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## DEMAND AND SUPPLY OF EDUCATIONAL RESOURCES: IMPLICATION ON THE NATIONAL POLICY OF EDUCATION

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### ABSTRACT

The study investigated the demand and supply of educational resources in secondary schools in Rivers State. The study adopted a descriptive survey design. The population of the study comprised of all the publicly owned secondary schools in Rivers State. A stratified random sampling technique was used to select 145 principals. Data was collected using a structured questionnaire and analyzed with mean, standard deviation, rank order statistical tools and z-test respectively. The findings of the study revealed that, the school are in serious need of teachers in many of the subjects; the numerical teaching strength in Arts related subjects in the secondary schools, teachers are demanded for and supplied for the purpose of teaching and learning, attainment of teaching and learning, attainment and achievement of educational goals and objectives, for the purpose of national development. There is a high demand for more school buildings, well equipped technical workshops, library, textbooks, equipped science laboratories, classrooms, internet facilities, and modern instructional materials as a result of an increase in enrolment. The study concluded that educational resources act as teaching/learning enhancer; they determine the performance index of a school.

**Keywords:** Demand, Supply, Education, Resources, Secondary, Schools, National, Policy, Education.

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### INTRODUCTION

The quality of education being provided for children has been a source of great concern for a long time. Critics have blamed the school resources in this regards. Resources are the fulcrums of any organization. To the educational organizations, resources are like fuel to the motor car, which means that without educational resources, the educational systems or institutions cannot

function. Inadequate supply of educational resources results to defeatism in the strive to achieve the goals and objectives of education, which automatically leads to low turnout of outputs, hence the cry for falling standard of education, and the constant failure of laudable education policies in Nigeria. The problem is that the agencies responsible for the provision of educational resources to secondary schools in Rivers State, sometimes claim to provide resources adequately, and the users of educational resources in these schools, sometimes claim that resources are not adequately provided relative to the demand and this to a large extent can be implicated for the implementation of the national policy of education.

It is based on these claims, that the study is designed to investigate the extent to which educational resources needed compare to the resources supplied for the educative process in secondary schools in Rivers State. The pertinent issues in the problem are concerned with teachers' supply adequacy relative to the demand for them, the supply adequacy of funds to carry out an effective educational process, the factors responsible for the demand for and supply of teachers, the supply of educational infrastructure, are the resources meeting the demand for and supply in these schools, the difference between the demand and supply of educational resources amongst the male and female principals, and the demand and supply of educational resources amongst the rural and urban secondary school principals. These issues are addressed in this study.

## **BACKGROUND**

The enhancement of qualitative education and the achievement of the objective of education through adequate provision and management of resources have attracted serious public attention in the recent times, due to constant failure of laudable education policies and programmes in the past. The National Policy on Education (FRN, 2004) makes it mandatory that all secondary schools in the country, through adequate planning) be provided with sufficient educational objective policy also points out that these educational materials would in no small measures help learners to aspire higher in educational pursuit. Educational resources are increasingly important for the enhancement of effective teaching-learning process, and the overall functioning of the school system. For an organization like the school to aspire to higher attainment of goals, the supply of relevant resources and prudent management are absolutely necessary.

The effectiveness of the achievement of objectives is largely dependent upon available human and material resources. The extent to which quality education succeeds depends strictly on the quantity and the quality of educational resources available in the education process, and the effectiveness with which these resources are, for the various activities in the school. The validity of any educational system is dependent upon the quality and management of these resources. The social demand for education and its accompanying resources need have been steadily growing at a phenomenal rate. This follows the recognition of individuals that education has the potentialities for political, sociological, psychological and economic elevation. The government of Rivers State also acknowledged the importance of education as a weapon for mobilizing people. The first Rivers State Development Plan (1970- 1974), recognized this when it stated that education has been accepted as one of the most important factors for the achievement of rapid economic development and technological progress.

The demand for, educational resources implies the resources need of educational institutions, this is usually determined by a number of factors which include the economic level, that is the size of national income, the relative importance of education vis-à-vis other sectors of

the economy, the number of educational institutions, pupils and population. The number of educational resources demanded at any point in time is a determination of conscious forecasting and projection based on these factors that determine the demand for resources.

Supply of resources implies the actual quantity of resources needed that is provided for use in educational institutions. It is determined by the demand for resources, and the level of financial commitment to education. The supply of teachers in secondary schools in a given economy consists of the teachers serving in the schools plus those who are on the payroll but on temporary release for in-service training or approved leave, Odiba (2008). The total supply of teachers is not necessarily equal to the demand because schools and colleges may be short-staffed and have vacancies as the case may be. Again there may be over-supply, with educational institution staffed above their norms. The fact that teachers employed does not actually prove a manpower need. It is important to note that the composition of the teaching force may sometimes be regarded as unsatisfactory, so that, although supply may quantitatively equal demand in terms of overall numbers, it may be considered unsatisfactory in service, or when particular areas of the terms curriculum have to be taught by wholly inadequate staff or to be dropped through death of teachers.

There are speculations in the educational system, especially at the secondary school level, that the supply of educational resources to secondary schools in Rivers State is Urban-biased, that is to say, more resources are made available to urban secondary schools in Rivers State than the rural secondary schools, that may explain why secondary schools in the rural areas complain of shortage of teachers, funds, and other educational resource inputs necessary for the education of children. Educational resources favour urban schools to the detriment of rural schools, simply because most of those involved in the allocation of resources usually have their wards in the urban schools, and that they influence resources to their schools, while rural schools are starved of resources. Female principals of secondary schools use the influence of their husbands, and other social connections, to attract more resources to their schools, thereby creating an imbalance in the supply of resources to schools.

It is in the realization of the importance of resources in the execution of activities in schools, and the demand and supply of educational resources characterized by disequilibrium that this study was conceived. The study, therefore, gave importance to assessing the extent of disequilibrium in demand and supply of educational resources used in secondary schools in Rivers State. In doing this, quantitative data on demand and supply of various resources used in secondary schools were obtained from appropriate agencies which make demand proposal and supply resources to schools. For the smooth growth and development of the educational system and balanced growth of the entire economy, a nation cannot afford under-supply or oversupply of relevant educational resources.

## **LITERATURE REVIEW**

### **Concept of Resources and Education Resources**

In general terms, resources are means of supplying of wants, means of support. Hornby, (2000) Advanced Learner's Dictionary of Current English defines resources as supply of some things that a country, an organization or an individual has and can use, especially to increase wealth; a thing that gives help, support or comfort when needed; the ability to find quick clever and efficient ways of doing things. It may range from money (salaries) to equipment or facilities,

including human beings. Cohen (2005) contended that generally, resources are either goods or services which are used by consumers for their own sake or element which are used in producing goods or services for consumers. The above conception of resources upheld that the services rendered by people, for instance, teachers, medical doctors constitute resources.

Another aspect of resources that has a direct bearing on the study is educational resources. Educational resources according to Agabi (2003) are assets needed in the process of educational provision. David (2005) maintained that educational resources include anything in the school or its environment that may be used to help teaching and learning; any item, animate or inanimate, used during the learning process; any action is taken deliberately to change our existing school situation. Agabi (2003) maintained that the basic resources necessary for the provision of secondary education in Nigeria are prescribed by the National Policy on Education and they include a good supply of professionally trained and qualified teaching staff in all areas, Government approved curricular, teaching furniture, the right calibre of principals to ensure effective school management are termed. Emetarom (2001) identified educational resources simply as human beings, funds, facilities, programmes and courses.

Furthermore, Agabi (2003) is of the view that adequate information and proper management of resources is very important to effective decision making. It, therefore, follows that things in the school such as building, facilities, equipment, space and ground are educational resources. The relevance of information as an educational resource is such that has been implicitly stated that most educational management problems in Nigeria are traceable to inadequate information and a lack of proper information management technique.

### **The Role of Educational Resources in Educational Provision**

The economic advantage in the past decades, precisely seventies, resulted in an upsurge in the supply of educational resources. The period also witnessed a phenomenal upliftment on the demand for education. Hence, Nwaeke (2006) argued that this recent upsurge in the provision of teaching and learning reflect an educational response to growing pressure from psychological, social, curricular and technological development. The role of resources in the planning and development of education has been recognized by notable researchers in education. Oluahogho (2002) believes strongly that institutional resources provide a solid basis, for conceptual thinking increases the propensity of the brain to retain information make learning more interested and take care of differences that may exist among learners. In the same vein, Kosamani and Fadipo (2000) emphasized that proper funding coupled with a good supply of qualified teachers can greatly improve the facility index of a school. Unfortunately, the needed does not meet the demand for educational requirement in secondary schools. In view of the foregoing, it is evident that educational resources can make or mar any system of education, given the level of its availability. Therefore, resources management efficacy is manifested in the rational use of these resources in such a way that will minimize wastage and ensure that optimal benefits are derived from their usage. Other pieces of evidence have also shown that resources are scarce and must be properly managed for the derivative of optimum educational benefits.

### **Types of Resources in Education**

Educational resources discussed in this study include teachers, funds, facilities/buildings, instructional materials, laboratories and libraries.

**Teachers:** one of the prime functions of the school, indeed the chief function is to provide a setting within which boys and girls can grow intellectually. This can only be accomplished through the learners association with information, knowledge, facts. Books can help, so can laboratories. So can other numerous types of learning materials. But always there stands the teacher, always on stage, often front and centre. What he knows can make a difference. What he does not know can be an irreparable loss. From the above citation, the teacher in any educational system commands a greater height by functioning as the main focus of change and the anchor in the teaching-learning process. Indeed the main determinant of quality education. It, therefore, becomes implicit that the teachers are indispensable assets in the educational system because the quality of teaching staff is probably the most important determination of educational standards of all levels. In this wise, Mesina (2007) argued that even when facilities and equipment are available, and there is lack of teachers to combine these variables effectively in order to suit their purpose, educational goals and objectives cannot be achieved.

The success of any educational programmes in the school depends primarily on the attitude of teachers towards the programmes, and teachers being the hob of the educational system, since the success of the system depends directly on their quality, number and devotion to duties, the supply of adequate number of qualified teachers becomes a necessity Fadeyi (2004). However, one of the constraints to the effective dispensation of activities in schools is the inadequacy of qualified and devoted teachers. Where schools are not adequately staffed, effective utilization of will be hampered, resulting in administrative ineffectiveness.

The quality of teachers is another issue that needs attention. If education is to achieve the course f national development, there is the need to engage our educational system with qualified staff. This is because the greatest factor in educating the students is the availability of qualified teachers. It is on this ground, Nnamdi (2002) reported that it was only qualified teachers that know-how and when to present learning materials to the students in such a way that could encourage them to actually debate the result, as well as reflect on their implications and is evident from the foregoing discussions, that the of teaching staff is essential to teaching and learning. Ubeku (2003) has suggested that if we want the effective performance of students in secondary schools and of course in all sphere of the educational system, then we must ensure that the right leadership is provided, that is, those with the right educational background, training and experience. Lack of training of instructional personnel, suitable textbooks is milder than lack of qualified and trained teachers, because a skilful teacher can do much to orient the stuff in spite of poor textbooks (Martorella, 2006).

From the foregoing, it is identified that the dominance of low-quality teachers in the school system as one of the problems hindering the effectiveness of secondary schools, as puts it "the issue of a large number of untrained or unqualified teachers in our secondary school has been a perennial problem". For ease of analysis supply and demand is discussed separately though they are interrelated. Supply, firstly, is discussed as a function of choices individuals make. The choice matrix individuals constantly face includes the choice; of selecting teaching as a profession, human capital development, entry into teaching, geographical location, and whether to stay or change profession. These are dynamic choices that individual continue taking the rest of their lives and affect supply. Secondly, supply is discussed as affected by government policies on standards of who qualifies as a teacher, institutions authorized to provide training, length of courses, mode of training and policies governing promotions and compensation.

**Funds as Educational Resources:** Just as a human body cannot survive without blood, so also, the educational system cannot survive without financial supply. The impact of finance on educational development cannot be over-emphasized. Finance acts as a 'sustainer' to our educational system (Ikpoku, 2005). Without finance, development of our educational system will crumble. It is money that buys the equipment which the students in the use of effective learning. It is money that pays staff salaries and buys the necessary textbooks. Consequently, the need to determine a stable financial base as a source of revenue generation for the implementation of an educational programme becomes immensely important when viewed especially against the changing and unpredictable economic conditions of our time. That is why Ariweriokuma (2007) argued that Nigerian educational system will continue to witness inadequate funding because the unpredictability of world market for oil can pose a danger of oil glut which will reflect on the fund allocation to the educational system.

Furthermore, because the spiralling inflation in the country has precipitated a disappointingly low economic rate, the financial requirements on the educational system have kept on rising. The resulting disparity between revenue expenditure on education has created a financial crisis various levels of government in particular and parents of children of school going-age in general (Eferakeya, 2007). The establishment of any educational organization needs some funds, and before it can even function there must be some funds at its disposal to provide the necessary materials and equipment.

Thus, Adesinacited in Njoku (2000) contended that: the success of any educational programme in any country depends greatly on the level of investment in it. If education is to obtain its objectives in Nigeria, there is a dire need to finance it by the Nigerians as it is a means of providing the required funds for the acquisition of human and material resources for the educational process. In the same view, Benjamin (2004) supported that adequate and regular provision of teachers and other resource materials must be ensured through increased funding of education in order to guarantee quality and standard learning in schools. Finance is the life-wire of effective education. It contributes to the success of the educational policy. In realization of this, various state governments are annually investing huge sums of money into secondary education with the apparent hope that it will be beneficial to its citizens and the economy.

One of the crucial issues on educational financing is the adequacy of funds to carry out the gamut activities in schools. In this issue, it has been noted that despite increasing budgetary allocation to service education, there is a serious obstacle to educational growth and development as a result of a lack of funds. Hence Adesina (2001) observed that greatest impediment to the growth of education in Nigeria is lack of funds. Finance has been one of the most controversial areas of administration and functional problems in education institution today.

**Facilities/Building as Educational Resources:** Most programmes of instruction and pupils services require some physical facilities such as school buildings that should provide adequate storage of materials, equipment and furniture Campbell et al (2007). The school building is one of the most vital resources in educational institutions. It precedes the other types of physical resources in the school and provides shelter and custody to facilities, equipment, and materials. The school buildings act as rooms, hostels, library and laboratory, and without these, an effective dispensation of schools' activities cannot take place.

The provision of accommodation especially classrooms for our schools is extremely poor and inadequate, and this has resulted in large class-size and the attendant classroom control problems and attention. It is obvious that teaching and learning cannot take place in the rowdy

classroom as are the cases in most of our secondary schools. Truly, the demand for secondary education has increased over and serious attention has not been given to the expansion of already established institutions. This has created serious accommodation problem as there exists an enrolment explosion. In many schools, the boarding system has witnessed demise, as buildings meant for hostels have been converted to classrooms.

On the congestion of classrooms, as a result of non-expansion of our educational institutions, Okon (2007) stated, stipulated number of students meant to a class is 50 but of inadequate classroom spaces and increasing for enrollment in our secondary schools, most schools the urban areas have enrolled 70 to 80 students in a classroom. In the future, with the present dilapidation of our buildings, the high cost of building materials and the demand for secondary education, the demand for school building will greatly outnumber the supply which has consequently resulted to over congestion of the existing schools.

**Instructional Materials as Educational Resources:** Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. The use of instructional resources would make discovered facts glued firmly to the memory of students. A catalogue of useful visual aids that are good for teaching history, that is, pictures, postcards, diagrams, maps, filmstrips and models can be used. Instructional materials are increasingly important for teaching and learning. They are necessary for the implementation of the qualitative education programme and teaching real meaningful.

The prominence of instructional materials cannot be over-emphasized in the teaching-learning process. Supporting the idea, Balogun (2001) stated that: instructional materials provide meaningful sources of information for the pupils. They provide the teacher with interest compelling spring-boards into a wide variety of learning activities. Instructional materials provide very good and handy tools for diagnosing for research into and for remedying faculty work by students. Stressing on the usage and importance of instructional materials, Mill (2001), was of the opinion that the employment instructional materials will evoke the mental image of the nets in their own minds and these facilitate effective communication during instruction. Lovell (2008) also commented on the use of instructional trials and said that teachers cannot duplicate the available instructional materials, they can only manipulate so that his set up objectives could be realized in the absence of enough of these devices, he has no alternative rely exclusively on the chalkboard and discussion method. Coppin (2002), also contended that the use of a variety of teaching aids increases the possibility of meeting the needs of each individual.

Commenting on the importance of instructional materials to teachers, Roberts (2008) said that “the teacher’s effort to transmit knowledge is readily impeded by constraints of teaching aids, its ingenuity with equivocation is jeopardized”. Discussing the state of supply of instructional materials in secondary schools, Benjamin (2004) identified inadequate supply and ineffective use of materials or resources as some of the problems teaching and learning. They pointed out that any careless use of resources by the teachers will make the s less attractive and purposeless. He, however, stated that such resources must be motivating, attractive and simple to be useful in the teaching and learning process.

It follows from the foregoing that the effect of inadequate provision of instructional materials to aid teaching and learning when they stated. The increasing rate of students performance in the examination is due mainly to of provision of essential facilities to aid effective teaching-learning situation in the school system, for example - stationeries, textbooks, laboratories, chemical materials, shop equipment and instructional resources. Thus Okoh (2004) succinctly stated: "quite true that most of these aids were just not available in most Nigerian

schools". This implies that even though teaching aids are essential in the schools, they are not in sufficient supply to schools and at the same time, teachers are reluctant to improvise.

**Laboratories as Educational Resources:** Several scholars have expressed the importance of laboratory for effective teaching and learning of science subjects. Summer (2000), noted that insufficient laboratory, lack of qualified teachers and lack of funds were the most potent problems hampering progress in practical subjects. But Edoo (2004) observes that the students just learn and read their textbooks as though studying a non-practical subject. Science requires inquiry and discovery, not memory. Okarima (2006) has also observed that, in some schools, the problem of lack of well-equipped laboratories, which of maintenance and renewal, as some of the costly laboratory equipment are being removed by the laboratory attendants, students and dubious science teachers. This means to the views expressed by Enaowho (2000) that the available physical resources needs constant maintenance and renewal because of the outrageous cost of providing new ones.

**Libraries as Educational Resources:** The establishment of a functional library in secondary schools has attracted the attention of various scholars. Osunfalu (2001), stressed that schools could widen the edge and experience of their pupils through the establishment of an efficient library system whether visible or invisible. In accordance with this, Desmond (2002) noted that the spirit of the individual investigator is cultivated in students by the library. In this light, Fafunwa and Aderalegbe (2001) therefore, urge schools to maintain library facilities, because of no student, however wealthy, afford to provide all the books needed by him. Phinn (2001) advised that students should be encouraged to read widely to achieve the objectives of schools, and that library must be made readily accessible to students and should be well-stocked with interesting and up-to-date books.

Text-books have been the backbone of the classroom for years. Often they comprise the largest learning bundle. A teacher will refer to the textbooks to organize the presentation of the subjects matter, as a guide both for sequence and content. Majasan (2006) observes that the right choice of textbooks in schools will facilitate the teacher's work and help the pupils understanding. In support of this, Mejuwon (2000) commented that "existing books lack local examples; hence they make it more difficult for pupils to understand most of the ideas and principles discussed in them.

Judging from the foregoing, it follows that truly, good library buildings and relevant textbooks are sadly lacking in many of our secondary schools, relative to the demand for them, let alone suitable equipment and furniture. The library is expected to be a source of research for both the researchers and pupils, to the researcher, this noble function of the library will be undermined where there are no buildings and relevant books provided in schools at the secondary level. Demand issues are discussed in terms of legislation affecting demand, and attrition as affecting demand. Sub-topics of attrition will be discussed as affecting the demand side of teachers.

Empirically, Augustine (2004) examined the teaching of vocational, prevocational, introductory technology, science technical programmes in the 6-3-3-4 system of education Cross Rivers State. In the attempt to appraise the state of the art in the workshop practice of the 6-3-3-4 tiers of education, the researchers specifically examined the availability of workshop and manpower. Fifty-three teachers were randomly sampled as respondents to a twenty-item questionnaire instrument. The result of their study shows a minimum teacher-pupil ratio of 1:262 and a maximum of 1:772 (in cases where every student in the school offered e and technology). The result showed that in 33.3% of cases, workshop equipment was either unavailable or grossly

inadequate. The problems of resources as discovered the study included poor handling (12:82%), manpower shortage (30.76%), consequently, they concluded that poor workshop equipment and allied facilities constitute major constraints in the teaching of science and technology. The study covered only 7 out of the 244 secondary schools in Cross Rivers State, which posed a problem for empirical generalization. In their study of the teaching of pre-vocational subjects in Nigeria, Ezewudo (2011) concluded that appropriate staffing is a pre-requisite to effective education.

### **The Effects of Disparity in the Demand and Supply of Educational Resources**

For the smooth growth and development of the educational system, a nation could not afford under or oversupply of the relevant educational resources. Undersupply means that demand for educational resources is greater than supply, whereas over-supply indicates demand lesser than supply. Over-supply portrays wastage and general underutilization of scarce resources and undersupply results to a shortfall of inputs in the production function mechanism of the educational system, which automatically leads to a low turn of outputs (Amalaha, 2004). Resources are the fulcrum of any organization, to the educational organization resources act as fuel to the motor car, which means that without resources, the educational systems or institutions cannot function and the national policy of education cannot be achieved.

The disparity in the demand and supply of educational resources occur when demand is greater than supply or vice-versa. The disparity in the dimension of demand greater than supply poses greater problems in the dispensation of activities in schools than situations when supply is greater than demand (Okon, 2007). Inadequacy in the supply of educational resources acts as a cog in the implementation of educational programmes, thereby resulting in ineffectiveness the educational system. This according to Willem (2004), leads to education misleading the course of national development. The objectives of an organization determine the essence of such an organization. The school system like any other organization will be effective when it uses the available resources to achieve the objectives is established for.

Education is an instrument that brings about development in a nation. Development, on the other hand, is what people can do with whatever resources they have to improve the qualities of their life and the life of others. It yields satisfaction both readily and in the future and acts as an important tool that generates desirable change both in human behaviour and in society. This, therefore, warrants the need for a reasonable investment in education. Thus, an educational system without adequate resources is capable of misdirecting a nation from the path of development she wants to pass through, because of the effects of education on another sector, (Akpakpan, 2006). An educational system that does not an adequate supply of resources both the quantitative and qualitative dimensions can make development elusive. The disparity in the provision of educational resources caused by supply greater than demand does not have negative consequences to education but to other sectors that also use scarce resources.

### **METHODOLOGY**

The study adopted a descriptive survey design. According to Nwankwo (2011), the descriptive research design is that in which the researcher collects data from as a large sample drawn from a given population and describes certain features of the sample as they are at the time of the study and which are of interest to the researcher. Population for this study comprised all the publicly owned secondary schools in Rivers State. A stratified random sampling technique was used to

select a sample size of one hundred and forty-five (145) principals was chosen from the total population of two hundred and forty-five (245) principals of secondary schools in Rivers State. A structured questionnaire with a reliability coefficient of 0.83 titled: “Demand and Supply of Educational Resources Questionnaire for Principals” (DASERQ)” was used for data collection. The instrument consisted of 35 questionnaire items and was based on the modified Likert four-point scale of strongly agree (SA), Agree (A), disagree (D) and Strongly Disagree (SD). The response options were weighted as 4, 3, 2, and 1 respectively. Data collected was analyzed with mean, standard deviation, rank order statistical tools and z-test respectively.

## RESULTS

Table 1: Principals responses in the demand of teachers in secondary schools in Rivers State

S/N	Questionnaire items	Mean ( $\bar{X}$ )	SD	Rank order	Remarks
1	I do not have enough teachers in my class to carry out effective teaching in the school?	2.79	1.01	3 <sup>rd</sup>	Agree
2.	My school is in serious need of teacher in many of the subjects.	2.80	1.03	2 <sup>nd</sup>	Agree
3.	The numerical teaching strength in urban secondary schools is adequate to ensure teaching and learning.	1.99	1.04	6 <sup>th</sup>	Disagree
4.	The numerical teaching strength in rural secondary schools is adequate to ensure teaching and learning.	1.71	0.64	7 <sup>th</sup>	Disagree
5.	The numerical teaching strength in science areas in secondary schools is adequate to ensure teaching and learning	2.02	0.73	5 <sup>th</sup>	Disagree
6.	The numerical teaching strength in art areas in secondary schools is not adequate to ensure teaching and learning.	2.97	0.98	1 <sup>st</sup>	Agree
7.	Generally, teaching strength in secondary schools in Rivers State is inadequate.	2.77	0.97	4 <sup>th</sup>	Agree
<b>Average weighted mean scores and standard deviation</b>		2.44	0.94		Disagree

N= Number of principals used = 145

From the analysis, it becomes obvious that the items that were agree are 1, 2, 6 and 7 while items 3, 4, and 5 were disagree. This, in essence, implies that the principal's responses revealed that the secondary schools in Rivers State do not have enough teachers in their classes to carry out effective teaching in the schools; the numerical teaching strength in Arts related subjects in the secondary schools is not adequate to ensure teaching and learning; and generally.

Table 2: Principal’s responses on the supply of adequacy of teachers in secondary schools in Rivers State

S/N	Questionnaire items	Mean ( $\bar{X}$ )	SD	Rank order	Remarks
1	Teachers are not regularly supplied to my school	2.68	1.12	5 <sup>th</sup>	Agree
2.	There is a shortage of teachers in my schools	2.87	0.98	1 <sup>st</sup>	Agree
3.	More teachers are supplied to female principals	1.94	0.95	6 <sup>th</sup>	Disagree
4.	More teachers are supplied to the principals of urban schools	2.83	0.75	3 <sup>rd</sup>	Disagree
5.	More teachers are supplied to principals of rural schools	1.92	0.99	7 <sup>th</sup>	Disagree
6.	Science teachers are not adequately supplied than the Arts in	2.83	0.89	3 <sup>rd</sup>	Agree

	secondary schools in Rivers State?				
7.	Well qualified teachers are not more supplied to the urban, than the rural secondary schools in Rivers State.	2.86	0.80	2 <sup>nd</sup>	Agree
<b>Average weighted mean scores and standard deviation</b>		<b>2.56</b>	<b>0.93</b>		<b>Agree</b>

N= Number of principals used = 145

The agreed items are indicators that negatively revealed the supply of adequacy of teachers in secondary schools in Rivers State. Therefore, there is a shortage of teachers in the schools, more teachers are supplied to the principals in urban schools, but science teachers are adequately supplied than the Arts in secondary schools in Rivers State and well-qualified teachers are not more supplied to the urban than the rural secondary schools in Rivers State.

Table 3: Principal's responses on the extent to which educational infrastructure meet the demand in secondary schools in Rivers State

S/N	Questionnaire items	Mean ( $\bar{X}$ )	SD	Rank order	Remarks
1	Secondary schools in Rivers State need more equipped science laboratories and classrooms?	2.90	0.95	3 <sup>rd</sup>	Agree
2.	There is a high demand for more school buildings as a result of an increase in enrolment in Rivers State.	2.92	0.95	1 <sup>st</sup>	Agree
3.	Secondary schools in Rivers state are in need of well equipped technical workshops, library and textbooks	2.92	1.01	1 <sup>st</sup>	Agree
4.	Secondary schools in Rivers State are in need of modern instructional materials	2.80	1.08	6 <sup>th</sup>	Agree
5.	Secondary schools in Rivers State have well-equipped libraries with modern textbooks	2.12	1.14	7 <sup>th</sup>	Agree
6.	Principals in secondary schools in Rivers State are in need of more educational resources	2.84	1.07	5 <sup>th</sup>	Agree
7.	Secondary schools in Rivers State need internet facilities	2.87	1.00	4 <sup>th</sup>	Agree
<b>Average weighted mean scores and standard deviation</b>		<b>2.77</b>	<b>1.03</b>		<b>Agree</b>

N= Number of principals used = 145

The table showed that there is high demand for more schools buildings as a result of an increase in enrolment, the schools are in need of well-equipped technical workshops, library, textbooks, equipped science laboratories classrooms, internet facilities, modem instructional materials and the principals in the secondary schools in Rivers State are in need of more educational resources, it, therefore, implies that the extent to which educational infrastructure meets the demand in secondary schools in Rivers State is very low.

Table 4: Principal's responses on the supply adequacy of educational infrastructure in secondary schools in Rivers State

S/N	Questionnaire items	Mean ( $\bar{X}$ )	SD	Rank order	Remarks
1	Educational facilities are adequately supplied to principals in urban areas than those in the rural areas	1.82	0.86	7 <sup>th</sup>	Disagree
2.	The instructional materials provided by schools are not adequate to meet up with the present teaching and learning	2.83	1.02	5 <sup>th</sup>	Agree

3.	challenges Hostels supplied in secondary schools cannot adequately accommodate the boarding students	2.88	1.00	2 <sup>nd</sup>	Agree
4.	The libraries in secondary schools do not have modern textbooks.	2.74	0.98	6 <sup>th</sup>	Agree
5.	The secondary schools have no equipped technical workshops.	2.86	0.95	4 <sup>th</sup>	Agree
6.	The supply of standard and well-equipped laboratories is very low.	2.88	0.85	2 <sup>nd</sup>	Agree
7.	Secondary schools established in Rivers State are not enough to cater for the secondary schools in enrolment	2.91	0.99	1 <sup>st</sup>	Agree
<b>Average weighted mean scores and standard deviation</b>		<b>2.70</b>	<b>0.95</b>		Agree

N= Number of principals used = 145

The result implied that the principals who responded to the questionnaire agreed in order of preference, items 7, 6, 3, 5, 5, and 6 were agree in favour of the research question, while still in their opinion, items 1 was disagree in line while the research question; hence the low rate of responses to those items.

Table 5: Significant difference between the demand and supply of educational resources in secondary schools

S/N	Variable	X	SD	N	n	$z_{cal}$	$z_{tab}$	Level of significance	Df	Decision
1	Educational Resources	2.70	0.95	145	7	-395.2	$\pm 1.65$	0.05	144	Accept Ho (Significant)

From the test, the values of  $z_{cal}$  and  $z_{tab}$  are — 395.28 and 1.65 respectively. The result also shows the  $z_{cal}$  (-395.28) is less than the  $z_{tab}$  (1.65), thus the null hypothesis is accepted. This implies that there is no significant difference between the demand and supply of educational resources in secondary schools in Rivers State.

## DISCUSSION OF FINDINGS

The findings of the study revealed that secondary schools do not have enough teachers in their classes to carry out effective teaching in the schools; the schools are in serious need of teachers in many of the subjects; the numerical teaching strength in Arts related subjects in the secondary schools is not adequate to ensure teaching and learning generally. There is no significant difference between the demand and supply of teachers in secondary schools in Rivers State. The finding agrees with Homng (2001) that inadequate location goes a long way to determine the development of educational facilities in secondary schools in Nigeria. The scholars argue that location can make or mar the performance of schools because schools that are located in urban cities have better opportunities than those located in rural cities. This means that location affects the demand of teachers as human resource, as Homing (2001), maintained that secondary schools are in dire need of qualified teachers to enable them to meet up the educational requirement in schools. The factors that influence the demand for teachers according to Williams (2009) include development demand. This means a change in the size of the teaching force, arising from growth or decline in enrolments or changes in the way teachers are used in the education system. Further, he maintained that even where there is no development demand and special replacement

demand programmes, it is important to recruit teachers to maintain and renew the stock. This will provide a solution to the attendant problem of death, retirement and resignation.

The result of the study also revealed that teachers are not regularly supplied to secondary schools in Rivers State. Therefore, there is a shortage of teachers in the schools, more teachers are supplied to the principals in urban schools, but science teachers are adequately supplied than the Arts in secondary schools in Rivers State and well-qualified teachers are not more supplied to the urban than the rural secondary schools in Rivers State. There is no significant difference in the supply adequacy of teachers in secondary schools in Rivers State. The findings agree with Enaohwo (2000) that, demand for school infrastructure greatly outnumber the supply, and this results to the congestion of the existing school, and inadequate classroom spaces has made most schools in the urban areas to exceed the normal classroom/student ratio prescribed for the secondary school systems. Teachers' effort to transmit knowledge is readily impeded by the constraints of teaching facilities. And the increasing rate of poor students' performance in the examination is due mainly to lack of providing essential facilities to aid teaching and learning situation in the school system.

Further, Odiba (2008) made a similar observation that is in line with these findings by saying that the supply of teachers in secondary schools in a given economy consists of the teachers serving in the schools plus those who are on the payroll but on temporary release for in-service training or approved leave. This implies that the total supply of teachers is not necessarily equal to the demand because schools may be short-staffed and have vacancies as the case is. Again there may be over-supply, with educational institution staffed above their norms. The fact that teachers are employed does not actually prove a manpower need. It is important to note that the composition of the teaching force may sometimes be regarded as unsatisfactory, so that, although supply may quantitatively equal demand in terms of overall numbers, it may be considered unsatisfactory in service. Also, when particular areas of the terms curriculum have to be taught by wholly inadequate staff or to be dropped through the death of teachers, demand becomes unsatisfactory.

The findings of the study revealed that there is high demand for more infrastructures such as school buildings as a result of the increase in enrolment, the schools are in need of well-equipped technical workshops, library, textbooks, equipped science laboratories classrooms, internet facilities, modern instructional materials and the principals in the secondary schools in Rivers State are in need of more educational resources. Also, hostels supplied in secondary schools cannot adequately accommodate the boarding students, the libraries in the secondary schools do not have modern textbooks, the secondary schools have no equipped technical workshops, the supply of standard and well-equipped laboratories are very low and the number of secondary schools in Rivers State is not enough to cater for the secondary schools enrolment. The finding of this study agrees with Igwe cited in Nwagwu (2004) who opined that a major problem in the educational system is the dearth of qualified candidates for admission into science courses, therefore affecting the future supply for such teachers. The result of this kind of situation performance as well as insufficient secondary school graduates in these subjects to go into higher education who will later come to teach in secondary schools. Again, Majasin (2007) in relation to the findings is of the view that functional education is a mirage if such education is not backed up with the adequate supply of resources. Poor supply of educational resources makes nonsense of the most brilliant education plan.

## **CONCLUSION**

Based on the findings of the study, it was concluded that educational resources act as teaching/learning enhancer; they determine the performance index of a school. Adequacy of educational resources improves the standard of education and leads to the accomplishment of national education objectives. Their inadequacy can frustrate any educational programme and impedes the national policy on education. This study has confirmed the position of previous researchers on the inadequacy of educational resources in most Nigerian secondary schools, specifically in Rivers State. This calls for serious educational Planning in relation to educational resources provision and distribution network to secondary schools in Nigeria.

## **Solutions and Recommendations**

Based on the findings of the study, the following recommendations were made and if implemented be a solution to the issue that was investigated. They are:

- Enrollment into the secondary school system should be matched with an adequate supply of qualified teachers and other critical resources that will enhance effective teaching and learning process.
- The Rivers State Government, through the Rivers State House of Assembly, should make it mandatory for the oil companies operating in Rivers State to build and equip at least two or three libraries workshops and laboratories annually in the secondary schools in Rivers State.
- Principals of secondary schools in Rivers State should be given freedom to source for resources mobilization from the public, private agencies and organization to assist them in running their schools. In the same manner, a monitoring or audit team from the ministry of education should be set-up to monitor the utilization of impress allocated to principals, to avoid embezzlement of funds, with a pretentious cry for the inadequacy of funds to run the schools.
- Ministry of education or the post-primary school's board should regularly organize seminars or workshops to orient the principals on how to cope with resources inadequacy in schools with a view to rational utilization of resources, sourcing of resources and good resource maintenance, renewal, and rehabilitation.
- The state government should also review the annual impress of principals upwards to cope with the economic trends in the country.
- Resource allocation and distribution network in Rivers State ministry of education should emphasize equity in principle, or objective principles of need, population or enrolment fraction, the status of schools and performance levels of schools, instead of subjective principles of gender, politics, social connections and rural-urban dichotomy.
- Boarding system should be encouraged by establishing one or two well- equipped and well-organized boarding secondary schools in every local government of the state. This will restore the dignity of studentship and commitment to learning that is needed to restore the standard of education.

## Future Research Directions

All the schools in the state could not be covered in the study due to the problem of logistics, and the time frame of the work. Hence, the researcher suggests that other research studies be carried out to peruse the effectiveness of educational resource management on the implementation of the national policy on education.

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