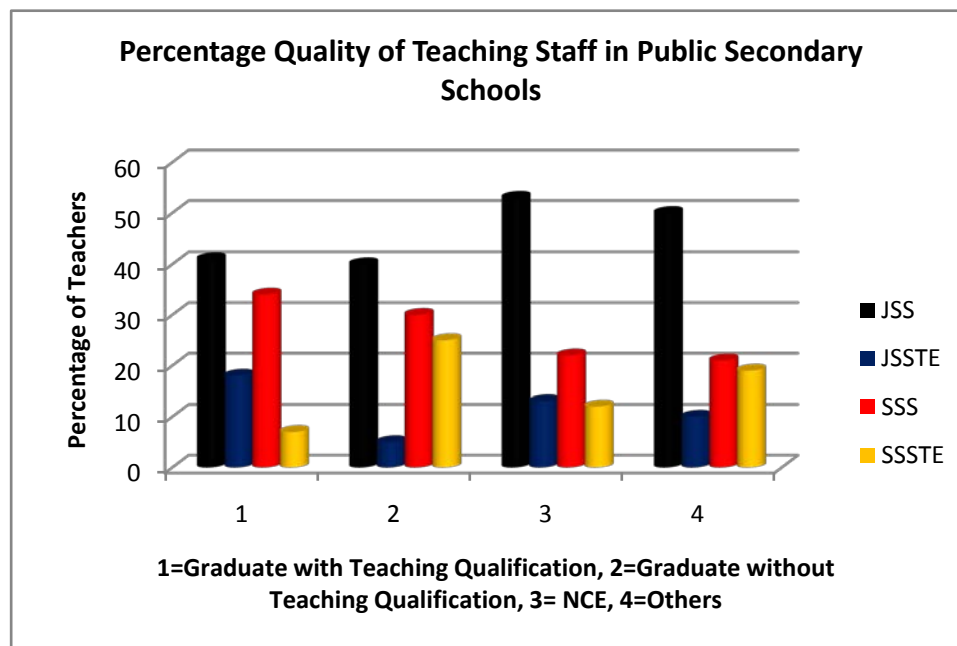
SSS= Senior Secondary School, JSS= Junior Secondary School

TE= Teaching Experience above 5 years

A preliminary analysis on teachers with long teaching experience reveals 40% graduate teaching staff of public junior secondary schools have teaching experience whereas 14% graduate teachers in private junior secondary schools have teaching experience.

Graduate teachers without teaching qualification were higher in private junior schools (21%) than in public junior schools (18%). Teachers with NCE (34%) were found in public JSS as against 30% in private schools. Figure 1 depict this at a glance.

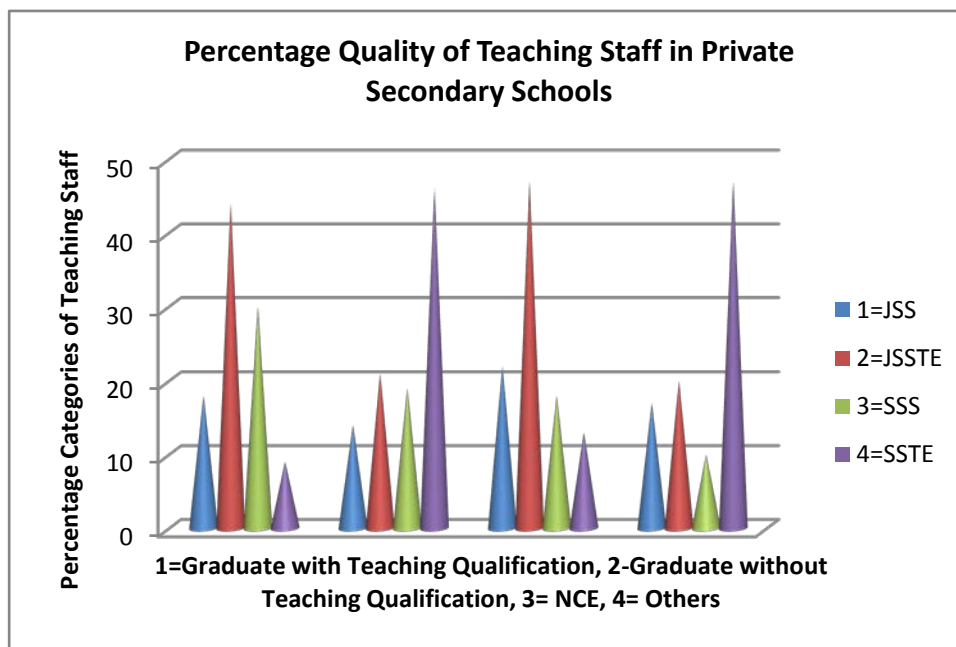
Figure 1 : Histogram of Percentage Quality of Teachers in Public Secondary Schools



Source : Derived from table 1

Further analysis in table 1 and figure 2 shows that graduate teachers with teaching experience in public SSS constitute 50% while they constitute 22% in private SSS. Graduate teachers without teaching qualification were higher in private schools (47%) than similar graduate teachers in public SSS (13%).

Figure 2 : Histogram of Percentage Quality of Teachers in Private Secondary Schools



Source : Derived from table 1

b) Hypotheses Testing

Ho 1 There is no significant difference between the quality of teachers allocated to junior public and junior private secondary schools and the academic performance of students in Ondo State.

In testing this null hypothesis, a t-test analysis was undertaken to examine the difference in the means of teachers' quality and students' academic performance for both public and private secondary schools in Ondo State.

Table 2 : Summary of Difference Between the Quality of Teachers Allocated to Junior Public and Junior Private Secondary Schools and the Academic Performance of Students in Ondo State

Source	N	Mean	Std. Deviation	df	t-cal	t-val	Sig.
Public JSS	500	25.00	13.94	998	.018	.986	P>.05
Private JSS	500	25.13	13.65				

NS = Not Significant (2-tailed)

Table 2 shows that significant no significant difference existed between the quality of teaching staff allocated to junior public and junior private secondary schools and academic performance in Ondo State. (t-cal = .018 < t-val of .986; P > .05). Therefore, the hypothesis is accepted.

Ho 2 There is no significant difference between the quality of teachers allocated to senior public and senior private secondary schools and the academic performance of students in Ondo State.

Table 3 : Summary of Difference Between the Quality of Teachers Allocated to Senior Public and Senior Public Secondary Schools and the Academic Performance of Students in Ondo State

Source	N	Mean	Std. Deviation	df	t-cal	t-val	Sig.
Public SSS	500	25.00	16.94	998	.095	.926	P>.05
Private SSS	500	24.25	14.54				

NS = Not Significant (2-tailed)

The difference was not statistically significant. $t\text{-cal} = .095 < t\text{-val} .926$; $P > .05$. (See table 3).

Thus, the null hypothesis which states that there is no significant difference in the quality of teachers allocated to senior public and senior private secondary schools and the academic performance of students in Ondo State is upheld.

IX. DISCUSSION AND CONCLUSION

This study no doubt has come up with relevant findings which are germane to quality of teachers and the academic performance of students in public and private secondary schools in Ondo State. It is established that the incidence of poor academic performance of students is not only due to unpleasant school climate but the quality and quantity of teachers which is at the mercy of other determinants of students' academic outcome. Despite the fact that the quality of teachers is higher in public secondary than private secondary schools in Ondo State, yet no difference in the academic performance of students. The non-difference could be adduced to Oredein (2000) submission that the prevailing conditions would definitely show a negative influence on the instructional quality in public schools, which may translate to poor academic performance, attitude and values of secondary school students. Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, Intellectual aptitude of student, personality of student, self confidence, and previous instructional quality have been found to also Influence students' examination score either positively or negatively.

This result negates Okebukola (2003) that we cannot hope for a top quality education system if we staff our schools with second-rate teachers. However, he called for serious reforms in teacher education to boost the quality of products at basic, secondary and tertiary education levels. It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria are in support of this view, a study carried out in Nigeria by Joshua, Joshua and Kritsonis (2006) showed that Nigerian teachers condemn the use of student achievement scores as indicators of teachers' competence, performance or effectiveness. Since students' academic scores are not the only predictor's teachers' quality, researchers have sought other fairer ways of evaluating teachers' quality. Conclusively, the quality of teacher remains a constant tactic for the successful implementation of educational programmes.

X. RECOMMENDATIONS

Based on the findings in this study, the following recommendations are made:

1. The growing complexity of the school system; including both public and private secondary schools call for a comprehensive overhauling of the academic activities of the schools in Ondo State.
2. Recently, the Ondo State and Federal Government have been training and retraining public secondary school teaching staff without ensuring that the private secondary schools do the same for their teaching staff since the products of public and private schools are from the same society. The State Ministry of Education should mandate the proprietors of private secondary schools to sponsor their teachers on training and re-training programmes possibly alongside the public secondary school teachers.
3. There is the urgent need for a State Government sponsored Retreat for secondary school administrators in Ondo State, both public and private, for a frank talk and dialogue, for the purpose of coming up with a radical plans of action based on mutual respect, recognition, understanding, collaboration, and reality, directed towards checkmating the mass failure in public examinations (WAEC and NECO).
4. It may be expedient at this point that, although profit maximization is the focus of proprietors of private secondary schools, there should be an urgent workshop to address this issue that education is more of a public service and it is incumbent on the part of private secondary school proprietors to ensure that their profit making zeal does not erode the selective mechanism of engaging qualified teachers in appropriate numbers in their schools.
5. In an attempt to combat mass failure in public examinations, a study of the examination procedures and the psychometric characteristics of public examinations to assess the contribution of the assessment process to the incidence of mass failure should be embarked upon immediately. This is to ascertain if the input-output analysis of schools is reflected by the true picture of examination outcome.

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