



Managing Educational Resources at Secondary Level of Education for Job Creation in Abia State, Nigeria

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ABSTRACT

This study investigated managing educational resources at secondary level of education for job creation in Abia State, Nigeria. Two research questions and Two hypotheses were used for the study. The population consisted of all the 6,670 teachers, 170 of which are principals distributed or spread over the 170 public secondary schools in Abia State. The overall sample of the study became 390 respondents. The multi stage sampling technique was employed. A 12-item questionnaire titled: Managing Educational Resources at Secondary Level of Education for Job Creation Scale (MERSLEJCS) was used for data collection. Cronbach Alpha was used to determine the general reliability coefficient of 0.75. Mean and standard deviation were used to answer the research questions. The result amongst others revealed that, physical infrastructures provided are not design to support 21st century knowledge and skills, sometimes students are compelled to carry out practical exercise in group due to lack of adequate tools and equipment that will aid job creation. Teachers do not use instructional materials to teach students practical activities to make learning logically realistic to provide basic knowledge/skills needed to establish businesses after graduation and teachers who have skills to assimilate the pedagogical uses of ICT are recruited to develop practical skills in the students to create jobs and be employable, teachers with training in related disciplines are used to delivery entrepreneurship education subjects without being certificated. It was recommended among others that; expertise knowledge should be internally coordinated by school management to filter out quality technical and vocational education and training (TVET) skills that will help to develop student's knowledge in their broad occupational area.

Key Words: Educational Resources, Secondary Education, Job Creation, Challenges, ICT and Facilities.

INTRODUCTION

Education is an important aspect of human life that is succinctly designed to build human capital to raise their productivity and increase their social, economic and political life. It is universally recognized as a form of investment in humans, which yields both economic and non-economic benefits and contributes to a country's future wealth by increasing the productive capacity of its people. Professional expertise of teachers is very important in building students because it is known to effectively and diligently influence individual and collective forces to achieve the specified goals of an organization and also enables teachers not only to put in their best but also expose their talents. If this is the situation, teachers who are to teach students to acquire basic fundamental skills and knowledge to be productive, employable and create jobs after graduation in this 21st century, such teacher(s) should be competent in ICT skills to be able to handle packages.

Some like Moodle, Google-Suite (G Suite) for Education, as well as Google's core services, including Gmail, Calendar, Docs, Sheets, Forms, Slides, Hangouts and additional services include products like Chrome and YouTube, Flipgrid, Facebook, Whatsapp (International Labour Organization, ILO 2020). To embark successfully on this skills creation in the current online education, the system must be designed to ensure that remote learning technical infrastructures are sufficiently provided and supported to be able to respond to required knowledge and skills needed by school leaver for job opportunities after school. There is need to provide up-to-date technology tools and resources that connect with deeper ways of engaging with content, along with adequate support in learning and using these tools to achieve the purpose of digital education for job creation. There should be assurance that, the physical infrastructures support 21st century knowledge and skills (Di Vaio, Boccia, Landriani, Palladino, 2020).

In the same vein, Florence (2013) defined school facilities as the material resources provided for staff and students to optimize their productivity in the teaching and learning process. The teaching and learning which leads to change in behavior of the students does not take place in a vacuum neither is it implemented without material supports. In the views of Kpee (2018) school facilities are the sum total of the input that goes into the school system. They are all the things that are used directly or indirectly for the purpose of supporting, facilitating, influencing, transmitting, or acquiring knowledge, competence, and skill by the learners. Essentially, school facilities are used for the transmission of knowledge and aiding the education and training of learners.

The infrastructure includes classrooms, laboratories, halls, open fields, games equipment, dormitories and sanitation facilities. School infrastructure is, therefore, an essential component in ensuring successful education. Research by Mokaya (2013) found that improved academic achievement is associated

with adequate space for classrooms, ample spacing in the libraries, properly equipped science laboratories, adequate water and sanitation facilities and active participation in co-curricular activities. There are instructional materials needed to uphold the standard of classroom instructional delivery. according to Nwafor and Eze (2014); Dhakal (2017), instructional materials could further be divided into three major categories based on their sensory appeal that could help teachers to prepare students for skills acquisition, namely; audio, visual and audio-visual. Audio instructional materials are those that appeal to the auditory sense such as radio, audio tapes.

On this note, Yamamura and Tsutsui (2021) stresses that, facilities for information sources should be incorporated in schools in e-learning which include computer, palmtop, e-books, world wide web, Internet, online data base and internet search engine, and Wiki and so on with inclusion of other networking and learning facilities like face book, blogs, You tube, Moodles and other resource to accomplish online teaching and learning which are things that must be put in place and managed for successful online education. Therefore, for e-learning to be effective in making students to develop requisite skills for employability, there should be assurance that, the physical infrastructures support 21st century knowledge and skills are well provided and managed.

Notwithstanding, the teacher's role in the effective use of ICT tools in the teaching-learning process is very essential. For this, teachers have to have skills that will make them assimilate the pedagogical uses of ICT so that they will be able to develop practical skills in the students to create jobs and be employable when they graduate from school. In this way, the generation of new learning styles would be facilitated in the teachers through development programmes to ignite their professional expertise in the teaching job (Hashemi, 2020). Teachers' expertise is known to effectively and diligently influence individual and collective forces to achieve the specified goals of the organization by delegating responsibilities to individuals that are most suitable for a particular responsibility in line with expected outcomes (Odiye, 2018). Bashir (2018) proposed a model that identifies cognitive abilities and affective-motivational characteristics as the two main components of teachers' professional competence that can make teachers stand to instill knowledge in students that will make them to gain experiences for possible employment after school.

This study agrees with Yamamura and Tsutsui (2021) who found in their work that facilities for information sources should be incorporated in schools in e-learning which include computer, palmtop, e-books, world wide web, Internet, online data base and internet search engine, and Wiki and so on with inclusion of other networking and learning facilities like face book, blogs, You tube, Moodles and other resource to accomplish online teaching and learning which are things that must be put in place and managed for successful online education.

Statement of the Problem

The state of unemployment among youths has become a critical and alarming issue in the whole world but that of Abia State, in particular seems to be alarming. Most graduates of secondary schools in Abia State seem to lack employability skills and as such may not be employed in many industries after graduation. This is so because, the basic skills that are supposed to be acquired ordinarily by graduates to be employable are most times not well articulated and implemented by instructors or teachers coupled with policies and environmental factors affecting the system.

Some school teachers seem to lack vision, there appears some lack adequate job analysis and work plan with poor instructional supervision which culminates into poor curriculum delivery and consequently poor academic performance by the students. There seems to be lack or insufficient modern ICT facilities to teach skills, teachers' inability to think of teaching as enabling learning rather than as imparting factual knowledge and the issues of extracurricular activities that can be very important for acquiring non-cognitive skills, yet these activities are relatively downplayed by teachers. This situation if not well addressed and corrected will cause more harm to the youth as they will be left with the option of surviving through any other means as possible and this will definitely affect the general economy and social life of people.

Purpose of the Study

The study investigated managing educational resources at secondary level of education for job creation in Abia State, Nigeria. The objectives of the study are to:

1. Ascertain the ways teaching/learning facilities are managed for job creation in Abia State.
2. Determine the ways teacher's expertise in teaching and learning process managed for job creation among secondary school leavers in Abia State.

Research Questions

1. In what ways are teaching/learning facilities managed for job creation among secondary school leavers in Abia State?
2. In what ways are teachers' expertise in teaching and learning process managed for job creation in Abia State?

Hypotheses

1. There is no significant difference between the mean scores of teachers in urban and teachers in rural schools on the ways teaching/learning facilities are managed for job creation in Abia State.

2. There is no significant difference between the mean scores of experienced and less experienced teachers on the ways teacher's expertise in teaching and learning process are managed for job creation in Abia State.

Methodology

The descriptive survey research design was used for this study. The population consists of all the 6,670 teachers, 170 of which are principals distributed or spread over the 170 public secondary schools in Abia State. The sample size of this study was 390 respondents from the total population of 6500 teachers. The multi stage sampling technique was employed. In doing this, the state was stratified into urban and rural areas and in each of the schools located in the urban and rural areas, 6% of the schools was selected. Furthermore, in each of the schools selected, 6% of the teachers were selected as a stratum using simple random sampling technique, from which the sample of the respondent were drawn.

A 12-item questionnaire titled: Managing Entrepreneurial Skills in Secondary Education for Job Creation Scale (MESEJCS). Furthermore, the 4- points modified likert rating scale of (Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point) was used as response options to guide the respondents' opinions on the instrument (questionnaires). The Cronbach Alpha reliability estimate was suitable because, it was used to determine the internal consistency of the instruments with a sample of 30 teachers from other schools who were not part of the sample, but from the population. The average reliability coefficient obtained stood at 0.79. 390 copies of the questionnaire was administered personally to the respondents by the researcher with the help of three research assistants.

The respondents were given two weeks to respond to the instrument after which the researcher retrieved completed copies of the questionnaire. Out of the 390 copies of questionnaire that was administered, an estimation of about 93% of the copies of the questionnaire was retrieved. All retrieved copies of questionnaire was used for data analysis. Mean scores and standard deviation were used to answer the research questions while the z-test statistics was used to test the hypotheses at 0.05 level of significance.

Results and Discussion

Research Question 1: In what ways are teaching/learning facilities managed for job creation in Abia State?

Table 1: Mean Responses of Teachers in Rural and Urban area on the ways teaching/learning are facilities managed for job creation in Abia State.

S/N	Items	Teachers in Urban Area (144)		Teachers in Rural Area (220)			Remark
		\bar{X}	SD	\bar{X}	SD		
1	There is need to provide up-to-date technology tools that connect with deeper ways of engaging with content to achieve digital education for job creation.	2.89	1.18	2.98	1.19	2.94	Agreed
2	Digital facilities are provided for teachers to assist them in the creation of desirable skills required of students to create jobs or gain employment after school.	2.12	1.18	3.40	1.43	2.27	Disagreed
3	Classrooms are built specifically for practical entrepreneurial trainings	1.88	1.28	2.14	1.19	2.01	Disagreed
4	Physical infrastructures provided are not design to support 21st century knowledge and skills	2.14	1.19	3.32	1.38	2.73	Agreed
5	Sometimes students are compelled to carry out practice exercise in group due to lack of adequate tools and equipment.	1.94	1.25	3.00	1.23	2.5	Agreed
6	Teachers use instructional materials to teach students practical activities to make learning logically realistic to provide basic knowledge/skills needed to establish businesses after graduation	1.60	1.37	1.80	1.32	1.7	Disagreed

Average mean and standard deviation	3.00	1.05	2.77	1.29
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Table 1 indicated that item number 1 had the highest mean scores of 2.94 followed by item 4 with 2.73, item 5 with 2.5, item 2 with 2.27, item 3 with 2.01 and item 6 with 1.7 respectively. In the analysis, items 1, 4 and 5 had mean scores above 2.50 which is the criterion mean. It simply implies that, physical infrastructures provided are not design to support 21st century knowledge and skills, sometimes students are compelled to carry out practice exercise in group due to lack of adequate tools and equipment and there is need to provide up-to-date technology tools that connect with deeper ways of engaging with content to achieve digital education for job creation. Meanwhile, items 3, 4 and 6 had a mean scores below the criterion mean of 2.50, meaning that both teachers in rural and urban areas responded that, teachers do not use instructional materials to teach students practical activities to make learning logically realistic to provide basic knowledge/skills needed to establish businesses after graduation, digital facilities are not provided for teachers to assist them in the creation of desirable skills required of students to create jobs or gain employment after school and classrooms are built specifically for practical entrepreneurial trainings.

Research Question 2: In what ways are teachers' expertise in teaching and learning process managed for job creation in Abia State?

Table 2: Mean Responses of Experienced and Less Experienced Teachers on the ways teachers' expertise in teaching and learning process are managed for job creation in Abia State.

S/N	Items	Experienced Teachers (250)		Less Experienced Teacher (114)		12	Remark
		X	SD	X	SD		
1	Teachers who have skills to assimilate the pedagogical uses of ICT are recruited to develop practical skills in the students to create jobs and be employable	2.91	1.14	3.60	1.57	3.26	Agreed
2	Teachers with specific practical entrepreneurial skills are given the opportunity to teach entrepreneurship education to expose students' talents for productivity in creating jobs after school	2.89	1.18	3.18	1.31	3.04	Agreed
3	Suitable teachers who are credible in research-based strategies to improve teaching and learning for students to develop practical entrepreneurial skills are enshrined into the practical field	2.99	1.24	3.08	1.26	3.04	Agreed
4	Teachers with training in related disciplines are used to delivery entrepreneurship education subjects without being certificated	3.00	1.23	2.60	1.22	2.8	Agreed
5	Teachers' expertise knowledge is coordinated to filter out quality technical and vocational education and training (TVET) skills that will help to develop student's knowledge in their broad occupational area.	1.87	1.28	2.13	1.19	2	Disagreed
6	Teachers' expertise in teaching must be well checked during recruitment to ascertain if there will be need to develop their knowledge and skills that will help the students become more flexible and responsive to the needs of local labour markets	3.29	1.37	3.40	1.43	3.35	Agreed
Average mean and standard deviation		2.83	1.24	3.00	1.33		

Table 2 indicated that item number 6 had the highest mean scores of 3.35 followed by item 1 with 3.26, items 2 and 3 with 3.04 and item 4 with 2.8 respectively. In the analysis, the scores are all above 2.50 which is the criterion mean. It simply implies that, teachers who have skills to assimilate the pedagogical uses of ICT are recruited to develop practical skills in the students to create jobs and be employable, teachers with specific practical entrepreneurial skills are given the opportunity to teach entrepreneurship education to expose students' talents for productivity in creating jobs after school, suitable teachers who are credible in research-based strategies to improve teaching and learning for students to develop practical entrepreneurial skills are enshrined into the practical field, teachers with training in related disciplines are used to delivery entrepreneurship education subjects without being certificated and teachers' expertise in teaching must be well checked during recruitment to ascertain if there will be need to develop their knowledge and skills that will help the students become more flexible and responsive to the needs of local labour markets. Meanwhile, item 5 had a mean score of 2 which is below the criterion mean of 2.50, indicating that teachers' expertise knowledge is not coordinated to filter out quality technical and vocational education and training (TVET) skills that will help to develop student's knowledge in their broad occupational area.

Test of Hypotheses

Ho₂: There is no significant difference between the mean scores of teachers in urban and teachers in rural schools on the ways teaching/learning facilities are managed for job creation in Abia State.

Table 3: z-test Analysis of the Difference between the mean ratings of Urban and Teachers in Rural schools on the ways teaching/learning facilities are managed for job creation in Abia State.

Subject	N	SD	Df	z-cal.	z-crit.	Level of Sig.	Remark
Teachers in Urban Schools	144	3.00	1.05				
			362	1.87	±1.96	0.05	Not Rejected
Teachers in Rural schools	220	2.77	1.29				

N.B: The degree of freedom is calculated as, $N-2(364-2) = 362$.

The result of table 3 showed that the z-calculated value of 1.87 is less than the z-critical value of ± 1.96 at degree of freedom of 362 at 0.05 level of significance. Therefore, the null hypothesis is accepted and upholds that there is no significant difference between the mean scores of teachers in urban and teachers in rural schools on the ways teaching/learning facilities are managed for job creation in Abia State.

Ho₃: There is no significant difference between the mean scores of experienced and less experienced teachers on the ways teacher's expertise in teaching and learning process are managed for job creation in Abia State.

Table 4: z-test Analysis of the Difference between the mean ratings of Experienced and Less Experienced Teachers on the ways teacher's expertise in teaching and learning process are managed for job creation in Abia State.

Subject	N	SD	Df	z-cal.	z-crit.	Level of Sig.	Remark
Experienced Teachers	250	2.83	1.24				
			362	1.15	±1.96	0.05	Not Rejected
Less Experienced Teacher	114	3.00	1.33				

N.B: The degree of freedom is calculated as, $N-2(364-2) = 362$.

The result of table 4 showed that the z-calculated value of 1.15 is less than the z-critical value of ± 1.96 at degree of freedom of 362 at 0.05 level of significance. Therefore, the null hypothesis is accepted and upholds that, there is no significant difference between the mean scores of experienced and less experienced teachers on the ways teacher's expertise in teaching and learning process are managed for job creation in Abia State.

Summary of Findings

It was revealed that, physical infrastructures provided are not design to support 21st century knowledge and skills, sometimes students are compelled to carry out practical exercise in group due to lack of adequate tools and equipment that will aid job creation. Teachers do not use instructional materials to teach students practical activities to make learning logically realistic to provide basic knowledge/skills needed to establish businesses after graduation, digital facilities are not provided for teachers to assist them in the creation of desirable skills required of students to create jobs or gain employment after school.

It was revealed that, teachers who have skills to assimilate the pedagogical uses of ICT are recruited to develop practical skills in the students to create jobs and be employable, teachers with training in related disciplines are used to delivery entrepreneurship education subjects without being certificated and teachers' expertise knowledge is not coordinated to filter out quality technical and vocational education and training (TVET) skills that will help to develop student's knowledge in their broad occupational area.

Discussion of Findings

In the ways teaching/learning facilities are managed for job creation, the findings of this study, corroborates the work of Al-Ghattami and Al-Husseini (2014) who found that, for teachers to perform in e-learning practice, he must possess technological pedagogical content knowledge (TPACK) model to be use as a framework to provide the theoretical basis for both pre- and in-service teachers to develop skills in the effective use of technology to improve classroom teaching. The findings of this study surround itself with the study of Hu, et al. (2021) who found in their works that, professional development

programmes are inadequate for teachers to develop adequate knowledge and skills to integrate ICT into teaching practice to address current instructional content in teaching and learning to be able to build students capacity for possible employment.

This study is also in consonance with Di Vaio et al., (2020) whose study revealed that, to embark successfully on this skills creation in the current online education, the system must be designed to ensure that remote learning technical infrastructures are sufficiently provided and supported to be able to respond to required knowledge and skills needed by school leaver for job opportunities after school. There is need to provide up-to-date technology tools and resources that connect with deeper ways of engaging with content, along with adequate support in learning and using these tools to achieve the purpose of digital education for job creation. There should be assurance that, the physical infrastructures support 21st century knowledge and skills.

It was also established by Eze and Omeje (2018) that, the provisions of adequate instructional materials have positive effects on the learning environment of students and therefore can affect their academic achievement when it comes to fulfilling the obligation of employment creation. On the other hand, the study of Akeke and Eyo (2018) do not go well with this study as the work revealed that, the level of utilization of physical and material resources was low and that the provision of instructional facilities was inadequate despite geometric increase in students' ratio.

Conclusion

The extent to which teachers practically teach students entrepreneurial skills will define to a great extent how they would be able to create jobs after school and be employable. That is teachers' expertise play an important role in giving required or necessary teachings that helps students to acquire desirable entrepreneurship skills to would make them to be developed in a bid to be employable and to create works for others. Meanwhile, the development of employability skills is solely hampered by insufficient modern ICT facilities, teacher's inability to implement basic skills that are required by graduates to be employable and others challenges alike.

Recommendations

Based on the findings of the study, the researchers recommended that:

1. Teacher's knowledge of instructional content should be design specifically with the consideration to take account of students on the ground of technical and vocational educational training that will place them in better positions to acquire requisite knowledge and skills for employment generation and be employable.
2. Teachers' expertise knowledge should be internally coordinated by school management to filter out quality technical and vocational education and training (TVET) skills that will help to develop student's knowledge in their broad occupational area.

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