

Perception of Teachers on Influence of Differential Distribution of Resources on Academic Performance of Students Offering Financial Accounting Courses in Secondary Schools in Oyo West Local Government Area of Oyo State

Aminat Folakemi Adeleke and Alaba Folashade Megbuwawon

*1&2Department of Business Entrepreneurship Education, Faculty of Vocational, Innovation and Engineering Education, Emmanuel Alayande University of Education, Oyo, Nigeria **Email:** dejioderindebose@gmail.com

Abstract

The study was designed to ascertain the influence of differential distribution of resources on academic performance of commercial department students in secondary schools in Oyo WLGA of Oyo State. Descriptive survey design was used for the study. The targeted population for the study comprises all secondary schools in Oyo WLGA. The sample was drawn from public secondary schools out of all the schools in Oyo West out of these schools, 5 schools were sampled with one principal from each of the schools and 20 teachers. The sample consists of 21 respondents from each of the selected schools. The validity of the instrument was censured by giving the questionnaire to an expert in the field and necessary modifications resulting from renew were made in order to improve the face validity of the instrument. The questionnaire and observation schedule were to solicit opinion from respondents about the influence of differential distribution of resources on academic performance of students. The findings revealed that most of the secondary schools in Oyo West are differentially provided with the school resources in terms of clerical staff, school building and instructional materials, some schools with inadequate resources have their students' performance to be at pass level. The study thus concluded that there should be a policy guiding distribution of educational or school resources to schools and that provision of adequate teaching and learning resources should be enforced and thorough supervision of the teachers by the ministry of education.

Keywords Resources, Academic Performance, Financial Accounting

Introduction

Education is viewed as a crucial investment not only to the individual, but also to the society. It is widely accepted that education is a pathway to individual socio economic and political advancement, yardstick to rapid expansion, upgrading and diversification of manpower. This provides reasonable justification for the huge investment made by developed countries over the year, they invested enormous amount of time, money and energy in providing qualitative education to their citizens, due to the premium on education as eradicator of poverty and ignorance from most societies. Secondary education occupies a critical place in Nigerians educational system. Secondary education plays an important role in the education of a child, being the bridge between primary and tertiary education. It is that level of education that determines the academic achievement and professional carries of students. The national Policy of Education (2013) reflects the

provision of the construction concerning secondary education programme of the government. Section 3 of the NPE, FGN (2013) states that secondary education seeks to prepare youths for useful life in the society. The objectives of secondary education were spelt out as follows;

1. To provide holders of basic education certificate and junior Arabic and Islamic studies certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background.
2. To offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles.
3. To provide trained manpower in the applied sciences, technology and commerce at sub-professional grades.
4. To provide entrepreneurial, technical and vocational job specific skills for self-reliance and for agricultural, commercial and economic development.
5. To develop and promote Nigeria languages, art and culture in the content of world's culture heritage.
6. To inspire students with a desire for self-improvement and achievement of excellence.
7. To foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity.
8. To raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

To achieve these objectives, secondary education is grouped into two stages; each of the stages last for three years duration. That is, junior secondary education (Basic Education) and senior secondary education (Post basic Education) making six years in total.

The quality of education developed by teachers and the academic achievement of students depends on several factors of which educational resources are essential. Educational resources are the sum total of all things used directly or indirectly for the purpose of education and training to support, facilitate or encourage transmission, patency and acquisition of skills and knowledge.

According to Usman (2017), Educational resources are central to the educational process because they play an important role, they achievement of educational goals and objectives since they facilitate teachers work and accelerate learning on the part of the students. Educational resources are the entire plan which school administrators, teachers

and students' harness, allocate and utilize for the smooth and efficient management of any educational institution to achieve an effective and purposeful teaching and learning experience. Financial and human capital plays vital roles in the ability of a school to fulfill its mission of education students without fund all other vital elements in the school such as school building, allowances, purchases as well as runnier expenses cannot be made. Farombi (2013) opined that the wealth of a nation or society could determine the quality of education in that land: emphasizing that a society that is wealthy will establish good schools with quality teachers learning infrastructures that with such, students may learn with ease thus bringing about good academic achievement writing on the roles of resources in teaching, Asiyai (2010) and Fheonusnekwu (2012), have also show that the condition of school resources have a strong effect on academic performance of pupils. Burkett and Bowers (2018) reported that students in newer and adequate school facilities out performed students in older and inadequate school facilities, conducive school physical environment could enhance student's school attendance, involvement in academic activities and academic performance positively.

Findings by World Bank (2015) in a study on the provision of textbook and physical resources in secondary schools in sub-Saharan Africa countries: Botswana, Cameroon, Coted Vore, Ghana, Nigeria, Malawi, Rwanda, Tanzania and Togo revealed that textbooks and libraries were not only inadequate but differentially distributed among rural and urban schools sub-Sahara African. Similarly, Fabunmi (2012) cited by Mucai (2013) on the study of differential allocation of educational resources and secondary academic performance in Edo State, noted that there was a common feature of difference in allocation of facilities to schools. Hoop (2001) noted that education in most sub-Saharan countries faces chronic shortages in physical and human resources. According to him rather than distributing the limited resources available for secondary education uniformly across school, governments allocate a relatively large share of available resources to a selected number of secondary schools. All the above studies indicated that most schools are faced with challenges such as uneven distribution and inadequacies in terms of human and materials resources in the schools. However, education institutions are intimately linked with society as a whole. It as approved that academic achievement of students is related to individual differences between students, and socio-economic features in which they grow up as well as educational resources of their current school. The general conditions of our schools are of paramount to the success or otherwise of nation because it plays an essential role in the development of the personality of the students. Government should ensure regular supervision of instructional and other educational services; provide equal educational opportunities for students. Government should ensure regular supervision of instructional and other educational services provide equal educational opportunities for students by diminishing the effect of socio-economic factors on academic achievement.

For good educational policy or programme to guarantee quality outputs. It must be several optimally with appropriately trained and motivated teaching staff, adequately supplied with necessary facilities and well-equipped school environment that support

students to perform well and moreover, facts are retained better that supplemental with educational resources.

The review above presents a background to the resource's situation in Oyo state, focusing on student's performance availability and utilization of the resources by teachers and students for effective teaching and learning process. The need for the study is to assess the influence of differential distribution of resources on academic performance of commercial students in secondary school in Oyo West LGA of Oyo State.

Statement of the Problem

The challenge of declining quality of education has attracted researcher attention and comments from many social and educational researchers in Nigeria. Secondary schools students' academic performance in public examination in one of the major instrument use in evaluating the quality and production of secondary school in Nigeria. The government has taken a number of measures to improve and promote secondary school education, but the nation is still yet to prove quality and equitable education to her citizens. Most of the educational resources were either not available, inadequate or unevenly distributed amidst schools.

Hence, this study is interested in investigating whether schools that have scanty resources or adequate resources being allocated to them have the best performance in school certificate exams and find out how the available resources are used influencing students' performance.

Objectives of the Study

The purpose of this study is to examine the perception of teachers on influence of differential distribution of resources on academic performance of secondary school students in Oyo West LGA of Oyo State. The study investigates:

1. The adequacy of human resources in the school
2. The availability of physical and material resources allocated to schools.
3. The extent to which students and teachers utilize the available resources to influence students' performance.
4. Teachers' perception on factors influencing allocation of schools' resources.

Research Questions

1. How adequate are the human resources in the school?
2. How available are the physical and material resources allocated?

3. To what extent are the available resources utilized in influencing students’ performance?
4. What is the teacher’s perception on factors influencing allocation of school resource

Methodology

The study adopted descriptive survey research design. It is considered as a suitable research design. The population for this study was all public secondary schools students offering financial accounting courses, principals of each school and teachers in Oyo West LGA of Oyo State. Random sampling techniques were adopted. The study was carried out in five randomly selected senior secondary schools in Oyo West LGA. The sample consists of twenty-one respondents from each of the selected schools. The basic instrument form for the collection of information from respondents is a constructed questionnaire titled as Educational Resources Questionnaire (ERQ). The instrument was constructed to select responses relevant to the study from both the principal and teachers. The questionnaire was structured on a four (4) points Likert scale. The researcher assigned weight of 4:3:2:1 respectively to the four-point Likert scales. The result summary of each school was examined that is the West Africa Senior Certificate Examination (WAEC) result was compared to ascertain, if the schools with adequate resources performed well than those with limited or scanty resources.

Result

This section presents and discusses the result of the study as follows: Research Question 1: how adequate are the human resources in the school for students’ academic performance?

Table 1: respondents on adequate of human resources in the school

S/N	Items	Highly Adequate	Adequate	Fairly Adequate	Not at all
1.	Graduate teachers	70	45	35	0
2.	Laboratory assistance	33	81	24	12
3.	School librarian	110	24	16	0
4.	Teacher librarian	0	80	51	19
5.	Clerical staff	60	20	53	17
6.	Cleaners	60	20	13	23
7.	Counselors	93	21	13	23

Result in table 1 revealed the opinion of the secondary school principals and teachers that most of the schools had qualified teachers in the subjects. The findings showed that the teachers almost taught the students without instructional materials as revealed in table 3.

Furthermore, most of the schools and teacher’s librarian instead of qualified school librarian this affect the utilization of library. The library was used at an average level. Ogunseye (2010) cited in Owoeye and Yara (2012) had earlier noted that total absence of an organized school library would continue to spell dooms for thousands of secondary

school students. This statement clearly implied that many schools operate without qualified personnel in the libraries and most schools without a well equipped library as seen in table 2 and this adversely affect the academic performance of their students. The position of school librarian requires going through an appropriate course of study. Counselors, cleaners and laboratory assistance were not adequate in almost all the schools as showed in table 1.

Research Question 2: How available are the physical facilities and materials allocated?

Table 2: availability of physical facilities and materials/equipment in the school

S/N	Items	UMA	A	LA	NA
1.	Comfortable chairs and lockers in the classroom	32	47	53	18
2.	Examination hall	85	35	20	10
3.	Administrative block/staff room	70	45	25	0
4.	Laboratories	65	55	20	10
5.	Well equipped library	90	35	15	10
6.	Locker stood and tables in the laboratory	60	20	53	17
7.	Textbooks	70	45	25	10
8.	Typing machine, photocopier, computers	0	80	51	19
9.	Workshop	22	48	70	10
10.	Visual media e.g. graphs, charts, specimens	20	65	40	20
11.	Audio materials e.g. radio, tapes	10	95	30	15
12.	Audio-visual media e.g. television video-tape	0	80	51	19
13.	Workshop equipment	10	85	35	20
14.	Laboratory apparatus e.g. cylinder, flannel, burners board	23	93	21	13
15.	Counseling unit	93	21	13	23

Responses from the teachers and principals indicated that most of the schools had physical facilities beyond average but not up to significant level. These confirmed that well-ventilated classrooms, comfortable chairs and lockers, administrative blocks, examination halls and laboratories were in school up to average level and above and this was responsible for the little academic performance as they enhance effective teaching learning activities.

Furthermore, the findings revealed that almost all the schools had no instructional materials/equipment such as laboratory apparatus, workshop equipment, audio materials, audio visual media and textbooks as shown in table 2. Most of the teachers taught without instructional materials or apparatus (table 3). This contributed to students' poor academic performance.

The findings was in agreement with Ogungbenro (2011) assertion that inadequate provision of required facilities and equipment constitutes a setback to effective teaching and learning in our educational institutions including secondary schools, teaching aids when used effectively facilities retention of factual ideas and concepts.

Research Question 3: to what extent are the available resources utilized in influencing student's performance?

Table 3: utilization of school resources

S/N	Items	GE	SE	VL	NA
1.	Qualified graduate teacher in the subject	70	45	25	0
2.	School librarian	110	24	16	0
3.	Teacher librarian	0	80	51	19
4.	Counselors	93	21	13	23
5.	Clerical staff	22	70	48	10
6.	Cleaners	60	22	53	15
7.	Library	95	25	18	12
8.	Administrative block and staff room	80	40	20	10
9.	Textbooks	100	20	18	12
10.	Typing machines, photocopier, computers	0	80	51	19
11.	Visual media e.g. graphs, charts, specimens	0	95	33	22
12.	Classroom	110	24	16	0
13.	Examination hall	85	40	15	10
14.	Audio visual media e.g. television, video tape	0	85	40	25
15.	Laboratory	81	33	24	12

Result in table 3 indicates that qualified teachers in subject, teacher librarian, and clerical staff are the human resources that were being utilized adequately in most of the schools. the physical facilities found to be utilized table 3 above were not a surprise since they were complimentary items along with educational resources that were found to be regularly utilized in the schools. school's librarian, counselors, cleaners, visual media, audio-visual and radio materials showed that utilizations largely depends on availability, thus these items were revealed to be absent in almost all the schools which makes their utilization to be at a very low extent. All other items in table 3 were utilized in accordance with their level of availability. Akinwumiju and Orimoloye (2010) cited by Owoeye and Yara (2012) asserted that, if items like textbooks, teaching aids and educational materials are unavailable, and those available were grossly insufficient, underutilized or poorly manage would result in sharp decline in the quality of professionals and students that graduates from our educational institutions.

Conclusion

The study has proved that school facilities were the most potent determinant of academic achievement. Schools cannot exist without certain level of school resources. Resources in terms of qualified personnel, who are directly involved in the pedagogy, laboratory, school building, chairs and lockers etc are very crucial to any academic attainment. It was ascertained that most of the schools were in short supply of school resources and seldom uses it and that had an adverse effect on students' academic performance.

The research also showed that apart from inequitable allocation of resources to school and in proper utilization of the available one's other factors militated against students' academic performance and which must strictly adhere to. The researcher therefore, advocate that all stakeholder in education, that is the Parent Teachers Association (PTA), philanthropist and other charitable organization should complement the effort of the government to boost the performance of students in senior secondary certificate examination (SSCE) students being a backbone of every nation needs a well-equipped school system.

Recommendation

Based on the findings of this study, the researcher thus makes the following recommendations:

1. School administrators should be equally sensitized on the need and importance of physical facilities and instructional materials in schools. this could be achieved through workshops for school principals.
2. The three level of government, local, government authority, the state government and the federal government should make frantic and sincere effort towards equitable distributions of resources to schools irrespective of the type of school to make room for uniform academic performance.
3. The educational administrators and planner should increase the budgets to ensure that each school is provided with school resources that are adequate in quality and quantity to prevent inequitable distribution.
4. To encourage hard work and dedication to duty, teachers and other school workers, should be remunerated as and when due.
5. Government should have an agenda or policy guiding resources allocation to school, to prevent differentia; distribution among schools.

Reference

- Asiyai (2010). Relationship between educational resources and students' academic performance in Lagos state Nigeria. *International journal of education management* 5 and 6.
- Burkett and Bowers (2018) Differential distribution and utilization of human and material resources in Ogun state. *Research on humanities and social sciences*.
- Fabunmi (2012): The need for effective facility management in schools in Nigeria department of education foundations and administration, *New York science journal*
- Faronbi (2012): Relationship between education facilities teacher qualification, school location and academic performance of students in secondary schools in Delta State. Unpublished Ph.D Thesis. Delta State university, Abraka Ijebu Ode, Ogun state
- Fheonusnekwu (2012). Parents and teachers' perception of selection as a factor of quality in the curriculum process in Nigeria *international educational journal* 6(1) 96-103

Hoop (2021). Teachers' production: A focus on Nigeria. The state of education in Nigeria 70-83, Abuja UNESCO

Mucal (2013). Workers of tomorrow, education in progress, ministry of education and scientific research, Port Fortis: Fiji.

Owoeye and Yara (2010): School facilities and academic achievement of secondary school Agricultural science in Ekiti State Nigeria.

Usman (2017). Introduction schools and the equal opportunity problems. Edited by Ludger Woessmann and Paul E. Peterson, Cambridge. MA: MIT press