

**ACCESS TO EDUCATIONAL RESOURCES AND ITS IMPACT ON
LEARNING IN RURAL NIGERIA SCHOOLS**

BY

Charity Eguonor EMEVOR (Miss)

EDU2009280

**DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL
TECHNOLOGY**

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

APRIL, 2025

**ACCESS TO EDUCATIONAL RESOURCES AND ITS IMPACT ON
LEARNING IN RURAL NIGERIA SCHOOLS**

Charity Eguonor EMEVOR (Miss)

EDU2009280

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
CURRICULUM AND INSTRUCTIONAL TECHNOLOGY, FACULTY OF
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL
FULFILLMENT FOR THE AWARD OF BACHELOR OF SCIENCE
(BSC./ED) IN INTEGRATED SCIENCE EDUCATION**

APRIL, 2025

APPROVAL PAGE

This research work was carried out by Charity Eguonor EMEVOR with the matriculation number EDU2009280 of the Department of Curriculum and Instructional Technology,

Dr. Mrs Bernice Aghahowa
Faculty of Education, University of Benin, Benin City
(Project Supervisor)

Date

CERTIFICATION

We the undersigned names hereby certify that this research work was carried out Charity Eguonor EMEVOR with the' matriculation number EDU2009280 of Curriculum and Instructional Technology, Faculty of Education for the University of Benin, Benin City in partial fulfillment of the requirements for the award of a Bachelor of science B.sc(Ed) Degree Honours in Integrated science Education.



Dr. Mrs. Bernice N. AGHAHOWA (Project Supervisor)


3.1
DATE

DEDICATION

This project is dedicated to God Almighty who has been my strength, motivation and inspiration and who has been my provider.

21/05/25
DATE


Dr(Mrs) ATI. OYAKHTROME
(Project Coordinator)


Dr O. UDEHEN
(Head of Department)
22/5/25
DATE

ACKNOWLEDGEMENT

The researcher's gratitude goes to God Almighty, the researcher therefore acknowledge the help of the holy spirit without whom this research work won't have been a reality.

The researcher is however grateful to her supervisor Dr. Bernice Aghaghowa who inspite of her tight schedule still find out time in reviewing the manuscript. Her time and support are highly appreciated.

Also, the researcher sincerely thanks goes to her parents, Mr and Mrs J. A Emevor who gave their support and parental blessings one could hope for, and her siblings, Joel, Faith, Peace, Emmanuel and Daniel for their relentless support.

Lastly, the researcher wishes to thank everyone at the Department of Curriculum and Instructional Technology and everyone who has lectured her. You have been vital in my four seasons in this school.

TABLE OF CONTENTS

COVERPAGE	i
TITLE PAGE	ii
APPROVAL PAGE	iii
CERTIFICATION	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
ABSTRACT	x
CHAPTER ONE:INTRODUCTION	
Background to the study	1
Statement of the problem	9
Purpose of the Study	10
Research questions	11
Significance of study	12
Scope and Delimitation	14
Delimitations of the Study	14
CHAPTER TWO.LITERATURE REVIEW	
Concept of Educational Resources	16

Availability of educational resources	19
Challenges in the accessing of Educational Resources in Rural Nigeria schools	20
Community involvement and the provision of educational resources in rural Nigeria schools	25
Role of Government and policy makers in facilitating access to educational resources in rural schools	28
Factors that affect the adequacy of educational resources	32
Teacher Perception of students and teachers in Accessing educational resources	32
Influence of availability of Teaching and Learning Materials on Leamers'Performance	34
Influence of adequacy of Human Resources on Leamers'Performance	37
Influence on academic	38
Related Emperical studies	38
Summary of Literature Review	40
CHAPTER THREE: METHODOLOGY	
Design of the study	43
Population of study	43
Sample and Sampling Technique	43
Research Instrument	44
Validity of the Instrument	45

Reliability of the Instrument	45
Method of Data Collection	46
Method of Data Analysis	- 46
CHAPTER FOUR:DATA PRESENTATION, ANALYSIS, AND INTERPRETATION	
Introduction	47
Demographic Characteristics of Respondents	47
Analysis of Research Questions	51
Discussion of findings	59
CHAPTER FIVE:SUMMARY, CONCLUSION AND RECOMMENDATIONS	
Conclusion	65
Recommendation	66
REFERENCES	68
APPENDIX	70

ABSTRACT

This research was designed to investigate the access to educational resources and its impact on learning in rural Nigeria schools. Literature Review showed that the availability and utilization of learning materials, infrastructure, qualified teachers, and digital tools influences students' academic performance and motivation. The essence of resources availability is of necessity and utmost importance it will help in strengthening teaching effectiveness for achieving both Instructional and Educational objectives.

Six research questions were formulated to guide the study. The study adopted survey research method. The population for the study comprised of all the teachers and students both in SSS1 to SSS 111 of six public schools which consist of 1050 in Orhionmwon Local Government Area, Edo State. The main research Instrument used was the structured questionnaire to which 180 students and 20 teachers randomly selected responded to collect relevant data. The validation of the research Instrument was obtained through scrutiny of the project supervisor and two other lecturers from the department of Curriculum and Instructional Technology, Faculty of Education. A test-retest was used in establishing the reliability of the questionnaire. The administered the instrument to 10 respondents who were not part of the main study. Re- administered after 7 days on the same respondents. The two scores were analysed using Pearson products moment correlation coefficient (r), and a reliability ratio of 0.80 was obtained. The analysis and interpretation of data involved the use of mean and standard deviation to answer the research questions.

The findings of the study revealed that Educational Resources have significant impact on the academic achievement of students. The availability of educational materials is of great influence to students in rural schools as it helps to facilitate learning process and help support Instruction. The Findings also indicate that inadequate access to textbooks, laboratories, ICT facilities, and well-trained educators significantly hampers learning outcomes. The study highlights the need for targeted government policies, community involvement, and sustainable investments to ensure equitable access to quality education.

CHAPTER ONE

INTRODUCTION

Background to the study

Education in Nigeria has seen a significant transformation over the years, with the integration of various technological tools and resources to enhance teaching and learning processes.

Education being the most important instrument of change in the intellectual and social outlook of any society calls for the improvement of all aspects that aid educational; achievement of students.

Education transforms lives and is at the heart of UNESCO's mission to build peace, eradicate poverty and drive sustainable development. UNESCO believes that education is a human right for all throughout life and that access must be matched by quality. The Organization is the only United Nations agency with a mandate to cover all aspects of education. UNESCO provides global and regional leadership in education, strengthens education systems worldwide and responds to contemporary global challenges through education with gender equality an underlying principle. Its work encompasses educational development from

pre-school to higher education and beyond. UNESCO (2015) states that it is necessary not to discriminate against students from any educational context and to provide appropriate support.

Education is a key factor for sustainable development (Chimombo, 2005). The significance of education, especially in developing countries, is increasing because of progressing pressure to catch up with the developed world regarding. Education involves the acquisition of knowledge by individuals. It involves teaching and learning, which can only take place in a conducive academic environment. Edward (2019) opines that education encompasses teaching and learning specific skills and something less tangible but more profound, such as the imparting of knowledge, positive judgment and well-developed. Nwiyi (2013) sees education as the foundation of progress, the cornerstone of rapid economic, social, and political development. Through education, skills, knowledge and cultural heritages are transferred from generation to generation. Education is crucial for a nation's development politically, economically and socially.

According to the definition of the Ministry of Education, rural schools refer to "schools in remote areas and inconvenient traffic conditions, or in areas with digital learning disadvantages".

The gap between urban and rural areas has blocked the distance between children and urban resources, making diverse learning resources seemingly unreachable for children. However, PTI believes that every child has unlimited potential. Thus, the company strives to provide stable source of diversified and suitable educational resource. It could also be termed as “a school in a community whose population is less than 25,000 people” (Cullen, Frey, Hinshaw, & Warren, 2004). However, the population size in a rural community is dependent on the state or country population. In Nigeria, the National Population Commission (NPC) recorded that the least populated rural community was about 31,641 people. The acquisition of knowledge in the school system can only be achieved when adequate educational resources exist. Therefore, the availability of educational resources is inevitable in the school system. Resources are materials used to support education that may be freely accessed, reused, modified and shared by anyone. Educational resources means sets of learning support materials for each Work which expand the bounds of the Datasets.

Educational resources are used in a learning environment to help and assist with people’s development and learning. They’re designed to reinforce learning and in some cases allow people to put their knowledge to the test. Educational resources are brilliant for teachers and educators to help them deliver the best quality lessons. It can also means any one or all of the following: Books, periodicals, or any other form of print media; audiovisual materials; and

electronic information resources.

Usman (2016), in NTI (2006) opines that educational resources are all human, material, non-material audio-visual school environments and community materials available in an academic setting to facilitate school administration and simplify the teaching/learning process. They also include other fundamental materials used in the school to make teaching easy and learning more meaningful and comprehensible to learners. Educational resources cover all those materials; human and non-human, drawn or photographed, built manually or electronically operated, books and all related materials used in teaching and learning. NOUN (2009) also states that educational resources include the teachers in the school, human beings in the community, real objects, specimens or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books, etc which the learner are expected to have at any point in time facilitate learning. Educational resources are no doubt necessary for developing a conducive academic environment. Adequate provision, utilization and proper management of these education resources will boost the morale of the human resources who coordinate the activities in the school and help in the attainment of educational goals. These resources, which serve as input into the educational system have direct influence on the quality of student's academic

achievement. In essence, there is need for critical analysis with regards to the quality, quantity and adequacy of educational materials (like textbooks, internet access and laboratory equipment) if the broad national aims and objectives and goals of education has to be achieved. Effective teaching learning can only take place in a conducive academic environment and these resources have played a crucial role in improving the quality of education and ensuring access to information for both educators and students. They could also be print or non-print objects. For effective teaching of science subjects, the use of instructional materials to enrich instruction is very vital (Chukwunazo et al., 2022). According to Matazu (2022), instructional materials played an essential part in the teaching-learning processes among which are, as follows:

1. Improving students' memory levels.
2. To make the teaching-learning process easier.
3. To increase the rate of assimilation of students.
4. It personalizes teaching and stimulates teachers' inventiveness.
5. Allow students and teachers to participate in concrete learning activities that develop the concept of self-evaluation.

The foregoing had examined the influence of Science laboratories on the quality education in rural Nigeria schools. The findings have revealed significant differences in the quality of output among schools with different numbers of science laboratories and library. Schools tend to get better results with adequate laboratory equipment, internet access and library, thereby agreeing to the findings of previous researchers (Tairab, 1992; Cash, 1993) who reported that school resources such as labouratory equipment, textbooks and ICT are strongly related to students' performance. In consonance with Hamide and Geban's (1996), Greenwald et al. (1996) findings that school facilities such as laboratory equipment, internet access are related to quality of output from schools. This also agreed with Linn (1997) findings that laboratory facilities could improve learning outcomes. The findings were consistent with Alebiosu (2000) and Adeyegbe (2002) findings which attributed the low performance level of students in science subjects in SSC examinations in Nigeria to, among other things, the inadequacy of labouratory equipment, textbooks in schools. laboratory is a critical variable in determining the quality of output from secondary schools. Youths are the future leaders of every country and should be provided with meaningful information. Weiss et al. (2000) defines information as the cornerstone of successful socio-economic development because it plays a key role in decision making. Unagha (2008) opined that if we want children to acquire literacy, we must provide reading materials, library should be

provided with information communication facilities (ICT). It is of great benefit to our lives. Internet influences the lives of youths a lot. Kibat (1990) stated that there is growing recognition that library services particularly in public libraries are an integral part of national socio economic development and improvement of the general quality of life. Librarian in rural libraries are of great help in providing information services for all categories of users. Olowu (2004) commented that librarians are devoted to improving access to information and satisfying their clientele. In the 80's, the public libraries had what was known as Bookmobile service. It was introduced in Nigeria by the then regional government in the 60s. The motive for this was taking information services and resources to students living in rural areas. Primary and secondary schools pupils, who could not afford to buy text books, were able to borrow from the services. Okiy (2004) stated that the essence of Bookmobile service was to extend library service to everyone irrespective of your location.

The availability and use of educational resources within the educational system are critical in achieving goals and objectives. The availability and optimal usage of resources impact the academic performance of instructors and the students' learning outcomes. Teachers are indeed effective when there are sufficient educational resources. As a result, Malunda and Juliet (2018) found that the availability and use of instructional materials substantially

impact teacher performance in their study. Unavailability and lack of resources inhibited instruction, according to Manjika (2013) in Malunda and Juliet (2018), resulting in poor student performance in rural Nigeria schools.

Statement of the problem

A review of previous educational programmes in the country shows that resource inadequacy has long been a major education shortcoming in rural Nigeria schools (Fafunwa, 1974; Taiwo, 1985; Aiyepku, 1989). The level of educational resources provided for the implementation of education programmes in rural schools is inadequate and nonstandard. This inadequacy is compounded by the meager budgetary allocations for education which have been steadily declining over the past two decades. While in 2007 the education sector was allocated 11% of the national budget, this came to 13% in 2008, and in 2009 it dropped to 8% and 6% in 2010. The resources provided by government for the execution of education projects in Nigeria are inadequate leading to frequent industrial actions in the education sector. Moreover, due to the general level of poverty in the country, the contributions of rural communities and households to support educational resources have been grossly trivial. These not doubt account for the poor performance of students in external examination such as Junior SCE, SSCE, NECO, NABTEB, JAMB etc. The poor

performance continues to increase yearly. In the Unity schools for instance, 85%! of the students failed SSCE ; 61% graduated with score grades between 0-9%; 15% graduated with score grades between 10-39% (pass mark); while the number of students who made five credits including English and Mathematics stood at 20% (FGN, 2006). The rate of school dropout continues to escalate with many youths taking to social vices such as armed robbery, youth restiveness, kidnappings and prostitutions because functional education is lacking (Opara, 2007).

Purpose of the Study

The purpose of study is to determine the access to Educational resources and its impact on learning in rural Nigeria schools.

Specifically, the study sought to ascertain

1. Availability of educational material in rural schools Nigeria.
2. Challenges encountered by student and its effect in accessing Educational resources.

3. Community involvement and support system in improving access to Educational resources in rural Nigeria.
4. Role of government and policy makers in facilitating the access to Educational resources.
5. Perception of students and teachers towards the adequacy and availability of educational resources in rural schools.
6. How does access to textbooks, internet, laboratory equipment influences learning in rural Nigeria schools?

Research questions

Based on the purpose of the research work, the following questions have been raised to guide the study;

1. How does the availability of educational materials (textbooks, internet access and laboratory equipment) influence academic performance in rural Nigerian schools?
2. What are the challenges in accessing educational resources in rural areas of Nigeria, and how do these affect students' learning outcomes?

3. Does community involvement and support systems contribute to improving access to educational resources in rural Nigeria?
4. What role do government, policies maker play in facilitating access to educational resources in rural schools?
5. What are the perceptions of students and teachers regarding the adequacy of educational resources available in rural schools?
6. What influence does the access to textbooks, internet,labouratory equipment have on the learners in rural Nigeria schools?

Significance of study

The findings of the study will be beneficial to the students, teachers, parents, government, policy makers and the community. To this effect, the findings of the study will provide evidence on how resource availability influences student performance, engagement, and overall acedemic success.

Teachers are indeed effective when there are sufficient educational resources. The availability and use of instructional materials substantially impact teacher performance in their study, this in turn help to improve their ability to deliver quality instructions which can

positively influence student engagement and learning outcomes.

The findings can help the government prioritize resource allocation to areas that show the greatest potential for improvement and help highlight the need for equitable distribution of resources, advocating for policies that ensure that all students, regardless of their geographic location, have access to quality educational materials and support.

The study can serve as a valuable resource for decision-makers who are looking to improve educational infrastructure, teacher training, and community engagement in rural areas. Understanding how improved access to educational resources can enhance learning outcomes may also empower local communities to advocate for better educational facilities. Bettered-educated student contribute to the social and economic development of their communities.

Scope and Delimitation

This study is focus on the access to eductional resources and its impact in learning in rural Nigeria schools _a study of all the rural schools in Nigeria.

Delimitations of the Study

The study is limited to selected secondary schools in Orhionmwon Local Government Area

in Edo state. This is because the researcher has more immediate access to the secondary schools in this Local Government Area and has such having a comprehensive knowledge of the area and it's environs.

The limitation that encountered was time constrict. The researcher will simultaneously engage in this study with other academic work. This consequently will cut down on time devoted for the research work.

CHAPTER TWO

LITERATURE REVIEW

Concept of educational resources

Availability of educational resources

Challenges in Accessing educational resources in rural Nigeria schools

Community involvement system in improving access to educational resources in rural area

Role of government and policy makers in facilitating the access to educational resources

Perception of students and teachers towards adequacy and availability of educational resources in rural Nigeria schools

Influence of educational resources in rural Nigeria schools in learning

Concept of Educational Resources

Educational resources are essential for tackling learning obstacles and enhancing academic results in rural Nigeria schools. The technical definition of a rural school corresponds to our general understanding of rural areas; they are characterized by geographic isolation and small population size. All schools are categorized into four locales by their size,

population density and location. Educational resources are educational inputs that enhance both academic and administrative work in educational organizations which can be tangible and intangible resources. Okendu (2012) views educational resources as the sum total of the input that goes into the educational system. Educational resources are all the things that are used directly and indirectly for the purpose of supporting, facilitating, influencing or encouraging the transmission or acquisition of knowledge, skills, competence and know-how (Ugwulashi, 2012). These resources are essential components of school administration that have to be provided, effectively management and utilization for the achievement of quality School administration and educational goals/ objectives. They are necessary for the survival and continuity of the school system which result in the successful teaching-learning outcomes. Educational resources are tools that can work as a keys, support, complementary elements, etc for education. Educational resources may be books, computers, laboratory equipment, news, or whatever you can imagine that can help to go through any topic. Educational resources are the resources which are freely accessible, openly licensed text, media and other digital assets which is used for acquiring knowledge, teaching, sharing your knowledge, learning as well as for research purposes (Kalu, 2012). It is something which supports the education. In rural Nigeria schools, educational resources are the equipment, supplies and facilities that support instruction in

frequently underfunded setting. These Resources can include textbooks, digital tools (internet access), teaching aids and even human expertise such as qualified teachers and community knowledge. Education resources are no doubt important in the development of conducive teaching-learning environment. The availability of educational resources in rural schools such as textbooks internet access and laboratory facilities is crucial to fostering effective learning. The Department of Education now recognises that improving schooling in rural areas must go beyond “fixing up schools”. A good plan has to address poverty and sustainable development, as well as promoting social cohesion - that is, the need to work together to solve problem. Educational resources can be categorized into four groups that is; human, material, physical and financial resources in the teaching learning process (Adeogun & Osisila, 2008). They are integral to the instructive procedure since they assume a significant role in the accomplishment of instructive objectives and targets since they encourage educators' work and quicken learning with respect to the understudy (Usman, 2007). Hallak (2007) emphasized that the availability of relevant educational resources contributes to quality assurance and that unattractive school buildings, crowded classrooms, non-availability of instructional materials and surroundings that have no aesthetic beauty can contribute to poor quality in education. Babalola (2008) posited that private schools perform better than public schools

because of availability and adequacy of teaching and learning resources. Hoop (2010) noted that education in rural schools faces chronic shortages in physical and human resources. According to him, rather than distributing the limited resources available for education uniformly across schools, many governments allocate a relatively large share of available resources to a selected number of schools. Similarly, findings by World Bank (2008) in a study on provision of textbooks and physical resources in rural schools in Nigeria revealed that urban schools have better textbook supplies and physical facilities than those in the rural areas.

Availability of educational resources

Educational Resources comprises basically three components: material resources, physical facilities and human resources (DFID, 2007). Studies done in the past with regard to availability of educational resources in education reveal that Educational Resources are not always available in schools. This inadequacy of educational resources has been of serious concern to educators.

According to Lyons (2012) learning is a complex activity that involves interplay of students' motivation, physical facilities, teaching resources, and skills of teaching and curriculum demands. Availability of Educational Resources therefore enhances the

effectiveness of schools as they are the basic resources that bring about good academic performance in the students. The necessary resources that should be available for teaching and learning include material resources, human resource such as teachers and support staff and, physical facilities such as laboratories, libraries and classrooms. Educational Resources help improve access and educational outcomes since students are less likely to be absent from schools that provide interesting, meaningful and relevant experiences to them. These resources should be provided in quality and quantity in schools for effective teaching-learning process. Several studies have been conducted on the impact of instructional materials on education. Momoh(2010) conducted a research on the effects of instructional resources on students' performance in West Africa School Certificate Examinations(WASCE). The achievements of students in WASCE were related to the resources available for teaching. He concluded that material resources have a significant effect on student's achievement since they facilitate the learning of abstract concepts and ideas and discourage rote-learning. When Educational resources are inadequate education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, problem behaviors, poor teacher motivation and educational goals.

Challenges in the accessing of Educational Resources in Rural Nigeria schools

Rural schools encounter many obstacles that significantly impact the quality of education they deliver (du Plessis & Mestry, 2019). Among these challenges, limited school resources are one of the most substantial. This limitation encompasses inadequate funding, remote geographical locations, oversized classrooms, and high learner turnover rates. Rural institutions often need more financial support than urban schools, leading to deficits, in essential materials like textbooks, computers, and instructional tools. This scarcity hinders teachers from providing high-quality education. The remoteness of rural schools complicates the attraction and retention of qualified teachers while impeding access to necessary resources and support services. This results in difficulties in implementing and managing an effective curriculum. The issue of large class sizes further obstructs personalised attention from teachers, impacting learner learning negatively (Ajani, 2018) and leading to potential academic struggles. Frequent learner turnover in rural schools disrupts teacher-learner relationships and consistent education provision, compounding curriculum management challenges. One major challenge in the provision of educational facilities in rural schools is the lack of adequate funding. Many schools are not able to provide sufficient resources such as textbooks, laboratory equipment, and computers due

to limited financial resources from the government. This hampers the quality of education as students do not have access to the necessary materials for learning. Additionally, the lack of proper infrastructure is another challenge faced by these schools. Many schools do not have well-equipped classrooms, libraries, or sports facilities, hindering students' ability to engage in a well-rounded education. These challenges highlight the need for increased funding and support from the government and community to ensure quality educational facilities in rural Nigeria schools.

I. Lack of infrastructure

One of the major issues rural Nigeria schools is the lack of infrastructure. The inadequate infrastructure includes insufficient classrooms, libraries, laboratories, and recreational facilities. According to Abbass (2012), the teacher-student ratio in rural schools in Nigeria is as high as 1:50, far above the recommended 1:35 ratio. This lack of infrastructure not only affects the quality of education but also reduces the attractiveness of these schools to students. Additionally, the absence of functional libraries and laboratories limits the ability of students to access resources and conduct practical experiments, hindering their overall learning experience;

2.1 Insufficient Funding

Inadequate funding remains a significant obstacle to effective community participation in the provision of educational resources in rural schools. The state government's allocation for education is insufficient to meet the growing needs of these schools. This lack of funding hinders the communities' ability to contribute financially, leading to a decline in their participation. Insufficient funds result in dilapidated school buildings, outdated equipment, and a shortage of teaching materials. Moreover, without proper funding, it becomes challenging to hire and retain qualified teachers, undermining the quality of Education provided. Therefore, unless adequate funding is prioritized, the extent of community participation will continue to be limited, hindering the development of rural schools in Nigeria.

3.1 Inadequate learning materials

Another factor contributing to the extent of community participation in the provision of educational materials in rural Nigeria schools is the issue of inadequate learning materials. It has been observed that many schools lack the necessary textbooks, laboratory equipment, and other resources needed to support effective teaching and learning. Without these materials, students' educational may be compromised, limiting their ability to fully

engage with the curriculum. Additionally, inadequate learning materials can also hinder the ability of teachers to effectively deliver lessons and engage students in meaningful ways. This creates a need for community members to step in and support the schools in acquiring the necessary learning materials to enhance the educational experience of students.

4.0vercrowded classrooms

Overcrowded classrooms pose a significant challenge to the provision of quality education in rural schools. Excessively overcrowded classrooms,with a high student- to-teacher ratio,can impede effective teaching and learning. Students may find it difficult to concentrate or actively engage in classroom activities due to the lack of personal space and individual attention. This can result in a decrease in academic performance and hinder the overall educational experience. Overcrowded classrooms may also limit the ability of teachers to provide personalized instruction or to address the diverse needs of each student. Therefore,addressing the issue of overcrowding in classrooms is crucial to improving educational outcomes in public secondary schools.

Community involvement and the provision of educational resources in rural Nigeria schools

According to the United Nations (2005) community participation "involves the creation of opportunities to enable all members of a community to actively contribute to and influence development processes and to share equitably in the fruits of development". Izuehie and Ofojebe (2019) stated that "community involvement is seen as the involvement of parents, community members, voluntary organizations (alumni associations, financial organizations) in schools' activities to enhance development and promote quality learning environment within the community and society at large". They added that, "community participation in school development can be achieved through adequate provision of school facilities". According to Arugu and Anam (2014), "Community involvement is the secret of the success of self-help projects. Participation is both in kind and cash". They added that "involvement and community development have been identified as key concepts in development with the emphasis on the direct involvement of ordinary people in local affairs" (Midgley et al 1986, Arugu & Anam, 2014). Otu and Anam (2018) reiterated that "The more rural people were involved in addressing their development, the more confidence and success level associated with such programmes". Their position supports

the conclusion of Reid (2002) that "local involvement in community and/or project implementation is significant to rural development. The community gets involved in community projects. One of the local governments has records of the active engagement of the community in the construction and maintenance of school buildings. This involvement not only ensured the timely completion of the project but also contributed to the improvement of the overall infrastructure. Case study, however, revealed a lack of community involvement, lead to delayed construction and inadequate facilities. This discrepancy highlights the need to understand the factors influencing community participation and the potential impact it can have on the provision of educational facilities in rural Nigeria schools. Further analysis of such case studies can provide valuable insights and recommendations to enhance community involvement in the educational sector. Community involvement in educational development is a dual function. The school as a social institution has its contribution to the community, and the community in return contributes to the development of the educational system. According to Ejieh (2005), the obligation of the school to the community includes, "the intellectual development of the individual child to his greatest potential. This requires in addition to the mastery of the three Rs-(reading, writing, and arithmetic) the acquisition of information and understanding of the concepts and meanings in several subject areas including the

languages, the arts, history, geography, science and technology.’’The community fosters a sense of ownership and responsibility for the educational facilities among community members by actively participating in the decisionmaking process. By so doing,community members can ensure that the needs and concerns of the school are adequately addressed. This collaboration between the school and the community not only enhances the quality of educational facilities but also promotes a sense of community cohesion. Moreover,community participation can alleviate the burden on government resources, as community members can contribute financially and through volunteering their time and skills. Therefore, it is crucial to recognize and promote the importance of community participation in education to improve the quality of educational facilities in rural schools. On the significant of educational resources the study conducted by John (2018)reveals that there is a significant correlation between the level of community involvement and the availability and maintenance of educational facilities. It is observed that communities that actively engage in the provision of these facilities result in better infrastructure, such as well- equipped libraries, science laboratories, and modem classrooms. Community participation ensures the sustainability of these facilities, as the residents take ownership and responsibility for their maintenance and improvement.

Role of Government and policy makers in facilitating access to educational resources in rural schools

The government of Nigeria plays a key role in providing access to educational resources in rural schools through policy-making and funding.

Policy-making

Formulate policies

The government develops educational standards and policies, like the National Policy on Education. These laws ensure that all educational establishments, public and private, meet certain standards.

Establish institutions

The government established institutions like the Unified Tertiary Matriculation Examination (UTME) and the National Open University to broaden access to education.

Funding

Provide funding: The government, particularly for public schools, provides funding for teacher salaries, learning resources, and infrastructure.

Assure proper utilization: The government makes sure that money is spent wisely and sensibly.

Ensure that schools have high-quality teaching resources: The government makes sure that schools have high-quality teaching materials.

Guidance and counseling: The government makes sure that schools have effective counseling and guidance programs.

Provision of school food: The government ensures proper use of the school food program.

Nigeria continues to face obstacles like insufficient infrastructure, regional disparities, and inadequate funding despite these efforts.

The government develops educational standards and policies, like the National Policy on Education. All public and private educational institutions are guaranteed to meet a set of requirements by these regulations.

Create institutions

The government creates institutions to increase access to education, such as the Unified Tertiary Matriculation Examination (UTME) and the National Open University.

Funding

Provide financial support: The government funds infrastructure, learning materials, and teacher salaries, especially in public schools.

Ensure proper utilization: The government ensures that funds are used prudently and judiciously. Other roles include:

Provide quality teaching resources: The government ensures that schools have quality teaching resources.

Provide guidance and counseling: The government ensures that schools have functional guidance and counseling services.

Provide school feeding: The government ensures that the school feeding program is used properly.

Despite these efforts, Nigeria still faces challenges, such as inadequate funding, insufficient infrastructure, and regional disparities.

different perceptions of the adequacy of educational resources. This can be due to a number of factors, including the quality of the resources, the quantity of resources, and how the resources are used.

Factors that affect the adequacy of educational resources

Quantity: The number of resources available

Quality: The quality of the resources available

Access: How easy it is for students and teachers to access the resources

Funding: How much money is available to fund the resources

Enrollment: How many students are enrolled in the school or program

Teacher Perception of students and teachers in Accessing educational resources

Teachers' and students' perceptions of educational resources can impact academic performance and the quality of teaching and learning.

Factors that impact perceptions

Teacher training

Teachers need relevant training to effectively engage with students and support their learning.

Teacher-student interactions

Positive interactions between teachers and students can lead to better academic performance.

Curriculum

Instructional materials, such as textbooks, charts, and globes, are essential for implementing a curriculum.

School environment

The school environment should promote positive perceptions and attitudes among students.

Perceptions of resource adequacy

Students

Students may perceive problems with teaching and learning, such as a lack of ; qualified teachers or poor teaching methods.

Teachers

Teachers may perceive a need for more resources, such as teaching materials, physical facilities, and equipment.

Impact on teaching and learning

Teachers' perceptions of available resources can impact their attitudes towards inclusive education.

Students' perceptions of teachers and the learning environment can impact their academic performance.

Influence of availability of Teaching and Learning Materials on Learners' Performance

Material resources include textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, laboratory equipment, computer and video tape recorder. Other category of material resources consist of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, textbooks, notebook pencil, ruler, workbooks and so on (Atkinson, 2000). Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and academic performance. According to Adeogun, schools endowed with more materials performed better than schools that are less endowed. This corroborated the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Mwiria (1985) also supports that students performance is affected by the quality and quantity of teaching and learning materials. The author noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones. Therefore, poor performance could be attributed to inadequate teaching and learning materials and equipment.

Influence of adequacy of Physical Facilities on Learners' Performance

The development and maintenance of physical facilities in educational institutions by

communities, parents, and sponsors should continue to be encouraged. This is because lack of such facilities interferes with learning process. DFID (2007) indicates the importance of school facilities in relation to quality education. Difference in school facilities would be seen to account for difference in achievement. Physical facilities include classrooms, lecture theatres, auditoriums, administrative block, libraries, laboratories, workshops, play grounds, and assembly halls. He further asserts that learning experiences are fruitful when there are adequate quantity and quality of physical resources and that unattractive school buildings, crowded classrooms, non availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. Fonseca and Conboy (2006) posit that the physical conditions and organization of schools facilitate or inhibit construction of a culture of success.

Ministry of Education Science and Technology, MOEST (2005) explains the importance of ensuring that there are adequate and appropriate facilities for teaching and learning so that educational programmes could be implemented effectively.

Influence of adequacy of Human Resources on Learners' Performance

The adequacy of educational resources determines the success or failure of the educational system. A method of determining the extent of teacher's adequacy is through

Students-Teacher ratio (STR) which is the number of students assigned to teachers for teaching. STR is used to determine the number of students that are to be allocated to a teacher in a given educational level. The STR shows a teacher's workload at a projected student's enrolment. Thus, it could be used to determine either teachers are over-utilized or underutilized (Afolabi, 2005). An educational institution's human resources consist of teachers and other support staff who engage in the process of teaching and learning. They include, laboratory assistants, computer operators amongst others. There should be optimum use of the available human resource especially teachers if good performance is to be achieved. Republic of Kenya (RoK, 2005) where teacher shortage exists, the head teacher and Board of Management (BOM) should hire on temporary basis, as there are very many trained but unemployed teachers. The study will find out the adequacy of human resources.

Influence on academic

Educational resources, which serve as input into the educational system have direct influence on the quality of student's academic achievement. In essence, there is need for critical analysis with regards to the quality, quantity and adequacy of educational resources (Human, Materials, Financial, Physical) if the broad national aims and objectives and goals of education has to be achieved.

Related Emperical studies

Various emperical studies have shown the access to eductional resources and its impact in learning in rural Nigeria schools. Warren, L. (2018) Revealed that Educational Resources like physical facilities which include classrooms, library, labouratories are adequate and effectively managed. This means that there is availability of educational resources which are used in order to accomplish learning outcome in rural Nigeria schools. It was found that, the availability of educational resources such as textbooks, library, laboratory equipment is openly related to learning outcomes despite students' socio- economic level (Mapua and chionooneka 2015)

Eze (2010) carried out a study on the influence of eductional resources on academic achievement of students in rural schools in Enugu State. Four research questions and two null hypotheses guided the study; while t-test statistic was used to test the hypotheses at 0.05 level of significance. The design of the study was descriptive while the population comprised teachers and students in the education zone. The sample size for the study was 600 respondents while a researchers' self developed questionnaire formed the instrument for data collection. A 29-item questionnaire was used to get information from the respondents.. Cronbach Alpha reliability coefficientmethod was employed.Based on the data collected and

analyzed, the following results were obtained. That laboratory, library, classroom spaces for teaching students and staff common room represented the major areas that to a great extent affect the academic achievement of students in rural schools, with regard to buildings. It was also revealed that desks, current books and presence of library assistants constituted the areas of influence to the academic achievement of the students with regard to library services in the rural schools. Inadequate teaching materials were also noted as a major factor affecting the students' academic achievement.

Chingos (2010) concluded a research that students with access to educational resources have positive learning impact contrary to those without educational resources. The study found out that, schools in which educational resources are available and used effectively, the instructional process yields positive outcomes unlike schools which do not effectively manage educational resources in instructional process. However the study focused on comparing the schools with sufficient educational resources and those with less.

Summary of Literature Review

The summary of Literature Review presented show the various sub headings that were relevant and related to the present literature. The conceptual framework for the study was presented and explained in particular, relevant reviews to the study (concept, Access,

challenges and the influence) of educational resources were also stated, explained to this study was also drawn. The empirical studies gave a broad spectrum of various authors' idea on the access to educational resources and its impact in learning in rural Nigeria schools. The essence of resources availability is of necessity and utmost importance it will help in strengthening teaching effectiveness for achieving both Instructional and Educational objectives.

CHAPTER THREE

METHODOLOGY

This chapter deals with the procedures and various methods which the research will adopt in carrying out this study under the following sub heads

Design of study

Population of study

Sample and sampling techniques

Research Instrument

Validity of Instrument

Reliability of the instrument

Method of data collection

Method of data analysis

Design of the study

This study adopts the descriptive survey design which investigates Access to Educational

resources and its impact on learning in rural Nigeria schools through the administration of a questionnaire to a sampled population. The findings from descriptive survey design will be use to make generalization about the population of the study. According to Osuala (2015) Descriptive survey design gives that accurate assessment of the characteristics of whole populations of people.

Population of study

The population was made of all the teachers and students both inSSSItoSSSIlll of six public secondary school which consist of 1,050 in Orhionmwon Local Government Area, Edo State .

Sample and Sampling Technique

The sample for this study is one hundred and eighty (180) student and twenty (20) teachers from six(6) public secondary school in Orhionmwon Local Government

4

Area, Edo State.

S/N	Names of schools	Number of Teachers	Number of students
1	Iru sec school Iru	3	22
2	Oben Sec Sch, Oben	4	20
3	Umuagbae Mixed Sec Sch Ugbokonumagbae	3	32
4	Owe Missed Sec Sch, Owe	4	28
5	Oheze Sec Sch, Olan	3	38
6	Urhonigbe Mixed Sec Sch urhonigbe	3	40
	Total	20	180

Research Instrument

The research instrument used in this study is a structured questionnaire constructed in simple language to elicit information from respondent, wherein respondents will choose or tick on the available option that best expresses their opinions. The questionnaire is divided into two(2) sections:

SECTION A: consist of requested bio-data information from respondents

SECTION B: consist of twentyFive (25) items that will address the six(6) research questions raised, to know the perception of students on the Access to educational resources in learning in rural Nigeria schools. The instrument is four-point rating scale as follows: (1) strongly agree (4points), (2) agree (3points), (3) disagree (2points), (4) strongly disagree (1 point).

Validity of the Instrument

The instrument was validated by the supervisor and. two other lectures from the department of Curriculum and Instructional Technology, Faculty of Education, University of Benin City. Their comments and suggestions was incorporated in the final copy of the instruments.

Reliability of the Instrument

The test re- test method was used in establishing the reliability of the questionnaire. The instrument was administered to Ten (10) respondents outside the main study and re-administered after an interval of seven days on the same respondents.

Method of Data Collection

The researcher personally administered the questionnaire to the respondents. The respondents were made to complete the questionnaire and this was collected same day.

Method of Data Analysis

The data obtained from the instruments used in the field was quantitatively analyzed through descriptive statistics, in form of frequency, mean, standard deviation and percentage. The mean and standard deviation will be used in answering all the research questions. Decision rule will be based on the calculated mean and any value of 2.50 and above will be considered accepted while less than the value of 2.5 will be considered as rejected. The standard deviation is a measure of amount of variation or dispersion of a set of values. A low standard deviation indicates that the values tend to be close to the mean which will be considered accepted while a high standard deviation indicates that the values are spread over a wider range which will be considered rejected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

Introduction

This chapter presents the results obtained from the survey conducted among students and teachers in rural Nigerian schools. The data collected were analyzed using descriptive statistics, including mean and standard deviation, to determine the impact of educational resources on academic performance. The findings are presented in tables and interpreted accordingly.

Demographic Characteristics of Respondents

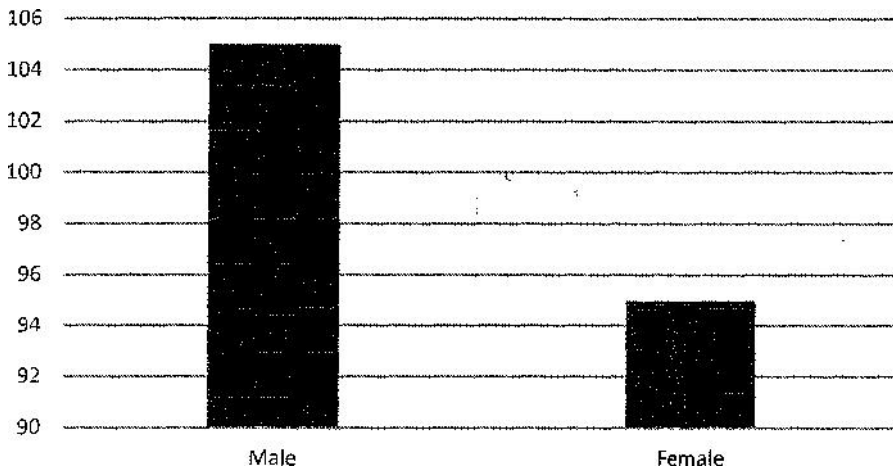
A total of 200 respondents participated in the survey, comprising 180 students and 20 teachers. The demographic characteristics include gender distribution, class level, role in the school, teaching experience, and highest qualification.

Gender

Table .4.1 reports the gender distribution of both Male and Female which was presented in Frequency and Percentage . Below are the report

Table 4.1 Gender Distribution

Gender	Frequency	Percentage (%)
Male	105	52.5
Female	95	47.5
Total	200	100



Interpretation The data presented reveals that 52.5% of respondents identified as male, whereas 47.5% identified as female. This distribution reflects a nearly equal representation of genders among the participants, suggesting a balanced perspective within the survey. Such parity is significant, as it can contribute to more diverse insights and findings that take into account the views and experiences of both males and females in the study. This balance may enhance the overall credibility and applicability of the research outcomes.

Other Demographic Data

Variables	Frequency	Percentage (%)
Level of Class (Students)		
SSI	70	38.9
SS2	65	36.1
SS3	45	25
Role in School		
Teacher	20	10
Student	180	90
Teaching Experience (Teachers Only)		
0-10 years	8	40
11 -20 years	7	35
21+ years	5	25
Highest Qualification (Teachers Only)		
TC II	3	15
SSCE/GCE	4	20
NCE	5	25
B.Ed	6	30
M.Sc	2	10

Interpretation

The survey revealed that the majority of student respondents were in SSI, making up 38.9%

of those surveyed. This was closely followed by students in SS2, who constituted 36.1%, and SS3 students, who accounted for 25% of the participants. The sample was predominantly composed of students, representing 90% of the total respondents, while teachers comprised the remaining 10%.

Among the teachers who participated in the survey, their years of experience varied significantly. Notably, 40% had between 0 to 10 years of teaching experience, indicating a relatively new generation of educators entering the profession. Meanwhile, 35% of the teachers had between 11 to 20 years of experience, showcasing a moderate level of expertise and familiarity with teaching practices. The remaining 25% of the teachers had over 21 years of experience, signifying a wealth of knowledge and long-standing commitment to education.

In terms of educational qualifications, the majority of teachers held a Bachelor of Education (B.Ed) degree, representing 30% of the total teacher respondents. Additionally, 25% held a National Certificate in Education (NCE), which is commonly required for teaching positions in some regions. Furthermore, 20% of the teachers possessed a Senior School Certificate Examination (SSCE) or General Certificate of Education (GCE). This distribution of qualifications highlights the diverse educational backgrounds among the teaching staff, which could influence their teaching styles and effectiveness in the

classroom.

Analysis of Research Questions

Base on the survey and the response from the questionnaire, the respondent answered some of the research questions

Research Question 1 : How does the availability of educational materials (textbooks, internet access and laboratory equipment) influence academic performance in rural Nigerian schools?

The availability of educational materials such as textbooks, internet access, and laboratory equipment was examined to determine its impact on academic performance.

Table 3.1 Influence of Educational Materials on Academic Performance

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Decision
Helps to improve grades	90 (45.0)	85 (42.5)	15 (7.5)	10 (5.0)	3.28	Accepted
Supports instruction	92 (46.0)	80 (40.0)	18 (9.0)	10 (5.0)	3.71	Accepted
Facilitates learning	88 (44.0)	82 (41.0)	20 (10.0)	10 (5.0)	3.24	Accepted
Makes learning enjoyable	95 (47.5)	80 (40.0)	15 (7.5)	10 (5-0)	3.3	Accepted

Interpretation:

The findings indicate that the availability of educational materials positively influences

academic performance. Most respondents agreed that these resources help improve grades ($M = 3.28$), support instruction ($M = 3.27$), facilitate learning ($M = 3.24$), and make learning enjoyable ($M = 3.30$). Given that all mean scores are above 3.00, the responses suggest a strong agreement on the importance of educational materials in enhancing students' academic performance

Research Question 2 : What are the challenges in accessing educational resources in rural areas of Nigeria, and how do these affect students' learning outcomes?

This section highlights the major challenges affecting the accessibility of educational resources in rural Nigerian schools.

Table 3.2 Challenges in Accessing Educational Resources

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Decision
Lack of finance	110 (55.0)	70 (35.0)	12 (6.0)	8 (4.0)	3.41	Accepted
Lack of stable electricity	105 (52.5)	75 (37.5)	10 (5.0)	10 (5.0)	3.37	Accepted
Few or no internet providers	100 (50.0)	75 (37.5)	15 (7.5)	10 (5.0)	3.33	Accepted
Lack of skilled teachers	85 (42.5)	80 (40.0)	20 (10.0)	15 (7.5)	3.18	Accepted

Interpretation

The findings reveal that financial constraints ($M = 3.41$), lack of stable electricity

(M = 3.37), poor internet connectivity (M = 3.33), and a shortage of skilled teachers

(M = 3.18) are major barriers to accessing educational resources in rural Nigerian schools. The high mean scores indicate strong agreement among respondents regarding these challenges.

These challenges negatively impact students' learning outcomes by limiting access to instructional materials, digital resources, and well-trained educators, ultimately affecting academic performance and overall educational quality.

Research Question 3 : Does community involvement and support systems contribute to improving access to educational resources in rural Nigeria?

Community participation plays a role in improving access to educational resources

Table 3.3 Community involvement and support system

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Decision
It has improved overall learning experience in my school	100 (50.0)	70 (35.0)	20 (10.0)	10 (5-0)	3.30	Accepted
Improve the goal of environmental sanitation	110 (55.0)	65 (32.5)	15 (7-5)	10 (5.0)	3.33	Accepted
Access to local expertise	90 (45.0)	80 (40.0)	20 (10.0)	10 (5.0)	3.25	Accepted
Organizing training programs	95 (47.5)	75 (37.5)	20 (10.0)	10 (5.0)	3.27	Accepted

Interpretation

The findings indicate that respondents recognize that community involvement and support system improve overall learning experience (M = 3.30), improve the goal of environmental

sanitation (M = 3.33), Access to local expertise (M = 3.25), and organizing training programs (M = 3.27). These interventions are critical for improving access to educational resources in rural areas.

The high mean scores suggest that effective community involvement and support can significantly enhance students' access to quality education by improving learning materials, facilities, and digital learning opportunities.

Research Question 4: What role do government, policies maker play in facilitating access to educational resources in rural schools?

The role of the government in ensuring the availability of educational resources was analyzed.

Table 3.4 Role of Government and Policy Makers

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Decision
Provision of textbooks	105 (52.5)	70 (35.0) J	15 (7.5)	10 (5.0)	3.35	Accepted
Provision of school infrastructure	110 (55.0)	65 (32.5)	15 (7.5)	10 (5.0)	3.33	Accepted
ICT integration	100 (50.0)	70 (35.0)	20 (10.0)	10 (5.0)	3.3	Accepted
Teacher recruitment and training	105 (52.5)	75 (37.5)	10 (5.0)	10 (5.0)	3.37	Accepted

Interpretation

The findings indicate that government and policymakers play a crucial role in facilitating access to educational resources in rural schools. A significant proportion of respondents agreed that government efforts in providing textbooks (M = 3.35), improving school infrastructure (M = 3.33), integrating ICT into education (M = 3.30), and recruiting and training teachers (M = 3.37) contribute to enhancing educational access. With all mean scores exceeding 3.00, the results suggest a strong consensus on the importance of government intervention in ensuring the availability of essential educational resources in rural areas.

Research Question 5 : What are the perceptions of students and teachers regarding the adequacy of educational resources available in rural schools?

The perception of students and teachers regarding the adequacy of educational materials was assessed

Table 3.5 What are the perception of students and teachers regarding the adequacy of educational resources in rural Nigeria schools

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Decision
Balance focus	110 (55.0)	70 (35.0)	12 (6.0)	8 (4.0)	3.41	Accepted
Simplified Instruction	105 (52.5)	75 (37.5)	10 (5.0)	10 (5.0)	3.37	Accepted
Direct recommended	100 (50.0)	75 (37.5)	15 (7.5)	10 (5.0)	3.33	Accepted

Encourage of open feedback	85 (42.5)	80 (40.0)	20 (10.0)	15 (7.5)	3.18	Accepted
----------------------------	--------------	--------------	--------------	-------------	------	----------

Interpretation

The findings reveal that students and teachers generally perceive the available educational resources in rural schools as adequate to some extent. Respondents agreed that these resources help maintain balance in focus ($M = 3.41$), simplify instruction ($M = 3.37$), provide direct recommendations for learning ($M = 3.33$), and encourage open feedback ($M = 3.18$). Since all mean scores are above 3.00, the results indicate a positive perception of the adequacy of educational resources, although there may still be areas requiring improvement.

Research Question 6 What influence does the access to textbooks, internet, laboratory equipment have on the learners in rural Nigeria schools? The extent to which educational materials affect students' learning was analyzed

Table 3.6 Influence of Access to Educational Resources on Learners

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Decision
Good performance	105 (52.5)	70 (35.0)	15 (7.5)	10 (5.0)	3.35	Accepted
Helps in building a career	110 (55.0)	65 (32.5)	15 (7.5)	10 (5.0)	3.33	Accepted
Enjoyable lectures and activities	100 (50.0)	70 (35.0)	20 (10.0)	10 (5.0)	3.3	Accepted
Improves self-study skills	105 (52.5)	75 (37.5)	10 (5.0)	10 (5.0)	3.37	Accepted

Develops students' moral ethics	95 (47.5)	80 (40.0)	15 (7.5)	10 (15.Q),	3.3	Accepted
---------------------------------	--------------	--------------	-------------	---------------	-----	----------

Interpretation

The findings indicate that access to educational resources such as textbooks, internet, and laboratory equipment significantly influences students' learning outcomes in rural Nigerian schools. Most respondents agreed that these resources contribute to good academic performance (M = 3.35), help in career development (M = 3.33), make lectures and activities more enjoyable (M = 3.30), enhance self-study skills (M = 3.37), and support the development of students' moral ethics (M = 3.30). Since all mean scores are above 3.00, the responses suggest a strong consensus on the positive impact of access to educational resources on students' academic success and overall development.

Discussion of findings

The study generally revealed the access to educational resources and its impact in learning in rural Nigeria schools.

From the data above, Table 2 revealed that the respondents accepted that access to educational materials helps to improve grades and support Instruction. This findings is in accordance to Chingos(2010) assert that students with educational resources have positive learning outcomes contrary to those without educational resources. Table 3, the items showed that lack of stable electricity is one of the challenges encountered in Accessing educational resources in

rural Nigeria schools. This findings is in line with Ordonez (2011) who affirmed that the world today has become a global village through science and technology, thereby, making electricity a necessity and no longer a luxury. In Table 4, the items revealed that community involvement and support give help in organizing training program and developing great skills. This findings is in line with (Otu and Anam 2018) who reiterated that the more rural people were involved in addressing their development, the more the confidence and success level associated with such programmes. Table 5 revealed that the respondents accepted that the role of government and policy makers play a crucial role in providing educational materials (Dunn G et al., 2017) who says that one of the most significant initiatives is the Universal Basic Education (UBE) program, which aims to provide free and compulsory education to every child in Nigeria. The program has been successful in improving access to education and reducing the number of out-of-school children in the country. Table 6, shows that responded that teachers and students generally perceive the available educational resources to some extent this findings is in line with Different perceptions may be caused by many factors, including factors that come from the perceiver (attitude, motive, interest, experience, and expectation), from the object or target being perceived (novelty, motion, sound, size, shape, shade, silhouette, movement, background, proximity, and similarity), or from the situation (time, work setting, and social setting) in which the perceptions are made (Kondalkar, 2007,

Robbins & Judge, 2017). In Table 7, the item showed that the result is in line with (Tairab, 1992; Cash 11993) who reported that school resources such as textbooks, laboratory equipment and ICT are strongly related to students' good performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter discussed the findings of the survey under the following headings:
Summary, Conclusion and Recommendations.

Summary

The main purpose of this study is to investigate the access to educational resources and its impact in learning in rural Nigeria schools. In order to carry out this study, six research questions were formulated.

The sample was drawn from six different public secondary schools in Orhionmwon Local Government Edo State in which one hundred and eighty(180) student and twenty (20) teachers were randomly selected. They constitute both male and female students and teachers. A questionnaire was designed to collect data for the study. The questionnaire is made up of two sections; Section A and Section B. Section A contained the bio data while Section B contained items on Access to educational resources and its impact in learning in rural Nigeria schools. The questionnaire was administered and returned immediately for analysis.

Findings

The findings of this study is summarized below according to the research questions;

Research Question 1. How does the availability of educational materials influence academic performance. It reveled that availability of educational materials is of great influence to students in rural schools as it helps to facilitate learning process and help support Instruction.

Research Question 2. Challenges in accessing educational resources in rural Nigeria schools. The findings reveals that students in rural schools are faced with a number of challenges that could affect academic performance and overall eductional quality.

Research Question 3. How does community involvement and support system contribute to access to eductional resources in rural Nigeria schools. The research reveals that community involvement and support system enhance the development of the school and promote quality learning environment within the community.

Research Question 4. Role of government, policy maker in facilitating access to

educational resources in rural Nigeria schools. It was observed that provision of textbooks and ICT integration are important of government intervention in ensuring the availability of essential educational resources in rural areas.

Research Question 5. What are the perception of students and teachers regarding the adequacy of educational resources in rural Nigeria schools. The result show that students and teachers generally perceive that these resources help balance focus and simplified Instruction.

Research Question 6. What influence does the access to educational resources have on the learners. The findings reveals that Educational Resources have significant impact on the academic achievement of students. In this way, school resources influence much on the students learning and resultantly academic achievement of students.

Conclusion

Access to educational resources plays a crucial role in shaping the learning outcomes of students in rural Nigerian schools. Limited availability of essential resources such as

textbooks, technology, trained teachers, and proper infrastructure significantly hinders students' academic performance and overall development. Improving access to these resources can lead to increased literacy rates, better critical thinking skills, and higher opportunities for further education and employment. Government intervention, non-governmental organizations (NGOs), and community involvement are essential in bridging the gap by providing adequate learning materials, improving teacher training, and leveraging digital tools for education. Investing in educational resources for rural schools in Nigeria is not just about improving academic outcomes—it is about empowering future generations, reducing poverty, and fostering national development.

Recommendation

From the research findings as outlined in this chapter and discussion on the access to educational resources and its impact in learning in rural Nigeria schools, the following recommendations are given;

1. Government should Increase funding for rural schools to provide adequate infrastructure, teaching materials, and digital resources.
2. Equal access to educational resources should be given to all schools in Nigeria
3. Provision of regular training and capacity-building programs for teachers to improve teaching quality.
4. Government should Offer incentives such as housing, salary bonuses, and career development opportunities to attract and retain qualified teachers in rural areas.
5. Public-Private Partnerships and NGO Support
6. Encourage collaborations between the government, private sector, and nongovernmental organizations (NGOs) to supply books, learning materials, and infrastructure.
7. Parents, local leaders, and community members should engage in supporting schools

through volunteerism and donations.

8. Promote awareness campaigns on the importance of education to encourage school attendance and reduce dropout rates.

9. Build and renovate classrooms, libraries, and laboratories to create a conducive learning environment.

10. Improve access to clean water, sanitation, and electricity to enhance student wellbeing.

REFERENCES

- Adeogun, A. A., & Osifila, G. I. (2008). Relationship between educational resources and students' academic performance in Lagos State Nigeria. *International Journal of Educational Management*, 5-6, 144-153.
- Akinyele, O. L., & Akinyemi, O. A. (2023). Educational Resources Availability and Utilization as Determinant of Students' Academic Performance in South West Nigeria. *African Journal of Education and Practice*, 6(1), 48-58
- Akomolafe, C, O & Adesau, V, O. (2016). The Impact of Schools in South West Nigeria. *Journal of Education and Academic Performance in Senior Secondary Physical Facilities on Student's Level of Motivation and Practice*, 7(4).2136
- Akungu, A.J. (2014). Influence of teaching and learning certificate of secondary education. (A master's resources on students' secondary education dissertation). Nairobi Kenya.
- Alily, T.N. (2000). An analysis of factors influencing secondary school students' academic
- Ige, N. A. (2024). The Relationship between School Facilities and Resources and Student Academic Achievement in Public Senior Secondary Schools in Lagos State, Nigeria. *American International Journal of Business Management*, 7(11), 66-73.
- Lawai, B. O., & Samuel, B. M. (2018)Challenges of Educational Resources in Rural Nigerian Schools: The Way Forward Source: *International Journal of Education and Research*.
- Obi, T. N. (2019).The Politics of Education in Nigeria: Policy Implementation and the Challenges of Rural Development. *Journal of Education Policy and Implementation*, 5(2), 67-78.
- Owoeye, J. S., & Yara, P. O. (2011). School Facilities and Academic Achievement of Secondary School Agricultural Science in Ekiti State, Nigeria. *Asian Social Science*, 7(7), 64-74.
- Owoeye, J. S., & Yara, P. O. (2011). School Location and Academic Achievement of Secondary School in Ekiti State, Nigeria. *Asian Social Science*, 7(5), 170 175. performance

in Edo State. Unpublished Ph. D. Thesis, University of Benin, Benin City. Sabitu A., Babatunde E., & Oluwote A. (2011). School Types, Facilities and Academic Performance of Students in Senior Secondary Schools in Ondo State, Nigeria. *International Education Studies* 5 (3), 44-48.

UNESCO (2020). *Education Sector Analysis: Nigeria*.

APPENDIX

DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY,

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

Dear Respondent,

REQUEST FOR YOUR CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE.

I am an undergraduate student undergoing full time B.sc Degree programme in Integrated Science Education, in the department of Curriculum and Instructional Technology, University of Benin, Benin City. I am currently carrying out a research on access to educational resources and its impact in learning in rural Nigeria schools.

This questionnaire is designed to enable the researcher have an insight of Access to Educational resources and its impact in learning in rural Nigeria schools. Therefore the questions here are not designed to test your knowledge, but to provide the necessary information that will assist the researcher to come out with good work.

Please complete every item as honestly as possible and any information provided will be treated as confidential.

Thanks for your co-operation.

Yours Faithfully,

Emevor Charity Eguonor(Miss)

SECTION A

Please provide the following information about yourself by ticking [/] in the appropriate boxes.

1. Sex: Male Female
2. Level of Class(if student): SSI SS11 SSI 11
3. Role in school: Teacher Student
4. Teaching Experience: 0-10 years 11-20 years 21 and above
5. Highest qualification: TC 11 SSCE/GCE NCE B.Ed M.Sc

SECTION B

This part is made up of six sections and (25) items. You are required to respond by ticking [/] in the appropriate columns to indicate your degree of agreement or disagreement to various opinion statements. Kindly use the rating scale below to indicate your response.

Rating Scale

Strongly Agree. -SA

Agree. -A

Disagree. -D

Strongly Disagree. -SD

S/N	OPTION	SA	A	D	SD
A	How does the availability of educational materials influence academic				
1	Help to improve grades				
2	Help to support Instruction				
3	Facilitate learning process				
4	Make learning enjoyable				
B	Challenges in Accessing educational resources in rural Nigeria schools	SA	A	D	SD
5	Lack of finance				
6	Lack of stable electricity				
7	Few or no internet provider				
8	Lack of skilled teachers				
C	How does community involvement and support system contribute to access to educational resources in rural Nigeria schools	SA	A	D	SD
9	It has improved overall learning experience in my school				

10	Improve the goal of Uu V 11 kjilAljLVXx VUU. ouxu tauv J.A				
11	Access to local expertise				
12	Organizing training programs				
D	Role of Government, policy maker in facilitating access to educational resources in rural schools	SA	A	D	SD
13	Provision of textbooks				
14	Provision of school infrastructure				
15	ICT integration				
16	Teacher recruitment and training				
E	What are the perception of students and teachers regarding the adequacy of educational resources in rural Nigeria schools	SA	A	D	SD
17	Balance focus				
18	Simplified Instruction				
19	Direct recommended				
20	Encourage of open feedback				
F	What influence does the access to textbooks, internet • access,-laboratory equipment have on the learners in rural Nigeria schools	SA	A	D	SD
21	Good performance				
22	Helps in building a career				
23	Enjoyable lectures and activities				
24	Improve their self study skills				
25	Develop students moral ethnics e.g safety procedures				