

## Impact Of Educational Resources on Students' Academic Performance in Economics: A Study of Some Senior Secondary Schools in Lagos State Educational District One

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**ABSTRACT :** The study focused on the impact of Educational resources on students' academic performance in Economics: a study of some Senior Secondary Schools in Lagos State Educational District one. Research objectives, question and hypotheses were formulated to guide the direction of the study. The study covers 110 senior secondary students and 40 teachers. Convenience sampling technique was used in selecting the sample size. 110 of the questionnaires were properly filed and returned. The study relied on the 110 properly filed and returned questionnaires for analysis. The data for the study was collected through research instrument developed by the researcher to obtain the appropriate data for the study. Data collected were analyzed using both descriptive and inferential statistics. Descriptive statistics such as frequency distribution and simple percentages were used to analyze the demographic and socio-economic background of the target respondents and the research question were analyzed. Pearson product moment correlation analysis and regression analysis were used to test the stated hypotheses. The research design that was adopted was the descriptive survey design. The result reveals that educational resources have an impact on students' academic performance in Economics. The finding also reveals that there is a significant effect of the level of qualification and preparation of teachers on students' academic performance in Economics in senior secondary schools. Based on the findings made in this study, it is therefore recommended that School administrators must constantly review, inspect and monitor school teaching and learning resources. Constant and consistent monitoring of school resource and ensuring its availability and proper utilization will make teachers and students take care of the school resources as well as take learning and academic activity seriously.

### I. INTRODUCTION

#### 1.1 Background to the study

Educational resources are tools such as charts, flash cards, textbooks, excursions, audio and video tapes among others which aid and make learning effective as the lack of educational resources narrows the understanding and performance of learners in any subject being taught. Educational resources are very important for toddlers in the nursery, pupils in the primary and elementary and students at secondary schools, undergraduate and post graduate levels.

The primary purpose of education is to bring about desirable change in behavior through acquisition of skills, attitudes, competencies, critical and creative thinking. Teaching is a complex and demanding task that requires highly specialized skills, knowledge and resources to impact significantly on student learning. Availability and utilization of resources in an organization is important in achievement of its goals and objectives. Students learning outcome is influenced by appropriate utilization of school resources. Investing in educational resources is the key to ensuring that schools become institutions where students "work together, learn from each other and benefit from a supportive school environment, and consequently maximize student learning so that all students achieve their full learning potential (United Nations Scientific and Cultural Organization, (UNESCO), 2007).

The physical, human and financial resources invested in schools influence not only the education provided to students but also aspects of teachers and student motivation and consequently the educational outcomes. The Organization for Economic Co-operation and Development (OECD) programme for International Student Assessment (PISA) shows that resource shortages hinder instruction and lower student performance (OECD, 2007).

In addition, inequalities in student's educational performance often reflect disparities in the resources invested in schools (OECD, 2008).

Within the Nigeria context, in some education systems, there are concerns that schools not only lack the resources to meet the educational requirements of their students, but that schools may have fewer resources with

which to provide instruction to their students (OECD, 2008). In schools, there are a wide variety of resources that are directly or indirectly related to educational outcomes.

According to Okorie (2001) student learning outcomes in schools is largely dependent on availability and appropriate utilization of resources, because the students acquire skills using these resources. These resources include buildings, furniture, playground, compound, toilet facilities, lighting, books, and teaching materials, among others. These facilities play a pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students. These facilities play a pivotal role in the actualization of the educational goals and objectives by satisfying the physical, emotional and cognitive needs of the staff and students.

Abayomi and Olukayode (2006) states that resources in schools are important in education because learning takes place best through discovery, exploration, and interaction with the internal and external environments. As a result, one of the main emphases in education today is the shift from a teacher centered approach to a more learner centered approach.

This involves putting the learner's needs at the centre of activities. To achieve this goal, teachers need to use a wide variety of resources, which can enrich the learning environment. The adequacy of physical resources and teaching materials as well as their effective utilization has been a matter of serious concern to educators. The utilization of resources in education brings about fruitful learning outcomes since it stimulates and motivates students (Okorie, 2001).

It is in the light of the above issues that this study is designed to investigate the Impact of Educational Resources on Students Academic Performance in Economics in some selected secondary schools in Lagos State Educational District one with the aim to provide solutions and policy recommendations to the problems of educational resources in Economics.

### **1.2 Statement of the problem**

The impact of educational resources on students' academic performance in Economics in recent time have been a controversial topic which is a global phenomenon but will be limited to some selected public government secondary schools which covers Agege, Alimosho and Ifakojaiye local government areas of Lagos State.

Johan (2004) states that educational outcomes in schools are closely linked to utilization and adequacy of teaching/learning resources in different ways; poor utilization, underutilization, unqualified educators bring 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.

In recent time, disparities in academic performance have been observed in secondary schools in Lagos State Educational District one. This is even though the schools enroll students with comparable entry behavior and receive comparable funding from the government and other stake holders. This study intends to investigate how resource utilization is impacting on education with a view of addressing the disparity in academic performance in Lagos District one.

However, human resources are found not to be significantly related to students' academic performance. Programme for International Student Assessment *PISA* (2003) reported that the lack of physical resources has a negative effect on students, and it hinders learning of students. In developing countries, the relationship between student achievement, and student-teacher ratio, education level of teachers and school facilities is more apparent than in developed countries. Nevertheless, it is not right to mention about a strong relationship within this context Wößmann, & Hanushek, (2006).

Considering these results, Wößmann (2003) suggests that educational resources have a diminishing effect on academic achievement. According to the study of Hanushek (1986, 1997) on the relationship between student-teacher ratio, education level of teachers and school facilities, and student achievement, there is a poor relation between educational resources and student achievement.

It is against this background that this study is designed to evaluate the impact of Educational Resources on Students Academic Performance in Economics in some selected Senior Secondary schools in Lagos State Educational District one such as Abesan high school, Abibat Mogaji Millennium senior secondary school, Abiola Grammar school and Adegoke high School Agege.

### **1.3 Aim and Objectives of the Study**

This study is designed to investigate the Impact of Educational Resources on Students Academic Performance in Economics in some selected secondary schools in Lagos State educational districts 1.

Specifically, it intends to:

- i. Determine the availability and utilization of school resources and their impact on students' academic performance in Economics in senior secondary schools.
- ii. Investigate the relationship and adequacy of physical facilities and their impact on students' academic performance in economics in senior secondary schools.
- iii. Assess the significant effect of level of qualification and preparation of teachers and their impact on students' academic performance in economics in senior secondary schools.

#### 1.4 Relevant Research Questions

- i. Does the availability and utilization of school resources significantly impact the students' academic performance in economics in senior secondary schools?
- ii. Is there any relationship between the adequacy of physical facilities and their impact on students' academic performance in economics in senior secondary schools?
- iii. Does the level of qualification and preparation of teachers affect students' academic performance in Economics?

#### 1.5 Relevant Research Hypotheses

##### Hypothesis I

H<sub>0</sub>: The availability and utilization of school resources have no impact on student's academic performance in Economics in senior secondary schools.

H<sub>1</sub>: There is a significant impact of the availability and utilization of school resources on students' academic performance in Economics in senior secondary schools.

##### Hypothesis II

H<sub>0</sub>: There is no relationship between the adequacy of physical facilities and their impact on students' academic performance in Economics in senior secondary schools.

H<sub>1</sub>: There exists a relationship between the adequacy of physical facilities and their impact on student academic performance in economics in senior secondary schools.

##### Hypothesis III

H<sub>0</sub>: There is no significant effect between the level of qualification and preparation of teachers on the students' academic performance in Economics in senior secondary schools.

H<sub>1</sub>: There exists a significant effect between the level of qualification and preparation of teachers affect students' academic performance in Economics in senior secondary schools.

#### 1.6 Significance of the Study

This study provides aids, solution and guide to students, tutors, analysts, parents, government, educational consultants, ministry and commission of education, foreigners, investors, policy makers, curriculum planners, educational stakeholders and the public at large on the impact of educational resources on student's performance and the relationship between educational resources and students' performance in Economics.

The study also gives insight on the significance of educational materials to learners and tutor at different levels and grade of learning.

The findings of the study will have significant implications for the future of secondary schools in Lagos district one and in the country. The findings will enlighten the Board of Governors (B.O.G) on the existing resources in their schools and how they impact on education. It will further enlighten the Board of Governors on the need to ensure adequate teaching/learning resources in secondary schools.

The study will enable the Teachers Service Commission (T.S.C) get a better understanding of the number of teaching staff available in secondary schools and how this affects education. The findings of the study can be used by curriculum developer to ensure that teaching-learning materials recommended for secondary schools are those that positively help to promote increasing students understanding of the curriculum leading to better academic performance.

#### 1.7 Scope of the Study

The scope of this study will be limited to the use of primary data gotten from the field work based on the respondents' responses through the administration of structured closed –ended questionnaires. The study will also be limited to the Impact of Educational Resources on Students Academic Performance in Economics in some selected secondary schools in Lagos State educational districts one such as Abesan high school, AbibatMogaji Millennium senior secondary school, Abiola Grammar School and Adegoke high School Agege which covers Agege, Alimosho and Ifakojaiye local government areas of Lagos State. The research design for the study will use field work survey method to get responses from the respondents through participatory method and engaging the respondents when administering the research questionnaires to draw conclusions.

## II. LITERATURE REVIEW

### 2.1 Preamble

In this chapter of the study, an attempt will be made to review some empirical and theoretical review on impact of educational resources on students' academic performance in economics with the aim to provide the theoretical and empirical justification of the subject matter under study using some selected some senior secondary schools in Lagos state educational district one such as Abesan high school, AbibatMogaji Millennium senior secondary school, Abiola Grammar School and Adegoke high School Agege which covers Agege, Alimosho and Ifakojaiye local government areas of Lagos State. In this section of the study, the review of literatures will also be sub divided into subheadings with the aim to makethe availability of physical and material resources in secondary schools, utilization of educational resources for effective teaching and learning financing secondary education in Lagos district one more effective.

### 2.2 Theoretical Review

In this section of the study, it deals with the various theories relating to the impact of educational resources on students' academic performance in economics with the aim to provide the theoretical justification for the need to reexamine the effect of educational resources on the academic performance in economic using Lagos District one as a case study.

#### 2.2.1 System Resource Theory

Yutchman and Seashore's (1967) were the key proponents of the System Resource Theory on Organizational Effectiveness. According to this theory effectiveness is an organizations ability to secure an advantageous bargaining position in its environment and to capitalize on that position to acquire, judiciously distribute, and monitor utilization of scarce resources.

Yutchman and Seashore (1967) further view organizations such as schools as open systems which acquire inputs, engage in transformation process and generate outputs. This is supported by Okumbe (1998) who equates a school to an industry which transforms given inputs into required outputs. Further, Oni (1995) noted that the secondary school like any other organization receives inputs from its environment converts or processes the inputs and afterwards discharges output to the environment from where the input is increased.

According to Psacharopoulos (1987), pupil's scores have been accepted internationally and used as a proxy of achievement. Further, according to Owens, L., Shute, R., & Slee, P. (2000a) examinations tell children how they are succeeding or failing give comparable information to teachers and tell those who pay for 11 educations what they get for their money.

Yutchman and Seashore (1967) system resource theory of organizational effectiveness is relevant to this study because school interaction with its environment is critical for the acquisition of scarce educational resources in Economics which ones utilized effectively should translate to good performance of students in Economics examinations.

The theory is also relevant to the study because it provide the avenue for the government to subsidized secondary education, and other donors to provide educational resources like textbooks, laboratories and libraries to secondary schools in the education in Lagos District one as the availability and utilization of laboratories, libraries and textbooks in influencing student's performance in secondary schools not only in economics subject but also other subjects that are offered by the school.

#### 2.2.2 Human Capital Theory.

The human capital theory is rooted in the field of macro economic development, Schultz (1993). Human capital theory is associated with the work of Becker (1975), the theory asserts that education creates skills which facilitate higher levels of productivity amongst those who possess them in comparison with those who do not. Education, then, is costly but it brings associated benefits which can be compared with its costs in much the same way as what happens with any investment project. This theory is relevant to this study because, those who propounded the human capital theory have found evidence to support the above assertions. First, they have found a strong, and empirically verifiable, positive relationships across all societies between the wages and salaries people receive at work and the level of education they attained. They assumed competitive labour and goods markets and found that those with higher levels of education seem to have, on average, higher levels of productivity. Employers usually use educational characteristics as a condition for qualification and suitability for a job, and potential productivity, of their employees.

Secondly, the earnings of the more educated not only start at a higher level but increase more rapidly to a peak level which happens later in life than the earnings profiles of the less educated. Indeed, those with no education tend to have earning profiles which remain flat throughout their lives. These patterns are said to indicate not just that education makes people more productive but also enhances the ability to learn by doing, causing productivity, and thus earnings, to increase at a faster rate than for those with less education.

Schlitz (1993) defined human capital as a key element in improving firms' assets and employees to increase productivity as well as increase and sustain competitive advantage. To sustain competitiveness in the organization human capital development becomes an instrument used to increase productivity.

Human capital refers to processes that relate to training, education and other professional initiatives to increase the levels of knowledge, skills, abilities, values and social assets of an employee which will lead to the employee satisfaction and performance that will eventually translate to organization performance.

### 2.2.3 The Learning Theory

Learning has been defined by Ki (1993), as the process of increasing ones' capacity to act. There are many learning theories each of which focuses on different aspects of the learning process as applied to people in general. The main theories are concerned with in this study are the Reinforcement theory, Cognitive learning theory, experiential learning theory and social learning theory.

#### a. Reinforcement Theory

Reinforcement theory is based on the work of Skinner (1974). The theory expresses the belief that changes in behavior take place because of an individual's response to events or stimuli, and the ensuing consequences (rewards or punishments). Individuals can be "conditioned" to repeat the behavior by positive reinforcement in the form of feedback and knowledge of results.

Gagne (1977) redeveloped his stimulus response theory, which relates the learning process to many factors including reinforcement, namely **drive**: According to him there must be a basic need or drive to learn, **stimulus**: people must be stimulated by learning processes; **Response**: in other word, the knowledge, skills and attitude that will lead to effective performance; **Reinforcement**: These responses need to be reinforced by feedback and experience until they are learnt.

#### b. Cognitive Learning Theory.

Cognitive learning involves gaining knowledge and understanding by absorbing information in the form of principles, concepts and facts, and then internalizing it. Learners (employees) can be regarded as information processing machines.

Malokoma .E. (2008) reported that behaviorism cannot easily explain the natural curiosity that individuals have the great desire to learn, to make sense of the environment and to feel competent in activities. Thus, cognitive factors must be considered to understand how people learn not only by association rewards but by having knowledge of their results and by receiving feedback. So cognitive learning is about the change in what the learner knows rather than what he or she does.

Braton et.al (2007), noted that the origins of the cognitive approach to learning can be traced back to research by three prominent European psychologists Max Wertheimer, Wolf Gang Kohlar, and Kurt Lewin, known as the Gestalt theorists, proposing that human consciousness cannot be investigated adequately by unscrambling its component but only by investing its overall shape or pattern. McKenna (2006) identified that insight learning latent are learning the two components of cognitive learning.

Braton et.al (2007), suggested that mental process of (trial and error), gives the insight learning, as individual evaluates results compose it with logical alternatives and choose option that is likely to aid decision making. Cognitive learning also results from inferences expecting and making connections instead of acquiring habits, furthermore, learners acquires plans, strategies and their prior knowledge is also important. They identified some principles of learning associated with cognitive psychology like instructions should be well organized and clearly structured, perceptual features of the task and prior knowledge is important, difference between individuals cognitive feedback about success or failure of task.

#### c. Experiential Learning

People are active agents of their own learning, Reynolds et.al (2002). Experiential learning takes place when people learn from their experience by reflecting on it so that it can be understood and applied. Learning is therefore a personal "construction" of meaning through experience." Constructivists "such as Rogers believe that experiential learning will be enhanced through facilitation –creating an environment in which people can be stimulated to think and act in ways that help them to make good use of their experience.

#### d. Social Learning Theory

Braton, Gagne, Briggs and Wage (2007) explained social learning theory of Bandura which emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others, it means that people learn from observing other people. The idea of learning by observing produced by behaviorist but the later research Albert Bandura looked to interaction and cognitive processes and noted that observation let people to see the consequences of other's behaviours, resulting that people can gain some idea of what might flow from acting in one way or the other.

In social learning theory, interval cognitive processes are said to have some effect on behavior as examined by McKenna (2006) that person's expectations about the outcome of a behaviour reflects these effects. To attend, remember and rehears would be key aspect of observational learning and showed the most common examples of social learning situations are television commercials.

## 2.3 Empirical Review

In this section of the study, it will focus on the empirical review of articles and journals authored by notable writers whose contributions constitutes added value to the project study compositions.

### 2.3.1 Good infrastructure and Academic Performance in Senior Secondary Schools

Good infrastructure put in place in school allows teachers and students to focus most of their time and energy on teaching/learning activities respectively. Waweru (2005) observed that appearance of adequate physical facilities in school is an important source of inspiration and motivation for members of the school community. The development and maintenance of physical facilities in secondary schools by community, parents and sponsors should be encouraged (Republic of Kenya, 1998). This is because lack of such facilities interferes with the learning process.

Owiye (2005) states that provision of material inputs like staffrooms, computers, classrooms, and toilets are important for the efficiency of education in those institutions. According to Federation of African Women Educators (2001), report schools that lack adequate classrooms for instance hold their lessons outside or under trees. During bad weather, such lessons are postponed or are never held altogether. This interferes with syllabus coverage; students from such schools do not perform well in examination. The situation is worsened by the increased enrollment in our secondary schools out of the Free Secondary Education initiative and mushrooming of the Constituency Development Funds schools, which are ill equipped to cope with the big numbers.

Ahawo (2009) noted in her study in public mixed days schools in Kisumu East district on the importance of a well-equipped laboratory to enhance performance in science subjects, which are compulsory for every Kenyan student at Kenya Certificate of Secondary Education examination. She noted that most laboratories in the district were ill equipped because of insufficient funds and high cost of laboratory equipments. This affected students' performance negatively since the students did not have many practical lessons and some students were meeting some apparatus for the first time in the national examinations.

Mobegi (2007) suggests that the question of equipment demands that schools should possess not only what is necessary but also what is modern and up to date if good quality of work must be done. This study seeks to establish the status of the laboratory and laboratory equipment in Kisumu East Sub-county today and establish its influence on student academic achievement in the science subjects today.

Best (2005) argued that effective facilities management contributed to the success of every student in every school in the United States. He further recommended that implementing policies that resulted in high quality high performing well designed and well-maintained school facilities had a direct and indirect impact on teaching and learning process.

Waweru (2005) observes that principals should make periodic evaluation of school buildings as well as grounds to ensure safety of the school.

Okumbe (2001) adds that Principals need to upgrade facilities in the event of new knowledge and technology such as use of computers, laboratory equipments such as Microscopes.

Otula (2007) noted that parents through the initiative of Parents Association project should finance school physical facilities such as boarding facilities, electricity, water, telephone, transport, purchase and maintenance of school vehicles, general repair and construction of buildings such as classrooms, laboratories, staff houses and hostels.

Olele (2002) in her study regarding optimal utilization of educational resource did not relate the educational resources to academic achievement nor raise the challenges faced by school administration in providing the educational resources which this study seeks to establish. The literature reviewed on physical facilities based challenges included Ahawo's (2009) study on factors influencing academic performance in public mixed day schools in Kisumu East District, Kenya. She focused only on mixed day schools and looked at influence of school policies, domestic cores, instructional resources and parental involvement on student academic performance.

Omariba's (2003) study on factors that contribute to performance in national examination in rural secondary schools in Kisumu District Kenya employed theoretic framework explaining the relationship between inputs and outputs of a firm. That examination results are derived from a combination of education input variables. He employed correlation research design and regression analysis. His study established that for better performance in national examination avail inputs (textbooks, equipments, libraries and laboratories) must be availed.

In Omariba's study, correlation was able to give the relationship between various variables but could not establish or describe the factors as they existed in the field hence the present study adopted descriptive research design to describe the challenges as they existed in the schools in Kisumu East sub-county schools. The study established that school size, expenditure on library, equipment and teachers' qualification accounted for 68.8% change in performance. These studies did not address school administrators' perceptions on physical facilities-based challenges faced by principals in enhancement of student's academic achievement, the knowledge gap this study sought to fill. Teaching/Learning process is the core activities of educational institution hence

emphasis on principals' role as instructional leaders charged with the responsibility of organization and management of approved school curriculum.

Ngala (2010) study revealed that their existed significant difference on how teachers were supervised between high and low performing schools in primary schools in Eldoret Municipality. Principals should finally ensure the students are adequately prepared, registered and presented for school based continuous assessments and for the national examinations in accordance to the Kenya National Examinations Council Regulations and Syllabus. Evidence of the relationship between the provision of books and equipment and examination is clear and consistent as noted in (Republic of Kenya, 1998). Emphasis put on textbooks indicates that they are fundamental to education and that all children deserve the very best.

Omariba (2003) observes that the quality of instruction process experienced by each pupil determines the schools' efficiency. This instructional process is facilitated by availability of relevant resources.

Olendo (2009) argues that one of the critical condition of successful innovation and implementation of curriculum is a steady and continuous supply of Teaching/Learning equipments as part of the tools teachers need for their jobs, he further states that this increases the teachers' confidence, effectiveness, creativity and productivity therefore enabling quality delivery. It has been observed that schools that mainly appear on the top ten categories in the national examinations ranking had adequate textbooks.

Lucas and Mbiti (2011) noted that top schools nationally had better facilities' and offer a wide variety of courses and provide higher quality peer group. These schools offered an average of 16 Kenya Certificate of Secondary Education examinable subjects compared to 11 subjects in other schools.

Omariba (2003) established that use of textbooks significantly predicts a student's achievements; therefore, books availed and used well, could lead to tremendous result. He asserts that the availability of textbooks and school equipments such as laboratory equipments and stationery allowed the teacher to give assignment and homework. Optimal utilization of these resources employed learner-centered approach to learning, which improved results by making students work independent of teachers. This study seeks to establish the status of text books and other equipments in the sub-county and ascertain their contribution to the examination results in the sub-county.

Mobegi's (2007) study in Gucha revealed that the unavailability and inadequacy of textbooks, stationery, science equipment and teaching aids affected teachers in the selection of appropriate and effective methods of teaching contributing to poor performance in Kenya Certificate of Secondary Education examination. This study seeks to establish the availability and adequacy of teaching and learning aids in the schools in the sub-county and assess its contribution to student academic achievement.

According to Ingersoll (2001), the Contemporary Education theory holds that the inability of schools to adequately staff classrooms with qualified teachers was one of the pivotal causes of inadequate school performance.

Kamotho (2008) concurs that the major challenge facing the free secondary school education entails provision of additional teachers and rationalizing the distribution of the serving ones to match the demand created by additional students. Currently there is a shortage of 23,291 teachers in Kenyan secondary schools and the demand for teachers is on the rise. This has resulted to overloading the few available teachers. It observes that teaching load affects teachers' efficiency. When teachers experience too many demands on their skills and abilities, they become irritated and confused and this affects their commitment and performance therefore affecting the quality of education they deliver.

Awuor (1995), in her study on the causes of poor performance in national examinations in Siaya and Kisumu District private schools, concluded that the total enrollment and pupil teacher ratio had an inverse effect on pupils' performance. This study seeks to establish pupil teacher ratio in Kisumu East sub-county in public secondary schools and establish the effect of pupil teacher ratio on student academic achievement.

Ngala's (2010) study was only on supervision of teachers by head teachers and it influence on student's achievement in primary schools of Eldoret Municipality, the present study covered several aspects of teaching/learning process teacher supervision being one among them. The study used outlier approach by picking on five best performing schools and five poorest schools to facilitate effective comparison between different categories of schools the present study cut across all the schools in Kisumu East sub-county. The studies reviewed did not focus on school administrators' perceptions on teaching /learning based challenges faced by principals in enhancement of student's academic achievement in Kisumu East Sub County, the gap in knowledge this study attempted to fill.

Greenwald, Larry and Laine (1996) investigated the effect of school resources on student achievement. A universe of education production function studies was assembled to utilize meta-analytic methods to assess the direction and magnitude of the relations between a variety of school inputs and student achievement. The 60 primary research studies aggregated data at the level of school districts or smaller units and either controlled for socioeconomic characteristics or was longitudinal in design. The analysis found that a broad range of resources were positively related to student outcomes, with effect sizes large enough to suggest that moderate increases in

spending may be associated with significant increases in achievement. The discussion relates the findings of this study with trends in student achievement from the National Assessment of Educational Progress and changes in social capital over the last two decades.

### **2.3.2 Availability of Physical and Material Resources in Secondary Schools**

According to Adeyemi and Adu (2010), it is widely accepted that education is one of the leading instruments for promoting economic development as it encompasses some processes individuals go through to help them develop and utilize their potentials.

Further Okeke (2007) points out that, through education, individuals acquire knowledge, skills and attitude that are necessary for effective living. According to Onsonu et al (2006), central to the educational process is secondary education which provides a vital link between basic education and the world of work on one hand and further training on the other.

Usman (2007) noted that central to the education process are educational resources which play an important role in the achievement of education objectives and goals by enhancing effective teaching and learning.

According to Adeogun and Osifila (2008) physical resources include laboratories, libraries, classrooms and a host of other physical infrastructure while material resources include textbooks, charts, maps among others.

Akisanya (2010) commenting on educational resources says they are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning the reason why this study is important. A study by Altbach (1993) noted that nothing has ever replaced the printed word as the key element in the educational process and as a result textbooks are central to schooling at all levels.

According to Owoeye and Yala (2010), in some instances textbooks provide the only source of information for students as well as the course of studies for the subjects Squire (1991) writing on teachers' reliance on textbooks stated that those seeking to improve the quality of education in instructional materials would inevitably lead to changes in actual teaching. While the selection of a textbook has been judged to be of vital importance to academic achievement, it is sad to say that relevant books are not available for teaching and learning activities.

According to Odulaja and Ogunwemimo (1989), lack of textbooks could be identified with high cost. Since the educational process functions in a world of books according to Owoeye and Yala (2010), the chief purpose of a school library is to make available to the pupil at his or her easy convenience all books, periodicals and other reproduced materials which are of interest and value which are not provided as basic or supplementary textbooks. They further noted that as a resource the library occupies a central and primary place in any school system as it supports all functions of the school.

According to Fowowe (1988) a library must be up to date and at the same time allow access to older materials.

Farombi (1998) argued the saying that seeing is believing as the effect of using laboratories in teaching and learning of sciences and other science related disciplines as students tend to understand and recall what they see than what they hear or were told. The laboratory is essential to the teaching of sciences and the success of any science course is much dependent on the laboratory provision made for it.

Affirming this Ogunniyi (1993) said that there is a consensus among science educators that the laboratory occupies a central position in science instruction. However, many studies have established that physical and material resources in secondary schools are inadequate in the world all over. For example, World Bank (2008) in a study on textbooks and school library provision in secondary education in Sub-Saharan Africa revealed that textbooks and libraries were not only inadequate but unevenly distributed among rural and urban schools in the area of study.

Similarly, Asiabaka (2008) on effective management of schools in Nigeria noted that the government's failure to establish policy directive on minimum standards in relation to schools' facilities has led to disparities in acquisition. This is because while some have well equipped laboratories, libraries and other facilities for effective teaching and learning others have none and where they exist, such facilities are poorly equipped. On the same vein Olaniyan and Ojo (2008) also noted that lack of textbooks and training manuals was one of the challenges facing successful implementation of introductory technology in Nigerian secondary schools.

This is supported by Chiriswa (2002) who noted that effective teaching and learning depends on the availability of suitable adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in national examination.

A study by Akinsanya (2010) to determine the differential distribution and utilization of human resources on students' performance in state owned and federal schools revealed that both material and human resources were practically inadequate and where they were adequate they were not well utilized in those two types of schools. Further, the study also revealed that physical facilities like laboratories and libraries were inadequate which affected students' performance.

Similarly, Oni (1995) said that availability and quality of materials facilitates smooth operation of any school and thereby enhancing effective teaching/learning activity and when this is so, there is higher educational attainment by students.

In Kenya however, Makuwi (1990) found that the development of school library was on a better footing than some other African countries.

However, according to Adeyemi (2010) the above standard compares poorly with what operates in school libraries in developed countries and is far below the recommended number of volumes by the American Library Association which suggests a minimum base collection of 20,000 items for a school of 500 or less providing 40 items per pupil. Despite their importance in the teaching learning process libraries remain elusive in the world all over as evidenced by various studies. Henry (1982) reported that in Jamaica school libraries were at developing stage exhaling inadequacies in funding and staffing. In Southern Sudan, Abdelgadir in (1984) found a wide gap between ideal school library collections while Abduljalil (1995) reported that books availability provides a good measure for evaluating library service.

Similarly, Bawa (1993) observed that in South Africa, the provision of school library was unequal for the different population groups and others having nothing that can be vaguely called a library.

In Ghana, Alemna (1993) observed that most schools have untrained teacher librarians who work as full time teachers in various fields and part time librarians. According to Kinuthia (2009), Kiveu and Maiyo (2009), Kippra (2003) among other studies, availability of educational resources in Kenya have been elusive since independence. The cost sharing policy officially launched in 1988 saw the burden of providing both physical and material resources passed on to parents and guardians.

Further according to earlier research Wambua (1988), Mueni (1999), Orina (2001) with increased poverty levels many parents have not been able to meet the cost requirement under this policy leading to inadequate physical and material resources in secondary schools. In today's era of globalization, USAID (2004) noted that economic growth depends increasingly on an educated work force that is poised to take advantage of opportunities the reason why availability of educational resources cannot be over emphasized because of their role in the achievement of educational goals and objectives. According to Fuller (1991), even though many world governments acknowledge the importance of education to its citizens the states encounter financial constraints in providing these services.

Udoh (1986) observed that school libraries exhibit inadequacies in personnel and funding facts supported by Adesola (1991) who claimed that under funding resulted from the scarcity of foreign exchange.

According to Fagbeja (1993), Fakoya (2002) under funding had adverse effects on the quality educational resources in secondary schools. It is against this background that this study was necessary to assess whether with the introduction of constituency development fund in 2003 and subsidized secondary education in 2008, textbooks, laboratories and libraries are available in secondary schools because they are acquired through government funding. This study assessed the availability of text books, laboratories and libraries in selected secondary schools in Mbeere South Embu County.

### **2.3.3 Utilization of Physical and Material Resources for Effective Teaching and Learning and Students Performance.**

According to Yousuf (2005), it is well known among educators that the educational experience involving the learner actively participating in concrete examples are retained longer than abstract experiences. In the same vein Russel et al (1985) emphasize that concrete experience facilitates learning and the acquisition, retention and usability of abstract symbols. Further according to Adeoye and Papoola (2011), for learning to take place, learners must have access to necessary information materials and resources. They have to interact with tangible and intangible resources to ensure some level of performance. This is supported by Mutai ((2006) who asserted that learning is strengthened when there are enough reference materials such as textbooks, exercise books, teaching aids and classrooms. Further he asserted that academic achievement illustrates per excellence the correct use of these materials.

Olagunju and Abiola (2008) states that utilization of resources in the teaching brings about fruitful learning since it stimulates students sense as well as motivating them. Further, Denyer (1998) in his study on science game in National curriculum in the United Kingdom reported that games when used as a resource enable less able children to stay on task and remain motivated for longer period. Goal attainment in any school depends on adequate supply and utilization of educational resources which enhance proper teaching and learning process within a conducive environment.

According to Njoroge (2000) in a study on factors affecting availability, acquisition and utilization of resources in the teaching of English in selected Kenyan secondary schools found that unavailability of educational resources among other factors hinders effective utilization.

Fuller (1985) noted that students who have used two or more books were almost three times better than those who have no textbooks in school while Loxley (1984) revealed that inadequate supply of textbooks in school as having a toll on teaching and learning activities in many countries in the world and therefore their importance cannot be overemphasized since they are indispensable to quality education.

Mapederun (2002) and Oni (1995) also emphasized that the availability and adequacy of educational resources affect the academic performance positively. Similarly, Chriswa (2002) notes that effective teaching and learning depends on the availability of suitable adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in national examination.

Alverman (1987), (1989), Hinchman (1987), Zahorik (1991) reported that the availability of textbooks in school appears so consistent with higher level of students achievement that they are worth of close scrutiny as instruments of learning effective learning.

On relationship between educational resources and students' academic performance Idiage (2004) concluded that teacher's qualification and adequate facilities were determinants of assessing academic performance of students in secondary schools. Hence the availability of facilities in schools affects the academic performance of students. Many studies done on factors influencing poor performance of students' examinations have indicated inadequate teaching learning resources as one of the key variables Kembui (1995), kitheka (2005).

Goal attainment in any school depends on adequate supply and utilization of educational resources which enhance proper teaching and learning process within a conducive environment.

UNCST (2007) noted that practical experiments have been observed to be central to the teaching of science in that they help develop scientific investigation and motivates, creates curiosity, objectivity and willingness to evaluate evidence the reason why in availability and utilization of laboratories cannot be over emphasized.

Research results Aminu (1980), Abijo (1981), Jegede (1992), Ivowi (1997), Ajaja (2005) have shown that science teachers continue to teach science using the lecture method despite recommended guided discovery methods. According to Ajaja (2009) the inability of science teachers to apply guided discovery inquiry approaches in their teaching is hinged on lack of laboratory equipment among others.

Karimi (2011) noted that effective school libraries provide additional reading opportunities for students which in turn improve reading skills, comprehension and writing clarity of expression which in turn support student's performance in all other curriculum subjects.

Lang et al (1995) in his study on the relationship between expenditure on the school library and test performance revealed that throughout the world better readers were also better users of language and the library. Their findings also verified that students in schools with better funded libraries tend to achieve higher average test scores.

Similarly, Ashioya (2012), in a study on factors affecting effective utilization of libraries in secondary schools noted that libraries were not a priority in secondary schools and continued to be neglected as an integral part of education system. Talking about utilization of physical and material resources in teaching and learning, it is important to know that the teacher as the facilitator must have practical knowledge on using these materials when available and improvise when not readily available.

Usman (2007) noted that without the teacher who is knowledgeable, educational material cannot create change and progress. However, Kitheka (2005) notes that schools with abundantly resources not always utilize them efficiently and consequently fail to raise student's level of performance. On the other hand, schools with limited resources may utilize what they have efficiently, and this may boost learning and students should be able to maximize and utilize available resources so as to adequately achieve educational objectives. On the same vein, Obwocha (2005, October 6) describes a certain school as "the sick man of the National schools in spite of possessing adequate facilities and 74 teachers. Similarly, Munyori (2006, March 6) says some National schools are a national shame. This is in reference to the poor performance of three schools that tailed in 2005 K.SCE exam in the National school's category according to the results published in the Daily Nation and the Standard newspapers of March 2, 2006. This cannot be a better example of the importance of optimum utilization of resources than that of National schools that perform poorly.

This is supported by Cohen et al (2003) who point out that it is not making resources available to schools that matters but getting those resources to be used by teachers and students to get academic content learned.

According to Aguolu and Aguolu (2002), resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. The more accessible information sources are the more likely they are to be used because readers tend to use information sources that require the least effort to access. This study was necessary to ascertain whether with the introduction of subsidized secondary education, Constituency development fund among other government interventions, textbooks, laboratories and libraries are available in secondary schools and if so are they being utilized for effective teaching and learning.

In this study the researcher assessed the availability and utilization of educational resources like textbooks, laboratories and libraries in selected secondary schools in Mbeere South Embu County.

This study therefore is an improvement to existing literature on impact of educational resources on students' academic performance in economics using some senior secondary schools in Lagos state educational district one such as Abesan high school, Abibat Mogaji Millennium senior secondary school, Abiola Grammar School and Adegoke high School Aggegewhich covers Agege, Alimosho and Ifakojaiye local government areas of Lagos State.

### III. RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Preamble

This chapter presents the research methodology for the study. The chapter describes the design, the target population, the sample and sampling techniques, the research instruments, data collection procedures and data analysis technique.

#### 3.2 Research Design

The research design for this study survey method which is a descriptive study of some selected senior secondary school in Agege, Alimosho and Ifakojaiye local government areas of Lagos State

#### 3.3 Population of the Study

Following the format given below: the population of the study comprises of 30 numbers of teachers and 110 numbers of students from four selected senior secondary schools in education District 1 of Lagos state which include: Abesan high school, AbibatMogaji Millennium senior secondary school, Abiola Grammar School and Adegoke high School AggegeinAgege, Alimosho and Ifakojaiye local government areas of Lagos State. The schools are categorized using the socio economic and demographic characteristics of the respondents.

#### 3.4 Sampling, Procedure and Sample Size

The study is limited to the use of primary data gotten from the field work based on the respondents' responses through the administration of structured closed - ended questionnaires. The study covers 110 senior secondary students and 40 teachers. Convenience sampling technique will be used in selecting the 110 samples of students and 40 teachers in the studied area for analysis.

#### 3.5 Data Collection Instrument and Validation

The data collection instrument of the study will be structured questionnaires designed by the researcher on the impact of educational resources on students academic performance in economics in some selected senior secondary schools in Lagos state educational district one.

The instrument will be divided into five sections: Section A will elicit responses of respondent's demographic and socio-economic background. Section B will collect information on the availability and utilization of school resources and their impact on academic performance in economics in senior secondary schools in Lagos District one, investigate the relationship and adequacy of physical facilities and their impact on educational outcomes in economics in senior secondary schools in Lagos District one. And assess the significant effect of level of qualification and preparation of teachers and their impact on educational outcomes in economics in senior secondary schools in Lagos District one.

The expected response format will be the modified Likert scale. That is questions that will be used in the research will be closed -ended questions. To make the analysis easier, the closed-ended questions will be provided with alternatives and clear instructions to respondents'. Five point Likert scale properties are described below:

Strongly Agree = SA = 5

Agree = A =4

Disagree =D =3

Strongly disagree = SD =2

Undecided = U =1

#### Validity of the Instrument

The questionnaires will be submitted to the project supervisor for reviewing, corrections and proper modifications and item construction to determine the face and content validity of the instrument and ensure that the instrument measure what it intended to measure.

#### Reliability of the Instrument

The reliability of the instrument will be established through a pilot study on the target respondents different from those used for the study.

#### Administration of Instrument

A letter of introduction to the academic to be sample will be collected from the department. The approval to conduct the research shall be sought and obtained. The informed consent of the participants will also be gained before the academic administer questionnaires. The researcher will personally administer the instrument to the target respondents.

#### 3.6 Method of Data Analysis

The data collected will be analyzed using both descriptive and inferential statistics. Descriptive statistics such as frequency distribution will be used to analyze the demographic and socio-economic background of the target respondents.

The regression analysis will be used to determine the availability and utilization of school resources and their impact on students' academic performance in economics in senior secondary schools in Lagos District one.

Pearson product moment correlation analysis will also be employed to investigate the relationship and adequacy of physical facilities and their impact on student academic performance in economics in senior secondary schools in Lagos District one.

Finally, the regression analysis will be adopted to assess the significant effect of level of qualification and preparation of teachers and their impact on educational outcomes in economics in senior secondary schools in Lagos District one.

### 3.7 Limitation of the Methodology

Correlation is not and cannot be taken to imply causation. Even if there is a very strong association between two variables we cannot assume that one causes the other. It also does not allow us to go beyond the data that is given.

## IV. DATA PRESENTATION AND ANALYSIS

### 4.1 Preamble

The chapter focuses on the analysis of the data collected from the sample of the study, through the research instrument. Basically, it involves the data analysis, presentation of result and discussion of the finding. Appropriate statistical techniques were adopted for the different analyses. The chapter is divided into the following subheading.

1. Analysis of Administered Questionnaire
2. Analysis of Demographic data
3. Analysis of Research Questions
4. Analysis of Research Hypotheses.
5. Discussion of Findings.

### Analysis of Administered Questionnaire

**Table 1: Response Rate on Teachers Questionnaire**

Questionnaire	Frequency	Response Rate (%)
Returned	30	75
Unreturned	10	25
Total	40	100

**Source:** Field Survey, 2017

The table reveals that out of the total number of questionnaire administered to the teachers 30(75%) was properly filled and returned while 10(25%) was not properly filled. By extension, it can be concluded that the questionnaire administration was successful.

**Table 2: Response Rate on Student Questionnaire**

Questionnaire	Frequency	Response Rate (%)
Returned	110	73.3
Unreturned	40	26.66
Total	150	100

**Source:** Field Survey, 2017

The table reveals that 110(73.3%) of the questionnaire was returned while 40(26.6%) was not properly filled. Overall the result shows that the questionnaire administration was successful. The analysis is based on the questionnaire that was filled.

#### 4.1.1 Analysis of Demographic Data

This section deals with the analysis of the respondent's characteristics. It reveals the frequency distribution, percentages of the respondents at a glance.

**Table 2: Demographic Analysis of the Respondent for Teachers**

Teacher Gender	Frequency	Percentage (%)
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Male	21	70
Female	9	30
<b>Total</b>	<b>30</b>	<b>100</b>
<b>Age</b>		
<b>Age</b>		
Below 20yrs	3	10
21-30yrs	6	20
31-40yrs	12	40
41yrs and above	9	30
<b>Total</b>	<b>110</b>	<b>100</b>
<b>Educational Qualification</b>		
SSCE	5	16.7
OND/NCE	5	16.7
HND/BSc	14	46.7
MSc/MBA and above	6	20
<b>Total</b>	<b>30</b>	<b>100</b>
<b>Marital Status</b>		
Single	8	26.7
Married	15	50
Separated	7	23.3
<b>Total</b>	<b>30</b>	<b>100</b>
<b>Local Government Area</b>		
Agege local government areas	9	30
Alimoso local government areas	3	10
Ifakojaiye local government areas	8	26.7
Mainland local Government	10	33.3
<b>Total</b>	<b>30</b>	<b>100</b>
<b>School</b>		
Abesan high school	6	20
AbibatMogaji Millennium senior secondary school	4	13.3
Abiola Grammar School	14	46.7
Adegoke high School Aggege	6	20
<b>Total</b>	<b>30</b>	<b>100</b>

Source: *Field Survey, 2017*

The result on teachers' demography shows that 21(70%) are male while 9(30%) are female. 3(10%) are below 20 years of age, 6(20%) are within the age bracket of 21-30yrs, 12(40yrs) are within the age bracket of 31-40yrs and 9(30%) are 41years and above. The result also shows that 5(16.7%) of the teachers are SSCE holders, another 5(16.7%) are OND/NCE holders, 14(46%) of the teachers are HND/BSc holders, while 6(20%) of the respondents are MSC/MBA holders. In addition, the result reveals that 8(26.7%) are single, 15(50%) are married, 7(23.3%) are separated. The result also shows that 9(30%) of the respondents are from Agege local government areas, 3(10%) are from Alimoso local government area, 8(27.7%) are from Ifakojaiye local

government area and 10(33.3%). Finally, 6(20%) of the teachers teach at Abesan high school, 4(13.3) teach at AbibatMogaji Millennium senior secondary school, 14(46.7%) of the respondent are from Abiola Grammar school, and 6(20%) are from Adegoke high School Aggege

**Table 2: Demographic Analysis of the Respondent for Student**

<b>Name of School</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Abesan high school	28	25.5
AbibatMogaji Millennium senior secondary school	33	30
Abiola Grammar School	<b>29</b>	<b>26.4</b>
Adegoke high School Aggege	20	18.2
<b>Gender</b>		
<b>Male</b>	70	63.6
<b>Female</b>	40	36.4
<b>Total</b>	110	100
<b>Age</b>		
12-14yrs	44	40.0
15-18yrs	43	39.1
19yrs and above	23	20.9
<b>Total</b>	<b>110</b>	<b>100</b>
<b>Local Government Area</b>		
Agege local government areas	30	27.3
Alimoso local government areas	15	13.6
Ifakojaiye local government areas	46	41.6
Main Land Local Government	19	17.3
<b>Total</b>	<b>110</b>	<b>100</b>
<b>Father Income</b>		
5000-10000	47	42.7
11000-20000	33	30.0
21000 and above	30	27.3
<b>Total</b>	<b>110</b>	<b>100</b>
<b>Mothers Income</b>		
1000-4000	45	40.9
5000-9000	44	40.0
10000 and above	24	21.8
<b>Total</b>	<b>110</b>	<b>100</b>
<b>Parent Employment</b>		
Self employed	26	23.6
Employed	40	36.4

Unemployed	44	40
<b>Total</b>	<b>110</b>	<b>100</b>
<b>Parent level of income</b>		
<b>Primary</b>	54	49.1
<b>Secondary</b>	34	30.9
<b>Tertiary</b>	22	20.0
<b>Total</b>	<b>110</b>	<b>100</b>

Source: *Field Survey, 2017*

The demographic analysis of the student reveals that 28(25.5%) of the student are from Abesan high school, 33(30%), 29(26.4%) of the respondent are attend Abiola Grammar School, 20(18.2%) of the respondent attend Adegoke high School Aggege. In terms of the gender distribution the finding shows the 70(63.3%) of the respondent are males while 40(35.4%) are females. The distribution by age group shows that student within the age bracket of 12-14years are 44(40%), 43(39.1%) of the respondents are within the age bracket 15-18years and 23(20.9%) are 19 years and above.

Furthermore, 30(27.3) of therespondents are from Agege local government area, 15(13.6%) of the respondents are from Alimoso local government areas, 46(41.6%) are from Ifakojaiye local government areas and 19(17.3%) are from MainLand Local Government. In addition, the survey also shows the frequency distribution of the parental income of the students.

The result shows that 47(42.7%) of the students indicated that their father's income falls within 5000-10000, 33(30.0%) indicated 11000-20000, 30(27.3%) indicated 21000 and above. Again, the result shows that 41(37.3%) of the respondents indicated that their mothers' income falls within 1000 – 4000, 45(40.9%) indicated 5000-9000, 24(21.8%) indicated 10000 and above.

The survey also revealed the frequency distribution of student parental employment. The result shows that 26(23.6) of the students indicated that their parent areself-employed, 40(36.4%) indicated that their parents are employed while 44(40%)of the student noted that 44(40%) are unemployed. Finally, the table shows the frequency and percentage analysis of the parental level of education. The table shows that 54(49.15) of the students indicated that their parent has primary school qualification, 34(30.9%) indicated secondary school while 22(20.0%) noted that their parents had tertiary education.

#### 4.2 Presentation and Analysis of Data According to Research Questions

In this section, the research questions will be addressed using descriptive statistics of frequency distribution and percentage analysis.

##### Research Question 1

**Does the availability and utilization of school resources significantly impact the students' academic performance in economics in senior secondary schools?**

**Table 3: Respondent views on the availability and utilization of school resources significantly impact the students' academic performance in Economics in senior secondary schools.**

S/ N	Item	SA(%)	A(%)	D(%)	SD(%)	UD(%)
1	I use all my recommended text books in Economics given to me.	70(63.6)	30(27.3)	-	7(6.4)	3(2.7)
2	The school general ratio of text books to students in economics is one to a student.	57(51.8)	24(21.8)	8(7.3)	16(14.5)	5(4.5)
3	The lack of my of adequate textbooks, and unequipped library in my school affect my academic performance in Economics.	48(43.6)	30(23.7)	20(18.2)	8(7.3)	4(3.6)
4	I often use the school library for my personal development and academic purpose.	44(40.0)	23(20.9)	12(10.9)	20(18.2)	11(10.0)
5	The use of textbooks makes a difference in the teaching of economics subject as a student.	67(60.9)	20(18.2)	8(7.3)	10(9.1)	5(4.5)

**Source: Field Survey, 2017**

In respect to the research question one, the respondents' views are reflected on the table. The result shows that 70(63.6%) of the respondents strongly agree, 30(27.3) agree, 7(6.4%) disagree and 3(2.7%) strongly disagree that they read the recommended text books in Economics given to them.

Furthermore, in response to the item "The school general ratio of text books to students in economics is one to a student" 57(51.8%) of the respondents strongly agree, 24(21.8%) agree, 16(13.9%) disagree, 8(7.3%) are neutral and 16(14.5%) disagree and 5(4.5%) strongly disagree. Again, on the item "The lack of availability of adequate textbooks, and library in my school affect my academic performance in Economics." 48(43.6%) of the respondent strongly agree, 30(23.7%) agree, 20(18.4%) are neutral, 8(7.3%) disagree and 4(3.6%) strongly disagree.

In addition, 44(40.0%) of the respondent strongly agree, 23(20.9%) agree, 12(10.9%) are neutral, 20(18.2%) disagree and 11(10.0%) strongly disagree that often use the school library for my personal development and academic purpose. Finally, 67(60.9%) of the respondents strongly agree, 20(18.2%) agree, 8(7.3%) are undecided, 10(9.1%) while 5(4.5%) strongly disagree that the use of textbooks makes a difference in the teaching of economics subject as a student.

**Research Question 2: Is there any relationship between the adequacy of physical facilities and their impact on students' academic performance in economics in senior secondary schools?**

**Table 4: Respondent views on the relationship between the adequacy of physical facilities and their impact on students' academic performance in economics in senior secondary schools.**

S/	Item	SA(%)	A(%)	UD(%)	D(%)	SD(%)
6	Inadequate classrooms such as lack of good boards, and desk in my school affect my academic performance	71(64.5)	22(20.0)		5(4.5)	12(10.9)
7	I do well as a student when I am exposed to good field for extra curriculum activities.	63(57.3)	36(32.7)	-	-	11(10.0)
8	Functional libraries and reading room in my school help me to concentrate and perform well as a student.	70(63.6)	14(12.7)	14(12.7)	9(8.2)	3(2.7)
9	As a result of ill-equipped libraries such as good books, computers for research and good library, it always affects my performance in Economic subject.	-	17(15.5)	54(49.1)	23(20.9)	16(14.5)
10	Lack of access to good physical facilities have dominant effects on my academic performance	45(40.9)	44(40.0)	10(9.1)	2(1.8)	9(8.2)

**Source: Field Survey, 2017**

The table shows the respondents view on the research question two; the respondents' views are reflected on the table. The shows that 71(64.5%) of the respondents strongly agree, 22(20.0%) agree, 5(4.5%) disagree and 12(10.9%) strongly disagree inadequate classrooms such as lack of good boards, and desk in my school affect my academic performance. Furthermore, in response to the item "I do well as a student when I am exposed to good field for extra curriculum activities" 63(57.3%) of the respondents strongly agree, 36(32.7%) agree, 11(10.0%) strongly disagree. More so, on the item "I agree that functional libraries and reading room in my school help me to concentrate and perform well as a student." 70(63.6%) of the respondent strongly agree, 14(12.7%) agree, 14(12.7%) are undecided, 9(8.2%) disagree and 3(2.7%) strongly disagree.

In addition, 17(15.5%) of the respondents agree, 54(49.1%) are undecided, 23(20.9%) disagree, 16(14.5%) strongly disagree that "As a result of ill-equipped libraries such as good books, computers for research and good library, it always affects my performance in Economic subject." In conclusion, the finding on the item "Lack of

access to good physical facilities have dominant effects on my academic performance” reveals that 45(40.9) strongly agree, 44(40.0%) agree, 10(9.1%) are undecided, 2(1.8%) disagree and 9(8.2%) strongly disagree.

**Table 5: Respondents View on Lack of Financial Resources and its Effects on Student’s Academic Performance.**

S/ N	Item	SA(%)	A(%)	UD(%)	D(%)	SD(%)
11	Poor funding of my school negatively affects my academic performance as a student	47(42.7)	37(33.6)	15(13.6)	8(7.3)	3(2.7)
12	As a result of late payments of my school fees by my parents it often affects my overall academic performance as a student.	47(42.7)	37(33.6)	15(13.6)	8(7.3)	3(2.7)
13	Lack of funding of the school by the authority affects my academic performance as a study.	46(41.8)	34(30.9)	18(16.4)	7(6.4)	5(4.5)
14	Lack of funding by the authority of the school in economics related research project in the school, affects my overall performance in economics subject.	40(34.8)	36(31.3)	28(24.3)	5(4.3)	6(5.2%)
15	Appropriate funding of the school by the management has nothing to do with the student academic performance in economic.	40(34.8)	36(31.3)	28(24.3)	5(4.3)	6(5.2%)

**Source:** *Field Survey, 2017*

The table shows the respondents view on the research question three. The result on the table shows that 47(42.7%) strongly agree, 37(33.6%) of the respondents agree, 15(13.6%) are undecided, 8(7.0%) disagree and 3(2.7%) strongly disagree that Poor funding of my school negatively affect my academic performance as a student.

Furthermore, in response to the item “As a result of late payments of my school fees by my parents it often affects my overall academic performance as a student” 47(42.7%) of the respondents strongly agree, 37(33.6%) agree, 15(13.6%) are neutral, 8(7.3%) disagree, while 8(7.3%) strongly disagree. Moreover, on the item “I agree that lack of funding of the school by the authority affect my academic performance as a study,” 46(41.8%) strongly agree, 34(30.9%) agree, 18(16.4%) are undecided, 7(6.4%) agree and 5(4.5%).

The result also reveals that 40(34.8%) of the respondent strongly agree, 36(31.3%) agree, 28(24.3%) are undecided, 5(4.3%) disagree and 6(5.2%) strongly disagreed that due to lack of funding by the management in economic related research project in the school it affects my overall performance in the subject.

Finally, 40(34.8%) strongly agree 36(31.3%) agree, 28(24.3%) are undecided, 5(4.3%) disagree, 6(5.2%) strongly disagreed that “Appropriate funding of the school by the management has nothing to do with the student academic performance in economic.”

**Research Question Three: Does the level of qualification and preparation of teachers affect students’ academic performance in Economics?**

**Table 5: Respondent views on the level of qualification and preparation of teachers affect students' academic performance in Economics**

S/N	Item	SA(%)	A(%)	UD(%)	D(%)	SD(%)
11	My level of education and preparation as a teacher affect my students' academic performance in Economic subject.	16(53.3)	6(20)	4(13)	2(6.6%)	2(6.6%)
2	The lack of my preparation and not having all the recommended textbooks in economics for teaching economic subject affects my students' academic performance in Economic subject.	18(60)	7(23.3)	3(10)	1(3.33)	1(3.33)
3	The use of instrumental materials in lesson delivery affects students' academic performance positively.	20(66.6)	4(13.3)	3(10)	1(3.33)	2(6.66)
4	My level of educational qualification in Economics and preparation has nothing to do with my students' academic performance.	12(40)	9(30)	4(13.33)	3(10)	2(6.66)
5	My lack of passion for my job as a teacher and lack of preparation really affect students' performance in Economics subject.	15(50)	9(30)	2(6.66)	3(10)	1(3.3)

**Source: Field Survey, 2017**

The table shows the respondents view on the research question three, the respondents' views are reflected on the table, 16(53.3%) of the respondents strongly agree, 6(20%) agree, 4(13%) are undecided 2(6.6%) disagree and 2(6.6%) strongly disagree their level of educational and preparation as a teacher affect my students' academic.

Furthermore, in response to the item "The lack of my preparation and not having all the recommended textbooks in economics for teaching economic subject affects my students' academic performance in Economic subject" 18(60%) of the respondents strongly agree, 7(23.3%) agree, 3(10%) are undecided, 1(3.33%) disagree, 1(3.33%) strongly disagree. More so, on the item "The use of instrumental materials in lesson delivery affects students' academic performance positively." 20(66.6%) of the respondent strongly agree, 4(13.3%) agree, 3(10%) are neutral, 1(3.33%) disagree and 2(6.66%) strongly disagree.

In addition, 12(40%) of the respondents strongly agree, 9(30%) agree, are 4(13.33%) undecided, 3(10%) disagree, 2(6.66%) strongly disagree that "My level of educational qualification in Economics and preparation has nothing to do with my students' academic performance." In conclusion, the finding on the item "My lack of passion for my job as a teacher and lack of preparation really affect students' performance in Economics subject." reveals that 15(50) strongly agree, 9(30%) agree, 2(6.6%) are undecided, 3(10%) disagree and 1(3.3%) strongly disagree.

#### **4.3 Test of Hypotheses**

This section will be addressed using inferential statistics as stated in the methodology. Basically, the inferential statistics is aimed at drawing conclusion based on the data obtained from the sample.

#### **Research Hypothesis I**

$H_0$ : The availability and utilization of school resources have no impact on student's academic performance in Economics in senior secondary schools.

$H_1$ : There is significant impact of the availability and utilization of school resources on students' academic performance in Economics in senior secondary schools.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.262 <sup>a</sup>	.069	.060	1.152

a. Predictors: (Constant), Availability and utilization of material resources

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.566	1	10.566	7.966	.006 <sup>b</sup>
	Residual	143.252	108	1.326		
	Total	153.818	109			

a. Dependent Variable: Student Academic performance

b. Predictors: (Constant), Availability and utilization of material resources

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.477	.302		11.496	.000
	Availability and utilization of material resources	.219	.078	.262	2.822	.006

a. Dependent Variable: Student Academic performance

The result on the tables reveals regression analysis conducted to determine the impact of Availability and utilization of material resources on student academic performance. The coefficient of availability and utilization of material resources (0.219) is positive and this implies that a unit increase in availability and utilization of material resources, all other factors held constant, will lead to 0.219 increases in Student academic performance. The coefficient of determination ( $r^2$ ) = 0.069 this means that 6% of the variation in student academic performance can be explained by availability and utilization of material resources. The  $t(1,108, 0.05) = 2.822$ ,  $P(.006) < 0.05$ , therefore, the null hypothesis should be rejected, thus Availability and utilization of material resources is statistically significant. Furthermore, the F-statistic ((1,108), 0.05)= 7.966,  $P(0.006) < 0.05$ , this implies that the model is statistically significant.

**Research Hypothesis II**

$H_0$ : There is no relationship between the adequacy of physical facilities and their impact on Students' academic performance in Economics in senior secondary schools.

$H_1$ : There exists a relationship between the adequacy of physical facilities and their impact on student academic performance in economics in senior secondary schools.

**Correlations**

		a1	q13
Student Academic performance	Pearson Correlation	1	.646 <sup>**</sup>
	Sig. (2-tailed)		.000
	N	110	110
Adequacy of physical facilities	Pearson Correlation	.646 <sup>**</sup>	1
	Sig. (2-tailed)	.000	
	N	110	110

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The result on the table shows the relationship between adequacy of physical facilities and student academic performance. Pearson correlation was computed to determine the relationship that may exist between the two variables. The result shows to  $r(113, 0.05) = .646$ ,  $P(.000) < 0.05$ , the result obtained shows that there is a strong positive significant relationship between the adequacy of physical facilities and their impact on Students'

academic performance in Economics in senior secondary schools, by extension, it means that the higher the adequacy of physical facilities the higher the level of student academic performance. Based on the empirical findings carried out from above, there is therefore substantial empirical evidence to reject the null hypothesis that there is no relationship between the adequacy of physical facilities and their impact on Students' academic performance in Economics in senior secondary schools.

### Research Hypothesis III

H<sub>0</sub>: There is no significant effect between the level of qualification and preparation of teachers on the students' academic performance in Economics in senior secondary schools.

H<sub>1</sub>: There exists a significant effect between the level of qualification and preparation of teachers affect students' academic performance in Economics in senior secondary schools.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.804 <sup>a</sup>	.647	.634	.831

a. Predictors: (Constant), a4

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.368	1	35.368	51.225	.000 <sup>b</sup>
	Residual	19.332	28	.690		
	Total	54.700	29			

a. Dependent Variable: Student Academic performance

b. Predictors: (Constant), level of qualification and teachers' preparation

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.863	.847		-3.381	.002
	level of qualification and teachers' preparation	1.366	.191	.804	7.157	.000

a. Dependent Variable: Student Academic performance

The result on the tables' shows the regression analysis conducted to determine the impact level of qualification and preparation of teachers on student academic performance. The coefficient of level of qualification and preparation of teachers (1.366) is positive and this means that a unit increases in level of qualification and preparation of teachers will lead to 1.366 increases in Student academic performance.

The coefficient of determination ( $r^2$ ) = 0.647 this means that 65% of the variation in student academic performance can be explained by level of qualification and preparation of teachers. The  $t(1,108, 0.05) = 7.157$ ,  $P(.000) < 0.05$ , therefore, the null hypothesis should be rejected, thus level of qualification and preparation of teachers is statistically significant. Furthermore, the F-statistic  $((1,108), 0.05) = 51.225$ ,  $P(0.006) < 0.05$ , this implies that the model is statistically significant.

#### 4.4 Discussion of Findings.

The questionnaire administered to both teachers and students shows that the response rate was representative and satisfied the law of large sample size required for statistical estimation. The finding shows that most of the respondent is, male, they are within the age group of 31-40years, they are mostly HND/BSc holders, and they are married. The questionnaire administered to students shows that the response rate was successful.

The finding shows that most of the respondents are, male, they are within the age group of 12-14years and 15 - 18years, and the finding revealed that most of their parents are low income earners. Furthermore, the demographic analysis reveals that their parent fall in the range of employed and unemployed. This has

significant implication on the ability of the student to fare well in Economics. The poor level of parental education could also have significant effect on the success of the student in Economics.

The finding of the study shows that availability and utilization of school resources has an impact on students' academic performance in Economics in senior secondary schools. This finding is consistent with Omariba (2003) who established that the use of textbooks significantly predicts a student's achievements; therefore, books available and used well, could lead to tremendous result. He asserts that the availability of textbooks and school equipment's such as laboratory equipment's and stationery allowed the teacher to give assignment and homework.

The result also agrees with Lucas and Mbiti (2011) they noted that top schools nationally had better facilities' and offer a wide variety of courses and provide higher quality peer group. They clearly noted that the availability of facility results in better academic performance of the student.

The finding on research hypothesis two shows that there exists a relationship between the adequacy of physical facilities and their impact on student academic performance in Economics in senior secondary schools. The result evidently shows a positive relationship between physical facilities and student academic performance in economics in senior secondary schools. This result also corroborated the position of Omariba (2003) noted that use of textbooks significantly has an impact on a student's achievements; therefore, proper application of books, could lead to tremendous result. He asserts that the availability of textbooks and school equipment's such as laboratory equipment's and stationery allowed the teacher to give assignment and homework.

The result also agrees with Lucas and Mbiti (2011) they clearly noted that the availability of facility results in better academic performance of the student. This finding agrees with Mobegi's (2007) study in Gucha which revealed that the unavailability and inadequacy of textbooks, stationery, science equipment and teaching aids affected teachers in the selection of appropriate and effective methods of teaching contributing to poor performance in Kenya Certificate of Secondary Education examination. This is clear instance of the strong relationship that exists between physical facilities and student academic performance.

Finally, the finding reveals that there is a significant effect of the level of qualification and preparation of teachers on students' academic performance in Economics in senior secondary schools. Hopkins (1997) observed that a teacher's role is central in student achievement; he noted that of all the variables under the control of the school, teaching has the most demonstrable impact upon students' achievement. Therefore, teacher's preparation is important for student academic performance.

#### **4.4.1 Implications of the study**

The implication of the findings made in this study is that it provides aids, solution and guide to students, tutors, analysts, parents, government, educational consultants, ministry and commission of education, foreigners, investors, policy makers, curriculum planners, educational stakeholders and the public at large on the impact of educational resources on student's performance and the relationship between educational resources and students' performance in Economics.

The study also gives insight on the significance of educational materials to learners and tutor at different levels and grade of learning. The findings of the study have significant implications for the future of secondary schools in Lagos district one and in the country. The findings enlighten the Board of Governors (B.O.G) on the existing resources in their schools and how they impact on education. It will further enlighten the Board of Governors on the need to ensure adequate teaching / learning resources in secondary schools.

The study will enable the Teachers Service Commission (T.S.C) get a better understanding of the number of teaching staff available in secondary schools and how this affects education. The findings of the study has the implications to curriculum developer in that it can be used by curriculum developer to ensure that teaching-learning materials recommended for secondary schools are those that positively help to promote increasing students understanding of the curriculum leading to better academic performance.

## **V. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.0 Preamble**

This chapter looks at the research work at a glance. It summarizes the study, make conclusion and recommendation. It is divided into the following subheading:

1. Summary of findings
2. Conclusion
3. Recommendations

### **5.1 Summary Findings**

The study focused on the impact of Educational resources on students' academic performance in Economics: a study of Some Senior Secondary Schools in Lagos State Educational District one. The finding of the study shows that availability and utilization of school resources has an impact on students' academic performance in

Economics in senior secondary schools. This finding is consistent with Omariba (2003) who established that the use of textbooks significantly predicts a student's achievements; therefore, books available and used well, could lead to tremendous result.

The result also agrees with Lucas and Mbiti (2011) they noted that top schools nationally had better facilities' and offer a wide variety of courses and provide higher quality peer group. They clearly noted that the availability of facility results in better academic performance of the student.

The finding on research hypotheses shows that there exists a relationship between the adequacy of physical facilities and their impact on student academic performance in Economics in senior secondary schools. The result evidently shows a positive relationship between physical facilities and student academic performance in economics in senior secondary schools. This result also corroborated the position of Omariba (2003) noted that use of textbooks significantly has an impact on a student's achievements; therefore, proper application of books, could lead to tremendous result. He asserts that the availability of textbooks and school equipment's such as laboratory equipment's and stationery allowed the teacher to give assignment and homework.

The result also agrees with Lucas and Mbiti (2011) they clearly noted that the availability of facility results in better academic performance of the student. This finding agrees with Mobegi's (2007) study in Gucha which revealed that the unavailability and inadequacy of textbooks, stationery, science equipment and teaching aids affected teachers in the selection of appropriate and effective methods of teaching contributing to poor performance in Kenya Certificate of Secondary Education examination. This is clear instance of the strongly relationship that exists between physical facilities and student academic performance.

Finally, the finding reveals that there is a significant effect of the level of qualification and preparation of teachers on students' academic performance in Economics in senior secondary schools. Hopkins (1997) observed that a teacher's role is central in student achievement; he noted that of all the variables under the control of the school, teaching has the most demonstrable impact upon students' achievement. Therefore, teacher's preparation is important for student academic performance.

## 5.2 Conclusion

The primary purpose of education is to bring about desirable change in behavior through acquisition of skills, attitudes, competencies, critical and creative thinking. Teaching is a complex and demanding task that requires highly specialized skills, knowledge and resources to impact significantly on student learning. Availability and utilization of resources in school is important in the achievement of its goals and objectives. Students learning outcome is influenced by appropriate utilization of school resources. Investing in educational resources is the key to ensuring that schools become institutions where students' work together, learn from each other and benefit from a supportive school environment, and consequently maximize student learning so that all students achieve their full learning potential (United Nations Scientific and Cultural Organization, (UNESCO), 2007).

The physical, human and financial resources invested in schools influences not only the education provided to students but also aspects of teachers and student motivation and consequently the educational outcomes. Within the Nigeria context, in some education systems, there are concerns that schools not only lack the resources to meet the educational requirements of their students, but that schools may have fewer resources with which to provide instruction to their students (OECD, 2008).

To achieve better student academic performance, there must be availability and utilization of school resources, adequate physical facilities and more importantly, teacher must possess the necessary qualification and must prepare ahead of teaching activities. Teachers need to use a wide variety of resources, which can enrich the learning environment. The adequacy of physical resources and teaching materials as well as their effective utilization are ultimately important for improved academic performance. It is not debatable that the utilization of resources in education brings about fruitful learning outcomes since it stimulates and motivates students.

## 5.3 Recommendations

Based on this study the following recommendation was proffered;

School administrators must constantly review, inspect and monitor school teaching and learning resources. A system that works well is one that is constantly monitored and reviewed. Constant and consistent monitoring of school resource and ensuring its availability and proper utilization will make teachers and students take care of the school resources as well as take learning and academic activity seriously.

Academic instruction cannot take place in a vacuum. The presence of classrooms, blackboard, whiteboard, projector, chairs, library, and books, instructional materials are the medium through which knowledge is acquired; therefore there must be adequate physical facilities across all class especially on the subject matter of Economics. Besides providing the physical learning facilities, there must be a system on ground that ensures maintenance of the facilities. Maintaining the system will ensure that student academic performance is improved.

Finally, teachers play a prominent role in the better performance of student in academic performance especially in Economics. The level of qualification and preparation of the teachers in the teaching and learning process

helps to contribute to a better learning experience of the secondary school student in Economics. School administrator must ensure that capable teachers and form tutors are employed.

The current situation in Kaduna State where Primary school teacher cannot attempt and pass primary four assessment test is a sad situation and should not be allowed to continue. Teachers should possess the right qualification and should always be found prepared to engage students in Economics; this can only be achieved through constant and consistent monitoring.

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### Appendix I

Distance Learning Institute,

University of Lagos,  
Akoka, Lagos.

26<sup>th</sup> October, 2017

Dear Sir, /Ma,

#### REQUEST FOR RESEARCH INFORMATION

I Paschal Chinonso Ohazurike humbly request for your assistance to answer the questions in this questionnaire given to you. The questionnaire was designed by me a final year student of university of Lagos, department of Economics, Distance Learning Institute (DLI) in partial fulfillment of the requirements of the award of Bachelor of Science. All information supplied on this questionnaire will be used for research purpose only and will be handled with strict confidentiality.

Thank you for your anticipated co-operation and assistance

Yours Faithfully,

**Paschal Chinonso Ohazurike**

#### Research Questionnaire on the Impact of Educational Resources on Students' Academic Performance in Economics

##### Section A: Respondent's Demographic Background

**Please tick as appropriate an answer you consider the most appropriate to the alternative choices provided. This section of the questionnaire is only meant for students.**

- Name of Schools -----
- Local government area -----
- Gender Male ( ) Female ( )
- Age 12-14 years ( ) 15- 18 years ( ) 19 years and above ( )
- Age: 15-35 Years ( ) 35-55 years ( ) 56 years 75 ( ) 75 and above ( )
- Gender: Male ( ) Female ( )
- Father's monthly income: 5000-10000 ( ) 11-20000 ( ) 21000 and above ( )
- Mother's monthly income bracket: 1000-4000 ( ) 5000 – 9000 ( ) 10000 and above ( )
- Status of Parents Employment: Self – employed ( ) Employed ( ) Unemployed ( )
- Parents level of Education Primary ( ) Secondary ( ) Tertiary ( )

**Please tick as appropriate an answer you consider the most appropriate to the alternative choices provided. This section of the questionnaire is only meant for teachers.**

- Name of schools -----

- 2. Gender Male: ( ) Female ( )
- 3. Ages of teachers: Below 20 years ( ) 21- 30 years ( ) 31-40 years ( ) 41 years and above ( )
- 4. Educational qualification: SSCE ( ) OND / NCE ( ) HND/ B.sc ( ) M.Sc. / MBA and above ( )
- 5. Marital Status: Single ( ) Married ( ) Separated ( ) Divorced ( )

**Please read the questions in the following sub sections properly and shows to what extent you agree with the statement. Show your level of agreement with the statement by ticking the appropriate box.**

*SA = strongly Agree; A= Agree; D = Disagree, SD = Strongly Disagree, U = Undecided*

*This Section of the Study is meant for Students only*

S	Statements	SA	A	D	SD	U
	<b>Availability and Utilization Material Resources and their impact on students' Academic Performance in Economics.</b>					
1	I use all my recommended text books in Economics given to me.					
2	The school general ratio of text books to students in economics is one to a student.					
3	The lack of my adequate textbooks, and ill-equipped library in my school affect my academic performance in Economics.					
4	I often use the school library for my personal development and academic purpose					
5	The use of textbooks makes a difference in the teaching of economics subject as a student.					
	<b>Availability of Physical Resources and Utilization and their impact on students' academic Performance in Economics.</b>					
6	Inadequate classrooms such as lack of good boards, and desk in my school affect my academic performance.					
7	I do well as a student when I am exposed to good field for extra curriculum activities.					
8	Functional libraries and reading room in my school help me to concentrate and perform well as a student.					
9	As a result of ill-equipped libraries such as good books, computers for research and good library, it always affects my performance in Economic subject.					
10	Lack of access to good physical facilities have dominant effects on my academic performance					
	<b>Effect of Financial Resources on Student's Academic Performance.</b>					
1	Poor funding of my school negatively affects my academic performance as a					
2	As a result of late payments of my school fees by my parents it often affects my overall academic performance as a student.					
3	Lack of funding of the school by the authority affect my academic performance as a study.					
4	Due to lack of funding by the authority in economic related research project in the school it affects my overall performance in the subject.					
5	Appropriate funding of the school by the management has nothing to do with the student academic performance in economic.					

Please tick as appropriate an answer you consider the most appropriate to the alternative choices provided. This section of the questionnaire is only meant for teachers.

*SA = Strongly Agree; A = Agree; D = Disagree, SD = Strongly Disagree, U = Undecided*

S/N	Statements on Human Resources	SA	A	D	SD	U
	<b>Effect of level of qualification and preparation of teachers and their impact on students' academic performance in economics in senior secondary schools schoolsschools</b>					
1	My level of educational and preparation as a teacher affect my students' academic performance in Economic subject.					
2	The lack of my preparation and not having all the recommended textbooks in economics for teaching economic subject affects my students' academic performance in Economic subject.					
3	The use of instrumental materials in lesson delivery affects students' academic performance positively.					
3	My level of educational qualification in Economics and preparation has nothing to do with my students' academic performance.					
4	My lack of passion for my job as a teacher and lack of preparation really affect students' performance in Economics subject.					
5	Adequate preparation of lesson before teaching affect students' academic performance positively.					