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Availability and Utilization of Learning Resources in Tertiary Institution in Enugu State of Nigeria

By

DR. LEO C. CHUKWU

Department of Educational Foundations,
Enugu State University of Science and Technology,
Agbani, Enugu

Abstract

The study investigated the availability and utilization of learning resources in tertiary institutions in Enugu State of Nigeria. Adopting a survey research design, one hundred and fifty (150) academic staff and one hundred and twenty (120) academic staff of both the University of Nigeria, Nsukka (UNN) and Enugu State University of Science and Technology (ESUT) respectively were randomly drawn for the study. Reliability of the researcher developed instrument (Availability and Utilization of Learning Resources Questionnaire (AULRQ), was done using Cronbach Alpha. The reliability coefficient yielded .71 indicating a high reliability of the instrument for the study. Two research questions and two hypotheses guided the study. The research questions were answered using mean ratings and grand mean, while the hypotheses were tested using t-test statistic at .05 level of significance. Results indicate a little extent of availability and utilization of learning resources in tertiary institutions in Enugu State. This is bad news. There-, was also a significant difference in the mean ratings of both groups of respondents. Recommendations amongst others include; provision of adequate learning resources in tertiary institutions in Enugu State, to ensure quality teaching and learning and the production of high level manpower ready for today's and future challenges.

In all organizations including the school, church, family setting and corporate entities, effective management of available resources is indispensable in achieving stated objectives. Resources include the inputs that ensure the smooth functioning of organisations. They could be direct or indirect resources or facilities (Emetarom, 2004).

Education is the greatest facilitator of positive change. This is why the federal Republic of Nigeria (FRN, 2004) asserts that education is an instrument per excellence for effecting national development. Alade and Akilo (2011), maintain that the survival of education in any Nation depends to a large extent on the availability and prudent use of resources. The goals of tertiary education which is the focus of this study, shall be to:

a)   contribute to national development through high level relevant manpower training;
b)   develop and inculcate proper values for the survival of the individual and society;
c)   develop the intellectual capacity of individuals to understand and appreciate their local and external environments;
d)   acquire both physical and intellectual skills which will enable individuals to be self reliant and useful members of
     the society;
e)   promote and encourage scholarship and community service;
f)   forge and cement national unity
g)   promote national and international understanding and interaction.

Tertiary educational institutions shall pursue these goals through:
➢   teaching;
➢   research and development;
➢   virile staff development programs;
➢   generation and dissemination of knowledge;
➢   maintenance of minimum educational standards amongst others (FRN, 2004: 36-37).

It must be pointed out that the above goals can only be achieved through the use of requisite learning resources. Alade (2002), avers that it is very important that physical facilities human and non human resources be provided for the achievement of the goals of education. Alade maintains that equally important is the effective utilization of these resources for the attainment of objectives. In a study, Adeogun (1999), reports that educational resources which are physical, human, material and symbolic resources influence the academic and eventual job performance of a developing youth. This is because the more the child hears, sees and touches, the more he would want to hear, see and touch, and the more he is prepared for useful living in life. Resources could be classified into:

a) Physical Resources: buildings, classrooms, laboratories equipment, reprographic equipment and other physical plants like machines, vehicles, computer sets, typewriters, duplicating and photocopying machines.

b) Human Resource: students, teachers, administrative staff, supervisory staff from the ministry of education, guidance and counsellors, school managers and others.

c) Material Resources: usable and consumable facilities like textbooks,   maps, timetable,   furniture,   lesson   notes, diaries, registers, chalk, chalkboard,

electricity, stationery and others.

d) Symbolic Resource: Things that go into the educational process to fashion out trained or educated people. These include not only human and material resources, but also policies, ideas and information packages or knowledge system consisting of universal principles, theories and skills that are the same everywhere (Adeogun in Alade and Akilo.2011:155-156).

Contributing, Ijiga (2009) asserts that multi-media is the use of text, graphics, animation, video and sound to present educational information to learners. In highlighting a generally held view Najjar (2006), maintains that people generally remember 10% of what they read, 20% of what they hear, 30% of what they see and 50% of what they see and hear. There are compelling reasons why multi-media instruction does enhance learning. They include amongst others that it:
➢ heightens motivation for learning, making earning more stimulating as well as intellectual rewarding;
➢ provides freshness and variety and appeals to learners of varied abilities;
➢ encourages learners' active participation, gives needed enforcement and widens the range of learners' experiences;
➢ introduces diversified approaches to instruction, approaches that can tap students learning styles and preferences that are not effectively brought to light by a single medium or the traditional or conventional approach to teaching and learning (Ogunmilade, 2004).

Emetarom (2004) identified two types of facilities; "indirect" teaching facilities (learning resources) such as classrooms, libraries, laboratories, workshops, school buildings, play fields, school fans, gardens, electrical fixtures, the school environment, toilet facilities and portable power. Emetrom further identified "direct" facilities to include: equipment, computers, textbooks, school records, writing materials, chalkboards, teaching aids and so on. These learning resources are not only useful in the teaching and learning process but enhance learning outcomes. The foregoing lays bare the indispensability of learning resources in achieving the goals of education at any level, particularly tertiary education.

Huston and Dipietro (2007) and Ambrose, Bridges, Dipietro, Lovett and Norman (2010), maintain that conducive learning environment, promote true teaching and learning activities, and is a source of motivation to both teachers and students. On the other hand, a learning environment that is unconducive has a negative effect on both teachers and students motivation to carry out effective teaching and learning activities. It is based on the very vital role which learning resources play in promoting

true scholarship that the presence study investigated the availability of learning resources in teaching institutions in Enugu State of Nigeria.

Statement of the Problem

The media, both print and electronic has been awash especially in recent times concerning the low quality graduates being churned out by institutions of higher learning in Enugu State and elsewhere in Nigeria. The situation is worrisome as these graduates are not just tomorrow's leaders, but the backbone of the economy of Enugu state and the nation as a whole. Part of the reasons for this ugly scenario could be the death of learning resources in these institutions. This forms the problem of the present study.

Research Questions

1. To what extent are direct learning resources available and utilized in tertiary institutions in Enugu State of Nigeria.
2. To what extent are indirect learning resources available and utilized in tertiary institutions in Enugu State of Nigeria?

Research Design

Survey research design was adopted for the study conducted in institutions of higher learning in Enugu State.

The following include some of the institutions of higher learning in Enugu State: Enugu State University of Science and Technology (ESUT) Agbani; University of Nigeria Nsukka (UNN); Institute of Management and Technology (IMT); Enugu State College of Education (Technical), (ESCET); Enugu State College of Agriculture, Iwolo; Federal Cooperative College, Oji River; Enugu State School of Health Technology, Inyi; Federal School of Dental Technology, Enugu and Federal School of Social Works, Emene, Enugu. 100 male and female lecturers were randomly drawn from each of ESUT, UNN, IMT and ESCET. These are government owned institutions of higher learning, and were chosen to represent higher education in Enugu State because of their size and high level manpower they produce for all sectors of the national economy. The instrument used in data collection was a researcher developed questionnaire; Availability of Learning Resources in Tertiary Institutions Questionnaire (ALRTIQ). The instrument was designed based on the 4 points likert type scale of; Very Great Extent (VGE), 4 points; Great Extent (GE), 3 points; Little Extent (LE), 2points; and Very Little Extent (VLE), 1 point.

Validation of the Instrument

The instrument was faced validated by 3 experts. Two of the experts are in the department of Educational Foundations (Management option), ESUT, while the remaining one is the Measurement and Evaluation unit also in ESUT.

Reliability of the Instrument

A trial test was conducted in Ebonyi State University (EBSU) and Ebonyi State College of Education (ESCE) Ikwo. 40 academic staff 20 from EBSU and 20 from ESCE1 were used for the trial testing. Cronbach Alpha was used to calculate the reliability coefficient. Alpha value was found to be .71, indicating high reliability of the instrument.

Method of data Collection

The researcher used 3 research assistants in collecting data for the study. While the researcher took care of ESUT, the three research assistants took care of the 3 other institutions each, i.e UNN, IMT and ESCET. The researcher had consultative meeting acquainting them on what to do in the data collection.

Method of Data Analysis

Data collected were analyzed using mean and grandmean ratings to answer the research questions while t-test statistics at.05 level of significance was used in testing the hypotheses. In answering the research questions any score of 2.50 and above was regarded as high extent, while score, below 2.50 was regarded as little extent. The hypothesis was rejected if t-calculated was greater than the critical value of 1.96 at .05 level of significance. It is not rejected if t-calculated is less than the critical value of 1.96 at .05 of significance.

Research Question 1

To what extent are direct learning resources available in tertiary institutions in Enugu State?

Table 1: Mean Ratings, Grandmean and Standard Deviation of Respondents on Availability and Utilization of Direct Learning Resources in Tertiary Institutions in Enugu State of Nigeria

S/N	ITEMS	N=150 UNN Academic Staff			N=120 ESUT Academic Staff		
		"x	SD	Deci.	X	SD	Deci.
	The following direct learning resources are adequately available and being fully utilized for teaching and learning in my school						

1	Desktop Computers	2.18	1.04	LE	1.94	0.98	LE
2	Laptops	2.26	1.05	LE	2.02	0.99	LE
3	Multimedia projectors	1.98	0.99	LE	1.68	0.94	LE
4	Video Tapes	2.04	1.01	LE	1.98	1.11	LE
5	Flash drives	1.81	0.93	LE	1.98	1.05	LE
6	Relevant textbooks	2.98	1.08	GE	2.84	1.11	GE
7	Whiteboards & markers	3.14	0.96	GE	3.10	0.96	GE
8	Charts / Flip charts	2.10	1.03	LE	2.01	0.98	LE
9	Overhead Transparencies	2.03	1.05	LE	1.81	1.00	LE
10	TV sets	2.18	1.09	LE	1.97	1.01	LE
11	Scanners	1.74	0.96	LE	1.66	0.94	LE
12	Slides	1.81	0.99	LE	1.89	1.06	LE
	Grandmean & SD	2.19	1.10	LE	2.07	1.01	LE

Table 1 above indicates a little extent of availability and utilization of direct learning resources in tertiary institutions in Enugu State of Nigeria. This was confirmed by grand scores of 2.19 and 2.07 for both groups of respondents ie UNN and ESUT academic staff. Research Question 2

To what extent are indirect learning resources available and utilized in tertiary institutions in Enugu State of Nigeria?

Table 2: Mean Ratings, Grand Mean and Standard Deviation of Respondents on the Availability and Utilization of Indirect Learning Resources in Tertiary Institutions in Enugu State of Nigeria

S/N	ITEMS	N=150 UNN Academic Staff			N=120 ESUT Academic Staff		
		X	SD	Deci.	3C	SD	Deci.
	The following indirect learning resources are available in my school;		•				
1	Adequate classrooms	2.74	1.11	GE	2.72	1.13	GE
2	Well stocked Libraries	2.61	1.11	GE	2.34	1.10	LE

3	Well equipped laboratory	2.44	1.12	LE	2.35	1.12	LE
4	Standard workshops	2.42	1.11	LE	2.39	1.14	LE
5	Enough school buildings	2.53	1.15	GE	2.51	1.12	GE
6	Play fields	2.78	1.09	GE	2.55	L1.12	|ge___
7	Gardens	2.22	1.05	LE	2.12	1.03	LE
8	Standard and well maintained toilet facilities.	1.46	0.86	LE	1.38	0.73	LE
9	Adequate water supply	1.29	0.66	LE	1.09	0.30	LE
10	Adequate and steady power supply	1.23	0.57	LE	1.07	0.25	LE
	Grand mean & SD	2.17	0.98	LE	2.05	0.90	LE

Table 2 above indicates a little extent of availability and utilization of indirect learning resources in tertiary institutions in Enugu State of Nigeria. This was confirmed by grand mean scores of 2.17 and 2.05 respectively for both UNN and ESUT academic staff.

Hypotheses

Ho1. There is no significant difference between the mean ratings of UNN and ESUT staff on the availability and utilization of indirect learning resources in tertiary institutions in Enugu state of Nigeria.

Table 3: T-Test of Significant Difference in The Mean Ratings of UNN And ESUT Staff on the Availability and Utilization of Direct Learning Resources in Tertiary Institutions in Enugu State of Nigeria.

Respondents	N	X	SD	DF	t-cal	t-crit	Decision
UNN Staff	150	2.19	1.10				Reject
				268	7.1	1.96	
ESUT Staff	120	2.07	1.01				

The result in table 3 indicated that t-cal of 7.06 is greater than t-cal of 1.96 at .05 level of significance. The null hypothesis is therefore rejected. The implication is that there was a significant difference in the mean ratings of both groups of respondents.

Table 4: T-Test of Significant Difference in the Mean Ratings of UNN And ESUT Staff on the Availability And Utilization of Indirect Learning Resources In Tertiary Institutions in Enugu State of Nigeria

Respondents	N	X	SD	DF	t-cal	t-crit	Decision
UNN Staff	150	2.17	0.98				Reject
				268	9.1	1.96	
ESUT Staff	120	2.05	0.90				

The result in table 4 indicates that the calculated t-value of 9.1 is greater than the t-critical of 1.96 at 0.5 level of significance. The null hypothesis is therefore rejected, implying that there was significant difference in the mean ratings of both groups of respondents on the availability and utilization of indirect learning resources in tertiary institutions in Enugu State.

Discussion

Organisational growth and development depends to a great extent on the availability and effective management of vital resources (direct and indirect). The present study found that there is a little extent of availability and utilization of both direct and indirect learning resources in tertiary institutions in Enugu State. The situation is worrisome. In highlighting the importance of learning resources, Najjar (2006) and Ogunmilade (2004), assert that multi- media institution enhance learning by:

➢ heightening motivation for learning, making learning more stimulating as well intellectually rewarding,

➢ provides freshness and variety and appeals to learners of varied abilities.

➢ encourages learners active participation, gives needed rein forcement and widens the range of learners' experiences amongst others.

It is clear therefore that learning resources are indispensable in achieving the goals of education at levels.

Chukwu (2008), contends that learning resources includes well spaced classrooms, enough buildings well stocked libraries and laboratories. He maintains that such resources go a long way in motivating both teachers and learners, thereby enhancing learning outcomes. Chukwu (2010) bemoaned lack of the basic learning resources for the present nine years basic education program in Nigeria, including Enugu State, maintaining that it is the same at all levels of our educational system

including tertiary education. This of course does not augur well for societal development, as quality education is the greatest instrument for positive change in any society.

Conclusion

Quality education ensures the emancipation of man from the dungeons of poverty, disease and ignorance. Learning resources both direct and indirect ensures the provision of this quality education for a better Enugu State and Nigeria as a whole. These resources must therefore be provided for our institutions of higher learning to enhance not only their relevance in a competitive 21st century, but ensure that they produce high quality manpower for our societal growth and well being.

Recommendations

- ➢ All tertiary institutions in Enugu State should be provided with enough learning resources (both direct and indirect) to ensure quality instructional delivery for the learners and enhance the performance of the instructors.

- ➢ Constant seminars, workshops, and conferences should be organized both for teachers and lecturers in these institutions to improve their capacity for the use of these resources.

- ➢ Effective maintenance and management strategies should be adopted in these institutions to ensure the capacity of available learning resources to fieliver at all times.

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