

EDUCATIONAL RESOURCES ADEQUACY AS DETERMINANTS OF PUBLIC SECONDARY SCHOOLS' EFFECTIVENESS IN KWARA STATE, NIGERIA**BY****SULYMAN Kamaldeen Olohundare: Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria; E-mail: oksulyman83@gmail.com****ABDULRAUF Busirat Iyabo: Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria; E-mail: abrauf65@gmail.com****ALAO Busayo Oluwabukola: Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria; bukolaalao@gmail.com****&****Ayinde Yusuf Adisa: Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria; E-mail: yaba1019@gmail.com****Abstract**

This study examined educational resources adequacy as a determinant of public secondary schools' effectiveness in Kwara State, Nigeria. The study adopted a descriptive design of correlation type, while its' population comprised 6,902 teachers in all the 336 public secondary schools in the State. Cluster sampling technique was used to group Local Government Areas in the State into senatorial districts. Random sampling technique was used to select two LGAs from each of the senatorial districts, while 40 public secondary schools were proportionally sampled out of the 119 in the selected LGAs. Three hundred and sixty-four teachers were proportionally selected out of the 6,902 in the public schools in the State. Educational Resources Adequacy Questionnaire (ERAQ) and Students' Academic Performance Proforma (SAPP) were used to collect data. Pearson product-moment correlation statistics was used to test hypotheses at 0.05 level of significance. The findings of the study revealed that educational resources adequacy has a significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria. Based on the findings, the study recommended that government should always ensure adequate provision of educational resources for public secondary schools in Kwara State, to enable them actualise effectiveness, in terms of students' academic performance.

Keywords: *Educational resources; Physical resources, Material resources, Human resources and School effectiveness*

Introduction

Education is a tool which every country of the globe needs to enhance socio-economic development; but to achieve this, efforts must be made by the government to ensure that quality education is provided for the citizens. This is because; the level of quality of education of a country could determine its viability socially, economically, technologically and politically. To have a quality education in Nigeria, schools have to be effective. For schools to be effective, there is need for adequacy of educational resources. According to Akomolafe and Adesua (2016), adequacy of educational resources (human, physical, material and financial) provided in a school could not only motivate students to learn but also significantly contribute to the actualisation of school effectiveness. Muhammed (2006) asserted that, one of the causes of poor students' academic performance in both internal and external examinations in public secondary schools in Nigeria could be inadequacy of human, physical and material resources in some schools. Jonathan, Nzeadibe and Nzeadibe (2014) believed that, adequacy of educational resources such as human, time, money, physical, information, material and human, makes a school serene and conducive to teaching and learning; and it also helps in actualising overall school effectiveness.

Nwagwu (2007) lamented that, inadequacy of material resources such as textbooks, teaching aids, laboratory equipment in Nigerian secondary schools hinder effective teaching and learning and constitutes

a challenge to school effectiveness. According to Ajayi (2007), the significance of material resources to educational system cannot be over-emphasised. This is because they afford both students and teachers opportunity to explore their senses of seeing, smelling, hearing, tasting and touching during the process of teaching and learning, thereby enhancing school effectiveness. Okoroma (2006) opined that, inadequacy of classrooms, libraries, laboratories, and other physical resources, among others; pose a serious threat to the realization of effectiveness in Nigerian public secondary schools. Odigbo (2005) submitted that, adequate provision of physical resources ensure meaningful teaching and learning and consequently enhance students' academic performance. Aina (2000) stated that inadequacy of human resources, especially teachers, have contributed immensely to the high failure rate being experienced in the Senior School Certificate Examinations (SSCE).

McKenzie (2004) opined that, the success of a school largely depends on the adequacy of teachers handling the subjects. If the teachers who handle the subjects are not adequate, effective teaching and learning in all the subjects might not take place and this could lead to ineffectiveness. From the foregoing, it can be deduced that, adequacy of educational resources is needed to enhance school effectiveness. Educational resources are very vital in every school setting, regardless of the level. No school can successfully operate without educational resources. According to Usman (2016), educational resources refer to human, material, financial, time, physical, non-material and community materials available in a school environment to enhance effective teaching and learning process. They also cover other fundamental materials utilised in the school to ease teaching and make learning meaningful and understandable to the learners.

Ekundayo (2009) believed that, the success or failure of any educational system, irrespective of the level, depends on the adequacy of available resources to it. The findings of Odozi and Lucas (2019) revealed that, there was a significant relationship between educational resources and students' academic performance in education District III of Lagos State. Akande (2004) stated that, material resources which should be provided in schools include: textbooks and other printed materials, chalkboards, audio-visuals, software and hardware of educational technology, sitting position and arrangement of chairs and tables, shelves and equipment for practicals. Usman (2016) elucidated that, human resources are the pivot of any educational institution.

Human resources in the educational institution include but not limited to teachers, non-teaching staff such as typist, cleaners, guards and bursar, human resources is saddled with the responsibility planning, organising, coordinating, controlling, manipulating and maintaining other resources such as financial, time, material and physical, in order to achieve the stated goals. Adegbemile (2011) posited that, of the human resources are essential for the effective operation of the school system. Of the human resources needed in school system, teachers are the most vital. This is because they play great facilitative role in the teaching-learning process. As a result of this, there is need for adequate supply of human resources (both teaching and non-teaching staff). Zwalchir (2008) opined that, attainment of school effectiveness could be determined by the adequacy of human resources such as teaching and non-teaching staff in schools. Osuji (2016) believed that physical resources include buildings such as ventilated and spacious classrooms, facilities, laboratories, libraries furniture, electricity, toilet facilities and offices. It should be noted that these resources contribute significantly to the actualisation of school effectiveness.

Akomolafe and Adesua (2016) elucidated that, apart from protecting students from rain, sun, cold and heat, physical facilities such as classrooms, laboratories, and libraries, if adequately provided and maintained, could not only enhance students' motivation towards learning but also boost their academic performance. To buttress this, Ademilua (2002), in his study, posited that inadequacy of physical resources has been a major factor of poor students' academic performance in Ekiti State. Without adequate physical resources, there would be a continuous fall in students' academic performance. Akinola (2013) defined School effectiveness is the extent to which the set goals or objectives of a school

programme are accomplished. Iyer (2011) believed that, a school would be regarded as effective if it consistently achieves positive outcomes (results) from students over a period of time. Erickson and Carl (2002) elucidated that an effective school is the one in which essentially all the students acquire the basic skills and other desired behaviour as specified in the stated goals.

Cohen, McCabe, Michelli and Pickeral (2009) opined that, the parameters for measuring the effectiveness of a secondary school include the level of discipline tone of the school, school climate, teachers' performance and the number of students who successfully pass their school leaving certificate examinations. In this study, school effectiveness was measured using students' academic performance. Adeyemo (2011) stated that students' academic performance means achievement a student makes in school; that is his marks in the examination which is the criterion for the achievement of a student. Henry (2005) observed that, students' academic performance is a yardstick for determining teachers' effectiveness, though some other measures might be used. In every school, there is need for adequate provision of human, physical, material and material resources in order to enhance students' academic performance.

However, the public outcry has it that, effectiveness of public secondary schools in Kwara State, Nigeriain terms of students' academic performance in Senior School Certificate Examinations (S. S. C. E.) has not been encouraging over the years. This menace has been blamed on factors such as ineffective teachers' motivation, school location, time management; and poor teachers' attitudes to the teaching profession, students' learning habit, principals' leadership style, parental factors among others. Based on the researcher's opinion, the problem could also be as a result of inadequacy of physical, material and human resources in some schools in the State. This is because, some public secondary schools in the State do not have adequate physical resources which would provide convenience for students while learning; material resources which teachers and students need to aid effective teaching and learning are grossly inadequate; while human resources, especially teachers who are the soul of the school system are not adequate in all the subjects taught at this level of education. However, Savasci and Tomul (2012); Usman (2007); Wordu and Obele (2019); Odozi and Lucas (2019) and Jonathan, Nzeadibe and Nzeadibe (2014) carried out studies which are germane to this study, but none of them examined educational resources adequacy as a determinant of public secondary schools' effectiveness in Kwara State, Nigeria. This was the gap filled by this study.

Purpose of the Study

The objectives of the study were to:

- i. examine the relationship between educational resources adequacy and public secondary schools' effectiveness in Kwara State, Nigeria;
- ii. determine the relationship between physical resources adequacy and public secondary schools' effectiveness in Kwara State, Nigeria;
- iii. investigate the relationship between material resources adequacy and public secondary schools' effectiveness in Kwara State, Nigeria; and
- iv. assess the relationship between human resources adequacy and public secondary schools' effectiveness in Kwara State, Nigeria.

Research Hypotheses

The following research hypotheses were formulated to guide the study:

Ho: Educational resources adequacy has no significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria.

Ho₁: Physical resources adequacy has no significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria.

Ho₂: Material resources adequacy has no significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria.

Ho₃: Human resources adequacy has no significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria.

Methodology

The study adopted a descriptive design of survey type. The population for the study comprised 6,902 teachers in all the 336 public secondary schools in the 16 Local Government Areas in Kwara State. Multi-stage sampling technique was used for the study. Cluster sampling technique was used to group the Local Government Areas (LGAs) into senatorial districts. Random sampling technique was used to select two LGAs from each of the senatorial districts (Kwara central, Asa and Ilorin South; Kwara South, Ekiti and Offa; and Kwara North, Baruten and Edu) to make a total of 6(33.3%), out of the entire 16 in the State; while proportional sampling technique was used to select 40(33.6) public secondary schools, out of the 119 in the six selected LGAs. Random sampling technique was used to select 364 teachers, out of the 6,902 teachers in Kwara State, making reference to table for sample size determination.

Educational Resources Adequacy Questionnaire (ERAQ) was designed by the researcher and used to get information from the respondents on physical, material and human resources adequacy in their respective schools. To get data on school effectiveness, proforma captioned "Students' Academic Performance Proforma" (SAPP) was used to collect information from school principals on the total number of students who sat for West African Senior School Certificate Examinations (WASSCE) and the exact number who had five credits and above including English language and General Mathematics in their respective schools between 2017 and 2019. The questionnaire was validated by experts in the Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria. Twenty copies of "ERAQ" were administered to some respondents who were not part of the study sample. Cronbach's Alpha was used to ascertain the reliability of the instrument and coefficient of 0.79 was found. Therefore, the instrument was adjudged to be reliable for use in the study. The hypotheses generated in the study were tested, using Pearson Product Moment Correlation Statistics at 0.05 level of significance. Out of the 308 copies of questionnaire distributed, only 298 were retrieved and used for analysis.

Results

Ho: *Educational resources adequacy has no significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria*

Table 1: Educational Resources Adequacy and Public Secondary Schools' Effectiveness in Kwara State, Nigeria

Variable	N	Mean	SD	Cal. r-value	p-value	Decision
Educational Resources Adequacy	298	2.52	0.73	0.651	0.022	Ho Rejected
School Effectiveness	298	2.64	0.87			

Table 1 shows the calculated r-value (0.651) while the p-value (0.022) is less than the significance level (0.05). Therefore, main hypothesis (Ho) is rejected. This shows that educational resources adequacy has a significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria.

Ho₁: Physical resources adequacy has no significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria

Table 2: Physical Resources Adequacy and Public Secondary Schools' Effectiveness in Kwara State, Nigeria

Variable	N	Mean	SD	Cal. r-value	p-value	Decision
Physical Resources Adequacy	298	2.41	0.63	0.582	0.001	Ho ₁ Rejected
School Effectiveness	298	2.73	0.62			

Table 2 shows the calculated r-value (0.582) while the p-value (0.001) is less than the significance level (0.05). Therefore, hypothesis one (Ho₁) is rejected. This shows that physical resources adequacy has a significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria.

Ho₂: Material resources adequacy has no significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria

Table 3: Material Resources Adequacy and Public Secondary Schools' Effectiveness in Kwara State, Nigeria

Variable	N	Mean	SD	Cal. r-value	p-value	Decision
Material Resources Adequacy	298	2.49	0.71	0.587	0.016	Ho ₂ Rejected
School Effectiveness	298	2.73	0.62			

Table 3 shows the calculated r-value (0.587) while the p-value (0.016) is less than the significance level (0.05). Therefore, hypothesis two (Ho₂) is rejected. This shows that material resources adequacy has a significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria.

Ho₃: Human resources adequacy has no significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria

Table 4: Human Resources Adequacy and Public Secondary Schools' Effectiveness in Kwara State, Nigeria

Variable	N	Mean	SD	Cal. r-value	p-value	Decision
Human Resources Adequacy	298	2.67	0.85	0.552	0.023	Ho ₃ Rejected
School Effectiveness	298	2.73	0.62			

Table 4 shows the calculated r-value (0.552) while the p-value (0.023) is less than the significance level (0.05). Therefore, hypothesis three (Ho₃) is rejected. This shows that human resources adequacy has a significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria.

Discussion

The finding of main hypothesis showed that educational resources adequacy has a significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria. This implies that, if public secondary schools in the State are provided with adequate educational resources, it would facilitate effective teaching and learning and consequently enhance effectiveness. This finding agrees with the view of Usman (2007) that, without adequate provision of educational resources such as human, material, physical and financial resources, actualisation of school effectiveness would be difficult.

The finding of hypothesis one revealed that physical resources adequacy has a significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria. This connotes that, when government adequately provides public secondary schools with physical resources such as classrooms, laboratories, toilets, offices, sick bay and libraries, it would provide comfortable, serene and conducive environment for the teaching and learning process; hence actualisation of effectiveness. This finding agrees with the view of Wordu and Obele (2019) that, provision of adequate physical resources such as classrooms, laboratories, libraries and the likes have been found to enhance the achievement of school effectiveness, especially the academic performance of students.

The finding of hypothesis two revealed that material resources adequacy has a significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria. This implies that, material resources adequacy contributes significantly to the realisation of school effectiveness. This finding supports the view of Quadri, Ogunjide and Oladejo (2003) that, material resources does not only help in facilitating active participation of both of students and teachers in the teaching and learning process but also provides ample opportunities for demonstration, practice and feedback which are very key to enhancing school effectiveness.

The finding of hypothesis three showed that human resources adequacy has a significant relationship with public secondary schools' effectiveness in Kwara State, Nigeria. This means that, human resources, especially teachers, need to be adequately provided for public schools, to achieve effectiveness. This finding corroborates the view of Ibukun (2003) that, human resources, especially teachers hold the key to the actualisation of school effectiveness. The intention of a country to achieve an appreciable students' academic performance can only be possible when there is adequate number of human resources in schools.

Conclusion

The study concluded that educational resources adequacy would help in actualising public secondary schools' effectiveness in Kwara State, Nigeria. If the physical resources are adequately supplied, it would enable the schools to be effective. Schools need adequate material resources to attain effectiveness and human resources are also a key factor which determines effectiveness of schools.

Recommendations

Based on the findings and conclusion, the study recommended that:

- i. Kwara State government should always ensure adequate provision of educational resources for the public secondary schools, to enable them actualise effectiveness, in terms of students' academic performance;
- ii. physical resources such as libraries, classrooms, laboratories and the likes should be sufficiently provided, to enhance effective teaching and learning which would consequently lead to public secondary schools' effectiveness;
- iii. resources such as textbooks, laboratory equipment, teaching aids and a host of other material resources should be sufficiently provided for public secondary schools, in order to facilitate smooth and quality teaching and learning which would enhance effectiveness; and

- iv. there is need for government to always ensure that adequate teachers are provided for all the subjects taught in public secondary schools while non-teaching staff should also be adequately provided to help teachers and students where necessary, to achieve effectiveness.

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