Availability and Adequacy of School Resources as Correlates of Students' Achievement in English Language in Public Secondary Schools in Ido/Osi Local Government

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Abstract

This study investigated the influence of availability and adequacy of school resources (human and material) on the academic achievement of public secondary school students in English language in Ido/Osi local government area of Ekiti state. Three research questions were raised for the study. The population for the study consisted of all public secondary schools in Ido/Osi Local Government Area of Ekiti state. Six schools randomly selected constituted the sample while 18 teachers and 240 students were randomly selected as respondents. Two instruments were used for data collection namely: English Language Teaching Resources Inventory (ELTRI), (r= 0.75) and English Language Achievement Test (ELAT), (r=0.85). Data collected were analysed using descriptive statistics of frequency counts and percentages; Pearson Product Moment Correlation was also used. The result showed that both human and material resources for the teaching of English language were inadequate. It was also revealed that there was no relationship between availability and adequacy of human and material resources and students' academic achievement in English language. It was recommended that government should make frantic effort to provide resources for English language teaching in schools. Also, more opportunities should be provided by all stakeholders for English language learning outside the classroom since availability and adequacy of resources in schools did not influence students' achievement.

Introduction

The importance of resources in the teaching and learning process cannot be undermined. Resources in this sense refer to both human and material resources. Resources are key factors in the education enterprise. Aggarwal (2004) asserts that premises and equipment are needed in the education enterprise but persons are vital to them and a teacher is the supreme factor. This is a pointer to the fact that both human and material resources are important but human resources are seen to be more important. Material resources for language teaching in schools include adequate classrooms and suitable furniture, books in their various forms (libraries), more recent visual and electronic gadgets (cartoons, video recordings, computer games, movies, etc.), slides, many other realia, television, computer sets(laptops, desktops, handsets, etc.), language laboratory, professionally audio-taped materials, and other relevant materials. Human resources are also very important because human beings take decisions, provide the knowledge, energy and the cooperation through which organizational objectives are achieved (Akinsolu, 2012). It is a general belief among experts that both human and material resources are the

essentials that must be put in place and into consideration for the objectives of education to be achieved (Adeboyeje, 1999; Akinsolu, 2012; Aggarwal, 2004; Ekundayo and Alonge, 2012; Al-Darwish, 2014.).

The current outcry on the poor performances of students in public examinations calls for concerns among all stakeholders. This problem has been attested to in the works of Adebule, 2009; Adeoba, 2011; Iji&Uka 2013. These scholars in their various studies traced this problem of poor performance (especially in English language and Mathematics) to a lot of factors among which are teachers' methods of teaching, students' attitude to learning, students' socio-economic background, incessant teachers' strikes, teachers' qualifications and lack of adequate resources in schools among others. It is therefore the concern of this researcher to look into the problem of availability and adequacy of resources in schools, especially as this relates to students' achievement in English language.

The English language occupies a strategic position in the Nigeria education curriculum at all levels of education. Of course, it is the official language of the country and apart from being a compulsory subject at all levels of education; it is also the medium of instruction from primary three to tertiary education level according to the National Policy on Education (2004). As the official language of the country, it is the language of administration, commerce, law, politics and education. Kolawole (2004) asserts that the English language as a language of integration, education entertainment, communication and development in Nigeria has now become our major asset in international diplomacy and information dissemination in an increasingly globalized world. This assertion further confirms the fact that the English language is an important language and its learning borders on compulsion if one is to effectively operate as a citizen of the country. Since English language is a second language, it has to be learnt especially in schools. Language learning constitutes a more difficult task than language acquisition which comes more or less as a natural phenomenon.

In order to enhance the teaching and learning of English language therefore, resources have to be employed in their various forms. There is the need for schools to be equipped with all types of relevant materials for English language instructions in schools. This is because the use of resources is very vital in a second language situation. Kolawole (2003) comments that the need to use material for language teaching in the classroom arises from the real world and there is, indeed, little of the real world in the classroom. Al-Darwish (2014) posits that the usage of materials in the English as Foreign/Second Language (FL/SL) classroom facilitates learning and instruction. The use of resources can therefore be said to be important in helping students understand what is learnt in the classroom. Although the teacher, the students, the chalkboard, the classroom situation and the textbooks are seen as the conventional materials in the instructional delivery process, they are insufficient to provide the extra stimulus necessary to facilitate the successful learning of English language, other languages and literature.

As important as resources are to the teaching of English language in schools, it has been discovered that those resources are either unavailable or inadequate. Onukaogu (2002) comments that research has identified inadequate resources for the teaching of English language in schools as one of

the reasons students fail English language. To him, this inadequacy relates to non- availability of diverse resource materials and the absence of materials that have been specifically designed to meet the needs of the Nigerian students.

Apart from material resources, there also seem to be the problem of inadequate personnel in schools. It is a common thing in schools to see that some teachers that are designated to teach English language are not actually graduates of English language but teacher(s) that the school or management just feels has the command of the English language. In actual fact, ability to speak the language does not translate to ability to teach it efficiently. Knowing the language is one thing while being trained to teach it is another thing. The situation of non-experts being allowed to teach the English language in schools as we see in some schools today is unwholesome.

The issue of human and material resources available for the teaching of English language is therefore worthy of investigation. This is because it is believed that availability of resources aids teaching and learning and invariably should improve students' achievement. However, studies on the relationship between resource availability and students' achievement have revealed some contradictory reports. Adebule (2009) in an experimental study on the effects of instructional materials on the academic performance of secondary school students in Mathematics found that, students in the experimental group taught with instructional materials performed better than those in the control group. Ekundayo and Alonge (2012) found in their study that human and material resources were not significantly related to students' academic performance. While, Akinsolu, (2012) in his own study on resource utilization and internal efficiency in Nigeria secondary schools reported that resources utilization had positive relationship with internal efficiency. This present study is therefore an attempt to investigate further the relationship between resource availability and student achievement in English language.

Statement of the problem

There is a general outcry among all education stakeholders in Nigeria today about the level of poor performance of students in public examinations, especially in English language which is one of the subjects used to determine general performance. Many studies have investigated the cause(s) of this poor performance and came up with various recommendations; yet, the problem seem not abated. The English language is so important in the Nigeria education system that students' mass failure in it cannot and should not be tolerated. Students' performance in English language is one of the most important issues in education in Nigeria today because it borders on so many other issues. Despite the general belief that availability of both human and material resources enhances language learning and good performance, there seem to be gross unavailability and inadequacy of resources for the teaching of English language in our schools. Could this then be responsible for the level of poor performance that we have among students today? Teachers are expected to plan and deliver English language lessons creatively and innovatively through the use of resources, but this expectation becomes a difficult task when the resources are either

unavailable or inadequate. Teachers will therefore have no option than to depend on the chalk-talk method of teaching that is widely criticized by experts all over the world today. The issue of whether these materials are available is one thing and whether they are adequately available is another thing. Most studies on resources and language teaching have investigated availability and not adequacy. This study therefore investigated availability and adequacy of English language teaching resources in schools.

Research questions

The following research questions were raised to guide the study:

1. Are human resources available and adequate for the teaching of English language in the selected schools?
2. Are material resources available and adequate for the teaching of English language in the selected schools?
3. Is there any relationship between availability and adequacy of human and material resources and students' achievement in English language?

Methodology

This study adopted the descriptive research design of the survey type. All public secondary schools in Ido/Osi local government area of Ekiti state formed the population for the study. Six (6) secondary schools were selected from the entire population using stratified random sampling.

The selected schools included grade A, B and C schools in order to make for a good representation of the sample. Also, 18 teachers and 240 students were randomly selected as respondents for the study.

Two instruments were designed by the researchers for the study. The first instrument was tagged English Language Teaching Resources Inventory (ELTRI) which comprised a list of expected human and material resources a secondary school is supposed to have. The second instrument was a 40 item achievement test constructed by the researcher titled English Language Achievement Test (ELAT). Both instruments were validated and reliability co-efficient of 0.75 and 0.85 were obtained respectively. Data collected were analyzed using descriptive statistics of frequency counts and percentages; Pearson product moment correlation was also used to determine the correlation between the availability of resources and students' achievement in English language.

Results and discussions

Research question 1

Are human resources available and adequate for the teaching of English language in the selected schools?

Table I: Availability and Adequacy of Human Resources

S/N	Human resources	Available and adequate	Available not adequate	Not available
1.	English language teachers	4(22.2%)	13(72.2%)	1(5.6%)
2.	School librarian	8(44.4 %)	10(55.6%)	0 (0%)
3.	Language laboratory attendant	0(0.0%)	1(5.6%)	17(94.4%)

Table 1 above reveals that 22.2% of the respondents admitted that English language teachers were available and adequate in their schools while 72.2%

agreed that English language teachers were available but not adequate in their schools and 5.6% of them said that English language teacher was not available in the school. This implies that there are not enough English language teachers in the schools under study. Also, all the schools indicated that they had school librarian but only 11.1% among them affirmed that they were available and adequate while only 5.6% (one school) had language laboratory attendant. On the overall, it is evident that human resources for the teaching of English language were grossly inadequate in the schools under study.

Research question 2

Are material resources available and adequate for the teaching of English language in the selected schools?

Table II: Descriptive analysis showing the availability and adequacy of material resources for the teaching English language

S/N	Material Resources	Available and Adequate	Available but not Adequate	Not Available
1.	Standard school library	1(5.6%)	3(16.7%)	14(77.8%)
2.	Standard English language textbooks	1(5.6%)	1(5.6%)	16(88.9%)
3.	Supplementary readers	0(0.0%)	1(5.6%)	17(94.4%)
4.	English language workbooks	0(0.0%)	2(11.1%)	16(88.9%)
5.	Current lexical dictionaries	0(0.0%)	4(22.2%)	14(77.8%)
6.	Current pronouncing dictionaries	0(0.0%)	1(5.6%)	17(94.4%)
7.	Computer set for language teaching	0(0.0%)	0(0.0%)	18(100%)
8.	Language laboratory	1(5.6%)	0(0.0%)	17(94.4%)
9.	Electric board	0(0.0%)	3(16.7%)	15(83.3%)
10.	Internet facilities	1(5.6%)	3(16.7%)	14(77.8%)
11	Flannel board	1(5.6%)	0(0.0%)	17(94.4%)
12	Charts for teaching English language	1(5.6%)	3(16.7%)	14(77.8%)

Table II reveals that very few schools among the selected schools had few of these materials available in their schools and only one (5.6%) school in each case indicated to have it in adequate proportion and none of the schools (0%) had computer set for language teaching. In all the schools, between 14(77.8%) and 17(94.4%) indicated that these materials were not available at all in their schools not to even talk of whether they were adequate or not. This result indicates a very low level of availability and adequacy of these materials in the schools.

Research question 3

Is there any relationship between availability and adequacy of human and material resources and students' achievement in English language?

Table III: Pearson Product Moment Correlation of Availability and Adequacy of Human and Material Resources and Students' Achievement in English language

Variable	N	R – cal	R – Critical
Availability and adequacy of Human and material Resources	6	0.118	0.811

Academic Achievement	6		

P>0.05

Table IV shows that r-call 0.811 is less than r-critical 0.811 at 0.05 level of significance. Therefore, there is no relationship between availability and adequacy of human and material resources and students' achievement in English language.

Discussion

The study investigated the relationship between the availability and adequacy of human and material resources and students' achievement in English language. Findings revealed that the level of availability and adequacy of human and material resources were very low going by the result on tables I and II. This finding corroborates the comments of Onukaogu (2002) that the second among four reasons found to be responsible for the inability of students to acquire the linguistic and communication competencies they need in English language is that research has identified that there are inadequate resources for the teaching of English language in schools. This finding also agrees with Isaya and Thankyah (2007) that one of the facilities lacking in the Nigerian educational system is instructional materials. The study also found out that there was no significant relationship between availability and adequacy of human and material resources and students' achievement in English language. This is in agreement with the finding of Ekundayo and Alonge (2012), but contradicts that of Adebule (2009). This result could also indicate that the students had access to resources for learning English language outside the schools/classrooms to have enhanced their performance.

Conclusion

Based on the findings of this study, it is concluded that both human and material resources for the teaching of English language were grossly unavailable and inadequate in the schools under study. Also, there was no relationship between school resources and students' achievement in English language.

Recommendations

It is therefore recommended that government and other stakeholders should make frantic effort to provide additional resources for English language learning outside the classrooms(these include: mobile libraries, quality English language programme on both electronic and print media, provision of libraries in all towns and villages, on-line access to language materials and so on). This is because it is assumed that students had opportunity to learn English language outside the classroom, hence, their achievement was not influenced by the unavailability and inadequacy of school resources. More qualified teachers of English language should also be employed.

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