



## Education Materials Allocation and Utilization Towards Socio-Economic Management in Nigeria

\*Dr.Simon Osezuah \*\* Mrs. C. O. Nwandiani  
\*\*\* Monday Mogberetene

\* Department of Educational Studies and Management, Faculty of Education, University of Benin, Benin City

\*\* Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City

\*\*\* Department of Educational Studies and Management, Faculty of Education, University of Benin, Benin City

### ABSTRACT

*This study was carried out to investigate education materials allocation and utilization towards socio-economic management in Nigeria. Two research questions were drawn to guide the investigation. Data were gathered from 4980 sample subjects through the instrument of questionnaire. The analysis of the data was carried out with percentage. The findings showed that allocation and utilization of material resources had no influence on socio-economic management in Nigeria. It was also found that the factors of allocation and utilization did not have influence on socio-economic management in Nigeria. The findings led to the conclusion that materials allocation and utilization had no influence on socio-economic management in Nigeria. Recommendation was made accordingly.*

### Keywords:

#### Introduction

Education, being an important organ and a large industry, is necessary for economic management. It is observed that it consumes high quantity of material resources. How the material resources are distributed and utilized in the various segments of the formal education system with regards to socio-economic management in Nigeria was the burden of this investigation.

#### Objective of the study

Every definable aspect of education has a need for consumption of material or monetary resources. We know that there are many segments in the education sector. For instance, we have primary schools, secondary schools, and tertiary institutions in Nigeria. All these institutions are scattered all over the societies. Within the secondary schools and the tertiary institutions levels are the areas of technical, sciences and arts studies. The institutions include: secondary schools, technical colleges, universities, polytechnics, National Colleges of Education, nursing schools, etc. In all these areas of learning, is the necessity to supply specific number of specified material resources necessary for efficient and effective teaching and learning.

Because of scarcity of most of the vital resources necessary in carrying out the teaching and learning exercises, the issue of adequacy of supply of such resources and the utilization pattern appears to give rise to complaints and arguments among stakeholders in education and socio-economic management circle. A careful examination seems to indicate that funds, infrastructures, technology, buildings, teaching and learning facilities, equipment etc, make up the different requirements necessary to achieve educational success for the pursuit of socio-economic management goals.

The complaint raised by some citizens is that resources are insufficiently available for the educational system. They therefore claim that the result is inefficient planning and management of distribution and utilization among the units within which requirements of the resources are necessary. The individuals also complain that before allocation is made, areas of need, purpose of need, types of need and the quantity and quality of need are hardly planned. Added to this, they argue

that the mode of utilization of the resources is not defined along any line of managerial direction that should provide for application and evaluation modalities towards the attainment of socio-economic management efficiency

Some other observers however, argue that there was no evidence of any level of mismatch between resource requirements and allocation. They believe instead, that there may be differences between the level of resource utilization and socio-economic management but certainly not caused by inefficiency between allocation and utilization.

Based on the foregoing complaints and arguments, realizing the great significance the societies will derive from the outcome of this study, the researcher deemed it necessary to commence the investigation. To carry out the investigation successfully, two questions were designed as follows:

1. Does allocation and utilization of education material resources have influence on socio-economic management in Nigeria?
2. Do factors of allocation and distribution of material resources have impact on skills acquisition in Nigeria?

The need to attain rapid economic and social development from the early part of 21st century was probably what led most countries in Africa to add their signatories to the declaration of Education for All in the Year 2000 (UNESCO 1995). But close to the end of the year 2000 UNICEF (1999), made a stunning declaration that about 4million children in Nigeria had no opportunities for access to Basic education. This in fact, was the height of the problem besetting Nigeria with regards to education and socio-economic management?

Nigeria has a huge population of 150 million people and a relative growing economic power in the African continent owing to its crude oil resource. Yet it had been reported by UNICEF (2005), that 7.3 million of the country's children of school age were not in school.

The key issue in the denial of access to education in Nigeria is the fear that inadequate provision of education resource

might be responsible for any lapses in utilization of the resources. The implication of this may be inadequate educated individuals to carry out economic and social affairs planning and implementation. For example, the report of UNO (2005 pg.14), compared the living standards between the children living in the developed countries and those in non-developed countries, and declared that "a child born in Zambia today has less chance of surviving past thirty (years) than a child born in 1840 in England"

Some other observers have also expressed the view that choices of materials, rather than allocation, may be the cause of education's failure to achieve its goals of socio-economic management. Chantel (2004 p44), argues that "the freedom to achieve the desired objectives is caused by lack of skills in seeking and using instructional materials". Woolman (1997) asserts that effective teaching and learning lies in appropriately selected and harnessed ideas towards motivation or creativity. May (1998 p18), holds that, "those who are united in resources pursuit to acquire quality education, take flight when life itself becomes meaningless".

Another factor necessary for determination in the issue of materials allocation and utilization is planning. Planning requires to be effectively carried out so that allocation and utilization of the available scarce resources, could lead to the goal of socio-economic management realization. Bende-Nabende and Slater (2001), suggest that Thailand successfully achieved the aims of investment in education because the government developed a strategic mode of policy, planning and implementation towards economic development. But UNESCO (2000), claims that illiteracy was not only high in Africa, instead, that it was on the increase in many countries.

**Methodology of the study**

**Sampling**

A total of 4980 persons were selected as sample for this study. The technique adopted in arriving at the selection of the figure was by use of cluster sampling method. The researcher randomly took cluster of 4 states from each of the 6 geo-political zones of the country. He then selected 208 sample from each of the 24 states through random sampling technique

**Instrument of study**

The questionnaire method was adopted in gathering relevant data from the sample subjects. The administration of the instrument was carried out by the researcher and research assistants. The mortality rate was very low. The gathered data were subjected to necessary treatment of sorting, and application of statistical tool of percentage was adopted in the analysis as shown on the following tables.

Question I: Does allocation and utilization of education material resources have influence on the socio-economic management in Nigeria?

Table I: Material resource allocation and utilization influence on social-economic management.

Allocation and utilization	Socio economic management output		
	High %	Low %	Total
Planning and implementation	2089 41.94%	2891 58.05%	4980 100%

Improvement and evaluation	2371 47.61%	2609 52.38%	4980 100%
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Question II: Do factors of resources allocation and distribution have impact on skills acquisition in Nigeria?

Table II: Resources allocation and distribution influence on skills acquisition

Development expansion and maintenance	Skills acquisition				Total
	Very high	High	Low	Very low	
Higher education level	980 19.67%	1147 23.03%	1328 26.66%	1525 30.62%	4980 100%
Primary and secondary level	987 19.81%	1249 25.08%	1358 27.26%	1386 27.83%	4980 100%
Secondary school level	872 17.51%	983 18.83%	1623 32.59%	1547 31.06%	4980 100%
Nursing and its institutional equivalents	1672 33.57%	1325 26.60%	1216 24.41%	767 15.40%	4980 100%

**Findings and discussion**

Table I of the study presented the data analysis concerning allocation and utilization influence on socio-economic management in Nigeria. The result showed that materials resources allocation and utilization had no influence on socio-economic management in Nigeria.

Table II of the study also revealed that resource allocation and utilization had no influence on skills acquisition in Nigeria. The data analysis presented in the study implies that allocation and utilization of material resources had no impact on socio-economic management in Nigeria.

Thus, Chantel (2005), supported the findings of the study by stating that the failure to achieve educational objectives is caused by inadequate skills in the selection and usage of teaching materials. Woolman (1997), also affirmed the findings by stating that learning hinges on appropriate selection of appropriate ideas, materials and funds for the purpose of motivation and creativity.

**Conclusion**

Base on the findings in the study, the conclusion reached was that material resources allocation and utilization does not have influence on socio-economic management in Nigeria. This was Strengthened by the finding that application of resources had no impact on skills acquisition in Nigeria.

**Recommendation**

Based on the findings, the suggestion was made that appropriate and efficient procedures of material allocation and utilization should be developed and followed strictly in the pursuit of education, to raise the standard and quality of skills toward job performance in development of Nigeria

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