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Literacy for Resource Management and Effective Management of Universal Basic Education (UBE) in Nigeria (Pp. 379-392)

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Abstract

The research investigated the effect of literacy for resource management on the effective management of Universal Basic Education in Akwa Ibom State of Nigeria. The hypotheses formulated were analyzed using one way Analysis of variance (ANOVA). The instrument developed was validated using test-retest reliability method and the reliability coefficient of .73, .85 and .77 were obtained. Literacy in personnel management significantly affects effective management of UBE. Also Administrator's literacy in plant management has great effect on effective management of UBE. But administrators' literacy in financial management has no effect on the effective management of UBE. Based on the findings of the study it was recommended that for effective management of UBE, the head teachers be made to undertake training in personnel and school plant managements.

Introduction

In 1968 an International Conference titled "The World Crisis in Education" whose main objective was reducing illiteracy from the world population through free basic education schemes was held in Paris (Obanya, 2001, 2002). Also, in April, 2002 in Dakar, a conference tagged "Education for All

(EFA) forum was held. Nigeira participated in all these conferences and was very active in the EFA Forum in Dakar. The EFA goals were reaffirmed in the conference at Dakar and the date for eradicating illiteracy in the world was shifted from 2000 to year 2015 (Obaya 2001, 2002).

In line with this, the Universal Basic Education (UBE) was launched in Nigeria in September 1999 by President Olusegun Obasanjo. The UBE scheme was designed to take care of educational needs of a cross section of Nigerians including early childhood care and development, adult literacy, nomadic education, non-formal education for school dropouts, primary education and secondary education up to junior secondary (JS) III (Etuk, 2004). The UBE scheme was designed to give Nigerian citizens who could not afford the cost of basic education the opportunity to be so educated, free of charge.

The National Policy on Primary education and the objectives of the UBE in Nigeria are derived from international EFA goals. In addition to the goals of primary education, the UBE has the following additional objectives which are to:

- Reduce drop-out rate from Primary schools through improvements on relevance, quality and efficiency.
- Cater for the needs of those who have dropped out from the formal primary and junior secondary school system; and to
- Organize special/non-formal education programmes to update the knowledge and skills of people who cannot fit into regular school system (Obanya, 2002 p. 72).

Many are skeptical about the success of UBE. Etuk (2001) expressed concern over primary school policies and practices in respect to deficiencies in temporal duration and over the poor state of implementation strategies including mode of information presentation to pupils and poor state of instructional facilities. To Obanya (2002), UBE programme will only succeed if some areas of special needs are taken into consideration. These are:

- Development of infra structure
- Teacher – training
- Paying attention to out of school youths
- Refurbishing instructional material development centers to enable them render better services.

Edem (2007) carried out an investigation on the relationship between employers' motivational indices and secondary school teachers' professional satisfaction in Akwa Ibom State using 842 teachers. The hypotheses were tested using Pearson Product Moment Correlation Analysis. It was discovered that professional satisfaction relates significantly with promptness in salary payment, regularity of promotion, payment of special allowances, which are aspects of personnel management. This, thus, means that professional satisfaction relates significantly with personnel management. He also discovered that professional satisfaction significantly relates to the state of school infrastructure, provision of instructional resources.

Akomolage (2001) sees school physical facilities as important in teaching/learning situations that result in academic performance of the students and enhancement of teachers' motivation and job satisfaction. Adesina (1990) argues that the quality and quantity of the educational facilities available within an educational system have positive relationship with the standard and quality of the educational system. Thus, the research to find out if this will affect the management of UBE.

Akpan (2004) while working on school physical facilities' management and teachers' effectiveness in secondary schools in Akwa Ibom State discovered that there is a significant relationship between school physical facilities and teachers' preparation and presentation of lesson notes. She also discovered that there is a significant relationship between secondary school physical facilities and teachers' attitude to work. According to Okunammiri and Aduba (2003), lack of classrooms, desks, textbooks, chalks to work with caused a setback in Abia State Primary School. Akpan (2001) while working on administrative typology and the effectiveness of teachers of free compulsory school system in Akwa Ibom State discovered that the principal's effectiveness at disbursing funds significantly influences effectiveness of the staff and students in school. Thus, literacy in financial management influences school effectiveness.

Also, Akpan (2006) while working on Government Financial Regulations and Management effectiveness of secondary school heads in Ikot Ekpene discovered that there is a significant relationship between the principal's implementation of government financial regulations and his managerial effectiveness. Thus, literacy in financial management could influence school effectiveness. The Nigerian government has done a lot to ensure that schools

in particular, the primary schools upon which all other levels of education are built is properly developed. Since a lot of the tax-payers money has been invested in this tier of education, everyone is highly interested in seeing that UBE succeeds in Nigeria. The researchers are prompted to undertake the work to find out if literacy in resource management has any influence on the management of UBE so as to recommend it to the implementers of UBE.

Purpose of the Study

The purpose of this study was to find out the extent to which Literacy in resource management influence the effective management of UBE in Nigeria.

Specifically, the study sought to determine

- (1) The extent to which literacy in personnel management affects effective management of UBE.
- (2) The extent to which literacy in plant management affects effective management of UBE.
- (3) The extent to which literacy in financial management affects effective management of UBE.

Research Questions

The following research questions were formulated for the study. They are:

- (1) To what extent does literacy in personnel management affects effective management of UBE?
- (2) To what extent does literacy in plant management affects effective management of UBE?
- (3) To what extent does literacy in financial management affects effective management of UBE?

Hypotheses

To answer the research questions, the following null hypotheses were formulated. They are:

- (1) Literacy in personnel management does not significantly affects effective management of UBE.
- (2) Literacy in plant management does not significantly affects effective management of UBE
- (3) Literacy in financial management does not significantly affects effective management of UBE.

Methodology

There are 1,600 primary schools in Akwa Ibom State. The population for this study is made up of all the head teachers present in these primary schools.

The sample of the study comprised of 360 head teachers from 360 primary schools. These 360 schools were selected from the 3 senatorial districts present in Akwa Ibom State. From each zone, 120 primary schools were randomly selected from the Local Government Areas present. Thus, stratified random sampling procedure was used to select the schools and thus the head teachers.

A Likert-type of questionnaire constructed by the researchers called Literacy for Resource Management and Effective Management of UBE Questionnaire (LRMEMUQ) was developed for the study. The six-point Likert-type of questionnaire used demanded the respondent to indicate by ticking whether they agreed or disagreed to simple statements; if agreed, to show the degree of agreement; and if not, to show the degree of disagreement by responding under any of the following options:

VSA	=	Very Strongly Agree
SA	=	Strongly Agree
A	=	Agree
D	=	Disagree
SD	=	Strongly Disagree
VSD	=	Very Strongly Disagree

The reliability of the instrument was ascertained using a test-retest estimate of the reliability measures and the data got was as in table A.

Analysis of variance (ANOVA) was the statistical analysis used to test the three hypotheses formulated. The correlation was found between two variables in each case. The hypotheses were tested at 0.05 alpha level of significance; $df = 2$ and 357 ; critical $F = 3.07$.

Definition of Terms

Literacy for resource management in this context means the knowledge and skill in the management of school personnel, school plant and school finances. Literacy level was divided into 3: High, moderate and low.

High literacy level means that the administrator has undertaken special course in the area. Moderate means he has a fair knowledge through education. Low literacy level means he has not been educated in the area.

Presentation of Results

Hypothesis 1

The null hypothesis states that: *Literacy for personnel management does not significantly influence effective management of UBE.*

To test this hypothesis using ANOVA, administrator's literacy for personnel management was classified into 3: High Literacy level, Moderate Literacy level and Low literacy Level. They were 360 head teachers used as the subjects for this study. Out of this, 92 subjects claimed that they were in high literacy group, 156 were in moderate literacy group while 112 were in low literacy group. The Mean (\bar{x}) and Standard Deviation (S_x) of UBE's effectiveness under each of the levels of involvement were calculated. One-way ANOVA was used to compute the effectiveness of UBE. The result is presented in Table 1A.

Table 1A analysis showed an obtained F – value of 15.68 which is greater than the critical F -value of 3.07 at .05 level of significance. Since the obtained F-value is greater than the observed or Critical F-value, the alternative hypothesis (H_1) was retained. Thus the head teacher's literacy for personnel management significantly affects effective management of UBE.

In order to find out which of the three literacy levels exerted more influence on teachers' effectiveness, Fisher's Least Significance Difference (LSD) analysis was conducted. The result is presented in Table 1B.

The result of this analysis, showed that head teachers whose level of literacy for personnel Management are rated high are significantly more effective than those rated moderate ($t=5.08$, $P<.05$). In the same vein head teachers whose literacy level in personnel management was rated moderate are significantly more effective than those rated low ($t=4.89$, $P<.05$).

This means that head teachers whose literacy level are high for personnel management can integrate both teachers and students easily in the decision-making of the school, motivate them for effectiveness, show democratic leadership, use open communication pattern thereby bringing about effective

teaching and learning in the school. This is in line with Akpan (2001), Edem's (2007) findings.

Hypothesis 2

In the null form it states that: *Literacy for plant management does not significantly influence effective management of UBE.*

To test this hypothesis using ANOVA, the head teachers', literacy for plant management was classified into 3: High literacy level, moderate literacy level and low literacy level. Out of this, 92 subjects claimed that they were in high literacy group, 156 were in moderate literacy group while 112 were in low literacy group. The mean (\bar{x}) and standard deviation (SX) of UBE effectiveness under each of the level of involvement were calculated. One-way ANOVA was used to compute the effectiveness of UBE. The result is presented in table IIA.

In this analysis, an obtained F-value of 15.64 was got which is greater than the critical F-value of 3.07 at .05 level of significance. Thus the alternative hypothesis (H_1) which states that there is significant relationship between the head-teachers' literacy for plant management and the effectiveness of UBE programme was retained.

In order to find out which of the three levels of involvements exerted more influence on teachers' effectiveness, Fisher's Least significance Difference (LSD) analysis was conducted. The result is presented in Table 11B.

The result of this analysis showed that head-teachers' whose literacy level in plant management was rated high are significantly more effective than those rated moderate ($t = *5.08, P < .05$). In the same vein head teachers where literacy level in personnel management was rated moderate are significantly more effective than those rated low $t = 4.89, P < .05$).

This means that head teachers whose literacy level are high for personnel management can integrate both teachers and students easily in the decision-making of the school, motivate them for effectiveness, show democratic leadership, use open communication pattern thereby bringing about effective teaching and learning in the school. This is in line with Akpan (2001), Edem's (2007) findings.

Hypothesis 2

In the null form it states that: *Literacy for plant management does not significantly influence effective management of UBE.*

To test this hypothesis using ANOVA, the head teachers', literacy for plant management was classified into 3: High literacy level, moderate literacy level and low literacy level. Out of this, 29 subjects claimed that they were in high literacy group, 156 were in moderate literary group while 112 were in low literary group. The mean (\bar{x}) and standard deviation (SX) of UBE effectiveness under each of the level of involvement were calculated. One-way ANOVA was used to compute the effectiveness of UBE. The result is presented in IIA.

In this analysis, an obtained F-value of 15.64 was got which is greater than the critical F-value of 3.07 at .05 level of significance. Thus the alternative hypothesis (H_1) which states that there is significant relationship between the head-teachers' literacy for plant management and the effectiveness of UBE programme was retrained.

In order to find out which of the three levels of involvements exerted more influence on teachers' effectiveness, Fisher's Least Significance Difference (LSD) analysis was conducted. The result is presented in Table 11B.

The result of this analysis showed that head-teachers' whose literacy level in plant management was rated high are significantly more effective than those rated moderate ($t = *5.07, P < .05$) and also more effective than those rated low ($t = 4.88, P < .05$).

The means that head-teachers who have high knowledge for management of grounds, buildings, equipment can bring about effective management of UBE. They can maintain the Plant in such a way as to bring about teaching effectiveness of UBE teachers and also learning effectiveness of the pupils thus supporting Okunammini and Aduba (2003) findings. The head-teachers will also enable the teachers to prepare and present their lesson notes. This is in line with Akpan's (2004) findings.

Hypothesis 3

In the null form this states that *literacy for financial management does not significantly influence effective management of UBE.*

To test this hypothesis using ANOVA, administrator's literacy were classified into three: High literacy, moderate literacy and low literacy. Three hundred and sixty (360) subjects were involved in the study. Of this 91 subjects (head-teachers) reported that they are in high literacy groups; 160 head-teachers were moderately literate and 109 were in low literacy group. The mean (\bar{x}) and Standard Deviation (S_x) of UBE's effectiveness under each of the levels were calculated. One way Analysis of Variance (ANOVA) was computed to find out effectiveness of UBE. See

This analysis showed an obtained F-value of 0.41, which is smaller than the critical F-value of 3.07 at .05 level of significance. Since the obtained F-value is smaller than the critical F-value, the null hypothesis that literacy for financial management does not significantly influence effective management of UBE was retained while the alternative hypothesis (H_1) was rejected.

This means that the head teacher's ability to disburse funds, sources for funds, adhere to government financial regulations and ability to maintain financial records do not results in effective teaching and learning in UBE. This result is however at variance with what Akpan (2001 and 2006), discovered.

The possible reason for this result is that at the school level, these administrators are not expected to manage funds. UBE programme is tuition free, thus, the head teachers are not expected to handle much money. Financial management will be done at the Board level.

The school heads are only expected to manage the personnel and facilities in the school. This result is, thus, expected. School heads whether literate in financial management or not can still bring about effective UBE management provided they can manage the personnel and physical facilities under them well.

Summary of Findings

The study was undertaken to find out the effect of the head teachers' literacy for resource management and the effective management of UBE. Three hypotheses formulated were tested using Analysis of Variance (ANOVA). It was discovered that:

1. Literacy for personnel management significantly affects effective management of UBE.

2. Literacy for plant management significantly affects effective management of UBE.
3. Literacy for financial management does not significantly affects effective management of UBE.

Recommendation

Based on the findings of the research, it was recommended that, for effective management of UBE, the head teachers should be well trained in personnel and plant management.

Conclusion

Based on the research findings, it is concluded that the head teachers' literacy in personnel management significantly affects effective management of UBE. Also, literacy in plant management has a significant effect on the effective management of UBE whereas head teachers' literacy in financial management has no significant effect on the effective management of UBE.

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Table A: Test-Retest Estimate of the Reliability of Measures of Research Variables (n=30)

Variable	No. of Item	Testing	X	Sx	r_{tt}
Head teacher's Literacy in Personnel management and effective management UBE	212	1 st	90.30	5.99	.73
		2 nd	47.47	5.83	
Head teachers Literacy in plant management and effective management of UBE	9	1 st	36.50	4.72	.85
		2 nd	35.13	4.59	
Head teachers literacy in financial management and effective management of UBE	8	1 st	33.00	6.99	.77
		2 nd	31.37	5.45	

Table 1A: Analysis (ANOVA) of the Influence of the Head Teachers' Literacy for Personnel Management and the Effectiveness of UBE Programme

Head teachers' Literacy Level for Personnel Management	N	X	Sx
High Literacy Level	92	44.35	8.54
Moderate Literacy Level	156	38.78	9.57
Low Literacy Level	112	38.61	9.41
Total	360	40.15	8.07

Sources of variance	SS	df	ms	F
Between Groups	2179.73	2	1089.86	
Within Groups	24808.17	357	69.49	
Total	26987.90	359		*15.68

* $P < .05$; $df = 2 \text{ \& } 357$; Critical $F = 3.07$

Table 1B: Fisher's Least Significance Difference (LSD) Analysis of the Influence of Head Teacher's Literacy Level for Personnel Management and the Effectiveness of UBE Programme

Head teachers' Literacy Level for Personnel Management	High Level n=92	Moderated Level n=156	Low Level n=112
High Level	44.35 ^a	5.57 ^b	5.74
Moderate Level	5.08 ^c	38.78	0.17
Low Level	4.89 [*]	0.16	38.61

MSW = 69.49

- a* = Group means are on the diagonal
- b* = Differences among group means are placed above the diagonal
- c* = Fisher's (LSD) *t* – values are below the diagonal
- * = Significant at .05 level; $df = 2 \text{ \& } 357$; Critical $t = 1.98$

Table IIA: Analysis (ANOVA) of the Influence of the Head-teachers' Literacy for Plant Management and the effective of UBE Programme

Head teachers Literacy level for plant Management		n	x	Sx
High Literacy level		92	43.90	7.99
Moderate Literacy level		156	38.58	9.45
Low Literacy level		112	38.45	9.30
Total		360	40.01	8.58
Source of variance	SS	df	Ms	F
Between Groups	2175.60	2	1088.08	15.64
Within Groups	24807.90	357	68.90	
Total	26985.85	359		

$P < .05$, $df = 2 \text{ \& } 357$; critical $F = 3.07$

Table 11B: Fisher's Least Significance Difference (LSD) Analysis of the influence of level of Head-teacher's literacy for plant management and the Effectiveness of UBE programme

Level of literacy in Plant Management	High Level N = 92	Moderate Level N=156	Low Level N = 112
High Level	43.90 ^a	5.32 ^b	5.73
Moderate level	5.07 ^c	38.58	0.13
Low level	4.88	0.16	38.45
		MSW = 69.49	

- a. group means are on the diagonal
- b. Differences among group means are placed above the diagonal
- c. Fisher's (LSD) t-values are below the diagonal significance at .05 levels; $df = 357$; critical $t = 1.98$

Table III: Analysis (ANOVA) of the Influence of Literacy for Financial Management on Effective Management of UBE

Head Teacher's Literacy for Financial Management	n	x	Sx	
High Literacy	91	39.80	8.40	
Moderate Literacy	160	38.70	7.99	
Low literacy	109	39.70	8.60	
Total	360	39.60	8.40	
Sources of variation	SS	dt	Ms	F
Between Groups	58.95	2	28.50	0.41
Within Groups	26925.75	357	74.95	
Total	26985.85	359		

Not significant at .05 level; df = 2 & 357; Critical F = 3.07