

ASSESSMENT OF RESOURCE ALLOCATION AND UTILIZATION IN SECONDARY SCHOOLS IN ONDO WEST LOCAL GOVERNMENT AREA OF ONDO STATE NIGERIA

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ABSTRACT

This study assessed the allocation of resources and the utilization of the resources in secondary schools in Ondo West Local Government Area of Ondo state. The study used the descriptive research design of the survey type. This study is aimed at assessing the nature and adequacy of physical facilities and their utilization, assessing the quantity and quality of the teachers allocated to secondary schools, assessing the teacher-pupil ratio in relation to the resources available in secondary schools and assessing the allocation and utilization of the available time and space allocated to learning activities in the selected secondary schools.

The population of teachers, vice principals and principals of secondary schools in Ondo State was put into consideration in which Ondo West Local Government Area of Ondo state was particularly used with a total of 294, out of which 123 were selected as sample. The sample includes 11 principals, 22 vice-principals and 90 teachers. The data was analyzed using stratified and simple random sampling techniques. An instrument titled Questionnaire on assessment of resource allocation and utilization in senior secondary schools in Ondo west local Government area (ARAUQ) was used to collect data from the population sample, using Pearson Correlation coefficient, the reliability coefficient of ARAUQ was 0.81. The data collected were analyzed using t-test and the two hypotheses of the study were tested at 0.05 level of significance.

The study revealed that resources allocated to secondary schools in Ondo West Local Government Area are fairly adequate and that there are shortages and surpluses of teachers in particular subjects in the selected schools. It was also realized that time and space resources are moderately utilized.

Based on the findings, it was concluded that most of the required resources are available in schools but not adequate, it was also concluded that teachers are allocated to the urban schools at the

expense of the rural schools and that the teachers are well experienced on the job. Therefore, it was recommended that resources should be well allocated to schools in respect to the needs of each school, physical facilities in schools should be well renovated for proper utilization and the human resources should be allocated to schools in respect to their area of specialization and needs in the school.

Background to the Study

Education, in a broad sense, is any act or experience that has a formative effect on the mind, character or physical ability of an individual. Education throughout the world is regarded as the pillar and builder of a nation. It is the pivot of development in all ramifications in all countries. It develops man from the cradle to the grave. It is the greatest investment that a nation can make for quick development of its economic, political, sociological and human resources. Many countries in the world view education as a good investment for national development because it is expected to produce the required quantity and quality of human resources for economic growth.

Secondary education is the form of education which children receives after primary education and before the tertiary stage .It is meant for children between the ages of 11 and 16 years in Nigeria and its duration is six years and shall be given in two stages of three-year duration each, that is, the Junior Secondary School (JSS) and Senior Secondary School (SSS). The secondary school, like any other organizations receive inputs from its environment, converts or processes it and afterwards, discharges the output to the environment from where the input is obtained (Oni, 1995).

Resources are very important in the development of qualitative education. The success or the failure of any system of education depends largely on the quality and quantity of resources made available to it and the use to which such resources are put. For any system to be effective and efficient, it must have adequate and relevant resources, which must be utilized optimally

Education makes provision for innovation therefore it requires adequate human, physical and financial resources to improve the society's social organization, preserve the culture and enhance economic development. The Nigerian education system is based on social demand approach in which education is offered to those who request for it. This has been necessitated by the increase in the level of educational aspirations of parents and their children, emphasis on public policy on educational development as a precondition for overall national development and population explosion.

Statement of the problem

Taking a look at all the multiple challenges facing secondary school administration in Ondo State today, none is as persistent as the one relating to the allocation and utilization of the available resources in the schools. The free secondary education syndrome, which is a contributory factor to the rate of increase in secondary school enrolment, has become so critical that it continues to echo in public debates, lectures, education seminars, conferences and workshops.(Afolabi, etal 2008).Quality education is no doubt a function of appropriate allocation, availability and utilization of input resources. Thus education managers of public secondary schools are faced with the challenge of how to convince the various stakeholders of education of their capability in efficient utilization of the scarce resources allocated to their schools. Thus the need arises therefore to examine the assessment of resource allocation and utilization in Ondo west local government area of Ondo state.

Previous studies have examined the availability and utilization of resources in relation to student's academic performance, resource allocation and internal efficiency with respect to teachers

productivity, but none has actually assessed how the available resources are been allocated and utilized. Therefore, having a look at most secondary schools both in the urban and rural region, the resources available and allocated seems to be inadequate and irrelevant to the 21st century, and the ones that are available are not utilized optimally. Some major factors that affect the utilization of the available resources include lack of fund to maintain the resources on ground, insufficient qualified professional, inappropriate allocation of resources available and inappropriate planning of educational programme. The challenges facing schools make them to be less efficient and also have effect on the output of the students in general. The availability, adequacy and relevance of resources influence efficiency and high productivity.

Thus this research is focused on assessing the allocation of resources to secondary schools in the urban and rural region of Ondo west local government area of Ondo State. Some questions were raised to guide the research work, which include:

1. How are the required resources in the school allocated?
2. How well are the physical, material and human resources utilized?
3. How well are the available time and spaces for learning allocated and utilized?

Objectives of the Study

This study will be guided by the following objectives.

- i. To assess the nature and adequacy of physical facilities and their utilization in schools.
- ii. To assess the quantity and quality of the teachers allocated to secondary schools.
- iii. Assess the teacher-pupil ratio in relation to the resources available in secondary schools.
- iv. Assess the allocation and utilization of the available time and space for learning in secondary schools.

Research Questions

Based on the problems aforementioned, the following research questions were raised to guide the study:

- i. What is the nature and adequacy of physical facilities and their utilization in schools?
- ii. What is the quantity and quality of the teachers allocated to secondary schools?
- iii. What is the teacher-pupil ratio in relation to the resources available in secondary schools?
- iv. How is the available time and space for learning in secondary schools allocated and utilized?

Research Hypothesis

1. There is no significant difference between resource allocated to schools in rural and urban area of Ondo West Local Government Area?
2. There is no significant difference between resource utilization in the rural and urban schools in Ondo West Local Government Area?

Significance of the Study

The findings of this study will have significant implications for the future of secondary schools in Ondo west local government of Ondo state and Ondo state as a whole. The findings will enlighten the education stakeholders which includes principals, teachers, parents, government and other existing organizations on the existing resources in the schools and their utilization.

It will also sensitize the stakeholders on the need to ensure adequate allocation and utilization of teaching/learning resources in secondary schools.

This study will also help in charting the growth pattern of secondary school facilities in Ondo west local government, which involve enrolment, school size and teacher- pupil ratio.

The study also aid in investigating the effect of the school size, teachers qualification, physical plant facilities, and instructional materials on school productivity.

Scope of the Study

This population of the work is conducted in Ondo State. The sample for the study is from Ondo West Local Government Area of Ondo state. Ondo west is a Local government area in Ondo state, Nigeria. The study looked at factors such as availability and adequacy of resources, allocation of the resources available and the extent of utilization of these resources in secondary school system in Ondo state. The variables of resources considered are physical, human, time and space.

Resource Allocation

Resource allocation is used to assign the available resources in an economic way. Resource allocation is also the scheduling of activities and the resources required by those activities while taking into consideration both the resource availability and the project time allocation of resources. Allocation of resources is essentially a study of how resources are allocated and is associated with economic efficiency and maximization of utility. In education, resource allocation is used to mean the distribution of money, men and material devoted to education among the various areas of educational needs (Durosaro 1985).

Resource Utilization

Resource utilization is the total amount of resources actually consumed, compared against the amount of resources planned for a specific process. The benefits of resource utilization may include increased wealth, meeting needs or wants, proper functioning of a system, or enhanced well being. It is normally measured as a percentage. Provision and utilization of facilities is a responsibility of stake holders in education. The government ensures the implementation of the national policy on education by providing the enabling environment.

Resources can either be used effectively, under-utilized or over-utilized. The under-utilization of expensive educational facilities, tools, equipment and staff constitute one of the challenges of the education sector in Nigeria. However, the awareness of an effective use of resources, human, equipments and materials available for instructional purposes in an institution are necessary attributes of good teaching (Badmus, 1997). Johan (2004) states that educational outcomes in schools are closely linked to utilization and adequacy of teaching/learning resources in different ways; poor utilization, underutilization, unqualified educators brings forth low educational achievement.

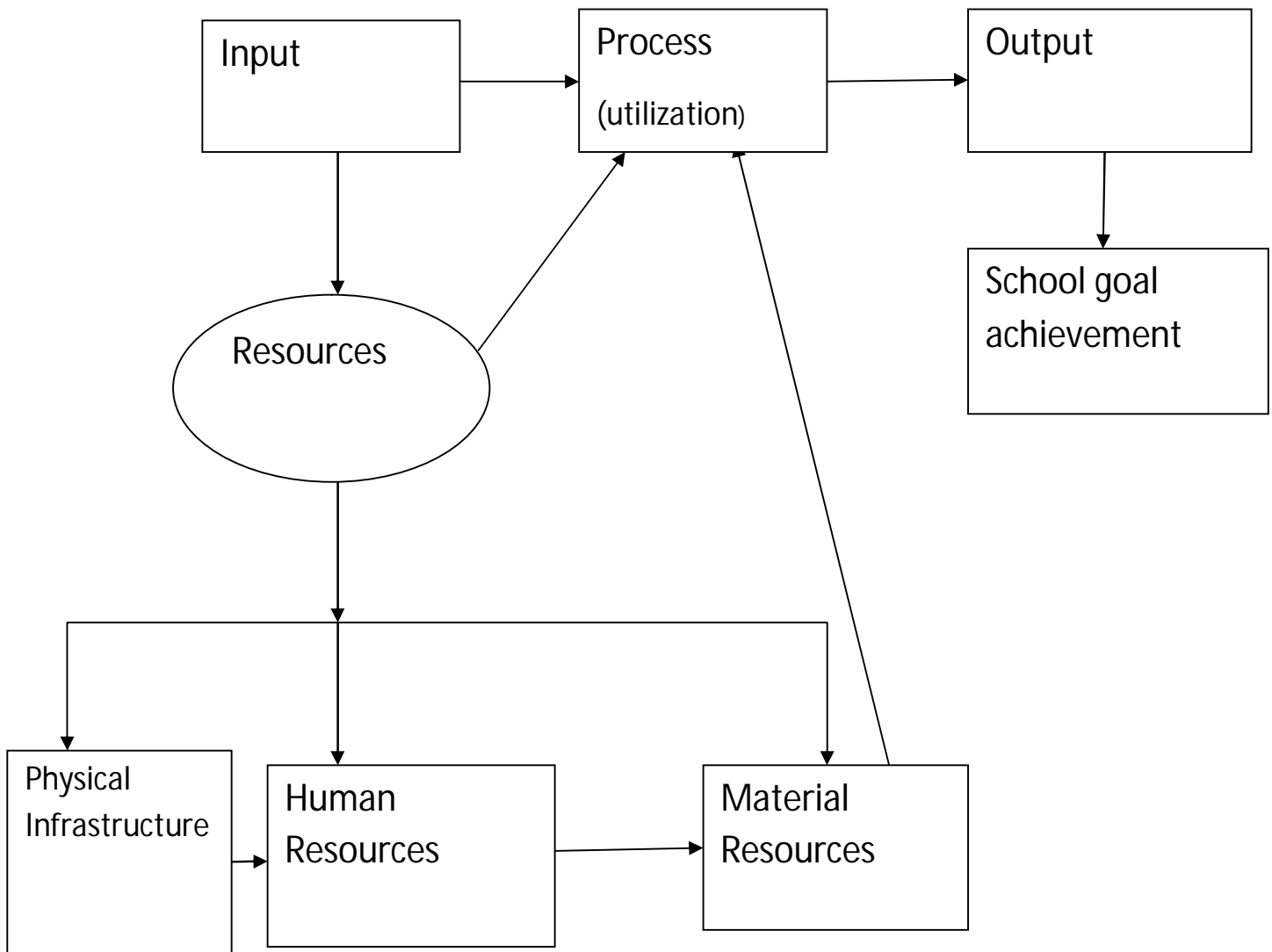
When we examine utilization of physical resources, the major methods that are used in the calculation of the utilization of physical resources are: Time Utilization Rate, Space Utilization Rate, and Global or Total Utilization Rate.

Theoretical Framework

Organizational systems consist of people, structures, and processes that work together and make an organization either healthy or unhealthy. The end product of effective systems management is synergy, in which the end product equates to a larger value than the individual sum of its parts.

Systems generally contain the following aspects: Inputs (e.g., people, time, energy, information), Processes or reactions (e.g., tools, software, analyses), Outputs (e.g., products, reports, plans), Feedback mechanisms (e.g., information, reports) .Thus, since the school is a social system, this study would use the system theory as its theoretical reference

THEORETICAL MODEL FOR THE STUDY:



Source: Omiyale 2015, Adapted version of Systems Theory

Research Design

This study specifically adopted the survey method of descriptive research design. It is considered as a suitable available research design for the purpose of description of the allocation and utilization of resources in schools. The study considered the nature of the problem and strives to establish the utilization of resource input in the educational system, particularly the secondary education.

Sample and Sampling Techniques

Stratified random sampling technique was used for the study. As at the time of this study, there are 32 public secondary schools in the area, out of these public secondary schools, nine (9) schools were purposively selected from both the urban area and two(2) schools from the rural area. Stratified random sampling was employed in this study to ensure that the schools selected with their different numbers of staff are well represented. the sample size is 123, which includes the principals, vice principals and teachers.

Instrumentation

The study made use of questionnaire as the research instrument. The questionnaire was designed in such a way that information about a large number of people was deduced from responses obtained from a smaller group of subjects (the sample). The questionnaire had three sections: A, B,C,D and E. Section A dealt with the respondents' bio-data information (i.e. the demographic and biographical details which included the years of experience, gender, highest academic qualification) with five (5) measuring questions. Section B dealt with questions directed to the staff covering the assessment of the physical/material resources in schools with twelve (12) measuring questions, Section C contained ten(10) question which covers the financial resource aspect of the study, Section D is particular about the human resources allocated to the schools and it contained thirty(30) questions and the section E dealt with suggestions and recommendations which has five(5) open ended questions concentrating majorly on what the respondents feel about the resources allocated to their respective schools and how well they are been utilized.

DATA ANALYSIS

Descriptive statistics and inferential statistics were used to analyze the research questions and research hypotheses respectively. However the research questions were answered using frequency counts and percentages while research hypotheses were tested using t-test. The two research hypotheses were tested at 0.05level of significance

RESULTS AND DISCUSSION

The data collected in this research work are presented, analyzed and interpreted. These include data on the availability of physical, human, and material resources in Ondo west public senior secondary school.

Research Question 1: What is the nature and adequacy of physical facilities and their utilization in schools?

This table explains the nature and adequacy of the physical facilities available in the sampled schools

Table 1: Adequacy of Physical Facilities in the Schools

Resources	Available	No in Good Condition	%	No in Bad Condition	%	Condition
Classrooms	241	125	51.87	116	48.13	Fairly adequate
Laboratory	25	11	44	14	66	Not adequate

Library	11	3	27.27	8	72.73	Not adequate
Technical W/S	8	2	25	6	75	Not Adequate
Home Economic W/S	3	3	100	0	0	Adequate
Others	3	3	100	0	0	Adequate

Source: Ondo west Quality assurance agency

Table 1 shows that out of the 241 available classrooms, 125 representing 51.87% were in good condition while 116 representing 48.13% were in bad condition. However, 66% of the available laboratories were in bad condition, 72.7 % of the library facilities were in bad condition and 75% of the technical workshops were in bad condition. The above analysis implies that laboratory, library and technical workshop equipment were inadequate in most of the selected schools. The classrooms were fairly adequate and home economic workshops were adequate

Table 2: Responses on Adequacy of Physical Facilities in the Schools

The table analyses the response of the respondents on the adequacy of the physical facilities in the sampled schools.

Facilities	Urban			Rural			Total (%)
	Available (%)	Being Developed (%)	Not Available	Available	Being Developed	Not available	
Building	180 (74)	23 (9.54)	20 (8.29)	12 (4.98)	6 (2.49)	0	241 (100)
Laboratory	18 (72)	2 (8)	3 (12)	1 (4)	1 (4)	0	25 (100)
Library	6 (54.55)	3 (27.28)	0 (0)	1 (9.10)	1 (9.10)	0	11 (100)
Technical Workshop	2 (25)	1 (12.5)	3 (37.5)	0	1 (12.5)	1 (12.5)	8 (100)
Home Economics WS	2 (66.67)	1 (33.33)	0 (0)	0	0	0	3 (100)
Others	1 (33.33)	0 (0)	1 (33.33)	0	1 (33.33)	0	3 (100)
Electricity	7 (87.5)	0	0	0	1 (12.5)	0	8 (100)
Water facility	4 (36.37)	3 (27.28)	1 (9.10)	0	1 (9.10)	2 (18.19)	11

Source: Researchers field survey

Table 2 reveals that home economics workshop, technical workshop, electricity as well as water facilities are not available in the rural secondary school. On the adequacy of the classroom building, 74% of the total respondents contended that spacious and well ventilated classrooms are fairly adequate in their schools and their utilization is maximum, even though some of these classes need to be renovated to be in better shape.

Research Question 2: What is the quantity and quality of the teachers allocated to secondary schools?

Table 3: Teacher Requirement and Teacher Availability on Subject Basis in Senior Secondary Schools in Ondo West Nigeria as at 2013 /2014 Session

Subjects	No. of Classes	No. of Teachers' Required (teacher quota) @1.5 Teachers per class	No. of Teachers' in Post	Shortages/ Surpluses
Mathematics	241	14	28	14
English Language	241	14	28	14
Computer/ICT	241	14	6	-8
Civic Education	241	14	12	-2
Physics	180	11	10	-1
Biology	241	14	15	1
Chemistry	180	11	10	-1
Agriculture	170	10	17	7
Accounting	135	8	8	0
Commerce	135	8	8	0
CRS	100	6	9	3
Lit in Eng	100	6	8	2
Yoruba	241	14	10	-4
Geography	150	9	10	1
Government	110	7	11	4
Economics	241	14	14	0
Visual Art	40	3	6	3

Source: Researchers field survey

Table 3 shows that, there were more surpluses (220) of teachers than shortage (179) in the various subjects in the schools. Shortages of teachers were found to be common in science subjects such as physics, chemistry, and Biology. For example in Physics, out of the 11 teachers required, 10 teachers were in post leaving a shortfall of Physics teachers. In the same vein, out of the 11 chemistry teachers required in schools, 10 teachers were in post leaving a shortfall of a chemistry teacher. Surpluses of teachers were common in arts and commercial subjects such as Commerce, government and Christian Religious.

Table 4: Quality of Teachers in Terms of Number of Teachers by Qualifications in the Sampled Secondary Schools

S/N	School Name	Location	NCE	HND	B.Sc./ B.A	B.Ed	M.Ed	Total
1	School A	Urban	13	2	2	16	1	34
2	School B	Urban	9	1	3	15	-	28
3	School C	Urban	18	1	1	12	-	32
4	School D	Urban	8	1	4	15	-	28
5	School E	Urban	25	1	8	9	-	43
6	School F	Urban	6	2	1	18	-	27
7	School G	Urban	15	0	5	21	-	41
8	School H	Rural	5	1	0	2	-	8
9	School I	Rural	4	1	1	5	-	12
		Total	103	10	25	113	1	253
		Percentages	40.7	4	10	44.7	0.4	100

Source: Researchers field survey

From the analysis of the qualifications of teachers in the sampled schools on Table 4, graduate teachers with teaching qualification (B.Ed.) had the highest population of 44.7%, followed by those with NCE (40.7 %) and then graduates without teaching qualification (B.Sc./B.A) (10%) , HND others (4%) and M.Ed with (0.4%)

Research Question 3: What is the teacher-pupil ratio in relation to the resources available in secondary schools?

Table 5: Teacher –Student Ratio

S/N	Name of School	Location	Student's Enrolment	Number of Teachers	Teacher- Student Ratio
1	School A	Urban	874	34	1:26
2	School B	Urban	479	28	1:17
3	School C	Urban	632	32	1:20
4	School D	Urban	344	28	1:12
5	School E	Urban	805	43	1:19
6	School F	Urban	571	27	1:21
7	School G	Urban	710	41	1:17
8	School H	Rural	48	8	1:6
9	School I	Rural	326	12	1:27

Source: Researchers field survey

From the above table it is revealed that the teacher- student ratio is inadequate in Ondo west local government area of Ondo state as it is not in line with the minimum standard of the teacher –student ratio of 1:35. The Table further revealed that STR ranges from 1:6 to 1:27 during the period examined, which is due to the student enrolment in the schools. Therefore the education managers must bridge the gap in order to meet the required standard.

Research question 4: How is the available time and space for learning in secondary schools allocated and utilized?

Table 6: Space Utilization Rate

School Name	Location	Total Enrolment	Total No of Classrooms in Use	Utilization Ratio	Remarks
School A	Urban	874	19	1:46	Over Utilization
School B	Urban	479	6	1:80	Over Utilization
School C	Urban	632	11	1:57	Over utilization
School D	Urban	344	12	1:29	Under utilization
School E	Urban	805	8	1:100	Over utilization
School F	Urban	571	13	1:44	Over utilization
School G	Urban	710	15	1:47	Over utilization
School H	Rural	48	2	1:24	Under utilization
School I	Rural	326	8	1:41	Over utilization
School J	Urban	795	22	1:36	Optimum utilization
School K	Urban	264	9	1:29	Under Utilization

Source: Researchers field survey

Table 6 shows that the space allocated to various programmes in most of the urban schools were over utilized using the required minimum standard of 1: 35 utilization ratio. While in the rural area there were cases of underutilization and overutilization of spaces allocated to programme

Table 7: Pattern of subject allocation to teachers in Ondo state public Secondary schools from 2006/07 to 2009/2010 academic session

S/N	Subjects	Subjects No of Periods/Week
1	English Language	25 Periods
2	Mathematics	25 Periods
3	Yoruba	15 periods
4	Agricultural Science	15 periods
5	C.R.S/I R S	15 periods
6	Government	15 periods
7	Account	15 periods
8	Eng. Literature	15 periods
9	Physics	15 periods
10	Chemistry	15 periods
11	Biology	15 periods

Source: Ondo state Ministry of Education , 2011. *Journal of Emerging trends in Educational Research and Policy Studies*.

Findings from Table 7 revealed that subject allocation period's ranges from 25 to 15 periods with English Language and Mathematics having the highest number of periods while teachers teaching other subjects have lesser periods to teach, even though the UNESCO standard was 22 periods per week (Roach, 1995).

Table 8: Time Utilization Rate of Resources

Location of School	Actual Number of Hours the teacher put into Use in a week	Theoretical Facilities approved to use in a week	Hours officially	Utilization Rate	Remarks
Rural	27	30		90	Moderate
Urban	29	30		97	Moderate

Source: Researchers field survey

Table 8 shows that time utilization rate in both rural and urban were moderate in line with UNESCO (1992, 2000) which stipulated that utilization rate of 50 to 100% is regarded as moderate utilization. Therefore the utilization of time in the schools is moderate because all the schools per teacher in the rural and urban are moderately utilized. It can also be deduced from Table 7 that teachers of some subjects spend more time teaching than others in less compulsory subjects and thus some are underutilized and some over utilized

Hypothesis One

Ho₁: There is no significant difference between Rural and Urban secondary schools of Ondo west on resources allocation.

Table 9: t – test of Difference between Rural and Urban secondary schools in Ondo west on resources allocation

Resources Allocation	Location	N	Mean	df	t-Calculated	t-Critical
	Urban	7	3.9130	99	8.243	1.96
	Rural	2	1.0			

Table 9 shows that the t-calculated value of 8.243 is greater than t- table value of 1.96. Hence, the null hypothesis is not retained. It implies that there is a significant difference between rural and urban secondary schools on resource allocation. That is the resource allocation differs in term of rural and urban schools

Hypothesis Two

Ho₂: There is no significant difference between Rural and Urban secondary schools of Ondo west on resources utilization

Table 10: t – test of Difference between Rural and Urban secondary schools of Ondo west on resources utilization

Resources Utilization	Location	N	Mean	df	t- Calculated	t -ritical
	Urban	7	3.0543	99	4.5148	1.96
	Rural	2	5			

Table 10 shows that the t-calculated value of 4.51 is greater than t- table value of 1.96. Hence, the null hypothesis is not retained. Therefore there is a significant difference between rural and urban schools on resource utilization. That is resource utilization differs in term of rural and urban schools.

Discussion

It was found that there were shortages and surpluses of teachers on subject basis in the schools. This finding agreed with the findings made by (Ademujimi, 2002; Akinduro, 2003) who reported shortages and surpluses of teachers in secondary schools in Ekiti State, Nigeria.

One salient finding in the study was the high number of shortages of teachers in science subjects such as Physics, Chemistry, and also the newly introduced compulsory subjects computer/ICT and civic education in the schools as well as Yoruba language. The numbers of teachers in post in these subjects were in great shortage to the number required. The finding was in agreement with the findings made by (Young, 1990; Waiching, 1994) who found shortages in the number of teachers in Science subjects in secondary schools.

It was also found in this study that there were surpluses of teachers on the arts subjects such as government, and virtual art. This finding was consistent with the findings made by Adeyemi (1998) who found surpluses of teachers in arts and social science subject in Nigerian

The findings of this study indicated that urban schools had more surplus of teachers than rural schools .These findings was contrary to the findings made by Nwadiani (1996) and Adeyemi (2008) who found that teacher supply did not match the demand for them in many Nigerian schools.

The study further revealed that graduates without teaching qualification in constitute 14.04 % of teachers of all the sampled schools. These set of teachers cannot be perceived as qualified teachers. Mastery of subject matter though very important but it should not be matched with adequate training in the philosophy, psychology, methodologies, sociological and foundational concepts of the subject. Furthermore, majority of those with teaching qualification are holders of National Certificate in Education 40.7% (NCE) which are mainly meant to teach in junior secondary school as stated in (NPE, 2006). It is not totally surprising that the fail – out rate accounted for the largest proportion of the students were not performing well in their final WAEC/NECO Senior School Certificate Examinations. These findings are in agreement with (Ayodele, 2000), (Famade , 2003), (Idiaghe, 2004),(Uwheraka , 2005), (Ibukun , 2009) and (Okebukola , 2010) who at various time opined that the nation cannot hope for top quality and efficient education if our secondary schools are staff with ill – motivated and second rate teachers.

Physical facilities like home economics workshop, technical workshop, and electricity as well as water facilities are not available in the rural secondary school. On the adequacy of the classroom building, 74% of the total respondents contended that spacious and well ventilated classrooms are fairly adequate in their schools.

It was found out in the study that there was significant difference between Rural and Urban secondary schools of Ondo west on resources allocation. This implies that urban secondary school received more resource from the state government as shown in table 12 than their rural counterparts. Also, there is significant difference between Rural and Urban secondary school of Ondo west on resources utilization.

Summary

The study investigated the assessment of resource allocation and utilization in secondary schools of Ondo west local government area of Ondo state. The purpose of the study is to assess the resources allocated to schools and how well they are being utilized. The study also looked at the allocation of physical, human and time and space resources in the selected schools.

The study used descriptive research design of the survey type for its analysis. The population for the study were mainly teachers, it also includes the principals and vice principals of public secondary schools in Ondo west local government area of Ondo state. Stratified random sampling technique was used for the sample selection of the schools used. An instrument titled Questionnaire on assessment of resource allocation and utilization in senior secondary schools (ARAUQ) was administered to the selected schools to get relevant data for the study.

Four (4) research questions and two hypotheses were raised for the study in other to achieve its objectives. The data collected was analyzed using inferential statistics (t-test). The results of the research questions showed that:

1. Resources allocated to the school system are fairly adequate
2. There are shortages and surpluses in the number of teachers posted to schools in regards to the subject taken.
3. The proportion of teacher to student is adequate to some extent
4. The time and spaces allocated to various programmes in the schools are fairly adequate and averagely utilized

The hypotheses result shows that:

1. There was significant difference between allocation of resources to the rural and urban secondary schools in Ondo west local government area of Ondo state
2. There was significant difference between the utilization of resources in the rural and urban secondary schools in Ondo west local government of Ondo state.

Conclusion

This study no doubt has come up with relevant findings which are germane to quality of resources and their utilization in public secondary schools in Ondo west local Government of Ondo State. Although availability of facilities have been found to influence both efficiency and productivity (Oni, 1992), it has also been found to influence learning (Farombi 1998) but the findings of this study have revealed that there is a gap between allocation of facilities in both rural and urban locations in Ondo west local government of Ondo State. From the researcher's personal experience, most of these materials that were even claimed to be available apart from being inadequate were obsolete. Some of the schools used for this study have physical facilities present but were non-functional. The situations in the libraries are not different as they contain few books supplied by the state government packed inside cartons of beverages. The findings therefore confirm the submission of Sofolahan, that, what we have today apart from Federal Government colleges are 'barren' schools which lack the bare necessities and as such the children are not getting enough good education.

The findings also corroborate Oni's (1992) submission that although there was a difference between urban and rural schools in the supply acquisition of material resources, there was no difference among the zones. He concluded that an urban or rural school remained the same; irrespective of the zone such a school might be located. Ayodele (1988), who submitted that the drift to the urban areas in recent years had resulted in gross inadequacy of facilities in most urban areas.

The findings also agreed with the findings of Ajayi (1987) and Ahmed (1999) that linked the decline in students' academic achievement with non-availability of teaching materials, non-availability of class rooms, libraries and laboratories, among others. It also agrees with Ibukun (1983) who found that resource situation in Ondo State Secondary Schools was not significantly favorable – staff quality was not significantly high while material resource was not significantly favorable.

Based on the findings of the study, the following conclusions were drawn:

1. Most of the required resources are available but not adequate
2. More teachers are allocated to the urban schools at the expense of the rural schools
3. Most of the teachers in the schools are well experienced on the job, which ensures quality in the human resources available in the schools
4. The students enrolment to teacher allocation is adequate but the posting of these teachers with respect to their field of study and experience in each school does not make the teacher-student ratio realistic
5. The physical resources available in the schools are fairly adequate

Recommendations

Since over utilization of resources does not bring the best out of a resource be it physical, human, time or space, thus, equitable redistribution of resources due to imbalances between urban and rural secondary schools is of obvious importance. While under utilization of these resources is an economic waste in the education sector and it consequently calls for optimal utilization of the resources allocated in the production function of the schools.

Based on the findings and conclusion of this study, the following recommendations were made:

1. Resources should be well allocated to schools in respect to the needs of each school and should be adequate for proper utilization

2. The state government should bridge the gap between the required and available and allocated human resources (teachers) in order to avoid the over utilization of the allocated ones and regulate the posting of teachers both to the rural and urban areas.
3. Human resources should be allocated to schools in regards to their area of specialization and needs in schools and teachers must be assigned appropriate classes
4. Teacher-student ratio should be made realistic in the secondary schools through proper allocation of all required resources.
5. Physical facilities in schools should be well renovated for proper utilization

It was also recommended from the researcher's point of view that:

1. Special attention must be focused on prudent management of human, physical, material and all other resources allocated to the school, in order to sustain a free, qualitative secondary education in Ondo State
2. Since teacher efficiency could be greatly impaired by the inadequacy of instructional resources, secondary schools must be adequately equipped. The science laboratories, libraries, technical workshops and home economics rooms must be well equipped
3. Time specified for each activity in the school should be strictly followed
4. The spaces available in schools should be maximally utilized.
5. School principal or administrator must learn to delegate duties and co-ordinate the activities of his/her subordinates for effective monitoring of resources in schools.
6. Sufficient fund should be allocated to secondary schools for effective and efficient management of other allocated resources.

Suggestion for further studies

It is suggested that similar studies be carried out in other local government of Ondo state and other states in the country. Further studies may also include the allocation of fund in secondary schools and how they are been utilized

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