Basic Schools Learning Resources and Effectiveness in Egbeda Local Government Area, Oyo State, Nigeria

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Abstract
The place of school learning resources in supporting effectiveness in basic schools cannot be underestimated. It was against this backdrop that this study was conducted to examine basic schools learning resources and effectiveness in Egbeda Local Government Area, Oyo State, Nigeria. The study adopted a descriptive research design. The population of the study comprised of all the 36 basic schools in Egbeda Local Government. Twelve basic schools were selected using a stratified sampling technique. The same sampling technique was used to select 15 teachers in each school. Researcher-designed instruments titled “School Learning Resources Questionnaire” (SLRQ) and “Basic School Effectiveness Questionnaire” (BSEQ) were used for data collection in this study. The validity and the reliability of the instruments were ascertained and the coefficient of reliability was 0.88. Findings showed that there was a significant relationship between basic schools learning resources and effectiveness in Egbeda Local Government Area, Oyo State, Nigeria. (r = .402; p<.05). Based on the findings, it was recommended, among other things, that learning resources (human, material, physical and financial) should be adequately supplied to basic schools for effectiveness to be achieved.

Key words: Basic School, Learning Resources, Effectiveness, Human Resources, Material Resources
Introduction

Resources are the infrastructural facilities needed for the effective performance of operations for goals and objectives to be achieved. One of the major problems of every society in the world is scarcity and the reason for this is of utmost importance to the economist. Scarcity of school learning resources has affected the progress and development of all activities that take place in school. In the words of Awo-lola (2000), resources with respect to teaching and learning are those human and material inputs necessary for achieving the objectives of the concepts to be taught.

School learning resources include human, physical, material and financial components which are needed for effective and meaningful teaching and learning. The success of every society is to a large extent predicated on its educational system, which is sometimes hinged on the learning resources available. School learning resources as perceived by many educationists are the veritable factor that promote qualitative education. The importance of learning resources in the teaching and learning process cannot be ignored. School is an institution of learning that is primarily designed for effective teaching of students by teachers, so the availability of learning resources will go a long way to determine its success or failure. Meaningful learning can take place only when learning resources are made available. The absence of learning resources in schools is inimical for school effectiveness. This assertion was supported by Robin (2005), that any school without efficient and effective learning resources is comparable to a car without an engine.

This is in agreement with Blunt’s (1990) opinion that it is not the availability of learning resources alone that guarantees effective performance of a school, but also their adequacy and utilization. No matter how well packaged a school administration or a school system is at any level of education, without adequate and efficient usage of the resources available, the system may not achieve the desired results. Adequate provisions of learning resources are vital in the administration of a school, while shortage or inadequacy of these resources is inimical to school goals and objectives. Ogunsaju (2000) asserted that adequately qualified staff must be employed, and a proper monitoring system for developing these human resources should be fully in place to guarantee school effectiveness. He further stressed that the situation whereby unqualified and less experienced teachers are made to teach students should be discouraged, and the need for recruitment of teachers with relevant teaching experience intensified.

The concept of school effectiveness is not easy to define, as there is no universally accepted definition that is all embracing. School effectiveness is the extent
to which the set goals or objectives of a school programme are accomplished. A school would be regarded as effective if “school processes result in observable positive outcomes among its students, consistently over a period of time” (Iyer, 2011, p.4). The indices for ascertaining effectiveness in any level of education include, but are not limited to, the level of the discipline tone of the school, school climate, students’ performance and their behavior after school.

Schools need to be effective so as to be able to ensure students’ attainment in other domains of learning (the affective and the psychomotor domains). Nwankwo (2004) stated that the features of schools which have educational effectiveness include: powerful educational leadership, the expectation of student success, an orderly but not oppressive school climate, and taking into account the students’ acquisition of fundamental educational skills. Ajayi (2005) believed that a school administrator can be regarded as effective if he/she has achieved the accepted objectives of the school, using the available resources at his/her disposal.

According to Ijaiya (2008), two parameters that are commonly used to determine school effectiveness are students’ results, especially in standardized tests, and their behavior, or performance after school.

Akinsolu (2012) conducted a correlational study of resource utilization and internal efficiency in public secondary schools in Nigeria. It was revealed that resource utilization is statistically significantly related to internal efficiency. This shows that effective teaching of students is connected with resources.

Research on the impact of instructional materials in the teaching and learning of Biology by SS II students in the Yakurr local government area of Cross River state was undertaken by Effiong and Igiri (2015). The findings revealed that there is positive achievement in students taught by highly qualified biology teachers and those exposed to instructional materials during lessons.

Osarenren-Osaghae and Irabor (2012) carried out a study to assess the availability and adequacy of human and material resources for the teaching of and learning on skill-based courses in Nigerian Public Universities. Findings from the study showed that the human and material resources on the ground for the teaching of and learning on skill-based courses in Nigerian Public Universities did not match the minimum standard requirement recommended by the National Universities Commission.

Olelewe, Nzeadibe and Nzeadibe (2014) investigated the availability and utilization of educational resources among rural communities in Enugu State and its effects on the achievement of millennium development goal No2 in Nigeria. Their study showed that there was adequate staff (human resources) for the successful
implementation of the UBE programme, but discovered gross inadequacy of material resources in the area.

A study that investigated the availability and utilization of school library resources by Secondary School Students in Rivers State was carried out by Owate and Okpa (2013). The study found that many library services were lacking and not in place in most secondary schools.

Makori and Onderi (2014) conducted a quantitative research survey regarding the challenges related to the teaching and learning resources affecting small and medium sized public secondary schools in Kenya. The study revealed that 14.4 and 4.8% of small and medium sized secondary schools respectively lack a library resource; 8.4 and 2.4% of small and medium sized secondary schools respectively lack a laboratory resource and one small school lacked a sports facility. Apart from this, 16.8 and 19.2% of small and medium sized secondary schools respectively assessed their library as poor or average; 26.4 and 21.6% of small and medium sized secondary schools respectively assessed the laboratory resource as poor or average; 21.6 and 15.6% small and medium sized secondary schools respectively assessed classrooms as poor or average; 27.6 and 14.4% of small and medium sized secondary schools respectively assessed furniture as poor or average; 27.6 and 19.2% of small and medium sized schools respectively assessed the staffing level as poor or average and 27.6 and 18% of small and medium sized secondary schools respectively assessed workshops as poor or average. Other resources assessed as poor or average include playgrounds and sports facilities.

Chukwu, Eze and Agada (2016) conducted a study which examined the availability of instructional materials at the basic education level in Enugu Education Zone of Enugu State, Nigeria. One research question and one hypothesis guided the study. Descriptive survey research design was adopted for the study, using a researcher-developed tagged instrument, the Availability of Instructional Materials at the Basic Education Level Questionnaire (AIMBELQ). Results of data analysis indicated low availability of instructional materials at the basic education level in the Enugu Education Zone of Enugu State.

This study was therefore carried out to investigate the relationship between school learning resources and effectiveness in basic schools in Oyo State, Nigeria.

**Research Problem**

School learning resources are a serious matter for educational stakeholders in Oyo State, Nigeria. Different scholars have observed massive reduction in
the academic performance of pupils in public examinations. The poor academic achievement of pupils has been attributed to the absence of learning resources that could facilitate effective teaching and learning. The inadequacies of human, physical, material and financial learning resources in most basic schools have really hampered their effectiveness. Furthermore, it is quite unfortunate that despite the huge amount of research conducted on educational resources the results are inconclusive. It is based on this background that the researcher conducted this study in Oyo State, Nigeria.

**Research Focus**

The objective of this study was to examine basic schools learning resources as correlates of effectiveness in Oyo State, Nigeria.

**Research Questions**

1. What are the constituents of effectiveness in basic schools in Egbeda Local Government Area, Oyo State, Nigeria?
2. What is the level of availability of learning resources in basic schools in Oyo State, Nigeria?
3. How adequate are learning resources in basic schools in Oyo State, Nigeria?

**Research Hypothesis**

Ho: Learning resources in basic schools have no significant relationship with effectiveness in Oyo State, Nigeria.

**Methodology of Research**

The study adopted a survey research design of correlational type. The justification for the adoption of survey research design was because it allowed for gathering of information from a large pool of participants on the major variables of the study.
Research Sample

The study was carried out in Oyo State, Nigeria. The state was formed in 1976. Oyo State has 33 Local Government Areas, one of which is Egbeda Local Government, which is the focus of this study. Egbeda Local Government was carved out of Lagelu Local Government in 1989 with the administrative headquarters at Egbeda. The Local Government Area shares boundaries with Osun State to the East, Lagelu Local Government to the North, Ibadan North East Local Government to the West and Ona Ara Local Government to the South. The Local Government Education Authority was established in November 1991, through decree 3. The Local Government Education Authority is now called the Universal Basic Education Authority (UBEC). It comprises both teaching and non-teaching staff in 36 public basic schools with a population of 40,336 pupils within the Local Government Area.

Out of the 36 public basic schools, a stratified sampling technique was used to select 12 public primary schools based on years of establishment. The six basic schools first established and the last six established were selected for this study. The teachers served as respondents for the study. The teachers were stratified into two groups, male and female; fifteen teachers were selected from each school, giving a total of 180 teachers who participated in this study.

Instrument and Procedures

Two sets of questionnaires were developed by the researcher for data collection. The questionnaires were titled “School Learning Resources Questionnaire” (SLRQ) and “Basic School Effectiveness Questionnaire” (BSEQ). The SLRQ was made up of two parts; part ‘A’ and ‘B’. Part ‘A’ contained information about the years of establishment of the schools and gender of the teachers. The second part of the questionnaire contained items on learning resources which are structured along the major sub-constructs of human, material, physical and financial. The BSEQ contained 8 items on the constituents of effectiveness. The questionnaire was validated by experts in the field of Educational Management and the reliability co-efficient of 0.88 was obtained through test-re-test method.
Data Analysis

Descriptive statistics of percentages and inferential statistics of Pearson product-moment correlation was used to test the formulated hypothesis at a 0.05 level of significance.

Results of Research

Research Question 1: What are the constituents of effectiveness in basic schools in Egbeda Local Government Area, Oyo State, Nigeria?

<table>
<thead>
<tr>
<th>S/N</th>
<th>Constituents of Effectiveness in basic schools</th>
<th>Mean</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>level of discipline</td>
<td>3.53</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>moderate class size</td>
<td>3.70</td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>quality leadership</td>
<td>3.67</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>safe conducive learning environment</td>
<td>3.27</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>positive students outcome</td>
<td>3.37</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>effective classroom management</td>
<td>3.10</td>
<td>Agree</td>
</tr>
<tr>
<td>7.</td>
<td>an orderly school climate</td>
<td>3.03</td>
<td>Agree</td>
</tr>
<tr>
<td>8.</td>
<td>behavior after school</td>
<td>3.33</td>
<td>Agree</td>
</tr>
</tbody>
</table>

N= 180 Grand Mean = 3.38

Table 1 shows the mean responses of teachers on the constituents of effectiveness in basic schools in Egbeda local government area of Oyo State, Nigeria. All the eight items of basic school effectiveness were positive and they had a grand mean of 3.38, which is above the decision rule of 2.5. Moderate class size has the highest mean score of 3.70 which indicates that effectiveness of basic schools is contingent on the number of pupils placed in a class. This was followed by quality leadership, which has a mean score of 3.67. This shows that effectiveness of basic schools depends on quality leadership.

Research Question 2: What is the level of availability of learning resources in basic schools in Oyo State, Nigeria?
Table 2. Level of Availability of learning resources in basic schools

<table>
<thead>
<tr>
<th>S/N</th>
<th>Learning Resources</th>
<th>Highly Available</th>
<th>Fairly Available</th>
<th>Not Available</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Human Resources</td>
<td>180</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Material Resources</td>
<td>108</td>
<td>60</td>
<td>54</td>
<td>30</td>
</tr>
<tr>
<td>3.</td>
<td>Physical Resources</td>
<td>84</td>
<td>46.7</td>
<td>52</td>
<td>28.9</td>
</tr>
<tr>
<td>4.</td>
<td>Financial Resources</td>
<td>40</td>
<td>22.2</td>
<td>68</td>
<td>37.8</td>
</tr>
</tbody>
</table>

Source: Fieldwork, 2019

Table 2 shows the level of availability of basic school learning resources in Egbeda Local Government Area of Oyo State, Nigeria. The table revealed that the human resource in basic schools in Egbeda Local Government Area of Oyo State, Nigeria is perceived as high, with 180 (100%) of the respondents attesting to it. The level of availability of material resources in basic school is also high with 108 (60%) of the respondents saying that material resources are highly available, 54 (30%) of the respondents saying they are fairly available, while 18 (10%) of the respondents said they are not available. On the level of the availability of physical resources, 84 (46.7%) were of the opinion that they are highly available, 52 (28.9%) were of the opinion that they are fairly available, while 44 (24.4%) of the respondents was of the opinion that they are not available. The responses indicate moderate availability of physical resources. The financial resource to basic schools in Egbeda Local Government is low as indicated in table 2.

Research Question 3: How adequate are learning resources in basic schools in Oyo State, Nigeria?

Table 3. Adequacy of basic school learning resources

<table>
<thead>
<tr>
<th>S/N</th>
<th>Learning Resources</th>
<th>Highly Adequate</th>
<th>Fairly Adequate</th>
<th>Not Adequate</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Human Resources</td>
<td>114</td>
<td>43</td>
<td>23.9</td>
<td>23</td>
</tr>
<tr>
<td>2.</td>
<td>Material Resources</td>
<td>75</td>
<td>43</td>
<td>46.1</td>
<td>22</td>
</tr>
<tr>
<td>3.</td>
<td>Physical Resources</td>
<td>45</td>
<td>75</td>
<td>41.7</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>Financial Resources</td>
<td>25</td>
<td>57</td>
<td>31.7</td>
<td>98</td>
</tr>
</tbody>
</table>

Source: Fieldwork, 2019
Table 3 reveals the adequacy of basic school learning resources in Egbeda Local Government Area of Oyo State, Nigeria. The table reveals that human resources in basic schools in Egbeda Local Government Area of Oyo State, Nigeria are highly adequate with 114 (63.3%) of the respondents attesting to it, 43 (23.9%) were of the opinion that they were fairly adequate, while 23 (12.8%) chose the option ‘not adequate’. On the adequacy of material resources in basic school, 75 (41.7%) of the respondents were of the view that they are highly adequate, 83 (46.1%) of the respondents ticked fairly adequate, while 22 (12.2%) of the respondents said they were not adequate. 45 (25.0%) of the respondents were of the view that physical resources were highly adequate, 75 (41.7%) were of the opinion that they are fairly adequate, while 60 (33.3%) of the respondents was of the opinion that they are not adequate. The financial resource to basic schools in Egbeda Local Government is not adequate, as indicated in table 2.

**Hypothesis Testing**

_Ho:_ Learning resources in basic schools have no significant relationship with effectiveness in Oyo State, Nigeria.

**Table 4. School Learning Resources and Effectiveness**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Cal. r-value</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>School learning resources</td>
<td>180</td>
<td>12.71</td>
<td>4.42</td>
<td>.402</td>
<td>0.00</td>
<td>Ho Rejected</td>
</tr>
<tr>
<td>School effectiveness</td>
<td>180</td>
<td>10.26</td>
<td>4.85</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant P>.05

Table 4 shows the result of the Pearson product-moment correlation for the relationship between school learning resources and effectiveness of basic schools in Egbeda Local Government Area Oyo State, Nigeria. The result revealed a moderate, positive relationship between the two variables (r=0.402) which was significant at p>.05. This result revealed that school learning resources and effectiveness are statistically related. Therefore, the null hypothesis was rejected.
Discussion

Table 1 showed the constituents of effectiveness of basic schools. The table showed that for effectiveness to be achieved in basic schools, all the items listed must be taken into consideration. It also revealed that the presence of school learning resources brings about effectiveness in schools. The findings of this study agreed with the views of past researchers such as Ajayi (2005), Ijaiya (2008), Iyer (2011) and Nwankwo (2004) who gave the features of school effectiveness as powerful educational leadership, the expectation of student success, an orderly school climate, students’ results especially in standardized tests, and their behaviour or performance after school among others.

Research question two, as reflected on table 2, focused on the level of availability of school learning resources in basic schools in Egbeda Local Government Area of Oyo State, Nigeria. The table revealed that the human resource in basic schools in Egbeda Local Government Area of Oyo State, Nigeria is high with 180 (100%) of the respondents attesting to it. The finding was in consonance with that of Olelewe, Nzeadibe and Nzeadibe (2014), whose study showed that there was adequate staff (human resources) for the successful implementation of the UBE programme. The finding in table 2 on the level of availability of material resources showed that in basic school they are highly available. However, the finding disagreed with that of Olelewe, Nzeadibe and Nzeadibe (2014), which revealed a gross inadequacy of material resources among rural schools in Enugu State, Nigeria. The finding from this study revealed a moderate availability of physical resources in basic schools in Egbeda Local Government Area of Oyo State, Nigeria. This finding is contrary to that of Makori and Onderi (2014), whose study showed poor availability of physical resources in public secondary schools in Kenya. The findings showed that financial resources were low.

Research question three, as shown in table 3, revealed that the human resource in basic schools in Egbeda Local Government Area of Oyo State, Nigeria is highly adequate. The finding was in consonance with that of Akinsolu (2012) and Effiong and Igiri (2015), whose study showed that there were adequate human resources in schools. It however disagreed with the finding of Osarenren-Osaghae and Irabor (2012), who revealed that human and material resources on the ground for the teaching and learning in schools did not match the minimum standard requirement recommended by the government.

The finding in Table 3 on the level of availability of material resources in basic school is fairly adequate. However, the finding disagreed with that of Olelewe, Nzeadibe and Nzeadibe (2014), which revealed a gross inadequacy of material
resources among rural schools in Enugu State, Nigeria. The finding from this present study revealed fairly adequate physical resources in basic schools in Egbeda Local Government Area of Oyo State, Nigeria. The finding is contrary to that of Makori and Onderi (2014), whose study showed that there were few physical resources in public secondary schools in Kenya. The finding of this study on financial resource revealed that it was not adequate.

The finding in Table 4 showed that a positive significant relationship exists between school learning resources and effectiveness. This shows that the availability and adequacy of school learning resources is associated with effectiveness. Effectiveness of basic schools is dependent on the availability of school learning resources. The finding of this study agreed with earlier findings by researchers such as Akinsolu (2012), Osarenren-Osaghae and Irabor (2012) and Chukwu, Eze and Agada (2016), whose studies showed that there was a significant relationship between learning resources and school effectiveness.

**Conclusions**

Learning resources are a very important variable in the functioning of the educational system, as the success of the system depends on their availability and adequacy. Also, learning resources are without doubt important in the development of a conducive teaching-learning environment, which ultimately results in the effectiveness of schools. A school would be regarded as effective if the pupils are disciplined, when a conducive atmosphere for learning is created, when there are positive student outcomes in their examination and when quality leadership is provided for the pupils and the teachers. Therefore, for all these to happen in basic schools in Egbeda Local Government Area of Oyo State Nigeria, school learning resources are a prerequisite.

**Recommendations**

Based on the findings of this study, the following were recommended for improvement:

1. An orderly school climate should be created by providing the necessary learning resources, so as to improve the level of effectiveness of basic schools in the local government under study.
2. Those tasked with the responsibilities of providing learning resources to schools should make available all the resources (human, material, physical and financial) that can aid effectiveness of basic schools.
3. Learning resources (human, material, physical and financial) should be adequately supplied to basic schools for effectiveness to be achieved.

References