



Educational Resources Utilization for Effective Teaching and Learning in Public Secondary Schools in Rivers State, Nigeria

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ABSTRACT

The study investigated educational resources utilization for effective teaching and learning in public secondary schools in Rivers state. Purposive and simple random sampling techniques were used to select a sample of 407 teachers and 12 principals from a population of 1,358 teachers in fourteen secondary schools in Obio/Akpor LGA. A self-designed questionnaire titled, “Educational resource utilization for effective teaching and learning” was used to obtain relevant data from three research questions generated for the study. Data analyzed revealed that most of the physical resources for effective teaching and learning were inadequate. Similarly, human resources utilization was marginally high and the system was bedeviled with shortage of funds political issues, mismanagement and low staff morale etc. It was therefore recommended among others, that, government should make adequate budgetary allocation for education, human resource development should be given high premium and there should be proper monitoring and supervision of schools by appropriate agencies/stakeholders etc.

Keywords: Resources, utilization, effectiveness, teaching, learning.

INTRODUCTION

The effective implementation and actualization of the objectives of teaching to a large extent can be attributed to a variety of factors which may include the availability and effective use of teaching resources. Dangora, (2016) had noted that the quality of every society is largely predicated on the quality of its educational system. In the light of the apparent constraints on educational resources their efficient utilization for maximum result need not be over emphasized. Adebayo, (2001) noted that there has to be administration in any organization as long as an organization consists of people brought together in hierarchical set-up making use of tools, equipment, human and material resources all in the quest of attaining the goals for which the organization is established. Education is an indispensable tool for personal and social developments. As an investment, education constitutes the largest enterprise in Nigeria. It is the principal instrument for academic progress, social mobilization, political survival and effective national development of any country.

Educational resources can be referred to as a variety of instructional materials that produce rich experiences for the teacher and students especially as they progress through knowledge acquisition (Amaele, 2012). According to Dangara (2016), education resources refer to all human, material, non material audio-visual school environment and community materials available in an

academic environment to facilitate school administration and simplify the teaching-learning process.

In Rivers State, educational managers of the state public secondary schools are faced with the challenges of how to convince various stakeholders of education of their capability on efficient utilization of resources allocated to their schools. This is accentuated by the poor performance of public secondary school students in public examinations coupled with inefficient utilization of resources which border on the issues of standard, when compared with what is obtainable in private secondary schools in the state.

Concept of Educational Resources

Education resources refer to all human, material, non-material and audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching learning process. They also, include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners.

Education resources include the teachers in the school human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout the community at large and other fundamental materials like pencils, pens, exercise books etc which the learners are expected to have at any point in time to facilitate learning (NOUN, 2009). Education resources are important in the development of a conducive teacher-learning environment. The use of these resources could give more valuable and powerful direction to the teacher than any personal efforts without the materials. However, Blunt (1990) noted that it is not the availability of these resources along that guarantees effective performance of school, but their adequacy and effective utilization.

Meanwhile, shortage or inadequacy of these resources is inimical to goal achievement of school administration. Accessibility of education resources makes school management effective and efficient thereby enhancing the output of the education system. Agabi (2012) observed that the resources provided by government for execution of education project in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector.

Concept of Teaching and Learning Resources

Teaching and learning resources are variety of instructional materials that produce rich experiences for the teacher and students especially as they progress through knowledge acquisition. (Amaele, 2012).

Different words have been used to describe teaching resources. Some of these are teaching aids, instructional materials, educational media, apparatus, audio-visual aids and curriculum materials, depending upon different professional, background and orientation. Teaching resources are human and material objects which help the teacher to make a lesson more interesting, more explicit, more meaningful, functional and real to the learners (Amaele, 2012).

Teaching resources if well utilized in learning process expose the learners to primary experiences and thus enrich learning. Since teaching is essentially an issue of communication (not transmitting) the effective use of teaching resources in the classroom situation is indispensable. These resources being real and concrete help to fill the gap between reality and the abstract.

Teaching and learning resources comprise basically three components; material resources, physical resources and human resources (DFID), 2007). According to Lyons (2012) learning is a complex activity that involves interplay of students' motivation, physical facilities, teaching resources and skills of teaching and curriculum demands. Availability of teaching learning resources therefore enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students. The necessary resources that should be

available for teaching and learning include material resources, human resources such as teachers, and staff and physical facilities such as laboratories, libraries and classrooms.

These resources should be provided in quality and quantity in schools for effective teaching learning process. When teaching learning resources are inadequate education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, problem behaviours, poor teachers' motivation and unmet educational goals.

Theoretical Framework

Economic Investment Theory of Cost Benefit Analysis

The economic investment theory of cost benefits analysis was used as the theoretical framework for this study. Cost benefit analysis (CBA) serves as a guide in calculating the costs of education, estimating the benefits from education and comparing the benefits with the costs to obtain the returns expected. This to a large extent assists in decision making as to the future pattern of resources allocation and efficiency of the education sector. (Akangbou, 1987).

The operations of secondary education in Nigeria rest solely on resources that accrued from generated revenue by the various stakeholders which served as the national income to the nation. Nigeria as a nation received her income from money generated from oil and use part of this to fund education. The state governments add to whatever is received from the federal through their own internally generated revenue towards sustainability of the state and the state education programmes. This calls for need to analyze the cost benefit of any educational programmes to ensure that the system operates with minimal efficiency and wastage.

Statement of the Problem

Teaching and learning resources are the most visible components of government educational provisions and their absence is often noted by stakeholders. The Rivers state government has taken a number of measures in the previous years to improve and promote the quality of education in the state. This is evident in the construction of a number of model primary schools and recruitment of 13,000 teachers and increased expenditure in education.

Teaching and learning resources play a paramount role in the teaching learning process and inevitably the students' academic performance. Presently, at school system is faced with a mirage of problems which include inadequate provision of teaching and learning resources as a result of poor planning. The expectation of all concerned is that school managers should make judicious use of the scarce educational resources in ensuring that students stay for the minimum number of years expected in the school system thus promoting high efficiency in the system. This will reduce wastage to the barest minimum. It is evident that high proportion of public secondary school system seems not be able to enter tertiary institutions or the labour market at the completion of their courses due to failure in the senior secondary school certificate examination (SSCE) unlike in the private secondary schools. The problem of this study is therefore to examine the availability and utilization of educational resources and the extent relationship between resources utilization and efficiency of public secondary schools.

Purpose of the Study

The purpose of this study was to examine educational resources utilization for effective teaching and learning in secondary schools in Rivers state. Specifically, the objectives of the study are:

- a) To determine how the utilization of physical resources in secondary schools in Rivers state influence effective teaching and learning in public secondary schools.
- b) To establish how effect the utilization of human resources influence effective teaching and learning in secondary schools in Obio/Akpor LGA.
- c) To examine the problems associated with the utilization of educational resources in public secondary schools in Rivers state.

Research Questions

The under-listed research questions guided this study:

- 1) How does the utilization of available physical resources influence effective teaching and learning in public secondary schools in Rivers State.
- 2) How does the utilization of human resources influence effective teaching and learning in public secondary schools in Rivers state.
- 3) What are the problems associated with the utilization of educational resources in public secondary schools in Rivers state.

METHODOLOGY

Research Design:

The study adopted descriptive survey design.

Research Question 1: *How does the utilization of available physical resources influence effective teaching and learning in secondary schools in Rivers State?*

Table 1: Influence of Utilization of Physical Resources for Effective Teaching and Learning in secondary schools in Obio/Akpor LGA.

S/N	Statement/adequacy of physical resources	Options						Remarks
		SA	A	D	SD	Total	\bar{x}	
1.	Table and chairs in the staff room are adequate an utilized by teachers.	109 (436)	126 (378)	47 (94)	43 (43)	325 (951)	2.9	Agreed
2.	Desks and chairs in the classrooms are adequately provided and utilized by students.	122 (488)	133 (399)	38 (76)	32 (32)	325 (995)	3.1	Agreed
3.	The capacity and equipment in the library are adequate/ utilized by teachers students	76 (304)	111 (333)	73 (146)	65 (65)	325 (848)	2.6	Agreed
4.	The facilities in the agriculture laboratory are adequate and fully utilized for teaching/ learning	56 (224)	58 (174)	101 (202)	110 (110)	325 (710)	2.2	Disagreed
5.	The number of toilets/latrines in the school is adequate/utilized	69 (276)	74 (222)	99 (198)	83 (83)	325 (779)	2.4	Disagreed
6.	The capacity and resources in the laboratory are adequate and utilized	107 (428)	123 (369)	48 (96)	47 (47)	325 (940)	2.9	Agreed
7.	The number of offices allocated to staff are adequate/utilized	49 (196)	61 (183)	106 (212)	109 (109)	325 (700)	2.2	Disagreed
8.	Number of playgrounds in the school for recreational activities are adequate/utilized	59 (236)	98 (294)	75 (150)	93 (93)	325 (773)	2.4	Disagreed
9.	Reliability of water supply to the school is adequate/utilized.	82 (328)	105 (315)	73 (146)	65 (65)	325 (856)	2.6	Agreed
10.	Reliability of power supply to the school is adequate/utilized.	47 (188)	59 (177)	115 (230)	104 (104)	325 (699)	2.2	Disagreed
	Grand Mean						2.6	

The findings in table 1 indicated that virtually all the respondents disagreed with the following items, 4 (2.2), 5 (2.4), 7 (2.2), 8 (2.4) and 10 (2.2). This implies that, facilities in the agricultural laboratory, number of toilets/latrines, number of offices allocated to staff, number of playground and reliability of power supply were inadequate. However the respondents agreed that on the adequacy and use of tables and chairs in the staff room, desks and chairs in the classroom, capacity and equipment in the library and reliability of water supply. Thus, items 1 (2.9), 2 (3.1),

3 (2.6), 6 (2.9) and 9 (2.6) had criterion mean of 2.5. With a grand mean of 2.6, it is established that the adequacy of physical resources for effective teaching and learning is marginally provided.

Research Question 2: *How does the adequacy of human resources influence effective teaching and learning in public secondary schools in Rivers state?*

Table 2: Teachers' Responses on the Extent of Utilization of Human Resource Utilization.

S/N	Extent of resources utilization	Options						x̄	Remarks
		SA	A	D	SD	Total			
11.	Usage of faculties in the laboratory by teachers for students effective teaching and learning.	86 (344)	115 (345)	63 (126)	61 (61)	325 (876)	2.7	Agreed	
12.	Usage of facilities in the library by teachers /students for effective teaching and learning	89 (356)	117 (351)	69 (138)	50 (50)	325 (895)	2.8	Agreed	
13.	Usage of facilities in the agric laboratory for effective teaching	58 (232)	72 (216)	81 (162)	114 (114)	325 (724)	2.2	Disagreed	
14.	Usage of field for co-curricular learning	61 (244)	70 (210)	96 (192)	98 (98)	325 (744)	2.3	Disagreed	
15.	Usage of the reference books in teaching /learning	79 (316)	87 (261)	76 (152)	83 (83)	325 (812)	2.5	Agreed	
16.	Usage of textbooks in the teaching	104 (416)	138 (414)	33 (66)	50 (50)	325 (946)	2.9	Agreed	
17.	Usage of the models in teaching and learning	92 (368)	123 (369)	67 (134)	43 (43)	325 (914)	2.8	Agreed	
18.	Usage of the resources persons by the school for knowledge acquisition.	= (0)	57 (57)	166 (332)	102 (102)	325 (605)	1.9	Disagreed	
19.	Usage of the excursions/field trip for teaching and learning	56 (224)	62 (186)	107 (214)	100 (100)	325 (724)	2.2	Disagreed	
20.	Usage of the computer/internet in teaching	= (0)	69 (207)	154 (308)	102 (102)	325 (617)	1.9	Disagreed	
21.	Usage of the charts in teaching and learning	81 (324)	97 (291)	76 (152)	71 (71)	325 (838)	2.6	Agreed	
22.	Usage of the recreational facilities for teaching and learning.	98 (392)	103 (309)	71 (142)	53 (53)	325 (896)	2.8	Agreed	
	Grand Mean						2.5		

As indicated in table 2, items, 1, 2, 5, 6, 7, 11, and 12 had mean scores of 2.7, 2.8, 2.6, 2.9, 2.8, 2.6 and 2.8 respectively. This shows that, the respondents agreed to the usage of facilities in the laboratory, usage of reference books in teaching, usage of textbooks in teaching, usage of models in teaching, usage of charts and usage of recreational faculties.

Conversely, items nos. 3, 4, 8, 9 and 10 recorded mean scores of 2.2, 2.3, 1.6, 2.2. and 1.8, respectively. This suggests that, the extent of utilization of human resources in agricultural laboratory, usage of field for co-curricular learning, usage of resource persons, excursions/field trips and usage of internet/computer in teaching is inadequate. With a grand mean of 2.5, it can be inferred that the extent of human resource utilization for teaching/learning is marginally high.

Research question 3: *What are the problems associated with availability of educational resources in public secondary schools in Rivers state?*

Table 3: Problems Associated with Availability/utilization of Educational Resources.

S/N	Statement	Options						Remarks
		SA	A	D	SD	Total	\bar{x}	
23.	Unfriendly/poor physical environment.	129 (516)	144 (432)	22 (44)	30 (30)	125 (1022)	3.1	Accept
24.	Insufficient fund from relevant government bodies/agencies.	154 (616)	138 (414)	18 (36)	15 (15)	325 (1081)	3.3	Accept
25.	Low staff morale occasioned by lack of promotion/incentives	148 (592)	162 (486)	10 (20)	05 (05)	325 (1133)	3.4	Accept
26.	Mismanagement of resources by school heads.	117 (468)	159 (477)	23 (46)	26 (26)	325 (1077)	3.1	Accept
27.	Attitude of politicians/political office holders	131 (524)	153 (459)	19 (38)	22 (22)	325 (1043)	3.2	Accept
28	Inadequate facilities	115 (460)	137 (411)	42 (84)	31 (31)	325 (986)	3.0	Accept
	Grand Mean						3.2	

Table 3 presents the problems associated with availability/utilization of educational resources in secondary schools. From the analysis the respondents accepted all the options (1.6). This implies that the major problems associated with availability /utilization of educational resource for effective teaching and learning include; unfriendly/poor physical environment, insufficient fund, low staff morale, mismanagement of resources, attitude of politicians and inadequate facilities etc. Thus, with a grand mean of 3.2, it is established that the aforementioned problems are associated with availability/utilization of educational resources in secondary schools in Obio/Akpor local government area.

DISCUSSION OF FINDINGS

It was revealed in the result of data analysis in table 3.1, that the influence of the adequacy of physical resources is marginally high with mean value of 2..6. In line with this finding, Hallak (1999) had identified educational facilities as the major factor contributing to academic achievement in the school system. In support of this view, Adeboyej corroborated this through his definition of physical facilities as the essential materials that must be put in place and into consideration for the objectives of the schools system to be accomplished. Furthermore, Adeboyeje (1998) stressed further that the availability of these facilities determines the quality of instruction and performance of students in the school. Learning experience are fruitful when there are adequate quantity and quality of physical resources; and unattractive school buildings, crowded classrooms, non-availability of playground and surroundings that have no aesthetic beauty can contribute to poor academic performance.

As revealed in the result of data analysis in table. 2, (extent of human resources utilization for effective teaching and learning) it was also found to be marginally high. It is evident that most schools have put their priorities in the procurement or purchase of textbooks at the expense of other instructional materials. Grant (1978) asserted that teaching and learning cannot be effective without adequate and relevant use of instructional materials.

Results also agree with the findings of Abimbade (1997) to the effect that instructional resources in teaching and learning make students to learn more and retain better what they have been taught and that it promotes and sustains student's interest. It also allows the learners to discover themselves and their abilities and consequently provide them with an opportunity to realize their full potential.

The research findings agree with the opinion of Blunt (1990) who noted that it is not the availability of these resources alone that guarantees effective performance of school but their adequacy and effective utilization.

Thus, as Okendu (2012) observed, the idea that human and material resources are to be assembled together by educational administration within the school system for effective teaching and learning cannot be over emphasized. On research question three, it was evidence that unfriendly/poor physical environment, insufficient fund, low staff morale, mismanagement of resources, attitude of political office holders, and inadequate facilities are the major problems associated with availability and utilization of education resources.

The findings is in tandem with the views of Amaele, (2012) and NOUN, (2009) which identified shortage of funds, political issues, misuse of school facilities, inadequate facilities, low staff morale as some of the problems affecting education resources utilization.

CONCLUSION

The study made some revelations concerning availability and utilization of education resources for effective teaching and learning. Most the physical and human resources for effective teaching and learning were inadequate and the system was bedeviled with shortage of funds, political issues, mismanagement and low staff morale. It is established that the utilization of educational resources materials is indispensable for effective teaching and learning in secondary schools in Rivers state. As observed, government has provided quite a number of physical and human resources in the schools, but what matters is their adequacy and effective utilization.

Accessibility of education resources has always been regarded as an essential and integral part of school administration and basically geared towards the improvement of all other factors in teaching and learning process thus ensuring qualitative service delivery by the school to the society. The success of the schools in Nigeria depends among others on effective school administration with good leadership, proper time management in the school system, allocation of ample financial resources to schools, regular training and re-training of human resources in the school, perfect interrelationship with the community and ingenious utilization of the available resources in the school system.

RECOMMENDATIONS

- a. Government should make adequate budgetary allocation for education, human resources development should be given high premium and there should be proper monitoring and supervision of schools.
- b. School administrators should be encouraged to develop method of prudent resource management to increase the efficiency in the use of available resources.
- c. The government has to increase the quality and quantity of resources (human, financial and material) allocated to schools. Also, the government should attempt to bridge the wide variation in resources availability to educational institution by putting in Place a resource allocation parameter that will provide adequately for schools.
- d. Individual personnel in the school should develop a positive attitude in the use of the physical facilities provided for the Schools.
- e. Government at various levels, educational administrators and planners should mount special campaigns presumably through special appeal or the use of the press to create

- awareness of the importance and the need for proper utilization and maintenance of school resources.
- f. Regular supervision will enhance early detection of problem of any sort concerning the available resources and thus prevent breakdown of facilities. It will also enable proper utilization and maintenance of the facilities.

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