

Resource Availability and Secondary Education Programme Diversification in Kwara State, Nigeria

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ABSTRACT

The study investigated the relationship between resource availability and secondary education, diversification in Kwara State. A descriptive research design of correlation type was adopted. The population for the study are the principals, vice principals, sciences, computer science, entrepreneurship education and technical education teachers. Total numbers of 96(40%) schools were stratified randomly selected. Also, 960 respondents were also selected for the study. Three research questions asked and four research hypotheses were generated for the study. The research instrument used was Resource Availability and Secondary Education Diversification Questionnaire (RASEDQ). The instrument contained statement items and were validated by the experts in Educational planning and tests and measurement. Split-half reliability method was used to test reliability index of .68 after subjecting the data collected to spearman ranking order statistics at .05 significance level. The research questions were answered through descriptive statistics like percentages. While Pearson product moment correlation statistics was used to test all the research hypotheses at .05 significance level. The result of findings shows that low positive significant relationship exists between the resource availability and secondary education diversification process in Kwara State. It was however recommended that physical, human and financial resources should be adequately provided towards effective diversification of secondary education towards quality curriculum development, skills acquisition, security, citizenship and virile environment. Effective secondary education diversification will enhance quality assurance in secondary education programme and the certificates awarded would be accorded national and international respects.

Keywords: Resource Availability, Diversification and Secondary Education.

INTRODUCTION

Secondary education according to Federal Republic Nigeria (2009) is the transition between primary education and higher education. The secondary education is however regarded as the bedrock of any chosen career into any sector in the society. This is to say that the choice of any career be it banker, teachers engineers, lawyers, medical personnels, technical and vocational experts etc start from secondary educational system. Olaore (2011) noted that the choice of any career in Nigeria educational system demand effective function of school counseling services. The author stated that it is the school counselor that will assist the students to understand themselves and their choice of careers which will help them to become responsible members of the society for socio-economic responsibility of individual is pride of any society.

Abdulkareem (2007) pointed accusing fingers to the failure of the past Nigeria educational system as being responsible for the most of the social insecurity, unemployment, high poverty level, crisis, and uncondusive learning environment in the society. The author

however noted that the past educational system devoid of cultural, technological and practical orientation and total respect for paper qualification. So far you have at least five credits including English and mathematics you are true for admission and employment mindless if you have them through examination malpractice perpetration; the society don't mind. The result of secondary educational system had caused a lot of problems to the labour employers and admission officers to the extent that many candidates could not defend their certificates. Many graduates could not perform well in the various tertiary institutions, Nigerian secondary education certificate had lost its dignity and respect at both in the international and national bodies. No wonder, that Olajide (2012) described the condition of secondary educational system as being pathetic to the extent that many secondary education graduates in Nigeria, could not pass any external examinations like, WASSCE, NECO, NABTEB, Grade II teacher certificate examinations, without being helped during their examination conducts. The author went further that many secondary schools graduates could not construct simple sentences without committing grammatical blunders. Kolawole (2010) observed that the quality of the certificates awarded secondary education graduates have low the respect in the society due to the facts that, the products lacked moral values, respects for elders, poor practical orientations to ethical issues, insecurity, unemployment and perpetration of social crisis and social violence in the society.

Ogundele and Oparinde (2013) said that most of perpetrated evils in the society today are positively involved by the failure of the secondary education system. This is because the secondary school graduates are not given admission to the higher institutions nor employed into any labour organization, rather they roam about the street and used up by the undesirable elements to perpetrate all sorts of evils in the society. The authors cited examples of the evil involvement in the society as examination malpractices, cultisms, bullying, killing, fighting, rioting, armed robbery bombing, ritualisms, terrorism violence all which have adverse effects on the social and economic sectors of the society including education. For the national transformation and development, to be enhanced therefore there is the need to diversify the needed secondary educational system in order to meet up with the needs and societal aspirations.

Secondary education diversification can therefore defined as the systematic ways of refocusing secondary education system toward combating all threatening issues that are perpetrating in the society and where secondary education system should be diversified are unemployment, social insecurity environmental hazards, poor entrepreneurship mindsets. However, for the secondary educations to be diversified, the study need to investigate the available resources allocated to the schools. Ibitoye (2007) defined resources as those types of materials, human and financial variables that are put in place towards enhancing effective diversification of secondary education system to where it would be beneficial to all members of the society. The authors however, cited examples of resources available in the school system as physical resources, human resources and financial resource, that are put in place that enhance effective teaching – learning processes. The author cited examples of buildings, lumps and landscaping, equipment like laboratories, libraries, sport and games, instructional resources like teaching aids. All which are put in place towards enhancing teaching and learning process in the school. Oyedeki (2013) also described human resources as the needed people, personnel that are needed within the organisational institution that will drive the vehicles of educational system to a desired destination. Ogundele (2008) also described financial resources as those resources that involve all the monetary aspects of schools which are used for capital, recurrent and miscellaneous expenses for enhancing smooth running of the secondary educational system.

However, the rationale for the study is to find out the need to diversify secondary education and resources allocated. Investigating if the allocated resources are relevant for a successful diversification and to find out the areas where to diversify secondary education system in Kwara State using available educational resources.

STATEMENT OF PROBLEM

Over the years, educational resources are vital for effective goals achievement of educational goals including secondary education Jegede (2011) however called for adequate resources allocation and utilization if the educational standard is to be maintained in Nigeria. Since there is the need for effective diversification of secondary education programme in Kwara State, The problems of this study however centred on the areas of diversification, resource availability allocation, utilization and adequacy for enhancing effective diversification of the secondary education programmes and method of diversifying the programmes for goals achievement of secondary education system especially in Kwara State.

PURPOSE OF THE STUDY

The purpose of this study is to examine the relationship between educational resource allocation and secondary education diversification in Kwara State. However, specifically the study aimed at:

1. Investigating the available resources that are allocated for secondary education programme in Kwara State.
2. Finding out if the education resources are effectively utilized for effective diversification.
3. Examining the adequacy of those resources for effective diversification of secondary education programmes.
4. Finding out the area and mode of diversifying secondary education system.
5. Making suggestions for effective diversification of secondary education in Nigeria.

RESEARCH HYPOTHESES

The following research hypotheses were generated to guide the study.

Ho₁: There is no significant relationship between resource availability and diversification of secondary education programme in Kwara State.

Ho₂: There is no significant relationship between resources availability and curricular activities diversification of secondary schools in Kwara State.

Ho₃: There is no significant relationship between resource availability and career choices diversification of secondary schools in Kwara State.

Ho₄: There is no significant relationship between resource availability and empowerment diversification of secondary school in Kwara State.

Ho₅: There is no significant relationship between resources availability and ethical resolution diversification of secondary schools in Kwara State.

METHODOLOGY

The research design for this study was a descriptive research design of a correlation type. The study is a descriptive because it examines the available resources in secondary education and how they really influenced effective diversification in Kwara State. Stratifies random

sampling techniques was used to select 960 respondents comprising of principals vice principals, head of department senior teachers, librarians and prefects. The instrument for data collection was Resources Availability for Secondary Education Diversification Questionnaires (RASEDQ). The instrument was validated by the experts of Economic of Education Test and Measurement. Split-half reliability was used to test the reliability coefficient of the instrument after sub subjected to analysis of spearman raking order statistics at .05 significance level. The reliability index of .65 showed that the instrument was reliable for use. All the research hypotheses were tested using Pearson product moment correlation statistics at .05 significance level.

RESULT

The null hypotheses were tested using Pearson product moment correlation statistics and tested at .05 significance level. Find below the result of the findings.

Ho₁: There is no significant relationship between resource availability and secondary education diversification in Kwara State, Nigerian,

Table 1: Resource availability and secondary education diversification in Kwara State, Nigeria.

<i>Variables</i>	<i>No</i>	\bar{x}	<i>sd</i>	<i>df</i>	<i>Calculated r-value</i>	<i>Critical r-value</i>	<i>Decision</i>
Resource Availability	960	86.55	39.72	959	.64	.195	Ho ₁ Rejected
Educational diversification	960	48.94		26.21			

Table 1 shows that the calculated r-value of .64 is greater than the critical r-value of .195 at the degree of freedom of 959 and testate .05 significance hence the null hypotheses which stated that there is no significant relationship between resource availability and educational diversification of secondary schools is rejected. The result indicates that the availability of the physical, human and financial of resources at secondary education level encourage effective diversification of the secondary education program in Kwara State. The result is however supported the finding of Olayemi (2014) which observed that whatever change or innovation one is expected from the system of education such educational system should be adequately endowed with buoyant resources at their disposal, the author also was of the opinion that when resources are not adequately available the administrators should make improvisation. In secondary schools of Kwara State the availability of physical human and financial resources aid effective change innovation and effective diversification process to suit the needs of the society.

Ho₂: There is no significant relationship between resources availability and curriculum diversification of secondary education in Kwara State

Table 2. Resource availability and curriculum diversification of Kwara State secondary schools.

<i>Variables</i>	<i>No</i>	\bar{x}	<i>sd</i>	<i>df</i>	<i>Calculated r-value</i>	<i>Critical r-value</i>	<i>Decision</i>
Resource Availability	960	86.55	39.72	959	.61	.195	Ho ₂ rejected
Curriculum Diversification	960	44.33		24.26			

Tables 2 also shows that the calculated r –value of .61 is greater than the critical r-value of .195 and tested at .05 significance level. Hence the null hypothesis which stated that there is

no significant relationship between resources availability and curriculum diversification of secondary education is however rejected. The result indicates that resource availability in secondary schools encourage the principals and the teachers to make effective curriculum diversification towards the societal needs and aspiration. The result is however supported by Frank (2005), which called on the curriculum planners to design the school curriculum to extent that it will be flexible and can be changed at any moment in order to meet up with the societal changes. However, the secondary school in Kwara State provided adequate resources that are necessary to diverfy the curriculum towards the societal needs, aspiration and for meeting up with the regular socio – economic change. The educational resources availability therefore aid effective curriculum changer diversification.

Ho₃: There is no significant relationship between Resource availability and career choice diversification of secondary education in Kwara State.

Table 3. Resource availability and career choice diversification of secondary schools in Kwara State

<i>Variables</i>	<i>No</i>	\bar{x}	<i>sd</i>	<i>df</i>	<i>Calculated r-value</i>	<i>Critical r-value</i>	<i>Decision</i>
Resource Availability	960	86.55	39.72	959	.68	.195	Ho ₃ rejected
Career Choice Diversification	960	53.21		41.34			

Table 3 also shows that the calculated r –value of .68 is greater than the critical r –value of .195 at the degree of freedom of 959 and tested at .05 significance level. Hence the null hypothesis which stated that these are no significant relationship between resource availability and the career choice diversification is however rejected. The finding indicated that the allocated physical, financial and human resources encouraged effective career choice among the students. No matter and whatever career individual wants to go for, be it lawyer, medical, teaching etc resource availability will aid career choices No wander that Olaore (2011), advocated for the necessary instructional resources such as Audio, visuals and audio-visual materials for effective implementation of educational policy towards training of the students towards self-understanding of their capability ability and knowledge about their future careers. Olaore (2011) however stated that educational resources allocation is a panacea for effective counseling services for future career choices of students in secondary schools.

Ho₄: There is no significant relationship between resource availability and empowerment diversification of secondary education in Kwara State.

Table 4. Resource availability and empowerment diversification of secondary education in Kwara State

<i>Variables</i>	<i>No</i>	\bar{x}	<i>sd</i>	<i>df</i>	<i>Calculated r-value</i>	<i>Critical r-value</i>	<i>Decision</i>
Resource Availability	960	86.55	39.55	959	.51	.196	Ho ₄ rejected
Empowerment Diversification	960	62.72	24.26				

Table 4 shows that the calculated r-value of .51 is greater than the critical r –value of .195 at the degree of freedom of 959 tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between resource availability and diversification of education towards empowerment of students is therefore rejected. The

result indicates that the necessary resources that will develop entrepreneurial mindsets among the students is provided. The result is therefore in line with the finding of Ogundele and Gambo (2014) which advocated for the necessary resources that will make the teaching – learning process to be practically oriented. The authors said when practical orientation is given to the students it will empower them for entrepreneurship mindsted, the result was also negated by Bello and Ogundele (2014) which stated that if the resources are available and with no political support, entrepreneurship skills acquisition will be negated among the youth. It is therefore essential to provide necessary resources to make effective diversification real.

Ho₅: There is no significant relationship between resource availability and ethical resolution diversification in secondary schools of Kwara State.

Table 5. Resource availability and ethical resolution diversification of secondary education in Kwara State

<i>Variables</i>	<i>No</i>	\bar{x}	<i>Sd</i>	<i>Df</i>	<i>Calculated R-value</i>	<i>Critical R-value</i>	<i>Decision</i>
Resource Availability	960	86.55	39.72	959	.58	.195	Ho ₅ Rejected
Ethical Resolution Diversification	960	46.22	28.33				

Table 5 shows that the calculated r-value of .58 is greater than the critical r-value of .195 at the degree of freedom of 959 and tested at .05 significance level, hence the null hypothesis which stated that there is no significant relationship between resource availability and ethical resolution diversification of secondary schools in Kwara State is however rejected. The result however shows that for the ethical issues to be resolved there is the need for schools to make use of available all the necessary resources both printed, non-printed, projected and non-projected materials to be shown to the students and other members of the society, to differentiate what is right from what is wrong and be able to act well. The result was therefore supported by Odeniran (2006) which observed that the ethical values enable the students to identify what is right and wrong and will be able to stick well to what is right. The author however stated that wrong actions in the society are baneful effects of poor diversification of education towards value orientation.

Adeogun (2010) stated categorically the need to diversify Nigerian educational system towards value orientation to citizenship, entrepreneurship mindset, and respects to individual culture. To the author if Nigerian education is ethically diversified, Nigerian certificates will be accorded high respect both at the national and international communities.

CONCLUSION

Based on the analysis and the result of the findings, there is the need to diversify Nigerian secondary education towards relevant and societal based curriculum, career choices, youths empowerment and ethical issues in the society. However, effective diversification will definitely accord high respect for secondary education system. It should be noted that effective secondary education diversification demand adequate resources such as physical, human and financial resources. These resources need to be made available and utilized for secondary education diversification. It could however be concluded, that the resource availability and utilization will aid effective diversification of secondary education in Kwara State and Nigeria as a whole.

RECOMMENDATIONS

Based on the findings of the study and conclusion, the following recommendations are made.

Educational resource provision should be a joint responsibility of all the stakeholders in secondary education. This is to say that educational resources in secondary schools should be provided for use by the stakeholder like government, parents, principals, teachers, non-governmental bodies and the students. When the necessary resources are provided in surplus adequate and relevant diversification will be made towards societal needs and aspirations.

Curriculum planning and development should be flexible in order to make the available resource to be relevant for effective diversification of secondary education especially in Kwara State and Nigeria as a whole.

Effective students' counselling service should be provided so as to create awareness on various careers in the society. If the career counselors are aware of these available careers in the secondary school, they can help students in their choice of careers adequate resources that will help them in the diversification towards enhancing effective career choice in secondary education.

Also, the secondary education managers should provide all necessary resources that will help in developing entrepreneurial mindstead among the secondary school students. For the resources or equipment provided will aid practical orientation to education and will enhance effective diversification of secondary education towards youths empowerment.

Furthermore, adequate financial resources should be provided to train adequate resource persons who will help in the training of the youths on reducing security problems, prostitutions, immoral values, cultism and all those that create insecurity problems on the life and properties of the society. When adequate human and financial resources are provided for the teaching-learning processes, it will aid effective diversification or secondary education towards promoting ethical values in the society and the country as a whole.

Both the principals and teachers should be well trained through series of capacity building programmes like workshop, seminars and conferences. The training will surely enable the teachers to meet up with various challenges as a result of change and innovation in secondary education. Training will also help the teachers to make effective diversification of the secondary education.

Finally teachers' morale should be adequately be enhanced through good incentives motivation, rewards, provision of instructional facilities and good salaries and remunerations. Teachers' morale therefore is a key factor for enhancing effective diversification of secondary education in the country.

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