

Educational Resources Availability and Utilization in Private and Public Secondary Schools in Kwara State, Nigeria

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Abstract

The quantity of input devoted to education determines the level of output. This assertion has been a major issue of discussion among education stakeholders on whether the better performance of private compared to public secondary school students is as a results of educational resources available and their utilization. This study therefore investigated educational resources availability and utilization in private and public secondary schools in Kwara State. Descriptive survey design was adopted for the study. The population for the study comprised all the 505 secondary schools in Kwara State. Stratified random and proportional sampling techniques were used to select 220 secondary schools (146 public and 74 private) for the study. Research instrument tagged “Educational Resources Checklist” (ERC) was used to obtain relevant data. The instrument was validated through face, content and construct validities by the researcher and three other lecturers in the Department of Educational Management. Descriptive statistics of percentage, ratio and rate were used to analyze the research questions raised in the study. Specifically, Time Utilization Rate (TUR), Space Utilization Rate (SUR), Global Utilization Rate (GUR) and Human Resources Utilization Rate (HRU) were used to determine the utilization level of each of the resource under investigation. The findings of the study shows that: there were shortage of physical resources in public secondary schools compared with private secondary schools in Kwara State; teachers were available in both public and private secondary schools; physical resources in private secondary schools were moderately utilized compared with public secondary schools; teachers were over utilized in private secondary schools compared with public secondary schools. The study concluded that the educational resources in Kwara State public secondary school are not enough to cater for the existing number of students, though fair in private secondary schools. Based on the findings of the study, it was recommended among others that: community should participate in provision of more physical resources that will accommodate the existing number of students in the schools.

Keywords: Educational Resources, Resources Availability, Resource Utilization, Human Resource, Physical Resource, Material Resource, Private Schools, Public Schools.

Introduction

There have been outcry over the persistent poor performance of secondary school students in public examinations in Nigeria by stakeholders. The Federal Ministry of Education (2015) reported that 47.63% of candidates that sat for the West African Examinations Certificate had five credits and above (including English and Mathematics) throughout the whole Federation.

The poor academic performance of students according to Ekundayo and Alonge (2012) has often been attributed to a number of factors among which are: the principals' leadership style, teachers' quality, home factors, government factors and inadequate educational resources (human, material, financial and physical resources). However, in spite of these identified factors our public secondary schools today are still characterized by dilapidated buildings, crowded classrooms, absence of good furniture and equipment, inadequate instructional materials, under-staffed schools with teachers' salaries and allowances irregularly paid, inadequate inspection and teachers/ students indiscipline (Adeyemi, 2008).

Furthermore, to achieve effective teaching-learning in secondary schools, the National Policy on Education (Federal Republic of Nigeria, 2013) clearly spelt out that the teacher-pupil ratio at this level of education shall be 1:40. This is against what is obtainable in most secondary schools in Nigeria as noted by Ihebereme (2010) who submitted that most public schools are characterized by poor school building, overcrowded classrooms as well as inadequate school space. In line with the submission of Ihebereme (2010), Kwara State public secondary schools are also not exempted from these ugly trend. This shows the level of classroom availability in our secondary school not to talk of other physical facilities such as library, laboratory, staff room, latrine among others. This no doubt may result to over utilization of the few available physical resources as noted by Adegboyeje (2000). In determining the level of resources utilization in schools, Oloyede (2003) asserted that the number of physical facility is put into use (time utilization rate) and the capacity at which a physical facility is put to use (space utilization rate) which is commonly refers to as Global Utilization Rate (GUR) form the utilization level of any physical resources in the school.

As noted by Adeogun and Osifila (2008) educational resources is very important because of its role in the achievement of educational goals and objectives. The extent to which an organization like educational institution attains her objectives is directly proportional to the educational resources available and the rate of utilization. According to Adeogun and Osifila (2008), educational resources can be categorized into human, material, physical and financial resources. The success of any school depends upon the resources available to it (Adeogun and Osifila, 2008).

Educational resources like other resources in an organization are the sum total of the input that goes into the system. They are all the things that are used directly or indirectly for the purpose of supporting, facilitating, influencing or encouraging

transmission or acquisition of knowledge, competence and skills. Educational resources according to Adeogun and Osifila (2008), are also proclaimed that resources in education are the totality of everything which the education system needs for its smooth running. These include human, physical, material and financial resources.

Various individuals such as, Ekundayo & Alonge (2012) have perceived and acknowledged the purpose and function of resources in effective teaching and learning. Adeogun (2001) expresses that effective teaching cannot take place within the classroom if basic instructional resources are not present. Usman (2007) noted that central to the education process are educational resources which play an important role in the achievement of education objectives and goals by enhancing effective teaching and learning. Akisanya (2010) commented that educational resources are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning. Adeogun and Osifila (2008) asserted that the extent to which an organization like educational institution attains her objectives is directly proportional to the educational resources available and their utilization.

Adewumi (2009) also stressed that the quality of educational facilities available within an educational system positively correlate with the quality and standard of the educational system. In the same vein, Omosidi and Abdulkareem (2015) are of the opinion that for learning to take place, learners must have access to necessary materials and resources. This is supported by Mutai (2006) who asserted that learning is strengthened when there is enough reference materials such as textbooks, exercise books, teaching aids and classrooms. Further he asserted that academic achievement illustrates per excellence the correct use of these materials. Olagunju and Abiola (2008) stated that utilization of resources in teaching brings about effective learning since it stimulates sense as well as motivates them.

Studies carried out on educational resources by researchers such as Adewuyi (2002), Ajayi (2002), Akomolafe (2005), Okandeji (2007), Oduwaiye (2012) and Omosidi, Ojo and Oyedeji (2015) revealed the important roles each plays in the achievement of educational goals and objectives which is mostly measured by students' performance. Similarly, on the level of availability and utilization, Adeogun (2001) revealed that schools endowed with more resources performed better than schools that are less endowed. Adeogun further stated specifically that our public schools are starved of both teaching and learning resources. Hence, their poor performance in relation to private schools. This corroborated the study of Babayomi (1999) that Private schools because of the availability and adequacy of teaching and learning resources performed better than public counterpart in Lagos state.

In another study, Ekundayo and Alonge (2012) concluded that there was no significant relationship between human resources availability and students' academic performance in both public and private secondary schools. Their study also revealed that there was no significant relationship between material resources availability and students' academic performance in both public and private secondary schools. Though one would have expected positive results, Ekundayo and Alonge study holds that it is one thing to have both the human and materials resources

available, it is another thing to ensure their proper utilization.

It is against this background that this study intend to compare educational resources availability and utilization in private and public secondary schools in Kwara State Nigeria.

Statement of the problem

From studies reviewed, it was observed that there are differences in educational resources available in private and public secondary schools in Kwara State. Adeogun (2001) and Babayemi (1999) focused on instructional resources and students' academic performance. Oduwaiye et al (2012) and Adeogun and Osifila (2008) studies covered the whole educational resource but did not examine the status of these resources in term of availability and utilization in private and public secondary schools. While Ekundayo and Alonge (2012) examined the availability of human and material resources and students' academic performance without investigating their utilization. Akinsanya (2010) worked on distribution and utilization of human resources in state and federal owned schools. While all the study reviewed limited themselves to either availability or utilization in relation to student academic performance, this study compared educational resources availability and utilization in private and public secondary schools in Kwara State, Nigeria in order to bridge the gaps created in most of the study reviewed.

Purpose of the Study

The main purpose of this study was to investigate the availability and utilization of educational resources in private and public secondary schools in Kwara State, Nigeria.

Specifically, the purposes of this study include:

- i. To investigate the availability of physical resource in private and public secondary schools in Kwara State;
- ii. To examine the availability of human resource in private and public secondary schools in Kwara State;
- iii. To evaluate the utilization of physical resource in private and public secondary schools in Kwara State;
- iv. To investigate the utilization of human resource in private and public secondary schools in Kwara State; and

Research Questions

This study answered the following questions as regards availability and utilization of educational resources in private and public secondary schools in Kwara State, Nigeria.

- 1) What are the available physical resource in private and public secondary schools in Kwara State?
- 2) What are the available human resource in private and public secondary schools in Kwara State?
- 3) What is the utilization level of physical resource in private and public secondary schools in Kwara State?

- 4) What is the utilization level human resource in private and public secondary schools in Kwara State?

Methodology

The researcher adopted descriptive survey design for the study. The population for the study comprised all the 505 secondary schools in Kwara State. Stratified random sampling technique was used to select 220 secondary schools (146 public and 74 private) in the three senatorial districts of Kwara State (Kwara Central, South and North) for the study. Research instrument tagged “Educational Resources Checklist” (ERC) was used to obtain relevant data. The instrument was validated through face, content and construct validities by experts in the field of Educational Management, and Educational Measurement and Evaluation. The instrument was sub-divided into three sections comprises of physical, human and material resources availability and utilization. Each section of the instrument were completed by principals and teachers.

The researcher with the assistance of two trained research assistants visited the sampled schools and administered the instrument to the respondents which were retrieved immediately after responses have been provided. Therefore, the 220 copies of the instrument that were administered were all retrieved. This gave a response return rate of 100%. Descriptive statistics of percentage, ratio and rate were used to analyze the research questions raised in the study. Specifically, Time Utilization Rate (TUR), Space Utilization Rate (SUR), Global Utilization Rate (GUR) and Human Resources Utilization Rate (HRU_t) were used to determine the utilization level of each of the resource under investigation.

Accordingly, the formulae are given below:

$$\text{TUR} = \frac{\text{Actual Number of Hours}}{\text{Theoretical Number of Hours}} \times \frac{100}{1}$$

$$\text{SUR} = \frac{\text{Actual Number of Students}}{\text{Theoretical Number of Students}} \times \frac{100}{1}$$

$$\text{GUR} = \frac{\left[\frac{\text{Actual Number of Hours}}{\text{Theoretical Number of Hour}} \times \frac{100}{1} \right] + \left[\frac{\text{Actual Number of Students} \times 100}{\text{Theoretical Number of students} \quad 1} \right]}{2}$$

$$\text{HRU}_t = \frac{\text{Actual Number of Teaching Periods per Teacher}}{\text{Theoretical Number of Teaching Periods per Teacher}} \times \frac{100}{1}$$

Consequently, the standard for passing judgement on utilization level were thus: < 50 (Under Utilized), = 50 < 70 (Fairly Utilized), = 70 < 100 (Moderately Utilized), = 100 (Optimally Utilized) and > 100 (Over Utilized).

Results

Research Question 1: What are the available physical resources in private and public secondary schools in Kwara State?

Table 1
Analysis of availability of physical resources in private and public secondary schools in Kwara State

| Senatorial District | Classroom | | | | | | | | | | | Staff room | | | | | | Library | | | | | | Laboratory | | | | | |
|---------------------|-----------|-----|-----|--------|-----|-----|---------|-----|-----|------|------|------------|------|------|---------|------|------|---------|------|------|---------|------|-----|------------|-----|------|-----|------|-----|
| | Private | | | Public | | | Private | | | | | Public | | | Private | | | Public | | | Private | | | Public | | | | | |
| | TST | SCR | TCR | TST | TCR | SCR | TTR | SCR | TTR | CAP | SHT | TTR | TTR | CAP | SHT | AV | F % | NAV | F % | NAV | F % | AV | F % | NAV | F % | AV | F % | NAV | F % |
| Kwara Central | 4087 | 315 | 13 | 17627 | 387 | 46 | 272 | 282 | -10 | 1340 | 1208 | 132 | 34 | 97.1 | 1 | 2.9 | 33 | 78.6 | 9 | 21.4 | 30 | 85.7 | 5 | 14.3 | 28 | 66.7 | 14 | 33.3 | |
| Kwara North | 1411 | 93 | 15 | 8670 | 191 | 45 | 128 | 132 | -4 | 367 | 324 | 43 | 11 | 61.1 | 7 | 38.9 | 24 | 68.6 | 11 | 31.4 | 12 | 66.7 | 6 | 33.3 | 18 | 51.4 | 17 | 48.6 | |
| Kwara South | 1730 | 137 | 13 | 13032 | 297 | 44 | 137 | 146 | -9 | 1025 | 882 | 143 | 15 | 71.4 | 6 | 28.6 | 46 | 66.7 | 23 | 33.3 | 15 | 71.4 | 6 | 28.6 | 40 | 58.0 | 29 | 42.0 | |
| | 7228 | 545 | 13 | 39329 | 875 | 45 | 537 | 560 | -23 | 2732 | 2414 | 318 | 76.5 | 23.5 | 71.3 | 28.7 | 74.6 | 25.4 | 58.7 | 41.3 | | | | | | | | | |

Source: Fieldwork

Key: TST= Total number of Students
 TCR= Total number of Classrooms
 SCR= Students-Classroom Ratio

TTR= Total number of Teachers
 CAP= Capacity of the Staff room
 SHT= Shortage (Note

AV = Available
 NAV= Not available
 - means surplus)

Table 1 reveals that, there were only 875 classrooms available for population of 39,329 students in the 146 sampled public secondary schools in Kwara State which represents students-classroom ratio of 1:45 as against private secondary schools which have 545 classrooms for population of 7,228 students representing students-classroom ratio of 1:13. This implies that, there is shortage of classroom in public secondary schools in Kwara State going by 1:40 students-classroom ratio prescribed in National Policy on Education (FRN, 2013). On availability of staff room, the result indicates that, private secondary schools have staff rooms which have capacity to accommodate 560 teachers but only 537 teachers occupied them. This indicated that there was surplus of 23 spaces that could be occupied by teachers in the sampled private secondary schools. Whereas, public secondary schools have staff rooms capacity of 2,414 but occupied by 2,732 teachers. By implication, 318 teachers do not have where to seat in public secondary schools in Kwara State as against private secondary schools which have surplus of space.

Furthermore, the result shows that 76.5% private secondary schools have library while 71.3% of public secondary schools were provided with library. In contrast, private secondary schools have more libraries than public secondary schools in Kwara State. Also, the result shows that 74.6% private secondary schools have laboratory while just 58.7% public secondary school were provided with laboratory. In comparison, private secondary schools have more laboratories than public secondary schools in Kwara State.

Research Question 2: What are the available human resources in private and public secondary schools in Kwara State?

Table 2
Analysis of availability of human resources in private and public secondary schools in Kwara State

| Senatorial District | Teaching Staff | | | | | | Non-Teaching Staff | | | | | |
|---------------------|----------------|------------|-----------|--------------|-------------|-----------|--------------------|------------|-------------|-------------|-------------|-------------|
| | Private | | | Public | | | Private | | | Public | | |
| | TST | TTR | TSR | TST | TTR | TSR | AP | NAP | NP | AP | NAP | NP |
| Kwara Central | 4087 | 272 | 15 | 17627 | 1340 | 13 | 37.9 | 4.5 | 5.0 | 15.9 | 6.3 | 6.6 |
| Kwara North | 1411 | 128 | 11 | 8670 | 367 | 24 | 19.5 | 2.3 | 2.6 | 13.2 | 5.2 | 5.5 |
| Kwara South | 1730 | 137 | 13 | 13032 | 1025 | 13 | 22.7 | 2.7 | 3.0 | 26.1 | 10.3 | 10.8 |
| | 7228 | 537 | 13 | 39329 | 2732 | 14 | 80.1 | 9.5 | 10.6 | 55.2 | 21.8 | 22.9 |

| Senatorial District | Classroom | | | | | | Staff room | | | | | | Library | | | | | | Laboratory | | | | | |
|---------------------|-----------|-------|-------|--------|-------|-------|------------|-------|-------|--------|-------|-------|---------|-------|-------|--------|-------|-------|------------|-------|-------|--------|-------|-------|
| | Private | | | Public | | | Private | | | Public | | | Private | | | Public | | | Private | | | Public | | |
| | TUR % | SUR % | GUR % | TUR % | SUR % | GUR % | TUR % | SUR % | GUR % | TUR % | SUR % | GUR % | TUR % | SUR % | GUR % | TUR % | SUR % | GUR % | TUR % | SUR % | GUR % | TUR % | SUR % | GUR % |
| Kwara Central | 127 | 34 | 81 | 132 | 113 | 123 | 127 | 96 | 112 | 132 | 111 | 122 | 100 | 64 | 82 | 100 | 119 | 110 | 77 | 89 | 83 | 82 | 131 | 107 |
| Kwara North | 125 | 38 | 82 | 126 | 113 | 120 | 125 | 97 | 111 | 125 | 113 | 119 | 100 | 75 | 88 | 100 | 118 | 109 | 97 | 68 | 83 | 81 | 123 | 102 |
| Kwara South | 138 | 37 | 88 | 125 | 111 | 118 | 138 | 94 | 116 | 125 | 116 | 121 | 100 | 71 | 86 | 100 | 121 | 111 | 88 | 86 | 87 | 89 | 117 | 103 |
| Average (%) | 130 | 36 | 83 | 128 | 112 | 120 | 130 | 96 | 113 | 127 | 113 | 120 | 100 | 70 | 85 | 100 | 119 | 110 | 87 | 81 | 84 | 84 | 124 | 104 |

State?

Table 3: Analysis of physical resources utilization in private and public secondary schools in Kwara State

Source: Fieldwork

Key: TUR= Time Utilization Rate
GUR= Global Utilization Rate

SUR= Space Utilization Rate

The result on table 3 shows that, classrooms in both private and public secondary schools were over-utilized time wise with TUR of 130% and 128% respectively while classrooms in private secondary schools were under-utilized going by SUR of 36% compare to public secondary schools with SUR of 112% which implies over-utilization. On the whole, classrooms in private secondary schools were moderately utilized with GUR of 83% as compared with public secondary schools with GUR 120% signifies over utilization. This implies that classrooms in private secondary schools were moderately utilized while the classrooms in public secondary were over-utilized in Kwara State. The staff rooms in both private and public secondary schools were over utilized time wise with TUR of 130% and 127% respectively while staff rooms in private secondary schools were moderately utilized going by SUR of 96% compare to public secondary schools with SUR of 113% which signifies over utilization. On the whole, staff rooms in both private and public secondary schools were over utilized with GUR of 113% and 120% respectively. The implication of this results is that staff rooms in both private and public secondary schools in Kwara State were over utilized by the schools. Furthermore, the result shows that TUR for library in both private and public secondary schools equal 100% (optimal level). This implies that both private and public secondary schools make optimum use of the library time wise. Whereas, with SUR of 70% and 119% obtained in private and public secondary schools respectively signify moderate utilization for private and over utilization for public. However, with GUR of 85% for private secondary schools which denotes moderate utilization and GUR of 110% which indicates over utilization implies that libraries in private secondary schools were moderately utilized compare to public secondary schools in Kwara State. Also, laboratories in both private and public secondary schools in Kwara State were moderately utilized time wise with TUR of 87% and 84% respectively while SUR of 81% in private secondary schools and SUR of 124% in public secondary schools signifies moderate and over utilization respectively. Conversely, GUR of 84% in private secondary schools and 104% in public secondary schools implies that laboratories in private secondary schools were moderately utilized compare to public secondary schools in Kwara State.

Research Question 4: What is the utilization level of human resources in private and public secondary schools in Kwara State?

Table 4: An alysis of human resource (teachers) utilization rate in private and public secondary schools in Kwara State

| Senatorial District | Private | | | Public | | |
|---------------------|-------------|-------------|-----------------------|-------------|-------------|-----------------------|
| | ANP | TNP | HRU _t % | ANP | TNP | HRU _t % |
| Kwara Central | 774 | 770 | 101 | 844 | 924 | 91 |
| Kwara North | 408 | 396 | 103 | 692 | 770 | 90 |
| Kwara South | 488 | 462 | 106 | 1326 | 1518 | 87 |
| | 1670 | 1628 | 103 | 2862 | 3212 | 89 |

Source: Fieldwork

Key: ANP= Actual number of periods per Teacher in a week
 TNP= Theoretical number of periods per Teacher in a week
 HRU_t= Human Resources (teachers) Utilization Rate

Table 4 shows the analysis of teacher utilization rate in private and public secondary schools in Kwara State. The result reveals that teachers in private secondary schools were over utilized with HRU_t of 103% and moderately utilized in public secondary schools with HRU_t of 89%. The implication of this results is that public secondary schools have more teachers compare to private secondary schools in Kwara State. That is, the workload is moderate in public secondary schools but high in private secondary schools due to the number of teachers available.

Discussion of Findings

This section focuses on discussion of findings from data analyses on availability and utilization of educational resources in private and public secondary in Kwara State, Nigeria. Research question one was on availability of physical resources in private and public secondary schools in Kwara State. The results in revealed that there was shortage of classrooms and staff rooms in public secondary schools in Kwara State compare to private secondary schools that have surplus.

These results on availability of physical resources were in consonance with findings of Akinsanya (2010) who concluded that physical facilities like classrooms, laboratories and libraries were inadequate in Ogun State pubic secondary schools which affected students' performance. These results also agreed with Ahmed's (2009) who asserted that classroom is the beginning of failure and a closer look at the public schools and what goes on there shows that nothing good can come out of most schools as they do not have adequate and appropriate structures and resources to prepare the students for WASSCE. In consonance with Adeogun (2001) public schools are starved of both teaching, physical and learning resources. Hence, there poor performance in relation to private schools.

Research question two was on availability of human resources in private and public secondary schools in Kwara State Nigeria. The result shown that teachers were adequately provided in both private and public secondary schools in Kwara State. However, non-teaching staff were adequately provided in private secondary school compare to public secondary schools in Kwara State. This is in line with the findings of Oduwaiye et al. (2012) which reveals that human resources have a positive significant relationship on student academic performance in Ilorin metropolis secondary schools. This was also in line with Adeogun and Osifila (2008), that human resources (teaching and non-teaching staff) has positive significant relationship with student academic performance. The implication of this finding shows that human resources are part of the important components of the school system that will impart positively on the system if adequately provided.

Research question three on utilization level of physical resources in private and public secondary schools in Kwara State. The findings revealed that classrooms were moderately utilized in private secondary schools and over utilized in public secondary schools in Kwara State. Staff rooms in both private and public secondary schools in Kwara State were over utilized. Correspondingly, libraries and laboratories in private secondary schools were well utilized compare to public secondary schools in Kwara States. These results are in line with the study conducted by Akogun (2004) who submitted that classrooms, libraries, laboratory and staff rooms were over utilized in public secondary schools in Ifelodun Local Government of Kwara State. These results also validated findings of Achieng (2012) that the inadequacy of most of the school resources such as classroom, laboratory, library, teaching staff could determine the low academic performance of students.

Research question four was on utilization of human resources (teachers) in private and public secondary schools in Kwara State. The study revealed that teachers in private secondary schools were over utilized while teachers in public secondary schools were moderately utilized. Though teacher-students ratio for private secondary schools as shown in Table 4 is far below the prescribed. However, one should expect this result due to the fact that most private secondary schools operate both junior and senior classes and of which it is the same teachers that handle these two levels. Hence, teachers in private secondary schools are overloaded with work. This result clarifies Ekundayo and Alonge's (2012) findings who submitted that, there is no significant relationship between human resources availability and students' academic performance. Though one would have expected positive result, Ekundayo and Alonge study hold the fact that it is one thing to have both the human resources available, it is another thing to ensure their proper utilization.

Conclusion

From the results obtained, it is evidenced that the situation of educational resources in public secondary schools in Kwara State are not encouraging, although fair in private secondary schools. Physical resources (classrooms, libraries,

laboratories and staff rooms) were not enough to cater for the need of the schools which resulted to over utilization of the available one. Teachers in private secondary schools were over utilized due to the number of workload assigned to handle. Public secondary schools that have enough teachers were not provided with enough classrooms to maintain the prescribed teacher-students ratio in the class. This in effect may lead to inability of teacher to effectively manage the classroom resulting to poor quality of students and affect the morale, motivation and self-esteem of teachers. Non-teaching staff that are to support the efforts of the teachers were not adequately provided in public secondary schools.

Recommendations

In line with the findings of this study and conclusion drawn, the following recommendations were made for improvement:

1. Considering the gaps in physical resources available to the public schools vis-a-vis private schools, it is recommended that, the state government through states universal education board should solicit for the support of immediate community in which public schools are sited, to support in the provision of more physical resources (classrooms, libraries, laboratories and staff rooms) to Kwara State public schools. While at the same time, the political office holders should bring dividends of democracy to the doorstep of their voters by providing physical resources such as, classrooms, library, laboratories and staff rooms to public secondary schools in Kwara state.
2. More teaching and non-teaching personnel should be recruited by Kwara State Government to reduce student-teacher recommended ratio of 1:40.
3. To prevent overpopulation and over-utilization of the available school facilities, public secondary schools should admit students based on merit and enrollment capacity while parents can enroll their children to private schools that have strength to accommodate more.
4. School administrators should improve more in classroom visitation to ensure that teachers in both private and public secondary schools make use of available material resources in the lesson delivery.

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