THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Physical Resources Utilisation and Basic Schools Effectiveness in Kwara State, Nigeria

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Abstract:
This paper examined physical resources utilisation and basic schools' effectiveness in Kwara State. The research design used for this study was a descriptive survey. Three hundred and six (306) out of (1406) head teachers and teachers in the sampled schools were selected as respondents through proportional stratified random sampling techniques. A purposive sampling technique was used to select the head teachers and teachers in each senatorial district of the local government areas as the respondents in the study. Research instruments titled: physical resource utilisation questionnaire (PRUQ) and basic schools effectiveness questionnaire (BSEQ) were used to collect relevant data. Descriptive statistical techniques of frequency count, mean rating and rank ordering were used to answer the two research questions raised in the study while Pearson product- moment correlation statistic was used to test the hypothesis formulated in the study at 0.05 level of significance. The results of the study showed that physical resource utilisation not adequately supplied in the sampled basic schools to achieve basic school effectiveness with 195 point. Level of utilisation was moderate with overall mean of 3.37. Also, a significant relationship exists between physical resource utilisation and basic school effectiveness in Kwara State, Nigeria (cal. p - value=<set p-value=0.05) It was recommended, among others that: assessment should be carried out before allocating physical resources to avoid over utilisation, under utilisation and wastage, the need for supplying and construction of classroom buildings, toilets, libraries and furniture in most of the schools to enhance proper arrangement and judicious use of the physical resources.

Keywords: Physical resources, basic schools, effectiveness, utilisation

1. Introduction

In many countries of the world, education is viewed as a good investment for national development because it is expected to produce the require quantity and quality of human resources for the economic growth using the right mix of inputs. Education promotes awareness, political stability, technological and scientific advancements. It is a tool for fostering and sustaining socio-economic prosperity and survival of a nation in particular and the world in general. This makes education an indispensable tool for personal and social developments. The success or failure of an educational system depends not only on the availability of resources but also on how the resources have been judiciously and prudently managed. Educational resources are learning materials that are available for users and redistribution. These resources include human, physical, materials and financial resources. The resources in an educational establishment to include students/pupils, personnel, physical facilities, curriculum and finance and they are the major variables that determine the rate of educational development in a place.

Adeogun (2003) viewed educational resources as the sum total of the input that goes into the educational system. Educational resources as the physical and spatial teaching and learning enablers which increase the production of results. Resources are all the things that are used directly and indirectly for the purpose of supporting, facilitating, influencing or encouraging transmission or acquisition of knowledge, competence and skills.

Physical resources refer to tangible facilities and equipment employed for both teaching and learning and a very important tool in the school setting. They are essential resources that are required for the effective operation and maintenance of standard in the schools. These resources according to Oyedeji (2002) include school buildings, furniture, equipment, textbooks and other instructional aids. Therefore, judiciously utilisation of physical resources such as classrooms, toilet, libraries and furniture and so on would determine school effectiveness in terms of pupil's performance, good leadership qualities; school/community relationship and a well-planned curriculum constitute relationship between physical resources, utilisation and school effectiveness. These include the teachers, school buildings, classrooms, furniture, libraries, laboratories, recreational equipment and other instructional aids. The importance of resources in the management of education cannot be over emphasized. It is not possible to deliver effective education without some level of relevant resources. This has been highlighted by various education analysts and professionals. It is important to note

that the quality and quantity of resources available to any education system provides a basis for the assessment of the managerial abilities of an education manager. This is because even the most resourceful manager requires a resource base upon which to exhibit resourcefulness. For instance, a school principal in a rural school with unfurnished classrooms, a large enrolment, poor supply of instructional materials and a grossly inadequate number of trained teachers cannot be said to have a good resource base. His counterpart in a sub-urban area, who is managing a school with a similar teacher pupil ratio, well-furnished classrooms, and a regular and good supply of instructional materials, has a better resource base. Efforts at resourcefulness may yield better results for the latter because of an improved resource base. Ekundayo (2010) pointed out the following as the rationale for resource utilization in education.

- To ensure that resources (materials and machines) are properly maintained so as to increase their life spans, hence reducing the cost of replacing them.
- To ensure that the little resources (money) made available to the education sector are judiciously utilised. The provision of adequate resources and their efficient utilization are factors that determine the quality of education in any country.
- To ensure quality control. Resources, if well managed, would ensure quality control. The quality of input in an educational system determines, to a very reasonable extent, the quality of output.
- It helps to ensure better academic performance.

The relationship among educational resources, utilisation and basic schools' effectiveness is very important for the attainment of educational goals and objectives. For the goals and objectives of the national policy on education to be achieved, the school administrators, proprietors and managers need to make optimal use of school plant (Oluwalola 2010). Facilities could either be over-utilised or under-utilised, however the two extremes are found to be undesirable. In the opinion of Oparinde (2011) to get maximum benefit out of the school plant, the facilities in the school must carefully utilised in line with laid down policy guidelines regulating the manner and extent for effective teaching and learning. If facilities are utilized properly the life spans of such facilities are prolonged and rate of degradation is reduced.

Over-utilisation arises when there is much pressure on the use of items, which eventually lead to break down of such equipment or facility. A lot of stress is being put to infrastructural facilities leading to fast deterioration which may be difficult to replace as a result of financial constraints. Resources are over utilised when they are in short supplies which automatically have negative effect on teaching and learning situation in schools. It is advisable to make use of available resources judiciously in order to meet required standard. Owing to the current population explosion in Nigeria and the resultant astronomic increase in school enrolment at all levels.

Under-utilization: Occurs when school facilities are not put to proper usage for the purpose for which they are provided where facilities are over adequate. Adeboyeje (2000) noted that underutilization can lead to deterioration and decay of school buildings and facilities which lead to colossal wastage of finical resources spent in proving such facilities. If certain items are not put to optimal use, we can start talking of under-utilisation. When resources are not in regular use, they are under-utilised. Materials are readily available at times but not made use of by teachers leading to under-utilisation.

Optimal utilisation of school facilities occurs when available resources are effectively utilized thereby reducing wastages. In the opinion of Adeboyeje (2000) every school should aim at attaining optimum utilisation of facilities for maximum benefits. During the teaching/learning process, facilities must be optimally utilised, all school managers should be able to identify and calculate what constitutes optimal utilisation of school resources. They must be conversant with laid down policy guidelines as stated by the Federal Government of (2004) regarding the minimum standard.

Effectiveness could be seen in terms of value added, and the one in which pupils progress from the intake. School effectiveness in education is the extent to which a school is meeting set goals and objectives. School effectiveness as a means of exploring difference within and between schools. Effectiveness can be assessed in relation to the equality and equity of educational institutions. He further stressed that effectiveness is measured through different process, which include among other pupils' academic performance, display of leadership quantities as well as extent to which desired output are obtained.

1.1. Statement of the Problem

In recent time, the researcher noted that a lot of stress is being put on infrastructural facilities leading to fast deterioration which may be difficult to replace as a result of financial constraints. Also, Oparinde (2011) asserted that the relationship between educational resources and effectiveness is very important for the attainment of educational goals and objectives. The facilities could either be over utilised or under-utilised, if the facilities in the school are not carefully utilized in line with the laid down policy guidelines regulating the manner and extent for effective teaching and learning, the life span of such facilities would not be prolonged. Inadequate utilisation of available resource by educational managers at the Local Government Areas in Kwara State, Nigeria has resulted into poor quality of learning environment leading to poor foundation in basic education. Hence, this study examined the relationship between physical resource utilisation and basic schools' effectiveness in Kwara State, Nigeria.

1.2. Purpose of the Study

The purpose of this study is to investigate the influence of physical resources utilization on basic schools' effectiveness in kwara state, Nigeria. The specific purposes of the study are to:

- Find out the quantities physical resources available for utilisation in achieving basic school effectiveness in kwara state, Nigeria.

- examine adequacy of physical resources available for utilisation to achieve basic schools' effectiveness in kwara state, Nigeria
- examine the level of utilisation of physical resource available for utilisation to achieve basic school effectiveness in Kwara State, Nigeria
- Find out the influence of physical resource utilisation on school effectiveness in basic schools in kwara state, Nigeria.

1.3. Research Questions

The following research questions are raised to guide the study:
- What are the quantities physical resources available for utilisation in achieving basic schools' effectiveness in kwara state, Nigeria?
- How adequate are physical resources available for utilisation to achieve basic schools' effectiveness in Kwara State, Nigeria?
- What is the mean rate of utilisation of physical resource available for utilisation to achieve basic schools' effectiveness in Kwara State, Nigeria?
- What is the influence of physical resource utilisation on basic schools' effectiveness in Kwara State, Nigeria?

1.4. Research Hypothesis

- Ho: There is no significant relationship between physical resource utilisation and basic schools' effectiveness in Kwara State, Nigeria.

2. Methodology

2.1. Research Design

The research design used for this study is a descriptive survey of correlation types. Descriptive survey method is suitable for this study as it allows the record of what was observed on physical resource utilisation and basic school's effectiveness in Kwara State, Nigeria.

2.2. Population, Sample and Sampling Technique

The population for the study was 1,476 comprising 70 Head teachers and 1,406 Teachers in Kwara State, Nigeria. The sample for the study was 306 respondents (45 Head teachers and 261 Teachers in the sample schools). Stratified technique was used to select 9 Local Government Areas out of 16 LGAs while proportional size method was used to select the Head teachers and teachers in the sixteen Local Government Areas in Kwara State. Kwara Central Senatorial District has four LGAs out of which two LGAs were selected, Kwara South Senatorial District has seven LGAs out of which four were selected while Kwara North Senatorial District has five LGAs out of which three were selected, and a total of nine LGAs out of sixteen were selected for the study.

2.3. Instrumentation

The instruments used in gathering data for this study were entitled "Resource Utilisation Questionnaire (RUQ) and Basic Schools Effectiveness Questionnaire (BSEQ)" were used to obtain necessary data for the conduct of the study. Resource Utilisation Questionnaire contained 10 items on the level of resources utilisation while basic schools' effectiveness also contained 10 items on what constituted basic schools' effectiveness in relation to physical resource utilisation. The questionnaire had two sections which comprised 10 items each to measure the degree of responses. Responses were rated through four-point Likert- type scale was used in analyzing the responses of the questionnaires as: Strongly Agreed (SA)- 4 points, Agreed (A)- 3 points, Disagreed (D)- 2 points and Strongly Disagreed (SD)-1 point.
- Very Adequate (VA)
- Adequate (A)
- Not (NA)

Test re-test method was applied through a pilot study undertaken to ascertain the reliability of the questionnaires, that is (RUQ) and (SEQ) the instrument was administer on 63 head teachers and teachers in the local government areas from the sampled schools within a time interval of two weeks. The data obtained were subjected to Pearson product-moment correlation statistic. These yielded 0.63 and 0.57 coefficients of reliability. The instruments were adjudged reliable.

2.4. Procedure for Data Collection

The researcher administered copies of the questionnaires on the respondents in the sample schools. Six research assistants in the Department of Educational Management who were lecturers were used to complement the efforts of the researcher. A total number of 282 (92%) out of 306 copies of the questionnaires were filled and returned by the respondents. Relevant data such as resource utilization and basic schools' effectiveness in Local Government Areas were obtained from the respondents.

2.5. Method of Data Analysis

Data obtained on Resource Utilisation and Basic Schools Effectiveness in Local Government Areas in Kwara State were statistically analysed using Statistical Package for Social Science (SPSS) of version 20. Descriptive statistical technique of frequency count mean rating was used to answer the questions raised in the study. Similarly, Pearson product moment correlation statistic was used to test the hypothesis formulated in the study at 0.05 level of significance.

3. Results

To answer this question, the Total number of learners, statutory number of spaces provided, and actual numbers of hours were obtained in the sampled schools to compute the space utilization Rate (SUR), Time utilisation Rate (TUR) and Global Utilisation Rate (GUR), pupils, and to the question are got through calculation of space, time and global utilisation of these Resources.
Index
1. = above 100% (over utilisation) = poor
2. = below 50% (under utilisation) = fair
3. = 51 - 75% (Moderate utilisation) = good
4. = 76 - 100% = (optimum utilisation) = excellent
Adopted from Dantain (2005)

3.1. Research Question 1

3.1.1. What are the Quantities of Physical Resources Available for Utilization in Achieving Basic Schools' Effectiveness in Kwara State, Nigeria?

Physical resources, Space wise utilization, Time wise utilization and Global utilization

Primary	ANP	SNS	SUR%	ANH	TNH	TUR%	GUR%
Classrooms	3461	1833	188	6	5	83	136
Toilets	5880	2812	209	6	5	83	146
Libraries	4830	1643	162	6	5	83	122.5
Furniture	6420	4466	143	6	5	83	74
Total			702			332	478.5
Average			175.5			83	119.63

Table 1: Quantities Physical Resources Available for Utilization in Achieving
Basic Schools' Effectiveness in Kwara State, Nigeria
Source: Field Work (2017)

ANP	Actual number of Pupils –SNS Statutory Number of Spaces
SUR	Space Utilisation Rate
ANH	Actual Number of Hours – TNH- Theoretical Number of Hours
TUR	Time utilisation Rate GUR- Global utilisation Rate.

Table 2
Sources: Field work (2017)

Table 1 showed the Space Utilization Rate (SUR), Time utilization Rate (TUR) and Global Utilisation Rate (GUR) for each of facilities in the sampled public primary schools. The classrooms had SUR (188%), TUR 83% and SUR (136%). As shown, in table 1 in the sampled primary schools, space, Time and Global Utilization Rates for toilets were (209), (83) and (146) respectively. This shows that toilets were over utilized. This could be attributed to acute shortage of toilet facilities in the sample schools. The available ones, in some cases, are not functional due to poor quality of projects, this indirectly affect both the teachers and learners hampering one of the key indicators of school effectiveness in term of provision of personal, care and development of learners. From the results on table 1, it is evident that physical resources were over utilized, with an average of 199%, 83%, and 141% as their space, time and global utilization rate respectively. Similarly, the indication also shown in the table that the libraries had SUR (162%), TUR (83%) and GUR (122.5%), this implies that in the sampled schools the libraries were over utilized which also affect teaching and learning, this could lead to unable to assimilate and without effective learning taking place. However, the utilization rates of classroom in Kwara State basic schools were poor and not in line with the global standard recommendation.

3.2. Research Question 2

3.1.1. How Adequate are Physical Resources Available for Utilization to Achieve Basic Schools' Effectiveness in Kwara State, Nigeria?

N = 306			
Items	**Very Adequate (%)**	**Adequate %**	**Not Adequate. %**
Classroom	22 (30%)	18 (25%)	33 (45%)
Toilet	17 (22%)	20 (26%)	40 (52%)
Libraries	23 (29%)	23 (28%)	34 (43%)
Furniture	14 (19%)	20 (26%)	42 (55%)
TOTAL	76 100	81 105	149 195

Table 3: Adequacy of Physical Resources Available for Utilization to
Achieve Basic Schools' Effectiveness in Kwara State, Nigeria Source: Field Work (2017)

As shown in Table 3, the respondents (30%) indicated that classrooms were very adequate, 25% of the respondents indicated that classrooms were adequate while 45% of them indicated that classrooms were not adequate. From the Table, 22% primary school head teachers indicated they have very adequate toilets while 26% indicated that their toilet facilities were adequate. Also, 52% indicated that their toilets facilities were not adequate. Furthermore, 23% of the respondents indicated that their libraries were very adequate, (23%) respondents indicated that their libraries were adequate while (43%) indicated that their libraries were not adequate. Furthermore, (19 %) respondents indicated that their furniture was very adequate, (26%) respondents indicated that their furniture was adequate and (55%) head teachers indicated their furniture were not adequate. This is further presented as follows:
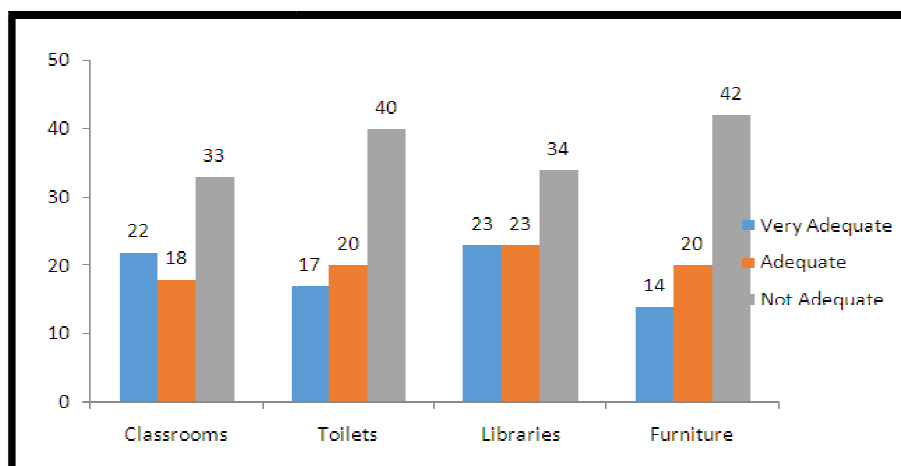

Figure 1: Adequacy of Physical Resources Available for Utilization to Achieve Basic
Schools' Effectiveness in Kwara State, Nigeria

3.3. Research Question 3

3.3.1. What is the Mean Rate of Utilization of Physical Resource Available for Utilization to Achieve Basic Schools' Effectiveness In Kwara State, Nigeria?

Items	**Total**	**Mean**
High	306	3.31
Moderate	306	3.30
Low	306	3.39
Overall Mean		3.33

Table 4: Mean Rate of Utilization of Physical Resources to Achieve
Basic Schools' Effectiveness N = 306
Source: Field work (2017)
Mean :> 3.00 = High, Mean: 2.50 – 2.99 = Moderate, Mean: 0.00 -2.49 = Low

The result on the Table 4 shows that the mean rate of utilization of physical resource available for utilization to achieve basic schools' effectiveness was high in Kwara State with overall mean of 3.33.

3.4. Research Hypothesis
- Ho: There is no significant relationship between physical resource utilisation and basic schools' effectiveness in Kwara State, Nigeria.

Variables	N	Mean	SD	df	Calculated r-value	p-value	Decision
Physical resources utilisation	306	2.24	1.32	304	0.731	0.001	Significant
School effectiveness	306	3.44	2.66				

Table 5: Physical Resources Utilization and Basic Schools' Effectiveness
Source: Field Work, 2016

As shown in Table 5, the calculated p-value (0.001) is less than the p- value (0.05) for 304 degree of freedom. Thus, the null hypothesis is rejected. This means that a significant relationship existed between physical resource utilisation and basic schools' effectiveness in Kwara State, Nigeria.

4. Discussion of Findings
The findings of this study revealed that the physical resources were inadequate and over-utilised in Kwara State basic schools. Over-utilisation affects school effectiveness negatively. It could lead to dilapidation of the existing ones and could be responsible for low academic performance of pupils. Also, inadequacy in the provision of physical facilities may constitute a source of frustration and disillusionment among teachers, and their shortage of these facilities may result in poor teaching, poor learning and poor achievement in schools. The findings of this study explained that the government efforts in making educational (physical) resources available as required in Kwara State public basic schools needs improvement. This finding agrees with assertion of Adeogun (2002) that on the provision of UBE facilities, efforts of the government are still very little compared with the massive needs of basic schools in Kwara State. It was stressed further that there is low level of educational resources available in public schools and that public schools are starved of teaching and learning resources as a result of inadequate funding.

The findings of this study also revealed that the level of school effectiveness was moderate in Kwara State basic schools. The findings also indicated that a significant relationship existed between physical utilisation and basic schools' effectiveness in Kwara State, Nigeria. This implies that with the availability of adequate school resources, more pupils will be admitted and the school environment will be friendly without any doubt, the population of pupils consequently affects the utilization of physical resource in the schools. The finding of this study agreed with that of Ayoku (2003) and Afolabi (2004) that physical resource utilization was significantly related to teaching resource, community service and enhances basic schools' effectiveness, that effective usage of classroom facilities implies conduciveness for learning and thereby have positive impact on productivity.

5. Conclusion
Based on the finding of this study, it can be concluded that pupils' academic performance, good leadership qualities, well planned curriculum and good school/community relationship were the most instruments that could be used to determine good relationship between physical resources utilization and schools' effectiveness in local government education authorities in Kwara State with overall mean of 3.37. Similarly, a significant relationship exists between physical resources utilization and basic schools' effectiveness in Kwara State, Nigeria.

6. Recommendations
Based on the findings of this study, it was recommended that:
- To reduce the over utilization of physical resources in schools, more facilities should be provided by the state government to complement the effort of the federal government in order to cope with the upsurge in school enrolment.
- Need assessment of schools is necessary and should be carried out by SUBEB/LGAs before allocating physical resources to avoid under-utilization, wastage and over utilization.
- More of enlightenment and capacity building programme should be organized for the community on the need to support government funding, monitoring and implementation of projects to ensure quality basic education delivery.
- There is the need to supply and construct more toilets, furniture, classroom buildings and libraries in most of schools to enhance proper arrangement and judicious use of these physical resources.

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