

Status of Human and Material Resources in Public Primary Schools in Ogun State: Implication for Curriculum Development

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ABSTRACT

The quality and quantity of human and material resources determine a nation's growth and development. The quality of material resources could either render human resource redundant and ineffective or functional and effective. Hence, the need to examine the status of human and material resources in Ogun State public primary schools. Descriptive design was adopted with forty (40) teachers randomly selected. Questionnaire was the major instrument used while chi – square statistical test was used for analyzing the data. However, it was found that that; adequate training of manpower in the uses of material resources has a significant role in the effectiveness of output, and let there should be adequate continuous supply of material resource which may has significant role in primary education. It was recommended among others that government must employ more hands to boost the human resource of public primary schools: device means where human and material resources will be in the continuous supply for primary schools.

KEY WORDS: Human resources, material resources and curriculum development.

INTRODUCTION

The quality and quantity of human resources determine a nation's growth and development. It is the available human resources that mobilize and galvanize other resources (material resource) for sociological, political, economic, scientific and technological development. The development of any society is, therefore hinged on the development of its human resource. Non-human resources; physical material, and financial resources are to be mobilized by the available human resource, to accomplish set organization's or a nation's human resource is a major determinant of the success or level of development of such an organization or nation. The importance of human resource can therefore undermine or jeopardize the future of an organization, describe the combination of traditionally administrative personnel function with performance, employee relations and resources planning.

Material resource on the other hand, refers to the totality of non-human resources that is to be used for the attainment of organization goals Adeyanju (2010). These can also be referred to as the infrastructural facilities available for use by the human resource within the organization. To a great extent, material resource could equally determine the level of success or failure of the nation or organization. This is because, the quality of these material resource could either render the human resource redundant and ineffective or functional and effective. There is therefore, a huge need to ensure that there exists in an organization not only a highly skilled and experienced human resource, but equally, good material resource.

Education is believed to be the most powerful and dynamic instrument for social, economic, political, scientific and technological development of nations (Olutola 1983; Fadipe 2000; Aghenta, 2001). In fact, the belief in the efficacy of education has resulted in increasing commitment of government and various groups to the establishment of educational institution and hysterical expansion of school enrolment at the various level of Nigeria education system. As enunciated by Egbehele (2000) education is universally recognized capital, which in turn yields economic benefits and contribute to a country's future wealth by increasing reproductive capacity of its people.

The 6-3-3-4 education system put the primary school at the basic and foundational level of education in Nigeria. Educational development depends largely on the efficiency and effectiveness of the foundational education that is provided essentially at the primary school play a pivotal role in the academic lives of every individual in the society. It is in recognition of this fact that has made the primary system undergo series of transformations over the years, in order to properly position it to perform its functions effectively.

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However, it can still be said that in spite of all government policies in primary schools there are still growing concerns over the effectiveness at touching its contribution to national growth. To be more factual, primary school system in Nigeria has in recent times witnessed a steady decline in quality. A visit to some primary schools in Nigeria points a picture of the school that lacks basic amenities and facilities, exposing school children to harsh learning enrolment and poor school facilities.

In terms of curriculum, the primary school curriculum cannot be called the best available and needs to be looked into for possible alteration. There is the need, as recognized by the researcher, to look at the primary school system with a second looking focusing on its human and material resources.

The study will significantly throw up issues that affect primary educational resources, curriculum issues and critically examine them for proper solutions. The result of the study will be of significant use to all education stakeholders and curriculum developers in particular.

Hypotheses

Hypothesis 1: There is no significant relationship between the qualities of both human and material resources in our primary schools are high.

Hypothesis 2: There is no significant relationship between input and output of public primary schools’ human resource.

Hypothesis 3: There is no significant effect of human resource status on the effectiveness of the curriculum being used in public primary schools in Ogun State.

METHODOLOGY

Sample for the research has therefore been deliberately limited to some selected public primary schools in Ogun State. The sampling technique adopted in the study is the random sampling technique. The sample is made up of head teachers from five (5) selected public primary schools alongside thirty (30) class teachers as well as five (5) other personnel from the schools. The questionnaire was also administered by the researcher to the target respondents while observation and interview were also used to support where the chance abound. Test-retest reliability was used with coefficient of 0.86 which shows highly reliable.

Data Analysis

The data were analyzed using the chi-square statistical tool. This is to achieve a more empirical result.

Findings of the Research Hypotheses

Research Hypothesis 1

There is no significant relationship between the qualities of both human and material resources in our primary schools are high.

Table 1: Qualities of human and material resources in our primary schools

χ^2 - calculated	χ^2 - tabulated	Remarks
18.40	25.00	Accept Hypothesis

Degree of freedom: $(6 - 1) (4 - 1) = 15$

Level of significance: 5 percent (0.05)

From the above estimation, it was shown that the observed value of χ^2 – calculated is less than the critical value at .05 level of significance. In view of this, we accept the hypothesis. Hence, the qualities of both human and material resources in our public primary schools are relatively high.

Research Hypothesis 2

There is no significant relationship between input and output of public primary schools’ human resource.

Table 2: Relations between input and output of public primary schools’ human resource

χ^2 - calculated	χ^2 - tabulated	Remarks
13.50	25.00	Accept Hypothesis

Degree of freedom = $(6 - 1) (4 - 1) = 15$

Level of significance = 5 percent (0.05)

In comparing the sample value of the chosen statistics with the theoretical (tabular) values that define the critical region, the observed value of the statistics was estimated to be less than the critical value. Thus, we accept the hypothesis.
Hence, there is significant relationship between input and output of public primary schools' human resource.

Research Hypothesis 3

There is no significant effect of human resource status on the effectiveness of the curriculum being used in public primary schools in Ogun State.

Table 3: Effectiveness of Status on curriculum being used in public primary schools

x²- calculated	x²- tabulated	Remarks
13.65	32.70	Accept Hypothesis

Degree of freedom = (8 - 1) (4 - 1) = 21
Level of significance = 5 percent (0.05)

The comparison of the sample value of the chosen statistics with theoretical value that defines the critical region shows that the observed value of the statistics is less than the critical value. Thus, the hypothesis is acceptable. Hence, human resource status has effects on the effectiveness of the curriculum being used in public primary Schools in Ogun State.

Discussion of Findings

As revealed from the statistical analysis in table above, the qualities of human and material resources in our public primary schools are indeed relatively high. The major challenge is lack of commitment on the part of the teachers.

At least, the recent promulgated act that the minimum qualification required for primary school teachers should be Nigeria Certificate of Education (N.C.E) is enough to accelerate the product and performance of our public primary schools. But, when there is no dedication, no meaningful progress could be achieved. This supports Ajala (1998) that, though, one can make the best selection of employees and give out the best training available but a working environment that imposes intolerable strain on the physical and mental capabilities of staff in primary schools will make them grossly in-effective. Despite the existing craze for money, investigations have shown an increase wages and salaries could lead to a corresponding increase in productivity of work force.

Another point that calls for attention is the correlation between the input and output of public primary school's human resource in table 2. An establishment cannot give out more than its input. The output of our public primary schools is clearly a function of its input. In view of this, there is no doubt that there exists a magnanimous relationship between the input and output in public primary schools. This corroborates Ajila (2010) that the efficiency with which nation's resource is transferred into goods and services depend on knowledge, skill and attitude of the people.

There are numerable factors underlying the inefficiency of the public primary school personnel. The basic factor is motivation. No incentive, their remunerations are stipends which prompt some of them to outsource for self-sustenance. As a result, they tend to be more committed with other activities that satisfy the needs than the teaching job. This also affects the effectiveness of the curriculum being use in schools. This is supported by Odubunmi (1994) that curriculum necessary infrastructures, facilities and equipment and the personnel to effect the itemized into action of use.

Recommendations

Primary schools are the elementary stage of the children educational development and it is therefore recommended that the following be taken with the consciousness that it will help the child in becoming relevant to the society.

1. Government should provide necessary material resources to the existing public primary schools.
2. Government should also employ more hands to boost the human resource of public Primary schools.
3. Government should device means where the human and material resources will be in continuous supply for the primary schools.
4. Human resource of public primary schools should be effectively remunerated in order to boost that interest in the service of the schools.
5. Adequate training should be given to manpower in the use of material resource for effective output in the public primary schools.

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