



Physical Resources Availability and the Academic Performance of Students in the Universal Basic Education Scheme, Rivers State

¹Amadi Eric & ²Ezeugo, Chinyere Roseline

Department of Educational Foundations, Rivers State University, P.M. 5080, Port Harcourt, Nigeria

¹Email: amadi.eric@ust.edu.ng, joesac2000@gmail.com, joesac2000@yahoo.com
Phone: 08035452254

²E: [mail:chinyererozy@yahoo.com](mailto:chinyererozy@yahoo.com); Phone: 08035064881

ABSTRACT

The purpose of this study is to examine Physical Resources Availability and the Academic Performance of Students in the Universal Basic Education Scheme, Rivers State. Three research objectives and research questions were raised and the researcher used descriptive survey design for the study. The population of this study is 1590 UBE teachers, from 34 junior secondary schools in Port Harcourt and Obio/Akpor LGA, Rivers State. The sample size for this study is made up of 470 UBE teachers while stratified random sampling technique was used for the study. The instrument used was Physical Resources Availability and the Academic Performance of Students in the Universal Basic Education Scheme, Rivers State Questionnaire (PRAAPSUBESQ). A 4-Point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used and the respondents were requested to select one of the four (4) options. 470 copies of questionnaire were distributed and 353 were retrieved for analysis. Test-re-test method was used for the reliability test which yielded reliability co-efficient 0.97. The Mean and standard deviation was used in analyzing the research questions, while the z-test was used in testing the hypotheses at a 0.05 level of significance. The findings revealed that both students and teachers need facilities such as libraries, laboratories, good buildings, classrooms, good water supply, toilet facilities, security, etc, for teaching and learning to take place. It was therefore recommended that Educational administrators in public junior secondary schools should organize seminars for the principals, teachers and students on the strategies of resource maintenance at different levels for the provision of educational services. Educational administrators should allocate funds for resource maintenance and for the provision of physical resources used in educational services which enhances teaching and learning.

Keywords: Physical resources, academic, performance, basic, scheme , availability

INTRODUCTION

The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behavior through critical thinking. This process does not take place in a vacuum, but rather in an environment structured to facilitate learning. School facilities, constitute the major components of both direct and indirect action elements in the learning environment. Several studies have shown that a close relationship exists between the physical environment and the academic performance of pupils and students. Labo-popoola, Bello and Atanda (2009), maintained that the quality of education that children

receive bears direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place.

Therefore, school facilities consist of all types of buildings for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff, pupils and students of the school.

UBE has a wider scope and a more embracing coverage than UPE because UBE is developed as a people-oriented programme with a consultative process. The scheme is free, universal and compulsory. It has been observed that UBE would achieve or correct the irregularities, inappropriate and irrelevant curriculum of the UPE. Thus, increasing awareness of Basic Education should be tailored to meet the needs of the learner and the community in which he or she lives. According to Ajayi (2009), the current emphasis all over the world among educational practitioners is on learner-friendly school environment with learner-friendly instructional delivery system. Modern school environment put emphasis on the provision of facilities such as adequate and spacious classrooms, workshops/laboratories, computers, good water source/supply, toilet facilities, functional libraries, transportation, and communication systems among others. All these facilities are required in appropriate quantity and quality. Writing about the physical conditions, equipment and facilities in schools, Mbakwem and Asiabaka (2007), lamented the unhealthy nature of the buildings: uncompleted, old and antiquated, sometimes dilapidated buildings, overcrowded and un-conducive classrooms, unsightly and unhygienic toilets, inadequate laboratories and workshops. The pupils start learning in already deprived and disadvantaged school environment. In several primary and secondary schools in most part of the country, the buildings were either half completed or dilapidated.

Population explosion, insufficient desks, overcrowded classroom, inadequate learning materials, preponderance of unqualified teachers, poorly educated and ill-motivated teachers characterized the system (Ajayi, 2009). A good number of studies have focused mainly on infrastructural facilities such as buildings, classrooms, chairs, tables etc., but neglected other school facilities as well as school environment. It is important that appropriate, adequate, desirable and acceptable learning environment as well as learning experiences be provided the learners. (Ihuoma, Asiabaka & Mbakwem, 2007). It is based on this background that this study is carried out, to establish empirically the availability of physical resources and the academic performance of the UBE programme.

The Concept of Physical Resources

Physical resources are the raw materials which are used to achieve an objective or goal in an organization. They are resources that we can feel, move, smell, see, etc., these are normal resources that are made by man and helps us to do our daily activities much quicker and easier. They include things like desks, chairs, floors and rooms. According to Irfran (2014) in research gate, physical resources are resources that are available to be business organization in the form of buildings and other machineries needed for the day to day running of the organization.

For the purpose of the variables under study, a physical resource is used in the context of education. Thus, physical resources are all the structures found in a school system apart from human beings. Physical resources are school facilities which include all instructional and non-instructional facilities. According to Encyclopedia of Education (2012), the school facilities consist of not only the physical structure and the variety of buildings systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems.

Physical resources have been defined differently by different authors. Obanya (2009), viewed them as didactic materials such as books, charts and computers which are supposed to make learning and teaching possible. Isola (2010), referred to them as objects or devices such as learners books, teachers guides and chart which help the educator to make a lesson much clearer to the learner. According to Adeofun and Osifilia, (2008), physical resources include laboratories, libraries, classrooms and a host of other physical

infrastructure, while material resources include textbooks, charts and maps among others. Thus, physical resources include all instructional and non-instructional materials of a school needed for effective teaching and learning. From these definitions of the physical resources, one can conclude that they determine success or failure in the teaching and learning process. To make the teaching and learning process interesting, the teacher has to use teaching aids in a friendly environment.

Importance of Physical Resources in Educational System

The role a well-equipped school environment play in the educational system cannot be over emphasized. Some of the importance of physical resources (school facilities), such as buildings, ventilated and spacious classrooms, furniture, instructional materials, electricity, toilet facilities, playing facilities, laboratories, libraries, aesthetics etc., as stated by Osuji (2016), are as follows:

- It creates conducive environment for teaching and learning.
- It helps the learners to develop skills through extra-curricular activities.
- It motivates the school teachers in the execution of their duties.
- It helps in the retention of teachers through friendly teaching environment and good allowances.
- It helps to reduce vices, truancy and drop-outs among learners
- It gives room for researchers to carry out research.
- It enhances the activities of teaching and learning.
- It makes room for continuity in education.
- It helps to reduce the fear of insecurity in the school environment.
- It gives job satisfaction to teachers.
- It helps in the actualization of educational goals through learner's and teachers' high performance. .

Akinsanya, (2010), added 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. While Usman, (2007), noted that central to the education process are educational resources which play an important role in the achievement of educational objectives and goals by enhancing effective teaching and learning.

Physical Resources Available for the UBE Scheme

The current emphasis all over the world among educational practitioners is on learner-friendly school environment with learner-friendly instructional delivery system. Modern school environment put emphasis on the provision of facilities such as adequate and spacious classrooms, workshop/laboratories, computers, good water supply, toilet facilities, functional libraries, transport, and communication systems among others. All these facilities are required in appropriate quantity and quality. (Ajayi, 2009). The learner is the centre-point of learner-friendly education, which starts at the primary and junior secondary school level. Primary school is the fulcrum for all other levels of education. It is therefore important that care should be taken in organizing, coordinating and managing educational activities at this level.

Anyameobo and Okorosaye-Orubite (2008), have observed that some ministry officials and primary school head teachers were reported to have signed contract performance certificates to contractors who had not located the sites of the buildings they were supposed to construct. This act of corruption has greatly influenced the availability of adequate school facilities in most junior secondary schools.

Needs assessment is a systematic exploration of the way things are and the way they should be. Through needs assessment, the government and other stakeholders in education can identify its strengths and weaknesses and specify priorities for improving and meeting the challenges of high academic standards which the public is demanding and will help the government to achieve the objectives of the UBE. Thus, Ezekwesili (2007), maintained that both students and teachers need facilities such as libraries, laboratories, good buildings, classrooms, good water supply, toilet facilities, security etc. for teaching and learning to take place.

Adeogun (2009), noted that it is the responsibility of the school administration and state government to ensure that adequate material resources are made available to the concerned schools. This will enable the

schools to equip their students effectively and produce good performance on the part of both teachers and pupils/students. Nwankpa (2007), affirmed that physical resources are not evenly distributed. He asserts that these resources are more adequate in private primary and secondary schools than in public primary and secondary schools. Similarly, Egwu (2009), asserted that there are significant differences in the management of schools in Urban and Rural areas. Furthermore, Strong (2006), noted that these differences exist in the provision of educational materials, adequacy of staff and conducive learning environment. In addition to the above assertions, Starr and White (2008), specifically affirmed that rural areas get little support and inadequate personnel in contrast with their Urban counterparts.

Influence of Physical Resources on the Academic Performance of Students in the UBE Scheme

Physical resources in the school (instructional and non-instructional materials) have been observed by many scholars to have positive effect on the academic performance of students under the UBE scheme. The importance of textbooks and other instructional materials in teaching and learning process cannot be over emphasized. According to Ajayi (2007), for learning to take place, there is a need to sensitize student's senses of seeing, smelling, hearing, tasting and touching. In order to do this, the teacher must use instructional materials and other materials that aids teaching and learning. Inadequate provision of textbooks and other instructional materials will result to implementation of the school curriculum. Instructional materials are to help teachers to teach in order to make teaching more permanent in the minds of the learners, but some of these instructional materials are lacking in our schools. Lack of instructional materials for teaching in spite of their value, brings about lack of interest in the part of the learners.

Utilization of Physical Resources for Effective Teaching and Learning in Public Junior Secondary School

According to Olagunju and Abiola (2008), utilization of resources is the process of teaching, brings about fruitful learning since it stimulates students sense as well as motivate them. UNCST (2007), noted that practical experiments have been observed to be central to the teaching of science, in that they develop scientific investigation, motivates and creates curiosity, objectivity and willingness to evaluate evidence; the reason why availability and utilization of laboratories cannot be over emphasized. In support, Ajaja (2009), opined that the inability of science teachers to apply guided discovery inquiry approaches in their teaching is hinged on lack of laboratory equipment among others.

Effective school libraries provide additional reading opportunities for students which in turn improve reading skills, comprehension and writing clarity of expression which in turn support students performance in all other curriculum subjects. This implies that students' use of library books assimilate the learning of other subjects easily; thereby improve their academic performance in those subjects. When talking about utilization of physical resources in teaching and learning, it is important to know that the teacher as the facilitator must have practical knowledge on how to use these resources when available, and also how to improve when resources are not readily available. Thus, Usman (2007), noted that without the teacher who is knowledgeable, educational materials/resources cannot create change and progress in the learner.

Statement of the Problem

There has been public outcry and growing concern about the falling standard of education generally. The falling standard in basic education can be attributed to many factors such as unavailability or dearth of instructional facilities in public schools, unavailability of laboratories, libraries, science resource corners, dilapidated structures, etc., In recent times the availability of some physical resources such as computer laboratory, science laboratory, play facilities e.g., badminton, chess, monopoly, draught, scrabble, handball, dart, swimming, table tennis, e.tc., in junior secondary (UBE) schools, have shown tremendous improvement in the academic performance of students.

Thus, it is hoped that students of junior secondary schools will perform better in their academics if the basic physical resources are made available in schools. Also, the provision of adequate funds for the

maintenance of these resources will ensure their durability, thereby facilitating the process of teaching and learning. It is on this note that this study is carried out to ascertain the availability of physical resources and the performance of students under the UBE scheme in Rivers State.

Purpose (Objectives) of the Study

The main purpose of this study is to ascertain the available physical resources in junior secondary (UBE) schools and the academic performance of students in the UBE scheme in Rivers State. Specifically, the objectives of this study is to:

- Ascertain the availability of physical resources in junior secondary (UBE) schools in Rivers State.
- Ascertain the extent to which physical resources in UBE schools influence students' performance.
- Examine the extent the available physical resources are utilized by teachers to bring about positive academic performance of students.

Research Questions

This study is guided by the following research questions:

- What are the available physical resources in UBE schools (public junior secondary schools) in Rivers State?
- To what extent do available physical resources in junior secondary schools (UBE) influence students' academic performance in Rivers State?
- To what extent do UBE teachers utilize the available physical resources to influence positive performance of students in junior secondary schools of Rivers State?

Hypotheses

H₀₁: There is no significant difference in the perception of junior secondary school teachers on the available physical resources in UBE schools in Rivers State.

H₀₂: There is no significant difference in the perception of junior secondary school teachers on the extent physical resources influence UBE students' performance in Rivers State.

H₀₃: There is no significant difference in the perception of teachers on the extent the available physical resources are utilized to bring about positive academic performance of students in junior secondary schools (UBE), Rivers State.

METHODOLOGY

It is a descriptive survey design. The population of this study is 1590 UBE teachers, from 34 junior secondary schools in Port Harcourt and Obio/Akpor LGA, Rivers State. The sample size for this study is made up of 470 UBE teachers while stratified random sampling technique was used for the study. The instrument used was Physical Resources Availability and the Academic Performance of Students in the Universal Basic Education Scheme, Rivers State Questionnaire (PRAAPSUBESQ). A 4-Point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used and the respondents were requested to select one of the four (4) options. 470 copies of questionnaire were distributed and 353 were retrieved for analysis. Test-re-test method was used for the reliability test which yielded reliability co-efficient 0.97. The Mean and standard deviation was used in analyzing the research questions, while the z-test was used in testing the hypotheses at a 0.05 level of significance.

RESULTS

Research Question 1: *What are the available physical resources in UBE schools (public junior secondary schools) in Rivers State?*

Table 1: Mean response on the extent to which physical resources in UBE schools are available in Rivers State.

S/N	ITEM	Male			Female		
		\bar{x}	SD	Remark	\bar{x}	SD	Remark
	• There are adequate number of physical resources for UBE scheme, e.g., toilets, water, electricity, instructional materials, play kits, etc.	2.69	1.07	Accepted	2.89	1.29	Accepted
	• The number of available classrooms is adequate.	3.54	0.46	Accepted	2.69	1.32	Accepted
	• The number of chairs and lockers required for the approved number of pupils/students in a class is available.	3.26	0.86	Accepted	3.23	0.85	Accepted
	• The school have well equipped library, science resource centre and a functional laboratory.	3.40	0.63	Accepted	2.57	1.22	Accepted
	Total	12.89	3.02		11.38	4.68	
	Grand Mean	3.22	0.76		2.85	1.17	

The results of Table 1 which is for research question one, shows that all the items in the table indicates a positive response with mean scores of 2.69, 3.54, 3.26, 3.40, 2.89, 2.69, 3.23 and 2.57 respectively. The analysis shows that the number of chairs and lockers required for the approved number of pupils/students in a class is available. This was due to the grand mean of 3.22 and 2.85 as achieved from the table above.

Research Question 2: *To what extent do available physical resources in junior secondary (UBE) schools influence students' academic performance?*

Table 2: Mean response on the extent to which the available physical resources in UBE schools influence students' academic performance.

S/N	ITEM	Male			Female		
		\bar{x}	SD	Remark	\bar{x}	SD	Remark
	• Most of the students perform better in class exercise when instructional materials such as flip charts, realia (real objects), etc. are used during teaching and learning.	2.61	1.10	Accepted	2.64	1.18	Accepted
	• Constant use of library books enhances students' reading ability.	3.15	0.74	Accepted	2.88	1.02	Accepted
	• Students who use adequate instructional materials to learn, perform better during examinations, e.g. the Junior Secondary School Examination (JSSCE).	3.37	0.62	Accepted	3.09	0.81	Accepted
	• Frequent use of the computer system makes students develop poor attitude to reading books and becoming studious.	2.94	1.22	Accepted	2.92	1.02	Accepted
	Total	12.07	3.68		11.53	4.03	
	Grand Mean	3.02	0.92		2.88	1.00	

Table 2 which is for research question two, shows that all items were accepted by the respondents with a mean scores of 2.61, 3.15, 3.37, 2.94, 2.64, 2.88, 3.09, and 2.92 respectively. The respondents agreed that students, who use adequate instructional materials to learn, perform better during examinations, e.g. the Junior Secondary School Examination (JSSCE). This confirmation was made by the grand mean of 3.02 and 2.88.

Research Question 3: *To what extent do UBE teachers utilize the available physical resources to influence positive performance of students in junior secondary schools, Rivers State?*

Table 3: Mean response on the extent to which UBE teachers utilize the available physical resources to influence positive performance of students in junior secondary schools of Rivers State.

S/N	ITEM	Male			Female		
		\bar{x}	SD	Remark	\bar{x}	SD	Remark
	The use of computer system in teaching subjects like Computer Science, makes the students have in-depth knowledge of the subject.	2.67	1.25	Accepted	2.80	1.10	Accepted
	• The use realia (real objects) as instructional materials enhances students' understanding and positive academic performance.	2.78	1.17	Accepted	2.80	1.07	Accepted
	• Constant use of sports materials to play games like scrabble, draught, ludo, chess, etc., during recreational activity helps to sharpen students' sense of reasoning and positive academic performance.	2.69	1.07	Accepted	2.74	1.14	Accepted
	• Regular supervision of students' use of school plant by the teachers will ensure effective and efficient use of the facilities.	2.96	0.63	Accepted	2.71	0.95	Accepted
	Total	11.1	4.12		11.53	4.03	
	Grand Mean	2.78	1.03		2.88	1.00	

Table 3 which is for research question three, shows that all the items were accepted by the respondents with mean scores of 2.67, 2.78, 2.69, 2.96, 2.80, 2.80, 2.74 and 2.71 respectively. In all the respondents accepted by their responses that the use of computer system in teaching subjects like Computer Science, makes the students have in-depth knowledge of the subject. This confirmation was made by a grand mean of grand mean of 2.78 and 2.88.

Testing of Hypotheses

H₀₁: There is no significant difference in the perception of male and female junior secondary school teachers on the available physical resources in UBE schools in Rivers State.

The hypothesis was tested at 0.05 level of significance using z-test. The result is present in table 4 below:

Table 4: z-test analysis of ratings on the perception of male and female junior secondary school teachers on the available physical resources in UBE schools in Rivers State

Variables	N	$\bar{\chi}$	Std.dev	DF	P	z-cal	z-crit	Decision
Male teachers	175	3.22	0.76					
Female teachers	178	2.85	1.17	351	0.05	-2.80	1.96	Rejected

Sources: Field Survey Data, 2018

The Table 4 above presents the z-test analysis of the significant difference in the mean ratings of responses from respondents in public secondary schools in Rivers State. The mean and standard deviations of the responses from respondents of male was (3.22) 0.76 and that of female was (2.85)1.17. From the Table 4, it is indicated that the calculated z-value is -2.80 at 351 degree of freedom and 0.05 level of significance, since the calculated is higher than the z-critical, the null hypothesis was rejected stating that there is no significant difference between the mean ratings of male and female teachers in public secondary schools based on the perception of male and female junior secondary school teachers on the available physical resources in UBE schools in Rivers State

H₀₂: There is no significant difference in the perception of male and female junior secondary school teachers on the extent physical resources influence UBE student’s performance in Rivers State.

The hypothesis was tested at 0.05 level of significance using z-test. The result is present in table 5 below:

Table 5: z-test: analysis of ratings on the perception of male and female junior secondary school teachers on the extent physical resources influence UBE student’s performance in Rivers State.

Variables	N	\bar{x}	Std.dev	DF	z-cal	z-crit	Decision
Male teachers	175	3.02	0.92	351	3.24	1.96	Rejected
Female teachers	178	2.88	1.00				

Sources: Field Survey Data, 2018

Table 5 contains the data showing the mean rating difference between respondent’s responses from public junior secondary schools on the perception of male and female junior secondary school teachers on the extent physical resources influence UBE student’s performance in Rivers State. The result shows that the male teacher’s responses have a mean rating of 3.02 whereas the female teachers have 2.88. The results were further subjected to z-test statistical distributions and it was revealed that the z-calculated value gives 3.24 while the standard z-critical value is 1.96. On the basis of comparison, the z-critical value is higher (>) than the z-calculated, and with this one can conclude that the null hypothesis stating that there is no significant difference between the mean ratings of male and female respondents based on the perception of male and female junior secondary school teachers on the extent physical resources influence UBE student’s performance in Rivers State.

H₀₃: There is no significant difference in the perception of male and female teachers on the extent the available physical resources are utilized to bring about positive academic performance of students in junior secondary schools (UBE), Rivers State.

The hypothesis was tested at 0.05 level of significance using z-test. The result is present in table 6 below:

Table 6: z-test: analysis of male and female teacher’s responses on the extent the available physical resources utilized to bring about positive academic performance of students.

Variables	N	\bar{x}	Std.dev	DF	z-cal	z-crit	Decision
Male teachers	175	2.78	1.03	351	4.86	1.96	Rejected
Female teachers	178	2.88	1.00				

Sources: Field Survey Data, 2018

Table 6 contains the data showing the mean rating difference between respondent’s responses from public junior secondary schools on the perception of male and female teachers on the extent the available physical resources are utilized to bring about positive academic performance of students in junior secondary schools (UBE), Rivers State. The result shows that the male teacher’s response have a mean rating of 2.78, whereas the female teachers have 2.88. The results were further subjected to z-test statistical distribution, and it was revealed that the z-calculated value gives 4.86 while the standard z-

critical value is 1.96. On the basis of comparison, the z-critical value is higher (>) than the z-calculated, and with this one can conclude that the null hypothesis stating that there is no significant difference between the mean ratings male and female respondents based on the perception of male and female teachers on the extent the available physical resources are utilized to bring about positive academic performance of students in junior secondary schools (UBE), Rivers State.

DISCUSSION OF FINDINGS

The study analysed physical resources availability and the academic performance of students in the UBE scheme in Rivers State. The findings in Table 4.1 indicate the available physical resources in UBE schools (public junior secondary schools). Also, the result in Table 4.4 indicates that there is significant difference between the perception of male and female teachers on the available physical resources in UBE schools in Rivers State. This finding is in line with the view of Ezekwesile (2007), who maintained that both students and teachers need facilities such as libraries, laboratories, good buildings, classrooms, good water supply, toilet facilities, security, etc, for teaching and learning to take place. Furthermore, the findings in Table 4.2 indicate that the student's use of available physical resources in UBE schools influence their academic performance. Also, the result in Table 4.5 indicates that there is significant difference in the perception of teachers on the influence of physical resources on public junior secondary school students' academic performance. This finding is in agreement with Uchechi and Okpankpu (2008), who believed that facilities and equipment help to stimulate the interest of the learners and also enhance retention of ideas in the learners. Also, Saba (2007), saw school facilities and equipment as a pillar in support for effective teaching and learning to take place in an ideal environment. Aeogun (2009), noted that it is the responsibility of the school administrators and state government to ensure that adequate material resources are made available to the concerned schools.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

There is significant difference in the perception of teachers (male and female) on the available physical resources in UBE schools in Rivers State.

RECOMMENDATIONS

Based on the findings of this research study, the following recommendations are made:

- Government should make adequate provision of school facilities such as good buildings, spacious classrooms, equipped laboratories and libraries, chairs, desks, toilet facilities, sports facilities, and other teaching and learning materials that may constitute major constraints to effective implementation of the Universal Basic Education (UBE) Scheme, if inadequate.
- Educational administrators in public junior secondary schools should organize seminars for the principals, teachers and students on the strategies of resource use and maintenance at different levels for the provision of educational services.
- Educational administrators should allocate funds for resource maintenance to enhance efficiency in the process of teaching and learning.

REFERENCES

- Adeogun, A. (2009). Instructional resources and school effectiveness in private and public secondary schools in Lagos State. *Journal of Educational Administration and Planning*, 4 (1), 74-81.
- Adeogun, A. A. & Osifila, G. (2008). Relationship between educational resources and students academic performance in Lagos State Nigeria. *International Journal of Education Management* , 5(6), 34-56
- Adeoye, O.M & Popoola, S.O (2011). Teaching effectiveness, availability and use of library information resources among teaching of nursing in Osun and Oyo States, Nigeria.
- Adepoju, A. & Fabiyi, A. (2007). Universal Basic Education in Nigeria: Challenges and Prospects. From <http://uaps2007>.

- Adeyemi, T.O. (2010). Principal's leadership styles and teacher's job performance in senior secondary schools in Ondo State, Nigeria. *Journal of Educational Administration and Policy Studies*, 2(6), 83-91.
- Ajaja, O. (2009). Evaluation of science teaching in secondary schools in Delta state 2 – teaching of the sciences.
- Ajayi, I.A (2009). Achieving universal basic education in Nigeria: strategies for improved funding and cost effectiveness. *The Social Science*, 2(3),342-345.
- Ajayi, J.A. (2007). *Issues in school management*, Lagos: Bolabay Publisher.
- Isola, E. (2010). Teacher's utilization as correlate of student's academic performance in senior secondary schools in Ondo State, Nigeria. *European Journal of Educational Studies*, 4(2), 281-285.
- Keith, S.T. (2011). *Constructivism as educational theory: contingency in learning and optimally guided instruction*. UK: Nova Science Publishers, Inc.
- Labo-Popoola, S.O., Bello, A.A., & Atanda, F.A. (2009). Universal basic education in Nigeria: challenges and way forward. *The Social Sciences*, 4(6), 636-643.
- Lawal, B.O. (2007). An historical assessment of the implementation of basic education in Nigeria, *Pakistan Journal of Social Sciences*, 4(3), 403-409.
- Momoh, E. (2010). Use of improvisation and learning resources in schools. *European Journal of Education Studies*, 4(2), 275-281.
- Mugure, N.S. (2009). *Impact of resource utilization in education as perceived by teachers in secondary schools in Mathioya District, Muranga country, Kenya*. M.Ed. Thesis. Kenyatta University.
- Mustapha, M.M. (2011). Challenges of new 9-years basic education curriculum and implementation strategies. Daily Times (February, 24).
- Nnabuo, P.O.M. (2011). *Supervision and inspection: human paradigm*. . Port Harcourt, Nigeria. Pan Unique Publisher Ltd.
- Nwagwu, I.O. (2007). *Towards effective implementation of ube: a case for qualitative and quantitative teaching personnel*. A paper presented at the Annual Conference of the curriculum organization of Nigeria at Abia State University, Uturu. 19-22 September.
- Nwakpa, P. (2007). Instructional resources and school effectiveness in private and public secondary schools, in Ebonyi State. *Journal of Business Education*, 12(67), 99-104.
- Obanya, P. (2009). Brining back teacher to the Africa school. International Institute for Capacity Building in Africa: UNESCO.
- Oghuvbu, E.P. (2009). Analysis of resource management in primary schools in delta, Nigeria: *Academic Leadership Journal*, 7(1), 45-52.
- Ogundele, M.O (2007) *Teachers job satisfaction and student academic performance of Kwara state private secondary schools*. A paper Presentation at University of Ilorin 14/6/2007.
- Okoroma, N.S. (2006). Educational policies and problems of implementation in Nigeria: *Australian Journal of Adult Learning*, 46(2), 242-263.
- Okoza, J., Aluede, O. & Afen-Akpaide, J.E. (2012). Secondary school student's perception and educator's perceptions on environmental variables influencing academic performance: *Bangladesh e-Journal of Sociology*, 9(2), 84-94.
- Olagunju, A.M & Abiola, O.F, (2008). Production and utilization of resources in biology education. A case study of south west Nigeria secondary schools: *International journal of African and African American studies*. 11 (2), 56-78.
- Ololube, N.P. (2013). *Educational management planning and supervision: model for effective implementation*. Owerri: Springfield Publishers.
- Omwani, E.M. & Keller, E.J. (2010). Public funding and budgetary challenges to providing universal access to primary education in sub-Saharan Africa: *International Review of Education*, 56(6), 25-31.
- Oni, J.O. (2009). Management of primary education in Nigeria: trends, constraints and solutions: *The Social Sciences*, 4(3), 286-290.

- Osadolor, O. (2007). Service Delivering Dysfunction in Basic Education in Edo State: Reform Strategies. In B.G. Nworgu (Ed), *Optimization of Service Delivery in the Education Sector: Issues and Strategies*. Nsukka: University Trust Publishers.
- Osuji, C. (2016). School plant planning, mapping operations and maintenance. unpublished manuscript: Rivers State University of Science and Technology. February 3rd & 10th and March 23rd, 2016.
- Owoeye D. & Yala, B. (2010). School facilities and academic achievement of secondary school agricultural science in Ekiti State, Nigeria. *Asian Siciak Sciences* 7, (7), 34-56.
- Saba, M.D. (2007). School facilities management in nigeria. *Educational Digest Journal*, 10(1), 17-19.
- Sjoberg, S. (2010). *Constructivism and Learning*. In E. Baker, B. McGaw and P. Peterson (Eds.). International Encyclopaedia of Education. Oxford: Elsevier.
- Starr, K. & White, S. (2008). The school rural school principalship: key challenges and cross-section responses. *Journal of Research in Education*, 23(5), 1-12.
- Strong, J.H. (2006). A position in transition. *National Association of School Principals*, 69(5), 23-32.
- Taber, K.S. (2009). *Progressing Science Education: Constructing the scientific research programme unto the contingent nature of learning science*. Dordrecht: Springer.
- The National Planning Commission, (2007). Nigeria Millennium Development Goals, 2006 Report. Abuja: Federal Republic of Nigeria.
- Unchechi, O.U. & Okpanku, K.O. (2008). Mandate of Business Education at the Secondary Level. *Aben Book of Readings*, 1(8), 213-217.
- UNCST, (2007). Report of the survey of attitudes of secondary students. Attitudes to science Uganda.
- Usman, A. (2007). The relevant material resources to the teaching and learning of Arabic and Islamic studies. An encyclopedia of the Arts Vol. 7 (1). 47-52.
- Usman, A. (2007). The relevant material resources, management international corporate offices. 600 water street, SW. Washington DC 20024.
- World Bank (2008). Text book and school library provision in secondary education in sub-Saharan Africa. Washington D.C. African Region Human Development Department.