

Influence of Teaching and Learning Resources on Student's Performance in Senior Secondary Schools in Gusau Local Government, Zamfara State

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Abstract: Education is a fundamental human right that brings about positive development to economy of a nation. This explains why countries worldwide plan for and increases budgetary allocations to fund various educational programmes each fiscal year. This study investigated the Influence of Teaching and Learning Resources on Student's Performance in Senior Secondary Schools in Gusau, Zamfara State of Nigeria. In this study, three research questions and one hypothesis were raised to guide the conduct of the investigation. The study used descriptive design and data was collected using questionnaire for the responses from the respondents to answer the research questions and hypotheses raised. The population of the study comprised all teachers in Senior Secondary Schools in Zamfara State, Nigeria. The total number of 50 teachers was selected through stratified sampling technique from five selected Senior Secondary Schools in Gusau metropolis of Zamfara State, Nigeria. Mean deviation was used to answer the research questions. The study found out that teaching and learning materials were not adequately available and the little that were available were not adequately utilized in school by the teachers because of gross inadequacy of skills and knowledge for the resources utilization. The study therefore recommended that the government should allocate more funds for TLR provision to improve the status and condition of physical facilities and employment of skilled teachers for effective utilization of teaching and learning resources; seminars, conferences and workshops should be organized frequently for teachers to acquire necessary skills and subject teachers should be consulted before the procurement of learning materials to prevent buying of irrelevant materials.

Keywords: Teaching Learning Resources (TLR), Physical Facilities, Teaching Materials, Resource Utilization, Students Performance

Background to the Study

Availability of teaching and learning resources (TLR) enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students. Maicibi (2003) observed that all institutions or organization are made up of human resources (workers) and other non-human resources. He further asserts that when the right quantity and quality of human resources are brought together, they can manipulate other resources towards realizing institutional goals and objectives. Consequently, every institution should strive to attract and retain the best of human resource.

In recent years, access to computers and the internet has generated interest in the provision of e-materials. Where the internet is unavailable, unreliable or unaffordable, the development of local school networks and the provision of e-materials to schools on compact disks (CDs) or flash drives can support e-learning via school servers and networks. But e-based learning in many developing countries such as Nigeria and transitional economies has proved to be very expensive. TLM are often seriously underfunded alongside physical facilities and human resources. It is not surprising; therefore, that literacy has become a major problem in many countries when students and teachers have so little to read (The World Bank, 2013). The physical materials, human materials and financial resources invested in schools influence not only the education provided to students but also aspects of teachers and students motivation and consequently the educational outcomes.

The Organization for Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA) shows that resource shortages hinder instruction and lower student's performance (OECD,

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2007). In addition, inequalities in student's educational performance often reflect disparities in the resources invested in schools (OECD, 2007). Johan (2004) states that educational outcomes in schools are closely linked to utilization and adequacy of teaching and learning resources in different ways; poor utilization, underutilization, unqualified educators brings forth low educational achievement. The inadequacy of physical and material resources in schools is a major factor responsible for learning outcome of students. Schools that do not have adequate facilities such as workshops, laboratories, classrooms, teaching learning materials are unlikely to post good results.

Provision and utilization of facilities is the responsibility of stake holders in education. (National Policy on Education, 2012). The Nigerian government ensures the implementation of the National Policy on Education by providing an enabling environment. Parents are also involved in purchase of resources in schools and more so in putting up physical facilities through what is popularly referred to as Parents Teachers Association (PTA) projects. The government has experienced challenges with provision of TLR in schools. The Kamunge report (2008) recommended the establishment of public day secondary schools as a way of expanding quality day secondary education, despite all these, planning and provision for TLR has remained a challenge with low learning outcomes over the years.

Statement of the problem

Teaching and learning resources (TLR) are the most visible components of government educational provision and their absence is often noted by stakeholders. The Nigerian government has taken a number of measures in the previous years to improve and promote in secondary school, this is evident in the increased expenditure channeled to this program. One of the policy statements is that a great proportion of education expenditure should be channeled to TLR. (National Policy of Education (NPE), 2012). If this policy were properly planned for and implemented, there should be enough TLR in most if not all secondary schools.

TLR play a paramount role in the teaching and learning process and inevitably the student's academic performance. This calls for provision of adequate TLR in secondary schools. Secondary schools are faced with a mirage of problems which include inadequate provision of TLR as a result of poor planning program embarked on existing TLR in schools with increased enrolment since inception in 2008. In a world of international competition, academic performance in Gusau has been on the decline characterized by poor performance in the Nigeria Certificate of Secondary Education.

Purpose of the study

The purpose of the study is to examine the Influence of Teaching and Learning Resources on Students' Performance in Senior Secondary Education in Gusau, Zamfara State.

- (i) To determine how availability of teaching and learning materials used in teaching and learning affect students' performance.
- (ii) To establish how adequacy of physical facilities influence students' performance in teaching and learning
- (iii) To establish how adequacy of human resource influence students' performance in teaching and learning.
- (iv) To assess extent of resource utilization and its effect on students' performance in teaching and learning.

Research questions

The following research questions were raise to guide the of the study;

- (i) Does availability of TLM used affect students' performance in teaching and learning?
- (ii) Does adequacy of physical facilities influence students' performance in teaching and learning?
- (iii) Does adequacy of human resource influence students' performance in teaching and learning?
- (iv) To what extent does resource materials utilization and effect on students in the school?

Scope of the study

The study covered all senior secondary schools in Gusau metropolis. Secondly the study was only carried out in some selected public secondary schools. This was based on the fact that public secondary schools have been performing poorly in national examinations compared to private secondary schools. Though there may have been other factors that influence performance, the study concentrated only on availability of TLM, adequacy of physical facilities and human resources and the extent of utilization of all TLR.

Research design

The study was carried out using a survey design. Orodho (2009) notes that a survey design is an appropriate way of evaluating educational programmes as educational activities operate in a social context. According to Krishnaswami (2001), this design is a fact finding study which involves collecting data directly from a population at a particular time. This design is ideal for this study because the study was conducted in a setting that requires direct responses from the respondents while investigating existing phenomenon without manipulating the variables. The design also allows the participants to describe and provide their opinions regarding the variables being studied in detail.

Population

Nachmias and Nachmias (2009) define the target population as the entire set of relevant units of analysis or data. The target population of this study comprised of all teachers in secondary schools in Zamfara State, Nigeria.

Sampling techniques and sample size

Sampling refers to selecting a given number of subjects from a target population so as to represent that population (Kombo & Tromp, 2005). While simple random sampling was used in selecting the students and teachers in each school. A total number of 50 classroom teachers were randomly selected from ten secondary schools in Zamfara State. The class teachers were selected because they are the implementers of these resources hence directly utilized the available TLR and were therefore in the best position to provide reliable information on TLR availability, utilization and adequacy.

Instrumentation

The instrument used for this study was a researcher-designed checklist titled "Checklist on the Influence of Teaching and Learning Resources on Student's Performance in Senior Secondary Schools in Gusau Local Government, Zamfara State. A five-point Likert rating of Strongly Agree (5 Points), Agree (4 Points), Neutral (3 Points), Disagree (2 Points) and Strongly Disagree (1 Point) was used in weighing responses to items in the checklist. A mean response below 3.00 was considered as benchmark for Disagree while a mean response of 3.00 and above was considered as benchmark for Agree. The questionnaire consisted of two sections; Section A, for respondents' demographic information and section B was meant to elicit information from the respondents.

The checklist was validated by experts; (three lecturers from FCE(T), Gusau) one lecturer from the Department of Curriculum and Instruction, one lecturer from the Department of Educational Foundations and one lecturer from the Department of Psychology, Guidance and Counselling by ensuring face and content of the instrument are well valid. Test re-test was used to test the reliability of the instrument. The questionnaire was administered twice to a group of 5 teachers at Government Day Secondary School, Zurmi at Zurmi Local Government Area of Zamfara State at the interval of two weeks; the two tests were correlated while coefficient of 0.78 was obtained. This indicates that the instrument was reliable.

Method of Data Collection and Analysis

The instrument was administered by researcher to the selected samples of teachers in senior secondary schools within Gusau metropolis. The selected teachers are from Government Girls' Day Secondary School, Samaru, Government Girls' Day Secondary School, Sarki Kudu, Government Girls' Unity Secondary School,

Kotorkoshi, Government Day Secondary School, Sambo, Government Day Science Secondary School, Gada-Biyu, Government Day Secondary School, Danturai, Government Day Secondary School, Janyau, Government Day Secondary School, Millennium Quarters, Government Girls' Day Secondary School, Damba, and School of Continuing Education, Gusau. Responses to checklist items meant for answering research questions were analyzed by using mean deviation.

Research question 1:

Does the availability of TLM used affect students' performance in teaching and learning?

To establish the availability of TLM on performance in secondary schools in Zamfara State, the respondents were asked to respond to statements that sought to answer the same. For example, the teachers were asked to indicate their opinion on availability of TLM in their schools. Data is presented in Table 1.

Table 1. Teachers response on the effect of availability of TLM on teaching and learning.
Mean rating scale of the availability of TLM used affect students' performance

S/No	Statement	N	SA	A	U	D	SD	Mean	Decision
1	Availability of Reference books	50	10	22	06	08	04	3.52	Agree
2	Availability of Teachers guide	50	16	21	04	05	04	3.80	Agree
3	Availability of instructional materials	50	12	19	13	04	02	3.70	Agree
4	Usage of field trips/excursions	50	06	11	21	07	05	3.12	Agree
5	Availability of computers for teaching	50	04	06	11	20	09	2.52	Disagree
6	Availability of internet facilities	50	01	04	14	20	11	2.34	Disagree
	Grand Mean							3.78	Agree

The finding in Table 1 reveals that all the teachers agreed to all the questions that the teacher responses indicate TLM are available. The respondents agreed to all the 6 items and mean responses were above the bench mark of 3.00 with exception to items 5 and 6 that are 2.52 and 2.34 which were below the bench mark of 3.00. The grand mean of responses to all the items was 3.78 which were above the bench mark. This indicates that teachers agreed that the there are availability of Teaching Learning Materials (TLM).

Research question 2:

Does adequacy of physical facilities influence students' performance in teaching and learning?

The study investigated several factors that indicate the adequacy of physical facilities in schools. Some of these factors are: chairs and desks, laboratories, library, latrines, dining halls, departmental offices, recreational facilities, water and power, amongst others. The statements were meant to determine the extent of availability of these physical facilities in schools. The teachers' responses are shown in Table 2.

Table 2. Teachers' responses on adequacy of physical facilities - Mean rating scale of basic technology teachers on the effectiveness of PIP-

S/No	Statement	N	SA	A	U	D	SD	Mean	Decision
1	Adequate tables and chairs in the staffroom	50	10	13	07	09	11	3.04	Agree
2	Adequate desks and chairs in the classrooms	50	06	09	10	20	05	2.82	Disagree
3	Well-equipped library with recent materials	50	04	08	14	17	07	2.66	Disagree
4	Well-equipped laboratory	50	02	12	10	20	06	2.68	Disagree
5	Decent latrines/toilets	50	10	13	18	06	03	3.54	Agree
6	Well-furnished offices allocated	50	06	09	07	15	13	2.60	Disagree
7	Capacity of the dining hall	50	10	12	20	06	02	3.44	Agree
8	Play ground with adequate sport facilities	50	12	15	10	08	05	3.42	Agree
	Grand Mean							3.03	Agree

The findings from Table 2 shows that the responses from the teachers clearly indicated that the facilities for teaching are learning are not adequate. Out of 8 items, the mean responses that were below 3.00 bench mark were 4 while the mean responses that were above 3.00 bench mark were equally 4. Though the grand mean of 3.03 indicated that the facilities were fairly adequate. This result proves that the government did not give priority

to the comfort of teachers; the teachers who are supplied with inadequate facilities will not be able to carry out their duties diligently as expected of them. The research by Cash (1993) on effect of physical facilities on learning found out that the condition of classroom furniture correlated with students' achievement at a significant level hence influences their performance.

Research question 3:

Does adequacy of human resources influence students' performance in teaching and learning?

The study sought to establish the adequacy of teachers employed in the L.G.A. Factors such as employment status of teachers, and enrolment for in service training was used to determine extent of human resource availability in Gusau.

Average number of teachers employed per school in the L.G.A.

Head teachers were asked to indicate the employment status of teachers in their schools, and the averages are tabulated in Table 3

Table 3. Average number of teachers and status employed per school in Gusau

Employment status	Average No. of teachers
M.Ed	02
B.Sc, B.A (Ed)	07
B.Sc, B.A	12
HND	18
NCE	26
OND	20
Total	75

Table 3 indicates that the average number of teachers employed per school were 75. It was observed total number of unqualified teachers outnumbered the qualified teachers. From table 3 only 35 teachers were qualified while the remaining 40 teachers were not qualified as a result of certificate holding by such teachers. These findings indicated that the schools were understaffed hence the government should render assistance by employing more qualified teachers to cater for the shortage. However, there may be glaring imbalances in staffing in the various departments in schools, such that some departments may be over staffed while others were under staffed. This gross lack of qualified teachers may impact negatively on students' performance.

Research question 4:

To what extent does resource materials utilization and effect on students in the school?

The study investigated the extent of utilization of resources in schools. This included all the TLR that is; TLM, physical facilities and human resources

Teachers' responses on extent of resource utilization

The study investigated the extent of utilization of teaching learning resources in schools, by being asked whether they made use of the TLR. The teachers were provided with statements on a rating of 1 to 5. Such that 5 represented Strongly Agree, 4 Agree, 3 Undecided, 2 Disagree and 1 Strongly Disagree. The mean score of these responses were computed and are provided in Table 4

The findings of the Table 4 indicated that teachers disagreed on the use of resources available. The respondents agreed to the 6 items with mean responses were above the bench mark of 3.00 and also disagreed to the 6 items which were below the bench mark of 3.00. The grand mean of responses to all the items was 2.58 which were below the bench mark. This indicates that teachers disagreed to the utilization of Teaching Learning Materials (TLM); this may be as a result of lack of in service training, workshops and seminars for the teachers to update

their skills with the innovations such computer, audio-visual, internet and other facilities for teaching and learning. However, academic achievement cannot be attained unless there is proper and extensive use of these resources. Grant (1978) asserts that teaching and learning cannot be effective without adequate and relevant use of instructional materials. According to Abimbade (1999); instructional resources in teaching and learning make students to learn more and retain better what they have been taught and that it also promotes and sustains students' interest. It also allows the learners to discover themselves and their abilities and consequently provides them with an opportunity to realize their full potential.

Table 4. Mean rating scale resource on materials utilization and its effect on students

S/No	Statement	N	SA	A	U	D	SD	Mean	Decision
1	Utilization of facilities in the laboratory	50	10	13	10	10	07	3.18	Agree
2	Utilization of facilities in the library	50	05	07	06	25	07	2.56	Disagree
3	Utilization of facilities in the agriculture room	50	06	09	21	08	06	3.02	Agree
4	Utilization of sports facilities in the field	50	12	19	06	07	06	3.48	Agree
5	The facilities in the agriculture room	50	06	08	18	10	08	2.88	Disagree
6	Utilization of the reference books in teaching	50	20	22	00	12	02	4.04	Agree
7	Utilization of the teacher's guide in teaching	50	16	19	12	01	02	3.92	Agree
8	Utilization of the models in teaching	50	06	04	20	15	05	2.82	Disagree
9	Embarking on excursions or field trips	50	02	05	10	25	08	2.36	Disagree
10	Utilization of the audio-visual materials in teaching	50	01	03	06	30	10	2.10	Disagree
11	Utilization of the internet facilities in teaching	50	01	01	09	29	10	2.08	Disagree
12	Usage of the visual materials for teaching	50	10	34	06	07	04	3.56	Agree
	Grand Mean							2.58	

Summary of the study

The study was to assess the Influence of TLR on Students' Performance in Secondary Schools in Gusau Local Government Area, Zamfara State, Nigeria. The research objectives were: To determine how availability of teaching and learning materials used in Secondary Schools in Gusau L.G.A affect students' performance, to establish how adequacy of physical facilities influence students' performance in secondary schools in Gusau., to establish how adequacy of human resource influence students' performance in secondary schools in Gusau and to assess extent of resource utilization and its effect on students' performance in secondary schools in Gusau Local Government Area.

The study employed survey design. The target population was the classroom teachers in Gusau Local Government. The sample size consisted of a total 50 classroom teachers from 10 secondary schools within Gusau metropolis. The researcher employed self-administered questionnaires to gather data for the study. The findings revealed that; the teachers agreed that there is availability of Teaching Learning Materials (TLM) in the schools as reported by the majority of teachers. The study also established that the physical facilities for teachers in schools were fairly adequate. Majority of the respondents agreed that the number of chairs and tables were adequate. An analysis into the teaching and learning materials imply that majority of the teacher respondents agreed that TLM were adequate except for the use of field trips, audio-visual materials, internet facilities and use of computers in teaching and learning.

Findings also indicated that the schools were understaffed. However, there may be glaring imbalances in staffing in the various departments in schools, such that some departments may be over staffed while others were under staffed. This gross lack of qualified teachers may impact negatively on students' performance. Although the teachers disagreed to the utilization of Teaching Learning Materials (TLM), this may be as a result of lack of in

service training, workshops and seminars for the teachers to update their skills with the innovations such as computer, audio-visual materials, internet and other facilities for teaching and learning.

Conclusion

From the study it was clear that TLM are available, except physical facilities that were inadequate, inadequate recreational facilities and gross lack of human resources. An analysis of physical facilities shows an over stretch. Teachers further indicated that facilities had a negative influence on performance of students in senior secondary school. Teaching and learning materials tend to be fairly adequate and minimally shared especially in the compulsory subjects, human resources are also a serious concern, since enrolment in the schools increase yearly leading to inadequate curriculum supervision and implementation in schools. The study also established that the funds released by the government to finance senior secondary education were inadequate, and was also not released on time, cited by the school's teacher respondents forcing schools to procure goods on credit or shelf for projects and this resulted to charging levies on parents to meet purchase of certain school resources.

Recommendations

Based on the findings, analysis and conclusions of the study, the following recommendations were made;

The government should allocate more funds to equip physical facilities in schools which are inadequate; also more funds should be allocated for resource persons, field trips and excursions, internet facilities and recreational facilities to avert charging parents' levies for these resources.

Government should employ more teachers to cater for the enormous teacher shortage; in service training programmes should also be initiated to address manpower needs.

Where the internet is unavailable, unreliable or unaffordable, the development of local school networks and the provision of e-materials to schools on compact disks (CDs/ flash drives can support e-learning via school servers and networks.

Head teachers should involve the Parent Teachers Association (PTA) together with all other education stakeholders to aid in school development programmes and projects. The schools should also initiate income generating projects to subsidize government funding.

The researcher recommends that the government should build more classrooms to meet the rising yearly enrolment surges to avoid over-utilization of physical facilities, stretch of teaching and learning materials and overworking of available teachers which in turn would compromise the quality of schools.

Motivational programs should be put in place for school's teachers so as to encourage them and maintain their focus on their roles and contribution towards effective and efficient education programmes.

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