

**EDUCATIONAL RESOURCE SITUATION AS DETERMINANT OF  
STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC COLLEGES OF  
EDUCATION IN SOUTHWEST NIGERIA**

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**Abstract**

*This study investigated educational resource situation as determinant of students' academic performance in public Colleges of Education in Southwest Nigeria. Purposive sampling technique was used to select six public Colleges of Education in Southwest Nigeria. From the total population of five thousand, four hundred and twenty (5,420), simple random sampling technique was used to select one hundred and fifty (150) three hundred level students from each institution, making a total of nine hundred students (900). Same to select one hundred (100) academic staff each from the selected institution, making a total of six hundred (600). Total sample was one thousand and five hundred (1,500). Two self-designed questionnaires tagged Academic Staff and Educational Resource Situation Questionnaire (ASERSQ and Educational Resource Situation and Students' Academic Performance Questionnaire (ERSSAPQ) were used to collect the analyzed data, using regression analysis at 0.05 level of significance. Findings revealed significant positive relationship between students' academic performance and laboratory equipment ( $r= 0.795, p<0.05$ ); students' academic performance and instructional materials ( $r=0.954, p<0.05$ ); students' academic performance and social amenities ( $r=0.318, p<0.05$ ); students' academic performance and books and journals ( $r =0.840, p<0.05$ ). Students' academic performance and adequate manpower ( $r = 0.878, p<0.05$ ); students' academic performance and quality manpower ( $r=0.532, p<0.05$ ); students' academic performance and manpower utilization ( $r=0.646, p<0.05$ ); and students' academic performance and training and retraining ( $r = 0.708, p<0.05$ ). Based on these findings, study recommended that governments and policy makers in these educational institutions should place emphasis on adequate provision of*

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### **Introduction**

Educational resources are of tremendous importance to the accomplishment of educational objectives and goals worldwide. The extent to which an educational institution attains her objectives is directly proportional to the educational resources available and their utilization (Ekundayo and Alonge, 2012). The significance of education and manpower development to the growth of the country is an issue that has engaged the attention of government and other educational stakeholders over the years. The belief in the efficacy of education as a powerful instrument of development has led many developing countries to devote their wealth to the development of educational institutions at various levels. However, the controversy over the falling standards of education in Nigeria has been on the front burner of national discourse over the past decades and it is apparent that the debates will continue for some time to come.

Poor students' academic performance has been linked to several factors which include high teacher-student ratio, shortage of good teaching staff, poor quality of educational leadership, political instability and politicization of educational programmes and inadequate essential physical facilities and equipment. Ekundayo and Alonge (2012) attributed the problem of downward trend in academic performance of students to a number of factors such as teachers' quality, home factors, government factors and non-provision of educational resources. To them, the availability of educational resources is very important because of its role in the attainment of educational objectives and human resources is a unique educational input necessary for the overall development of skill acquisition and literacy of the students.

According to Ogbodo and Nwaoku (2007), the strategic position occupied by higher institutions all over the world in national development is beyond doubt. Their contributions to social, political and economic development of a nation cannot be overemphasized.

This is why many nations invest heavily on higher education. However, the College of Education system in Nigeria is facing challenges which will not allow the system to achieve its objectives in the areas of human, social and economic development. Prominent among these numerous challenges are inadequate physical facilities such as lecture rooms, well equipped library, laboratories etc. Also, material resources such as relevant books for learning, stationeries, journals, instructional material and other needed resources are inadequate. More so, human resources, especially the academic staff, are in acute shortage in many Colleges of Education in Nigeria (Adeyemi and Adeyemi, 2014)

Adeogun and Osifila (2008) linked the inadequate provision of educational resources to be a major contributor to the poor quality of education in educational institutions. This brings to fore the relevance of educational resources to students' academic performance. Okebukola (2008) confirms that the place of physical resources in any educational process cannot be overemphasized but unfortunately according to him, many of the Nigerian higher institutions of learning are laced with classrooms and offices not befitting a public secondary school. Adeboyeje (2000), in Oyekan (2014), opines that material resources are very important and indispensable in the educational process and therefore must be provided in adequate quantity and quality so as to enhance job and academic environment for better results in the education system. According to Anderson (1991), in Ewetan and Ewetan (2015), meaningful improvements in the quality of education that students receive are determined by the quality of teachers and thus quality teaching and learning are sine qua non for students' academic performance. Akiri and Ugborugbo (2009), in Ewetan and Ewetan (2015), found that effective teachers produced better performing students. Adu and Olatundun (2007) found that the relationship between teachers' perception and students' academic performance was positive and significant. Ayodele and Ige (2012) found that the effective utilization of teachers rather than its mere availability impacts students' academic performance. Adeyemi (2008) found that teachers' teaching experience was significantly related to students' learning outcomes.

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of educational resources to students' academic performance. Okebukola (2008) confirms that the place of physical resources in any educational process cannot be overemphasized but unfortunately according to him, many of the Nigerian higher institutions of learning are laced with classrooms and offices not befitting a public secondary school. Akomolafe (2005) was also of the view that availability of physical resources built up the confidence in the instructors. Adeboyeje (2000), in Oyekan (2014), opines that material resources are very important and indispensable in the educational process and therefore must be provided in adequate quantity and quality so as to enhance job and academic environment for better results in the education system. Salami (2007) affirms that the availability and conditions of social amenities is very paramount to achievements of set goals.

Fabiyi and Fagbamiye (2001) found that physical and material resources contributed significantly to students' academic achievement. These findings are also in line with that of Ayodele (1999) who states that inadequate resources for teaching and learning may lead to low students' academic achievement. Abdulkadir (1991) posits that availability of school building and their plant facilities contribute to good academic performance as they enhance effective teaching/learning activities. The academic staff of teacher education institution plays a vital role in term of quality and quantity of teachers produced. It is expected that he who will teach or lecture at the teacher education institution must be professionally qualified and of high moral integrity. This is because teachers are seen as role models.

The academic staff of teacher education institution plays a vital role in term of quality and quantity of teachers produced. It is expected that he who will teach or lecture at the teacher education institution must be professionally qualified and of high moral integrity. This is because teachers are seen as role models. Studies on the relationship between availability of human resources and academic performance have shown that human resources enhance academic performance of students. Owoeye and Yara (2011) found positive relationship between material resources in schools and students' academic performance. According to Hallack (1990), in Ekundayo and Alonge (2012), the material resources that contribute to students' performance include classrooms, accommodation, libraries, furniture, apparatus and other instructional materials. He emphasised that the availability, relevance

and adequacy of these facilities contribute to students' academic achievement. Nakpodia (2010) also found a positive relationship between the performance of human resources and students' academic performance,

Studies have also established the significant relationship between library and students' academic performance. For instance, Keith (2004), in Jaiyeoba and Atanda (2011), found that the size of a library media programme as indicated by the size of its staff and collection is the best school predictor of academic achievement of students. In addition, the instructional role of the library media specialist shapes the collection and in turn students' academic achievement. He also found that the degree of collaboration between library media specialist and classroom teacher is affected by the ratio of teachers to pupils. The study further showed the importance and significant role played by instructional materials on students' achievement. The implications of these findings are that better resource situation will enhance effective teaching-learning process and promote students' academic performance.

A lot of studies have been conducted on the relationship between educational resources and students' academic performance in secondary schools in Nigeria. However, there is a dearth of studies about educational resources and students' academic performance in Colleges of Education in Nigeria. It is against this background that this study intended to fill this gap by investigating the influence of educational resource situation on students' academic performance in public Colleges of Education in Southwest Nigeria.

#### **Statement of the Problem**

Educational system is the life wire of human capital development of any nation. This can however be achieved when the needed educational resources for effective teaching and learning process are made available and well utilized. However, educational stakeholders have shown much concern recently about the quality of graduates being produced in Colleges of Education in Nigeria. Many of these graduates do not possess the necessary skills and knowledge to perform the expected functions effectively and efficiently in their field of work. It is thus observed that physical, material and human resources that can facilitate high productivity in Colleges of Education in Nigeria are

grossly inadequate and being underutilized. This study thus set out to assess educational resource situation and students' academic performance in Colleges of Education in Southwest Nigeria.

### **Objectives of the Study**

The specific objectives of this study are to:

1. examine the relationship between material resource situation and students' academic performance in public Colleges of Education in Southwest Nigeria;
2. examine the relationship between physical resource situation and students' academic performance in public Colleges of Education in Southwest Nigeria; and,
3. examine the relationship between human resources situation and students' academic performance in public Colleges of Education in Southwest Nigeria.

### **Hypotheses**

The following hypotheses are generated for the study:

1. There is no significant relationship between material resource situation and students' academic performance in public Colleges of Education in Southwest Nigeria.
2. There is no significant relationship between physical resource situation and students' academic performance in public Colleges of Education in Southwest Nigeria.
3. There is no significant relationship between human resource situation and students' academic performance in public Colleges of Education in Southwest Nigeria.

### **Significance of the Study**

The instructional quality that Nigeria Certificate in Education graduates receives at the Colleges of Education will definitely determine the quality instruction at the basic education level. It is important to note that availability and utilization of educational resources would propel

internal efficiency, which is the extent of the educational systems ability to minimize cost and reduce wastage resulting from repetition, dropout and failure. This study is thus timely as its findings would assist educational administrators on how to provide adequate educational resources and utilize them to achieve educational objectives. In addition, the study would furnish educational planners with relevant information with respect to the extent of educational resources availability and utilization in public secondary schools as it affects productivity in educational system.

### **Methodology**

The descriptive research design of the ex post facto type was adopted for the study. The population of the study comprised all academic staff and three hundred level students in the six (6) selected public Colleges of Education in Southwest Nigeria. Purposive sampling technique was used to select six (6) public Colleges of Education in Southwest Nigeria, three (3) each from State and Federal Colleges of Education. They are Federal College of Education, Osiele, Ogun State, Federal College of Education (Technical), Akoka, Lagos State, Adeyemi College of Education, Ondo, Ondo State, Osun State College of Education, Ila-Orangun, Osun State, Ekiti State College of Education, Ikere-Ekiti, Ekiti State and Emmanuel Alayande College of Education, Oyo State. Purposive sampling technique was also used to select only three hundred level students in the six selected public Colleges of Education in Southwest, Nigeria. Simple random sampling technique was used to select one hundred and fifty (150) three hundred level participants from each of the six selected public Colleges of Education, making a total of nine hundred students (900) students. Simple random sampling technique was also used to select one hundred (100) academic staff each from the six selected public Colleges of Education, making a total of six hundred (600). The total sample for the study is therefore one thousand and five hundred (1,500) participants.

Two self-designed questionnaires tagged Academic Staff and Educational Resource Situation Questionnaire (ASERSQ) for academic staff and Educational Resource Situation and Students' Academic Performance Questionnaire (ERSSAPQ) for students were used to collect the needed data for the study. The reliability of the research instrument was conducted through test and retest method. The

exercise was done by administering the questionnaires to academic staff and three hundred level students in Federal College of Education (Special), Oyo, (the institution was not chosen as sample) at an interval of four weeks. Responses were analysed using Pearson Product Moment Correlation and reliability co-efficient of 0.72 and 0.74 were obtained, which are considered sufficient for the instrument. Regression analysis was used to analyse the collected data from the respondents at 0.05 level of significance.

### Findings and Discussion

The results of the findings are summarized and discussed.

**Hypothesis 1:** There is no significant relationship between material resource situation (lecture hall, laboratories, libraries and office accommodation) and students' academic performance in public Colleges of Education in Southwest Nigeria.

**Table 1: Relationship between material resource situation and students' academic performance in public Colleges of Education in Southwest Nigeria**

Variables	Students' Academic Performance	Lecture Hall	Laboratories	Libraries	Office Accommodation
Students' Academic Performance	1				
Lecture Hall	0.991*	1			
Laboratories	0.798*	0.805*	1		
Libraries	0.970*	0.979*	0.784*	1	
Office Accommodation	0.892*	0.927*	0.740*	0.861*	1

Significant at 0.05 level of significance

Results on table 1 show significant positive relationship between students' academic performance and lecture hall ( $r = 0.991$ ,  $p < 0.05$ ); students' academic performance and laboratories ( $r = 0.798$ ,  $p < 0.05$ ); students' academic performance and libraries ( $r = 0.970$ ,  $p < 0.05$ );



students' academic performance and office accommodation ( $r = 0.892$ ,  $p < 0.05$ ).

**Hypothesis 2:** There is no significant relationship between physical resource situation (laboratory equipment, instructional materials, social amenities and books and journals) and students' academic performance in public Colleges of Education in Southwest Nigeria.

**Table 2: Relationship between physical resource situation and students' academic performance in public Colleges of Education in Southwest Nigeria**

Variables	Students' Academic Performance	Laboratory Equipment	Instructional Materials	Social Amenities	Books and Journals
Students' Academic Performance	1				
Laboratory Equipment	0.795*	1			
Instructional Materials	0.954*	0.866*	1		
Social Amenities	0.318*	0.520*	0.423*	1	
Books and Journals	0.840*	0.797*	0.890*	0.536*	1

Significant at 0.05 level of significance

Results on table 2 show significant positive relationship between students' academic performance and laboratory equipment ( $r = 0.795$ ,  $p < 0.05$ ); students' academic performance and instructional materials ( $r = 0.954$ ,  $p < 0.05$ ); students' academic performance and social amenities ( $r = 0.318$ ); students' academic performance and books and journals ( $r = 0.840$ ,  $p < 0.05$ ).

**Hypothesis 3:** There is no significant relationship between human resource situation (adequate manpower, quality manpower, manpower utilisation and training and retraining) and students' academic performance in public Colleges of Education in Southwest Nigeria.

**Table 3: Relationship between human resource situation and students' academic performance in public Colleges of Education in Southwest Nigeria**

Variables	Students' Academic Performance	Adequate Manpower	Quality Manpower	Manpower Utilisation	Training and Retraining
Students' Academic Performance	1				
Adequate Manpower	0.878*	1			
Quality Manpower	0.532*	0.527*	1		
Manpower Utilisation	0.646*	0.659*	0.340*	1	
Training and Retraining	0.708*	0.630*	0.461*	0.400*	1

\*denotes significant at 0.05 level of significance

Results on table 3 show significant positive relationship between students' academic performance and adequate manpower ( $r = 0.878$ ,  $p < 0.05$ ); students' academic performance and quality manpower ( $r = 0.532$ ,  $p < 0.05$ ); students' academic performance and manpower utilisation ( $r = 0.646$ ); students' academic performance and training and retraining ( $r = 0.708$ ,  $p < 0.05$ ).

#### Discussion of Findings

The study showed that a positive and significant relationship existed between resource situation and students' academic performance in public Colleges of Education in Southwest Nigeria. The findings of this study are consistent with that of Oni (1992), which found that inadequate and unqualified teachers in the school system caused low students' academic performance since adequate and qualified teachers have been found as the drivers of effective educational system. This is also in line with the submission of Ekundayo and Alonge (2012) that educational resources are of tremendous importance to the accomplishment of educational objectives and goals worldwide. According to them, the extent to which an educational institution attains her objectives is directly proportional to the educational

resources available and their utilization. Ayodele (1999) also found that inadequate resource situation in schools for teaching and learning may lead to low students' academic achievement.

They are also in line with findings such as Akiri and Ugborugbo (2009), in Ewetan and Ewetan (2015), who found that effective teachers produced better performing students. Adu and Olatundun (2007) found that the relationship between teachers' perception and students' academic performance is positive and significant. Ayodele and Ige (2012) found that the effective utilization of teachers rather than its mere availability impacted students' academic performance. Adeyemi (2008) found that teachers' teaching experience was significantly related to students' learning outcomes. Owoeye and Yara (2011) found positive relationship between material resources in schools and students' academic performance. Nakpodia (2010) also found a positive relationship between the performance of human resources and students' academic performance.

Ayoo (2002) carried out a study on the effects of school physical facilities on academic performance and established that availability of facilities had a direct link with performance of learners in examination. This concurs with many research findings which have shown that the success of any educational endeavour rests on the availability of physical facility on the school building. He further argued that the availability of the school building and other plans contribute to better academic performance as they enhance effective teaching-learning activities. Monari (2007) study of factors contributing to students' poor academic performance revealed that lack of facilities and resources compromised supervision control and contributed to poor students' academic performance. Todd and Kuhlthau (2004) confirmed a significant correlation between the presence and the use of library materials by students and teachers with better student performance.

Findings are also in line with the submission of Fowowe (1988), who clarified that a library must be up-to-date and must be properly supported financially to fund materials and services among others. He concluded that a well-equipped library is a major facility which enhances good learning and achievement of high educational standards. In his words, Farombi (1998) reiterated that school libraries may not be effective if the books therein are not adequate and up-to-

date. Its impact may only be meaningful if the library could always be opened to the students for a considerable length of time in a school day. He opines that laboratory work stimulates learners' interests as they are made to personally engage themselves in useful scientific activities and experimentation. It affords the learner the basic skills and scientific method of problem solving and knowledge obtained through laboratory work. Odulaja and Ogunwemimo (1989) highlighted that the teacher assumes a position of dispenser of knowledge with the laboratory serving the function of drill or verification. They further explained that at the other extreme, the teacher assumes the position of guidance to learning and laboratory as a place where knowledge is discovered.

Research findings have shown that the success of any educational endeavour rests on the availability of physical facilities, especially the school building. Montagnes (2001) investigated the relationship between availability of textbooks and other learning materials on academic achievement. The findings indicated that classes with classroom libraries outperformed control school counterparts. Zinnah and Adam (2003) found that many of the traditional ways of teaching were no longer fully adequate unless correctly accompanied with appropriate instructional strategies. Digolo (2012) investigated the availability and use of teaching and learning resources for music education in secondary schools. The study was necessitated by an urge to carry out an in depth investigation on the state of teaching and learning equipment and facilities in the schools in order to establish the limitations that hinder their acquisition and utilization. The study revealed that essential teaching and learning resources for music education were either inadequate or not available at all in most of the schools. The insufficiency of the resources was established to be a serious drawback to students' learning and achievement. However, Ayoti, Koteng and Odhiambo (2016) found that lack of competence among some teachers hindered proper utilization of the instructional resources, and that physical materials in terms of adequacy and quality had a great impact on performance of students in examinations.

#### **Educational Implications of the Study**

Improvement in teaching methods and strategies alone may not be sufficient in stemming the problem of poor students' academic

performance in public Colleges of Education in Southwest Nigeria, rather, material resource variables (Lecture Hall, Laboratories, Libraries and Office Accommodation); physical resource variables (Laboratory Equipment, Instructional Materials, Social Amenities and Books and Journals) and human resource variables (Adequate Manpower, Quality Manpower, Manpower Utilisation and Training and Retraining) should also be taken into consideration for improved students' academic performance in public Colleges of Education in Southwest Nigeria. Public Colleges of Education in Southwest Nigeria should equip themselves with sufficient material, physical and human resource that could impact on students' achievement. This would go a long way to make efficient whatever teaching strategies lecturers adopt in teaching. These results have implications for the management, college councils as well as the government. These entities should endeavour to make calculative efforts to provide these so as to enable the lecturers to positively influence students' academic performance in public Colleges of Education in Southwest Nigeria. The results of this study emphasised the need for the management, college councils and the government to provide these variables adequately for the challenges ahead.

### **Conclusion**

The fundamental objective of any educational institution is the accomplishment of its educational objectives, and this could be achieved when available human, material and financial resources within the educational institutions are well harnessed and judiciously used by the management. Thus, government at all levels are expected to create an enabling environment for effective teaching and learning to take place through the provision of necessary infrastructure, facilities and qualified manpower. No matter how well conceived a country's developmental plans may be, they may be thwarted by low academic achievement. Indeed, poor academic performance and high failure rate are inimical to the development of any society. Learning outcomes are influenced by many factors and therefore many interacting factors such as social and economic factors may cause the poor performance of students in educational institutions. Thus, the importance to teaching and learning and the provision of adequate instructional facilities for education cannot be over-emphasized.

**Recommendations**

Based on the findings and conclusion, the researcher derived the following recommendations:

The study found that there was positive correlation among material, physical and human resources and students' academic performance in public Colleges of Education in Southwest Nigeria, the study thus recommends that governments and policy makers in these educational institutions should place emphasis on adequate provision of these germane resources in order to enhance students' academic performance and thus national development.

College management in public Colleges of Education in Southwest Nigeria should endeavour to provide enough resources for improvisation, in case the basic physical needs of the institutions could not be adequately met.

College management in public Colleges of Education in Southwest Nigeria should endeavour to organize training and retraining for lecturers to enhance their skills and knowledge, be able to effectively utilize the available resources, and to be able to adapt and utilise improvised materials in order to improve the academic performance of students.

Parents are admonished to adequately equip their children and wards in public Colleges of Education in Southwest Nigeria with the necessary educational needs to enhance their academic performance.

Students in public Colleges of Education in Southwest Nigeria should be ready to adapt to improvisation of some physical materials to acquire the requisite knowledge and skills towards advancing national development.

Societies, philanthropists, old students' associations and non-governmental organisations are admonished to come to the aids of governments in the provision of basic physical and material resources need of public Colleges of Education in Southwest Nigeria, as it has been established that governments alone cannot effectively shoulder the responsibility of educational financing.

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