

Resource Availability and Pupils' Learning Outcome in Primary Schools in Ekiti State, Nigeria

I.A. Ajayi and M.F. Faremi

Department of Educational Foundations and Management, Faculty of Education,
University of Ado-Ekiti, Ado-Ekiti, Nigeria

Abstract: This study examined the relationship between availability of resources and pupils' learning outcome in primary schools in Ekiti State, Nigeria. A descriptive research design was adopted in the study. A questionnaire and inventory format designed by the researchers were used to collect data from a sample of 300 primary school head-teachers randomly selected from 935 primary schools in the State. The data collected were analysed using frequency counts, percentage scores and Pearson Product Moment Correlation. All the 4 null hypotheses raised were tested at 0.05 level of significance. The study revealed that availability of resources, human resources, instructional materials and physical facilities were not significantly related to pupils' learning outcome. Based on the findings, it was recommended that the resources made available to the primary schools should be efficiently utilized in order to improve pupils' learning outcome.

Key words: Resource availability, pupil's learning outcome, primary schools, educational quality, loaded curriculum

INTRODUCTION

One of the problems facing primary education in Nigeria is the persistent poor pupils' learning. It has been observed that many of the primary school pupils do not score up to 50% in the placement examinations into secondary schools. In several cases, some of the pupils who scored up to 50% were able to do so through examination malpractice. According to Ajayi (2002) pupils' academic performance in Nigerian primary schools is generally poor. Ajayi (1985) viewed the poor academic performance in public examinations as a symptom of pervasive failure that had been stamped on every facet of our national endeavour.

Experience has shown that many of the primary school pupils are unable to gain admission into Unity Schools and Federal Government Colleges as a result of poor performance in the placement examinations into these schools. It is disheartening to note that some of the primary school pupils seeking admission into secondary schools cannot write simple sentences in English Language.

The poor educational quality at the primary school as reflected in the pupils' learning outcome has been attributed to several factors. These include the inability of the pupils to express themselves in English language, loaded curriculum, high pupil-teacher ratio, poor teaching

methods and inadequate resources. Of all these problems, inadequate resources appear to play a prominent role in the poor pupils' learning outcome in Nigerian primary schools, especially in Ekiti State.

It appears some primary schools in Ekiti State do not have adequate number of teachers. This is evident in high pupils-teacher ratio in these schools. Moreover, it has been observed that some primary schools in the state lack adequate physical facilities such as classrooms, furniture and fittings, sport materials, library among others. In some schools, the instructional materials required for effective teaching-learning process are grossly inadequate. However, it must be stressed that shortage of resources in the primary schools may contribute to poor pupils' learning outcome.

Studies on the relationship between availability of resources and students' academic performance have shown various findings. Balogun (1995) revealed that secondary schools provided with adequate educational resources performed significantly better than those provided with inadequate resources. Hunsel *et al.* (1978), Thomas (1990) and Ajayi (1996) found out that availability of more qualified teachers makes a difference in students' academic performance. But Hanushek (1981) and Ajayi (1999) reported that teacher qualification is not related to students' academic performance. It has been found out that the use of instructional materials contributes

positively to students' academic performance (Adeosun, 2001). Moreover, the availability of physical facilities such as classrooms, furniture and fittings and sports facilities have been found to be a major factor in students' academic performance (Ajayi, 2002; Ajayi and Ashaolu, 2002). Other studies (Chike-Okoli and Sarki, 2005; Ayodele, 2005; Ajayi, 2007) have also shown that school resources aid students' academic performance.

If pupils' learning outcome in primary schools in Ekiti State appears to be poor as a result of observed inadequate resources in schools, it therefore becomes imperative to find out the relationship between resource availability and pupils' performance. It is against this background that this study becomes necessary.

Purpose of the study: The purpose of the study is to find out the relationship between resource availability and pupils' learning outcome in primary schools in Ekiti State, Nigeria. The study aims at ascertaining whether pupils' learning outcome is related to availability of human resources, instructional materials and physical facilities.

Research hypotheses: The following null hypotheses were raised in the study:

- There is no significant relationship between availability of resources and pupils' learning outcome.
- There is no significant relationship between availability of human resources and pupils' learning outcome.
- There is no significant relationship between availability of instructional resources and pupils' learning outcome.
- There is no significant relationship between availability of physical facilities and pupils' learning outcome.

MATERIALS AND METHODS

A descriptive research of the survey type was adopted in the study. All the primary school head-teachers in Ekiti State, Nigeria constituted the population of the study. As at the time of the study there were 935 primary schools in Ekiti State. The schools were made up of 672 public primary schools and 263 private schools. The sample of the study consisted of 300 primary school head-teachers selected from the population using simple random sampling technique.

A self designed questionnaire and a proforma were used to collect data for the study. The questionnaire

contained two sections. *Section A* sought information on the bio-data of the respondents, while *Section B* sought information on resource availability in the schools. The proforma sought information on the pupils' learning outcome in placement examinations for three consecutive years (2000-2002).

Items on resource availability were scored as follows:

| | | |
|----------------------------|---|----------|
| Available and adequate | = | 3 points |
| Available but not adequate | = | 2 points |
| Not available | = | 1 point |

The pupils' learning outcome was scored using pupils' performance in placement examination results as follows:

| | | |
|---------------|---|----------|
| Above 50% | = | 3 points |
| 50% | = | 2 points |
| Less than 50% | = | 1 point |

The face and content validities of the questionnaire were ensured by experts in Educational Management and thereafter pretested, yielding a reliability coefficient of 0.63. The data collected were analysed using frequency counts, percentage scores and Pearson Product Moment Correlation. The hypotheses formulated were tested at 0.05 level of significance.

RESULTS

Table 1 shows the results of primary school pupils in the placement examination into secondary schools between 2000 and 2002. The average figures for the three years were shown on the Table. Out of 19,492 pupils who sat for the placement examination, 5,934 (30.5%) scored above 50%, 4,824 (24.7%) of them scored 50%, while 8,734 (44.8%) of them scored less than 50%. Since 10,758 (55.2%) of the pupils scored 50% and above, in the placement examination, the pupils' learning outcome was fairly good.

Hypothesis 1: There is no significant relationship between availability of resources and pupils' learning outcome.

Table 2 shows that there is a positive but negligible relationship between availability of resources and pupils' learning outcome. The result is not significant at 0.05 alpha level, hence the null hypothesis is not rejected.

Hypothesis 2: There is no significant relationship between availability of human resources and pupils' learning outcome.

Table 1: Pupils' learning outcome in the primary schools

| S/n | Items | Frequency | (%) |
|-------|---------------------------------|-----------|------|
| 1. | Pupils who scored above 50% | 5,934 | 30.5 |
| 2. | Pupils who scored 50% | 4,824 | 24.7 |
| 3. | Pupils who scored less than 50% | 8,734 | 44.8 |
| Total | | 19,492 | 100 |

Table 2: Relationship between availability of resources and pupils' learning outcome

| Variables | N | r _{cal} | r _{crit} |
|------------------|-----|------------------|-------------------|
| Resources | 300 | 0.042 | 0.164 |
| Learning outcome | 300 | | |

p>0.05

Table 3: Relationship between availability of human resources and pupils' learning outcome

| Variables | N | r _{cal} | r _{crit} |
|--------------------------|-----|------------------|-------------------|
| Human resources | 300 | 0.037 | 0.164 |
| Pupils' learning outcome | 300 | | |

p>0.05

Table 4: Relationship between availability of human resources and pupils' learning outcome

| Variables | N | r _{cal} | r _{crit} |
|--------------------------|-----|------------------|-------------------|
| Instructional materials | 300 | 0.109 | 0.164 |
| Pupils' learning outcome | 300 | | |

p>0.05

Table 5: Relationship between availability of physical facilities and pupils' learning outcome

| Variables | N | r _{cal} | r _{crit} |
|--------------------------|-----|------------------|-------------------|
| Physical facilities | 300 | 0.085 | 0.164 |
| Pupils' learning outcome | 300 | | |

p>0.05

As shown in Table 3, the relationship between availability of human resources and pupils' learning outcome is positive but negligible. The result is not significant, hence the hypothesis is not rejected.

Hypothesis 3: There is no significant relationship between availability of instructional materials and pupils' learning outcome.

Table 4 shows a positive but negligible relationship between availability of instructional materials and pupils' learning outcome. The result is not significant hence, the hypothesis is not rejected.

Hypothesis 4: There is no significant relationship between availability of physical facilities and pupils' learning outcome.

As shown in Table 5, there is a positive but negligible relationship between availability of physical facilities and pupils' learning outcome. The result is not significant, hence the hypothesis is not rejected.

DISCUSSION

The study revealed that there was no significant relationship between availability of resources and pupils' learning outcome. One might expect that if resources are

available in the schools, the pupils' learning outcome will be good. But this might not be the case if such resources are not efficiently and effectively utilized in teaching and learning process. The finding contradicts that of Balogun (1995).

It was also found out that human resources and pupils' learning outcome were not significantly related. It would have been expected that the availability human resources in terms of personnel in the primary schools will impact positively on pupils' learning outcome. However, it must be stressed that availability of human resources is only a necessary but not sufficient condition for good pupils' learning outcome. If there are enough teachers in a school most of whom are not committed to their job, this may not guarantee good pupils' learning outcome. The finding is in line with Hanushek (1981) and Ajayi (1999) while it contradicts that of Hunsel *et al.* (1978), Thomas (1990), Ajayi (1996), Chike-Okoli and Sarki (2005), Ayodele (2005) and Ajayi (2007).

The study also revealed that there was no significant relationship between availability of instructional materials and pupils' learning outcome. If instructional materials are available in the primary schools and effectively used in the teaching-learning process, pupils' learning outcome is likely to be good. Nevertheless, where such instructional materials are not effectively used, pupils' learning outcome may not be enhanced. According to Adeosun (2001) the use of instructional materials such as pictures and realia makes significant difference in students' academic performance.

It was also found out in the study that the availability of physical facilities and pupils' learning outcome were not significantly related. The importance of physical facilities such as classrooms, furniture and fittings and sport materials in teaching-learning process cannot be over-emphasised. However, it must be stressed that the availability of physical facilities can only bring about good pupils' learning outcome if such facilities are well utilized and the school environment is made conducive for learning. The outcome of the study contradicts that of Ajayi (2002) and Ajayi and Ashaolu (2002).

CONCLUSION AND RECOMMENDATIONS

Based on the results of this study, it can be concluded that human and material resources do not necessarily make much difference in terms of pupils' learning outcome. It is the efficient use of these resources and not just the availability that matters. It is therefore recommended that the resources made available to the primary schools should be efficiently utilized and the school environment should be made conducive for learning in order to improve pupils' learning outcome.

REFERENCES

- Adeosun, V.O., 2001. The Relative Efficacy of Pictures and Realia in the Teaching of Verbs in Junior Secondary Schools. *UNAD. J. Edu.*, 2: 50-56.
- Ajayi, A.O., 1985. Accountability in the Nigerian Educational System Through Specific Goals and Objectives. *Ilorin J. Edu.*, 5: 132-138.
- Ajayi, A.O., 1996. Quality Improvement of Teaching, Supervision and Administration in Primary Schools In: Ajayi, A.O. and Akinwumiju, J.A. (Eds.), *Personnel Performance and Capacity Building*. Ibadan: The Department of Educational Management, University of Ibadan.
- Ajayi, I.A., 1999. Unit Cost of Secondary Education and Students' Academic Achievement in Ondo State, Nigeria (1991-1995). Ph. D. Thesis, University of Ibadan, Ibadan.
- Ajayi, I.A., 2002. Resource Factors as Correlates of Secondary School Effectiveness in Ekiti State. *Nigerian J. Counselling and Applied Psychol.*, 1: 109-115.
- Ajayi, I.A., 2002. Analysis of Some Performance Indicators of Primary Education System in Nigeria. *J. Edu. Foundations Manage.*, 2: 29-34.
- Ajayi, I.A., 2007. *Issues in School Management*. Ikeja, Lagos: Bolabay Publications.
- Ajayi, I.A. and E.O. Ashaolu, 2002. Relationship Between Availability of Resources and Students' Academic Performance in Pre-Vocational Subjects in Junior Secondary Schools in Ondo West Local Government Area of Ondo State. *J. Edu. Innovat. Dev.*, 1: 247-253.
- Ayodele, J.B., 2005. *Fundamentals of Systems Analysis in Education*. Ikeja, Lagos: Bolabay Publications.
- Balogun, J.A., 1995. Resource Allocation as it Affects Teaching and Learning in Government Technical Colleges: A Case of Two Technical Colleges in Oyo State of Nigeria. Unpublished M. Ed. Thesis, University of Ibadan, Ibadan.
- Chike-Okoli, A. and P.S. Sarki, 2005. Influence of Physical Classroom Environment on Academic Performance in Public and Private Primary Schools, In: G. O. Akpa, S. U. Udoh and E.O. Fagbamiye (Eds.), *Deregulating the Provision and Management of Education in Nigeria*. Jos: The Nigerian Association for Educational Administration and Planning (NAEAP).
- Hanushek, E.A., 1981. Throwing Money at Schools. *J. Analytical Manage.*, 1: 19-41.
- Hunsel, T., L.J. Saha and R. Noonan, 1978. Teacher Training and Students' Achievement in Less Developed Countries. World Bank Staff Working Paper. No. 301, World Bank, Washington D C.
- Thomas, H., 1990. *Education Costs and Performance. A Cost Effectiveness Analysis*. London: Cassel Education Ltd.