
EFFECTS OF EDUCATIONAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE IN ILORIN METROPOLIS PUBLIC SENIOR SECONDARY SCHOOLS, KWARA STATE

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Abstract: *The extent to which an organization like educational institution attains her objectives is directly proportional to the educational resources available and their utilization. This study therefore investigates the significant relationship between educational resources and students' academic performance in Ilorin Metropolis Public Senior Secondary Schools. The study was a descriptive survey. Random Sampling Technique was used to select 10 out of 24 public secondary schools in the area of study. The population comprise of 938 teachers, out of which 200 teachers were randomly selected. A self-designed instrument titled "Educational Resources Questionnaire" (ERQ) was used to obtain relevant data from respondents. Chi-square was used to test hypotheses formulated at .05 level of significance. The main findings revealed that there were significant relationship between educational resources and students' academic performance in Ilorin Metropolis Public Senior Secondary Schools, Kwara State. Based on the findings, it was recommended that stakeholders should rally round to provide educational resources, and should be given great priority if the school system is to be effectively and adequately managed to meet the yearning and aspirations of the learners and the society at large.*

Keywords: Resources, Educational Resources, Academic Performance, Resource Management

Introduction

Resources are very important in the development of qualitative education. The success or failure of an educational system depends on the quality and quantity of resources made available to it. Resources in any situation imply the money, human and materials available in the realization of organizational goals. The degree of provision and utilization may seriously influence the performance of such an organization. According to Adeogun (2002), educational resource implies the sum total of the input that goes into the educational system. Resource are all the things that are used directly and indirectly for the purposes of supporting, facilitating, influencing or encouraging transmission or acquisition of knowledge, competence, skills and know-how. Ekundayo (2010), viewed resources in education as the totality of everything which the education system needs for its smooth running. These include human, physical, material and financial resources. Human resources in education are the students, teaching staff, non-teaching staff, bursar, librarian, laboratory attendants, clerks, messengers, mail runners, gatekeepers, gardeners,

and cooks as well as educational planners and administrators. Material resources include textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. Other category of material resources consist of paper supplies and writing materials such as biro, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbook, etc. Physical resources include classrooms, lecture theatres, auditoriums, typing pools, administrative block, libraries, laboratories, workshops, gymnasia, and assembly halls, special rooms like sickbay, staff quarters, students' hostels, kitchen, cafeteria, lavatory and toilet. Financial resources are the monetary inputs available for and expended on the education system. These include money allocated to education by the government grants, PTA levy, and donations from philanthropists and internally generated funds.

Concept of Resource Management

Resource management implies the coordination of the resources (men, materials and money) in an organization in the right direction for the attainment of organizational goals. Since education is an organization where men, material, and money are needed for the production of output (graduates). Therefore, resources management in education is the proper coordination of the resources made available to the education sector for the purpose of producing quality graduates in the system. Babalola (2006) opined that good educational managers must carefully and effectively handle educational resources, (particularly money, materials and machines including computers, teaching technology and internet facilities) put under their custody. Banjoko (2002) sees resource management as the effective acquisition, utilization and maintenance of the supplies needed in the educational system. While emphasizing resource management as a panacea for producing quality output in the education system, Babalola (2006) remarks that good educational managers must carefully and effectively handle educational resources (particularly money, materials and machines including computers, teaching technology and internet facilities) put under their custody.

Concept of Students' Academic Performance

Students' performance in school depend to great extent on the management of schools' available resources in terms of physical, human, material and financial resources towards the achievement of educational goals. The school is a complex social institution. It is an organization that deals with management of the available human, material, physical and financial resources for effective teaching and improvement of students' academic performance. Students' academic performance can be measured in many ways but the commonly used method is the result of students in public examinations, which is used to pass judgments on the schools and teachers. Ayo (2000) defines students' academic performance as outcome of students assessments through comprehensive, systematic, cumulative, diagnostic, formative and summative evaluation of what they have gone through in a school setting. Ogunsaju (2004), defined students' academic performance as desirable changes or outcomes in students' performance after a period of teaching and learning activities as related to educational objectives which provide information to

students, teachers, school administrators and parents on the level at which educational objectives have been achieved. Umoh, (2004) defines student' academic performance as the final grade which students get after a systematic and comprehensive measurement and evaluation of the individual student in a school setting for the purpose of making decision or judgment on his/her cognitive, affective and psychomotor domains. For the purpose of this findings, the researcher viewed students' academic performance as the educational outcomes of students as measured by Senior Secondary School Certificate Examinations. Thus, academic performance of students depends on effective human and material resources available in the schools.

Rationale for Resource Management in Education

The success or otherwise of an educational system depends not only on the availability of resources but also on how the resources have been judiciously and prudently managed. Ekundayo (2010) pointed out the following as the rationale for resource management in education.

1. To ensure that resources (materials and machines) are properly maintained so as to increase their life spans, hence reducing the cost of replacing them.
2. To ensure that the little resources (money) made available to the education sector are judiciously utilized. The provision of adequate resources and their efficient utilization are factors that determine the quality of education in any country.
3. To ensure quality control. Resources, if well managed, would ensure quality control. The quality of input in an educational system determines, to a very reasonable extent, the quality of output.
4. It helps to ensure better academic performance. Ocho (2005) submits that the quality of school management of human and material resources has a very strong relationship to the students' academic performance.
5. To ensure a very healthy education environment. Human resources represent the most valuable asset in an educational institution. Hence, human resource management can help fulfill the potential and increase the loyalty of the workforce while minimizing the cost and complexity of the administrative environment.

Skills needed for Resource Management in Education

According to Olagboye (2004), the skills needed for resource management in education are technical skill and human skill. Technical skill refers to the proficiency or ability to use the tools, methods, processes, procedures and techniques of a specialized field. Education in this case, performs specific tasks. Teachers and school administrators require technical skills; the most efficient use of the available resource such as teachers, buildings and equipment would be attained. Human skills on the other hand, are inter personal skills that every level of administration needs. The understanding of oneself and the group members is indispensable to the accomplishment of goals and objectives of a formal and social organization like the school organization and system. The school administrator i.e.

the principal of a school should evolve a good interpersonal relationship with his/her staff for the educational goal and curriculum goals via the instructional objectives to be achieved.

Types of Resources Managed in Education

In the education field, consideration must be given to the many resources that must be harnessed and judiciously utilized for the accomplishment of the goals and objectives of the educational plan. Adeogun (2003) recognizes the types of resources managed in education to include the following:

1. Financial resources: These are the monetary inputs available for and expended on the educational system. These are usually referred to as cost of and expenditure on education.
2. Physical resources: These include buildings, classrooms, laboratories, libraries, hotels, administrative staff offices, technical equipment and other physical plant like machines, vehicles, computer sets, typewriters, duplicating and photocopy machines.
3. Material resources: These refers to usable and consumable facilities like time, programmes, policy issues, curriculum, textbooks, maps, time-table, furniture, diaries, registers, lesson notes, chalks, chalkboard, electricity, stationery, biros, pencils etc.
4. Symbolic resources: These refer to things that go into the educational process to fashion out trained or educated people which include not only human and material resources but also policies, ideas and information packages or knowledge system consisting of universal principles, theories and skills that are the same everywhere.
5. Education Resource Centers: These include audio-visual aid centers, language centers, media resource centers, public libraries, science and mathematics resource centers which are vital to the teaching-learning process.
6. Human resources: These refer to students, teachers, administrative staff, supervising staff from the ministry of education, guidance counselors, school managers etc.

The Problem

It has been observed that most public secondary schools in Kwara state usually record mass failure in the Senior Secondary School Certificate Examination. This observed poor performance prompted the researcher to conduct an investigation on the observed problem and find out the relationship that exist between educational resources and students' academic performance in the selected secondary schools.

Purpose of the study

The research is designed to determine the relationship between educational resources and students' academic performance in Ilorin Metropolis Public Senior Secondary Schools.

The study sought to find out:

1. The various types of educational resources available in Ilorin Metropolis Public Senior Secondary Schools.
2. The impact of the resources on students' academic performance in Ilorin Metropolis Public Senior Secondary Schools.

Research Hypotheses

- Ho₁: There is no significant relationship between physical resources and students' academic performance in Ilorin Metropolis Public Senior Secondary Schools.
- Ho₂: There is no significant relationship between human resources and students' academic performance in Ilorin Metropolis Public Senior Secondary Schools.
- Ho₃: There is no significant relationship between financial resources and students' academic Performance in Ilorin Metropolis Public Senior Secondary Schools.
- Ho₄: There is no significant relationship between material resources and students' academic performance in Ilorin Metropolis Public Senior Secondary Schools.

Research Design

The research design adopted for this study was descriptive research design. The researcher make use of careful record of data collected and analyzed the meaning of the information that was obtained from a representative sample of the population and describe the situation as they exist.

Sample and Sampling Techniques

Sampling techniques is a systematic process employed to select a required sample out of the target population. The target population of the study consisted of all secondary schools in Ilorin Metropolis Public Senior Secondary Schools, Kwara State. For the purpose of this study, 10 public senior secondary schools were selected by random sampling. A sample of 200 teachers was drawn from 10 public secondary schools through random sampling techniques.

Research Instruments

The researcher made use of self-design questionnaire titled: Educational Resources Questionnaire (ERQ), and checklist to gather data from the targeted population. Oral interview was also developed for the principals and vice principals to elicit more information. Students' results were evaluated in relation to resources available in the selected schools. The rating techniques used for the questionnaire was a four-point Likert Scale of: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1point.

Method of Data Analysis

The data collected from respondents were analyzed and interpreted with the use of Chi-square Statistics.

Validity and Reliability of the Instrument

The draft copy of the questionnaire was given to the experts in the field of measurement and evaluation for the face and contents validity, which were subjected to scrutiny, criticism and suggestions. The professional advice given was put into consideration to ensure the validity of the instrument and the corrected version were administered to teachers in the sample schools. To establish the reliability of the instrument designed for the study, forty copies of the questionnaires (ERQ) were administered to teachers of 4 of the schools that were not part of the sampled schools within an interval of three weeks.

Results and Discussion

H₀₁: There is no significant relationship between physical resources and students' academic performance in Ilorin Metropolis Public Senior Secondary Schools.

Table 1: Physical resources and Students' Academic Performance

Variable	cal. X ²	crit. X ²	df	Remark
Physical resources and Students' academic performance	24.14	5.23	12	Rejected

From Table 1, the calculated chi-square value is 24.14 while the table value is 5.23 at 12 degree of freedom and .05 level of significance. Since the calculated value is greater than the critical value, the null hypothesis which stated that there is no significant relationship between physical resources and students' academic performance in Ilorin Metropolis Public Senior Secondary School is rejected, indicating significant relationship between physical resources and students' academic performance. The findings was in consonant with the previous findings of Lorton and Walley (2006), and Hallack (2004), who discovered that learning experiences are fruitful when there are adequate quality and quantity of physical resources, and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance.

Ho₂: There is no significant relationship between human resources and students' academic performance in Ilorin Metropolis Public Senior Secondary Schools.

Table 2: Human Resources and Students' Academic Performance

Variable	cal. X ²	Crit. X ²	df	Remark
Human Resources and Students' Academic Performance	49.87	5.23	12	rejected

From Table 2, the calculated chi-square is 49.87, while the table value is 5.23 at 12 degree of freedom and .05 level of significance. Since the calculated value is greater than the critical value, the null hypothesis which stated that there is no significant relationship between human resources and students' academic performance in Ilorin Metropolis Public Senior Secondary Schools is rejected. This means that human resources are significantly related to students' academic performance. The finding was in agreement with Oni (2009), who discovered that human resources played the most important role in the teaching-learning situation than any other factors of production in the school system. Alani (2009) opined that teachers who regularly monitor and supervise their students' learning by checking students' work and helping individual students to overcome errors and learning difficulties are likely to have students who exhibit higher level of achievement. The finding was also in line with Ocho (2005), who submits that the quality of school management of human and material resources has a very strong relationship to the students' academic performance.

Ho₃: There is no significant relationship between financial resources and students' academic performance in Ilorin Metropolis Public Senior Secondary Schools.

Table 3: Financial Resources and Students' Academic Performance

Variable	cal. X ²	crit. X ²	df	Remark
Financial resources and Students' academic Performance	26.64	5.23	12	Rejected

From Table 3, the calculated chi-square is 26.64, and the table value is 5.23 at 12 degree of freedom with .05 level of significance. Since the calculated value is greater than the critical value, the null hypothesis which stated that there is no significant relationship between financial resources and students' academic performance in Ilorin Metropolis Public Senior Secondary Schools is rejected. Thus, indicating significant relationship between financial resources and students' academic performance. The result of hypothesis confirmed that financial resources available in schools covered by the study had significant effect on students' academic performance. It was discovered that students performed better in schools that are well funded than those that are poorly financed. This result is in line with

earlier findings of Adeogun (2007), who reported that good education costs more than bad. Inadequacy of funds handicaps principals in their administrative and academic functions. He asserted that education as a social service requires adequate funding to procure, maintain and keep the school services going. Ajayi (2006) submitted that between 1999 and 2006, the average budgetary allocation to education by the Federal Government of Nigeria is less than 10%. This is far below the UNESCO recommendation that not less than 26% of the annual budget should be devoted to education. Thus, high level of quality or efficiency of education cannot be guaranteed where education is not adequately funded.

Ho₄: There is no significant relationship between material resources and students' academic performance in Ilorin Metropolis Public Senior Secondary Schools.

Table 4: Material Resources and Students' Academic Performance

Variable	cal. X	crit. X	df	Remark
Material resources and Students' academic Performance	105.87	5.23	12	rejected

From Table 4, the calculated chi-square is 105.87, while the table value is 5.23 at 12 degree of freedom and .05 level of significance. Since the calculated value is greater than the critical value, the null hypothesis which stated that there is no significant relationship between material resources and students' academic performance in Ilorin Metropolis Public Senior Secondary Schools is rejected, indicating significant relationship between material resources and students' academic performance. This is in line with Aghenta (2009), and Ocho (2005) who found that the quality of education received by the learners in schools, to a very large extent is determined by the level of availability of the material resources and of course the overall atmosphere in which learning activities takes place.

Conclusion and Recommendations

The findings of this study revealed that there are positive relationship between educational resources and students' academic performance in Ilorin Metropolis Public Senior Secondary schools. From the study, it was discovered that physical, material, financial and human resources were not enough in the right quality and quantity.

Based on the findings, the following recommendations were made:

1. The government, parents and private organizations should rally round to provide educational resources for effective teaching and learning.
2. Government should make sure that the resources allocated to the education sectors are properly and judiciously utilized so as to bring about good result.
3. Educational resources is one of the most important aspect of teaching-learning process and should be given great priority if the school system is to be effectively

and adequately managed to meet the yearnings and aspirations of the learners and the society at large.

4. In order to improve the management of educational resources, trusted and efficient men and women should be employed for the purpose of proper implementation of stated objectives of educational system.
5. Also, qualified, experienced and endowed persons should be controlling and managing the affairs of the educational institutions so as to utilize the scarce educational resources efficiently and effectively.

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