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**PERCEIVED INFLUENCE OF LEARNING RESOURCES AVAILABILITY AND
UTILIZATION ON SENIOR SECONDARY SCHOOL STUDENT'S PERFORMANCE
IN BIOLOGY IN ILORIN METROPOLIS**

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PERCEIVED INFLUENCE OF LEARNING RESOURCES AVAILABILITY AND UTILIZATION ON SENIOR SECONDARY SCHOOL STUDENT'S PERFORMANCE IN BIOLOGY IN ILORIN METROPOLIS

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Abstract

The study investigated the perceived influence of learning resources availability and utilization on senior secondary school students' performance in Biology in Ilorin metropolis. Three research questions were formulated to guide the study. The study is a descriptive design of the cross-sectional survey that was carried out on all Senior Secondary Schools two (SSSII) students between the ages of 14 and 18 years in the public and private Secondary schools in Ilorin Metropolis, Kwara State. A total of 150 students were purposively selected for the study. The research instrument "Availability and Utilization of Learning Resources on Student Performance Questionnaire (AULRSPQ)" was used to collect necessary data. The data collected was analyzed by using Percentage. The findings revealed that secondary schools are not adequately furnished with required learning resources and hence, unused by science students and the non-availability of learning resources hindered effective learning of Biology in secondary Schools thereby giving rise to poor academic performance. It was recommended among others that government should ensure that learning resources like textbooks, libraries, and laboratories are adequate in all categories of secondary schools.

Introduction

Education is the process of passing knowledge or receiving or giving systematic instruction at a school or higher institutions of learning. For effective teaching and learning, there must be a procedures or methods of dissemination of information from the teacher to the learners. These methods could be teaching, storytelling, discussion, training, and directed research. Education can be acquired through formal or informal system and any experience acquired that reflect on the way we act, feel or think could be considered as educational. Adeyemi and Adu (2010) concluded that education is one of the leading instruments for promoting economic development which includes processes and procedures in which individuals go through to help them discover, develop, and utilize their embedded potentials. In

addition, Okeke (2012) opines that through education, individuals acquire knowledge, skills, and attitude that are necessary for effective living. As a result of this, all modern nations have started investing and investment in education of the youth is considered most vital.

According to Ngware, et al. (2006), Secondary Education is an important sub-sector of education in the preparation of human capital for development and provision of life opportunities as it provides a vital link between basic education and the world of work on one hand, and further training on the other. According to Mbugua, et al. (2012), Nigeria's education system is dominated by examination-oriented teaching, where passing examinations is the only benchmark for performance because there is no internal system of monitoring learning achievements at other levels within an education cycle. Further, manifestations of quality education have to do with literary, cognitive abilities, performance, and progression to higher levels of learning. For effective learning in schools, there must be availability of learning resources which must be used for adequate transfer of knowledge from the teacher (trainer or facilitator) to the students (trainees or learners).

According to Oyugi and Nyaga (2010), teaching and learning resources include; peripatetic services, support staff (Braille transcribers, and sign language interpreters and sign language), community involvement, regular and special teachers among others. Inadequate trained special education teachers and professionals act as an obstacle to the implementation of inclusive education (Kochung, 2011).

However, quality education cannot be achieved without educational resources which play an important role in the achievement of educational goals and objectives. According to Adeogun and Osifila (2008), learning resources can be categorized into four groups that are human, material, physical, and financial resources. Learning resources according to Usman (2007) are central to the educational process because they play an important role in the achievement of educational goals and objectives since they facilitate teachers' work and accelerate learning on the part of the student. Education cannot be easily acquired without learning resources. Hence, Owoko (2010) opines that the term learning resources cannot only mean teaching methods and materials but the teacher's skills, time availability for instruction, and teacher's experience.

Statement of the Problem

The Nigerian education system is dominated by examination-oriented teaching whereby passing examinations is the only benchmark for performance as there is no internal system of monitoring learning achievements within an educational cycle. In Ilorin Metropolis, performance in the S.S.C.E. examination has remained poor with most of students scoring D-in Biology which is one of the core science subjects thus contributing to a very low district mean grade of D. This is a poor grade as it bars students from entry into science-based degree and diploma courses. The West African Examination Council (WAEC) Chief Examiner's Report 2014, 2015, 2016, 2017 and 2018 noted that students' performance in Biology as seen on Table 1 is very poor. Students' poor academic performance to some extent is traceable to inadequate teaching/learning resources used. As one of the variables for effective performance of students in Biology, no study on the availability and utilization of learning resources and their effects on students' performance in Biology has been carried out in Ilorin Metropolis.

Table 1. Performance of students in biology at SSCE level from 2014 to 2018

Year	No of Students present	No of students pass	No of students fail	Pass %	Fail %
2014	228953	80355	148598	35	65
2015	250099	86150	163949	34	71
2016	289520	84520	205000	29	71
2017	326541	198215	228362	30	70
2018	367562	120560	247002	33	67

Source: WAEC Office (2019)

Literature Review

Concept of Learning Resources

Adequacy of teaching and learning resources refers to satisfactory or acceptable quality and quantities of material resources, physical facilities, and human resources. According to Department for International Development (DFID, 2007), the adequacy of instructional materials such as textbooks which is the main instruction materials is the most cost-effective input affecting student performance. Learning resources refer to all human, material, non-material, audio-visual, school environment, and community materials available in an academic environment to facilitate school

administration and simplify the teaching and learning process. They also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners.

Education resources include the teacher in the school, human beings in the community, real objects, specimens or models, chalk and display boards, school buildings and layout, the community at large, and other fundamental materials like pencils, pens, exercise books, etc. which the learners are expected to have at any point in time to facilitate learning (NOUN, 2009). Adequate and apposite resources are vital in the administration of a school. The proper management and use of these resources will not only boost the morale of human resources who coordinates other activities in the school system but also ensure the attainment of goals. Meanwhile, shortage or inadequacy of these resources is inimical to the goal achievement of the school. Accessibility of learning resources makes school management effective and efficient thereby enhancing the output of the education system. For effective teaching and learning, textbooks and resource materials are basic tools, their absence or inadequacy makes teachers handle subjects in an abstract manner, portraying them as dry and non-exciting. It is also important to have an appropriate personnel plan for adequate instructional materials and physical facilities to support the educational effort.

The Learning Resources Availability and Usability

Learning resources comprise basically three components: material resources, physical facilities, and human resources (DFID, 2007) Study done in the past regarding the availability of Teaching and learning resources in education reveal that Teaching and learning resources are not always available in schools. This inadequacy of Teaching and learning resources has been of serious concern to educators.

According to Lyons (2012), learning is a complex activity that involves the interplay of students' motivation, physical facilities, teaching resources, and skills of teaching and curriculum demands. Availability of Teaching and learning resources, therefore, enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students. The necessary resources that should be available for teaching and learning include material resources, human resources such as teachers and support staff, and physical facilities such as laboratories, libraries, and classrooms. In addition, Okongo, et al.(2015) affirm that the challenges to acquisition of learning resources include lack of finance, unavailability of materials, market logistics, rigid procurement procedures among others which affect the implementation of inclusive education in pre-school centres in Nyamira North Sub-County. If the above-mentioned problems can be tackled, it will enhance curriculum delivery, meet the needs of learners most especially the special needs pupils and increase enrolment and retention in pre-school centres (Okongo, et al., 2015)

Teaching and learning resources help improve access and educational outcomes since students are less likely to be absent from schools that provide interesting, meaningful, and relevant experiences to them. These resources should be provided in quality and quantity in schools for an effective teaching-learning process. Several studies have been conducted on the impact of instructional materials on education. Isola (2010) conducted research on the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE). The achievements of students in WASCE were related to the resources available for teaching. He concluded that material resources have a significant effect on students' achievement since they facilitate the learning of abstract concepts and ideas and discourage rote learning.

Academic Performance of Senior Secondary Students in Biology

According to National Open University of Nigeria (NOUN, 2009), Education resources based on their nature are basically classified into the following categories: Material resources and physical resources. Material resources include textbooks, charts, maps, audiovisual, and electronic instructional materials such as radio, tape recorder, television, and videotape recorder. Other categories of material resources consist of paper supplies and writing materials such as pens, erasers, exercise books, crayons, chalk, drawing books, notebooks, pencils, rulers, slates, workbooks, and so on (Atkinson, 2000).

The development and maintenance of physical facilities in educational institutions by communities, parents, and sponsors should continue to be encouraged. This is because the lack of such facilities interferes with the learning process. Department for International Development (DFID, 2007) indicates the importance of school facilities in relation to quality education. The difference in school facilities would be seen to account for the difference in achievement.

Okeke (2012) in his work on impart of material resources in facilitating students' interest and academic achievement in Agricultural Science used two groups of students (experimental and control groups). The experimental group was

taught with resource materials and the control group was without these resources. 162 Junior Secondary Schools students were sampled from intact classes of co-educational schools, selected randomly from the Onitsha-North education zone in Anambra State. His finding showed that students taught using material resources performed better than those taught without these resources. Makinde (2020) discovered that learning resource utilization has an influence on gender as female undergraduate students tend to use social media for learning more than their male counterparts as indicated in the study carried out on Undergraduate students of Al-Hikmah University, Ilorin Nigeria during the Covid-19 pandemic.

Kamar (2007) study of the development of an instrument for the assessment of Biology laboratory psychomotor skills of Senior Secondary Students, Sokoto State involved 19 out of a total number of 64 senior secondary schools randomly selected. Questionnaire and focus group discussions were used to solicit information about the provision and the utilization of laboratory facilities for the conduct of practical work in the teaching and learning of Senior Secondary School Biology in Sokoto State. The result shows that all the schools in the study sample had functional Biology laboratories that were reasonably equipped with the basic apparatus necessary for the conduct of laboratory practical work only during and mainly for external examination and whatever leftover after the examination are distributed to the few laboratories. This makes the laboratories inadequately equipped.

Purpose of the Study

The main purpose of this study was to examine the perceived influence of learning resources, availability, and utilization on Senior Secondary school Student's performance in Biology in Ilorin Metropolis. Specifically, the study sought to:

1. examine the available learning resources for teaching Biology in Ilorin Metropolis
2. find out if the available resources are utilized for teaching and learning Biology in Ilorin Metropolis.
3. examine if the utilization of learning resources for teaching and learning biology influences the academic performance of students in Ilorin Metropolis.

Research Question

The following research question was raised and answered in this study:

1. Are learning resources available for teaching and learning Biology in SSS in Ilorin metropolis
2. Are the available learning resources in school are utilized for teaching and learning Biology in SSS in Ilorin metropolis?
3. Does learning resources usability influences academic performance of secondary school students in SSS in Ilorin metropolis

Methodology

The design of this study is a descriptive survey research design. Descriptive survey research involves data collection from a representative sample of the population and then generalizing the findings to the entire population. The population of this study comprises 234 public and private secondary schools in the three local government areas (Ilorin East LGA, Ilorin West LGA, and Ilorin North LGA) that form Ilorin metropolis of Kwara State, Nigeria. 35 schools out of 234 were purposively selected from the three local government areas under study and a simple random sampling technique was used to select 10 SSS2 biology students from each of the 35 sampled schools after taking permission from the school principals which summed to 350 biology students in Ilorin metropolis for the study. A structured questionnaire titled Availability and Utilization of Learning Resources and Student Performance questionnaire "(AULRSPQ)" was the instrument used to collect data for the study. The instrument had two sections A and B. Section A sought information on selected personal data of the respondents, section B consist of 20 items relevant to answering the research questions raised in the study. The response format for the instrument was a four-point Likert scale of Strongly Agree, Agree, Disagree and Strong Disagree with responding values of 4, 3, 2, and 1 respectively.

The instrument was validated by three experts in the Department of Science Education and test and measurement. The reliability of the instrument was established using the inter-rater reliability method on data collected through a pilot test on 20 senior secondary school students from Ifelodun local government who were not part of the study areas and not part of the sample. The reliability coefficient of 0.79 was obtained using Cronbach's Alpha. A total of 350 copies of the instrument were administered directly by the researchers with the help of two research assistants. With careful monitoring, a 100% return rate was recorded for the instrument from the respondents. The descriptive statistics of

frequency and percentages were used to answer the research questions using Statistical Package for Social Sciences (SPSS) computer software package, version 23.

Results

The results of the data analysis of the study are presented in Table 2 to 4 below.

Research Question 1

Are learning resources available for teaching and learning Biology in SSS in Ilorin metropolis?

Table 2. Percentage of the Response of Students on the learning resources available for teaching and learning Biology in SSS in Ilorin Metropolis.

S/N	Items	Agree	Disagree
1	Biology Textbook is available for learning Biology	280 (80%)	70 (20%)
2	My school has a well-equipped laboratory	210(60%)	140(40%)
3	There is well label biology chat in my school laboratory	140(40%)	210 (60%)
4	The projector is available in my school for learning Biology	70(20%)	280 (80%)
5	Radio and Television are available in my school for learning Biology	35(10%)	315(90%)
6.	My school and classroom environment are conducive to learning	210(60%)	140(40%)

The conducted research on question one the show that 80% of the respondents agreed that Biology textbook is available for teaching while 20% disagreed, 60% agreed that there is a well-equipped laboratory in their school 40% disagreed, 40% agreed that there is well labeled biological chat available for teaching biology while 60% disagreed, 20% agreed that projector is been used during biology class while 80 disagreed. Only 10% agreed that there are radio and television in their schools for learning, all others claimed that radio and television are not available for learning in school with 90% disagreement with its availability.

Research Question 2

Are the available learning resources in school are utilized for teaching and learning Biology in SSS in Ilorin metropolis?

Table 3. Percentage of Response of the learning resources in school that are utilized for learning Biology in SSS in Ilorin Metropolis.

S/N	Items	Agree	Disagree
1	I make use of Textbook when learning biology	280(80%)	70(20%)
2	I make use of laboratory equipment during Biology class	140(40%)	210(60%)
3	I am allowed to utilize biological chat when learning Biology	140 (40%)	210(60%)
4	The projector is been used during learning of Biology in class	35(10%)	315(90%)
5	I am allowed to use reagents when leaning Biology in the laboratory	210 (60%)	140 (40%)
6	I am makes use of internet learning platform when learning Biology	350(100%)	0(0%)

According to research question two, 80% of the respondent agreed that the teacher makes use of textbooks when teaching biology while 20% disagreed, 40% agreed that the teacher makes use of laboratory equipment during biology class while 60%, 40% agreed Biological chat is used during biology class, while 60% disagreed, 90% disagreed that projector is used for teaching biology, 60% agreed that reagents are used during biology class and 100% agreed that board is used during biology class.

Research Question 3

Does learning resources usability influences the academic performance of secondary school students in biology in Ilorin metropolis?

Table 4. Percentage of the response on learning resources usability and its effect on academic performance of secondary school students in biology in Ilorin metropolis

S/N	Item	Agree	Disagree
1	Learning resources (science laboratories) make the learning of biology interesting	140(40%)	210(60%)
2	Learning resource (classroom environment) is not interesting	210(60%)	140(40%)
3	Learning resource (school library) makes biology understandable	175(50%)	175(50%)
4	Learning resources (Radio and Television) do not make biology understandable	175(50%)	175(50%)
5	Learning resource (online learning platform) is compulsory when learning biology	315(90%)	35(10%)
6	Learning resources are not compulsory when learning biology	35(10%)	315(90%)

The table above shows the data collected on learning resources usability, 60% of the respondents disagreed that learning resources is interesting while 40% disagreed, 50% agreed learning resources makes biology understandable, and 90% agreed that learning resources are compulsory when teaching biology.

Discussion

The finding of the study in Table 2 shows that learning resources are available but not adequately available in secondary schools in Ilorin Metropolis of Kwara State for effective teaching and learning of Biology. This finding supported the claim by Adejoh and Ityokyaa (2010) that materials resources were inadequately provided in schools and there was a significant mean difference in the provision of Biology materials resources in Benue secondary schools.

The result in Table 3 indicates that in the opinion of students, many of them hold a negative impression about learning materials used during learning of biology in class and this may hinder the learning of biology. Almost all the respondents disagree with the usability of these materials in school for learning in class. These findings corroborate the observation of Nnorom (2012) that the availability and usability of the basic science laboratory facilities for teaching basic science in upper basic schools improve learners' performance. Also, Olatunde (2010) findings that students exposed to the use of laboratory facilities performed better (65%) than students that were not exposed to the use of Mathematics laboratory, and the level of infrastructural facilities available in the schools were very poor in support to the effectiveness of learning resources in learning among students.

This result was in accordance with the findings of Scholar (2020) that secondary school laboratories are sparsely furnished and unused by science teachers and the non-availability of laboratory facilities for effective teaching of biology in our secondary schools persists thereby giving rise to poor academic performance, as discussion and lecture methods of teaching have been dominating the teaching and learning activities where students need to do practical work. His suggestion is in line with the National Policy on Education (2014) that in the teaching of science, it should be taught through practical, exploratory, and experimental methods to bring about meaningful learning and better performance.

The result in Table 4 indicates that in the opinion of students, learning resources usability has an effect on the academic performance of secondary school biology students in Ilorin metropolis. They all agreed that learning resources are compulsory when learning and contributes to their performance in biology. This finding corroborates Nnorom (2012), in her research work on the availability and usability of the basic science laboratory facilities for teaching Basic science in upper Basic science schools' results showed non-availability and non-usability of Basic science laboratory facilities teaching basic science and this led to poor performance of students in science subjects. There is therefore an urgent need in infrastructure, laboratory equipment, standard school library, and provision of digital gadgets in schools for better performance of students in sciences, specifically in biology.

Conclusion

Learning resources have been adjudged to be an effective aid to students' performance in any subject in school. These resources such as laboratories, relevant textbooks, libraries, etc. were either not available or available but not utilized

effectively because other tools and equipment needed for the utilization are missing. Hence, for effective performance in sciences and biology, the government should improve on the initiative of CDF and the FSE in the provision of funds and monitor the disbursement in the procurement and utilization of learning resources in schools for the effective performance of students. Since Biology is the “backbone” of sciences and life sustainability, it must be jealously catered for if life must continue to exist.

Recommendations

Based on the foregoing, the paper recommends the following:

1. The government should ensure that educational resources like textbooks, libraries and laboratories are adequate in all categories of secondary schools.
2. Students should be exposed to more practical which may enhance better performance in science subjects.
3. The government should allocate funds according to the needs of secondary schools.

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