

**PERCEPTION OF INSTRUCTIONAL RESOURCES UTILIZATION ON LEARNING
OUTCOME OF STUDENTS IN PUBLIC AND PRIVATE SECONDARY
SCHOOLS IN CALABAR EDUCATION ZONE
OF CROSS RIVER STATE, NIGERIA**

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Abstract

The study examined the perception of instructional resource utilization on the learning outcome of students in public and private secondary schools in Calabar Education Zone of Cross River State, Nigeria. The research design adopted for this study is the survey. According to Nisbet and Entwistle (1974:8). The term survey is used here for a wide range of studies that involves observation of a situation as it is without setting up experimental conditions or allocating groups to different treatments. The proportional stratified random sampling technique was used in selecting the sample because it selects a sample that is representative of the population being studied. It is also used when the population contains a definite subset. The instrument used for data collection was a questionnaire titled Perception of Resources Utilization and Learning Outcomes (PRULOQ). Face and content validity were used. The questionnaire was carefully designed in such a way that it met the requirement of measuring what it was meant to measure. In addition, the validity of the items was proven by the careful, mature and expert scrutiny of our supervisor who expressed satisfaction that the instruments had the capacity of attaining the objective it was designed to attain. The split-half reliability coefficient was used. Forty (40) questionnaires were administered in each school and then split into two halves. The reliability estimate is 0.77 to 0.91. In testing the four hypotheses proposed in the study, availability, accessibility, utilization of instructional material and teacher willingness to aid students' population t-test analysis was used. The findings revealed that the utilization of classroom facilities does significantly influence the learning amongst students in public/private schools. It was also found that utilization of library resources significantly influence the learning outcome of students. It was however recommended among others that government should assist schools with up-to-date equipment to facilitate learning. Also recommended is that promotion of teachers, prompt payment of salaries, and other incentives should be regular and when due, to increase teachers' morale for effective teaching and learning.

Keywords: Perception, Instructional Resource, Utilization and Learning Outcome

INTRODUCTION

Education is a lifelong investment with numerous benefits which ranged from political, social, religious and social. Denying individuals the opportunity for quality education is doomed to society's failure. This statement by the researcher is rightly supported by Eyong(2022) who noted that education is the light that shows the way to national growth and development. This is because it removes the darkness of ignorance as such scholars regard education as the salt that gives meaningful human existence. Denying citizens in society to quality education is subject to doom and can result in increased poverty, and poor economic and technological growth. The greatest favour one can do for himself is to get educated.



Perception is a concept that is widely used but with little understanding. The enhancement of each student's perception and its importance in today's educational system cannot be overemphasized. It is noted that one of the most important characteristics of a school as an organization is the nature of the relationship that exists between students and teachers. Students' interests cannot sometimes be known if the teacher is not aware of those things that the students need and value. Perhaps that is why Denga (1986) said that his first commandment to teachers in the kingdom of professional competency would be "Thou shall pay attention to students' affective domain just like their cognitive domain". Teaching is a purposeful profession engaged in human resource development for individual and economic growth as such every competent teacher produces competent students with excellence in their academic performance. This means that teachers with good pedagogical content knowledge understand where students may have trouble learning the subject and should be able to represent mathematical concepts in a way that their students can comprehend its structure and avoid these difficulties. This can maximally be achieved if the relevant instructional resources are adequately utilized (Ikani, Eyong, & Ejue, 2019).

Furthermore, the increase in studies of students' rating of their teachers is due to the growing realization that students are in the most advantageous position to observe actual in-class activities and that their collective input could there be used as a legitimate source of information when comprehensively assessing the teaching function. Student's perception is influenced by a variety of factors, including the intensity and physical dimensions of the stimulus, such activities of the sense organs as the effect of preceding stimulation; the subject experience; attention factors such as readiness to respond to a stimulus; and motivation and emotional state of the student.

Examining the evaluation or perception of teachers by their students, Montenegro (1978) came out with some dimensions, which students often use as yardstick, in perceiving or relating to their teachers. These include the instructor's subject matter competence, ability to relate materials, quality, fairness, feedback and evaluation procedures and the degree of instructor-students would place relatively greater importance on associating with a teacher because of the teachers' appearances.

The validity of student evaluation has to do with teaching excellence and there is considerable evidence that students can differentiate reliably between the various factor of instructional quality and that their evaluation bears little or no systematic relationship to sex, year in school, grade point average, and expected workload.

Christopher Orpen (1980) assesses the extent to which student evaluations of teachers are accurate indicators of teaching effectiveness, he found that student evaluations offer a useful means of assessing the quality of teaching effectiveness. The teacher as a learning resource influences learning because his behaviors and the student's perception of him will influence learning in the classroom. Stubbs and Delamont (1976:89) add that students expect help from their teacher and their problems explained to them. Wise (1981) affirms that a teacher promotes creativity for effective learning. A teacher can increasingly use instructional materials to help sensory-deprived and starved learners from underprivileged families. Both Taiwo (1980) and Denga (1986) have agreed that the lack of technical staff to teach technical and vocational subject pose a problem with the effective utilization of instructional materials to pass the level of students majority lacks the manipulative skills to handle the equipment.

Nwagwu (1978) said that every educational system at every level depends heavily on the quality of its teachers and that maintaining or improving standards is only possible through them. If they are not trained and equipped to do so or are unconvinced or uncooperative or even hostile, he argues, nothing happens, however, good facilities and equipment might be. He went on to say that individual learning programme requires skillful and flexible teaching by well-trained professionals. That is why he emphasized that the teacher is the most expensive and most indispensable item of equipment any school has and that he is, without doubt, the school's greatest aid to learning because improvement in the learning process depends heavily on him and can change student's perception about their teachers.

However, students as consumers of instructions according to Cohen (1981) are best qualified to assess their teachers in their various pedagogical modes than other observers and can assess to what extent their needs have been met by the teacher's effective utilization of instructional materials. An effective teacher is therefore expected to recognize that each learner is different in thought, personality, needs and abilities. He ensures that each student is helped to develop their mental capabilities.

Owing to the wide variety of instructional materials and their composite capabilities, difficulties often arise as to which one to select or produce for use. Yet it may not be necessary to stress that effective communicative teaching and learning can best be facilitated and guaranteed by careful selection and skillful utilization of appropriate instructional materials by the participants. But quite often it is intuition and subjectivity that form the basis of decisions about instructional materials selection.

Ericson and Curl (1972) and Hieinich, R. M'Olenda, M. and Russel, J. (1982) among others agreed that media selection should better be analytical rather than intuitive. They also suggest that the availability of media, the scale of preference and experience of users; as well as the size and content of instruction, should constitute intrinsic considerations in media selection decisions.

According to Gagne and Briggs (1979), the appropriate selection of instructional materials for high academic performance depends on extrinsic criteria which are:

- i. **Task variables:** The degree to which the materials best incorporate the desired learning variable such as the objectives content activities and evaluation techniques and instruments.
- ii. **Learner variable:** Before selection, the learner's level of literacy entry behaviour, attitude, experience, socio-cultural background, and age must be considered.
- iii. **The environment:** The available budget, personnel attitude, available infrastructure and target time should also be considered.
- iv. **The socio-cultural variables:** The religious and cultural idiosyncrasies, degree of urbanization, acceptability and status of audience and their concentration, heterogeneity, accessibility of spare parts and teacher's capability should be considered while selecting relevant instructional material.

Selection and organization of instructional materials help students in their learning processes and enhance their chances of good academic performance. This prompted Sistet and Harrison (1978:21) to warn that "an unelected confused mess of audiovisual aids thrown at students by a teacher without basic knowledge of their techniques, their limitations, aims, and impact, does considerably more harm than good. Such an experience will leave in the brain of their recipient, perhaps, a permanent intellectual scar regarding his mental library. So instructional material should be appropriately selected and utilized in different aspects to

facilitate the acquisition and evaluation of knowledge, skills and morals of students. See Figure 1 for the type of instructional materials which if appropriately selected could enhance learning.

Hilgard and Atkinson (1976) agree that what a person perceives may be determined to some extent by his needs and personal values as each individual places on an object and the emphasis may affect his direct impression. Moreover, people's interpretation of situations, events, objects and relationships is influenced by their needs values, purposes, interests and attitudes. Appropriate selections of instructional materials by the teacher motivate the student to achieve the educational objective of such material. Based on the above background, the study seeks to examine the perception of instructional resource utilization on the learning outcome of students in public and private secondary schools in Calabar Education Zone of Cross River State, Nigeria.

Statement of the problem

For several years educators, government, parents, and even teachers themselves are becoming worried about the perennial poor performance of students in school. Despite the seeming improvement in teachers' condition of services and the provision of a relatively conducive school environment, one continues to observe poor performance which is the result of student perception of their teachers when perception is disturbed learning is hindered and academic achievement falls below expectation. This is the problem that this research project seeks to solve. It is worth noting that unless Nigerian scholars constantly evaluate the perception of students at the secondary school level and go on to relate such perceptual basis to their academic achievements, then the current interest and focus on personality growth in Nigeria may not succeed.

Purpose of the study

The purpose of this study was to determine the perception of instructional resource utilization on learning outcomes of students in public and private secondary schools in Calabar Education Zone of Cross River State, Nigeria. The objectives of the study were to:

1. Determine the influence of the utilization of classroom resources on the learning outcome of students in public and private schools.
2. Find out how the utilization of library resources influences the learning outcome of students in public and private schools.

Research questions

The following research questions are meant to guide the study.

1. How does the utilization of classroom resources influence the learning outcome of students in public and private schools?
2. To what extent does the utilization of library resources influence the learning outcome of students in public and private schools?

Statement of hypotheses

The following hypotheses were formulated to guide the study:

1. Utilization of classroom resources does not significantly influence the learning outcome of students in public and private schools.
2. Utilization of library resources does not significantly influence the learning outcome of students in public and private schools.



RESEARCH METHODOLOGY

Research design

The research design adopted for this study is the survey. According to Nisbet and Entwistle (1974:8). The term survey is used here for the wide range of studies which involves observation of a situation as it is without setting up experimental conditions or allocating groups to different treatment

The population of the study

According to the data from the state secondary education Board in 2005, the population of students in Calabar Education Zonestood at 13,465. The population of the study consists of all senior secondary three students in the zone. The population is drawn from seven (7) schools: forty students were selected per school, making a total of 280 student's population.

Sampling procedure and sample

The proportional stratified random sampling technique was used in selecting the sample because it selects a sample that is representative of the population being studied. It is also used when the population contains a definite subset. In the seven (7) secondary schools forty (40) students each were used to represent the entire school. The sample of the study is made of forty (40) students, each selected from seven (7) selected secondary schools. The sample was carefully selected to meet the requirements of having the attributes of the entire population of the student in the seven secondary schools.

Instrumentation

The instrument used for data collection was a questionnaire titled Perception of Resources Utilization and Learning Outcomes (PRULOQ). The questionnaire was made up of 30 items. The items were drawn in respect of research questions which were derived from the objectives of the study. Ten items were posed about availability, five to accessibility, ten items to utilization, and five to teacher's willingness to aid students and students' performance. The respondents to the questionnaire are the students. The questionnaire was simply structured with one close-ended question. The questions were explanatory enough to elicit the appropriate responses.

Validity of the instrument

In the validity of the instruments for this research face and content validity were used. The questionnaire was carefully designed in such a way that it met the requirement of measuring what it was meant to measure. In addition, the validity of the items was proven by the careful, mature and expert scrutiny of our supervisor who expressed satisfaction that the instruments had the capacity of attaining the objective it was designed to attain.

Reliability of the instrument

The questionnaire structured and administered had proved reliable on the basis that repeated responses were given by the subjects as the researcher expected. The split-half reliability coefficient was used. Forty (40) questionnaires were administered in each school and then split into two halves. The reliability estimate is 0.77 to 0.91. However, the correlation obtained for both sets of the score (two equivalent halves) provides an estimate of the internal consistency of



the two halves of the instrument. More so, the supervisor of this research work had carefully deleted some items that could render the instrument unreliable and had directed the researcher to include those that could achieve the reliability standard of the instrument.

Data collection procedure

Before the administration of the instrument, the seven (7) secondary schools under study were visited by the researchers, who make known their plans to the principal of the schools. After their request had been granted, the researchers, helped by the teachers, administered the instrument to the students. Questionnaires were distributed to the students in their classrooms. The students completed them and the researchers collected them immediately because the teachers had warned the students that no questionnaire should be taken away for completion elsewhere. The return rate was 100 percent.

Data analysis procedure

In testing the four hypotheses proposed in the study, availability, accessibility, utilization of instructional material and teacher willingness to aid students' population t-test analysis was used.

RESULTS AND DISCUSSION

Hypothesis-by-hypothesis presentation of results

In this section, each hypothesis is re-tested in the null form. The variables are identified and the result of the statistical analysis carried out to test the hypotheses are presented and interpreted. The 0.05 level of significance was used for the statistical testing of each of the hypotheses.

Hypothesis one

The utilization of classroom facilities does not significantly influence the learning among students in public/private schools.

Independent variable: Utilization of classroom facilities

Dependent variable: Learning outcome

Independent t-test analysis was considered the most appropriate statistical technique employed to test this hypothesis. The result of the analysis is presented in Table 1.

Table 1
Results of the Influence of Utilization of classroom facilities and learning outcome of students(n=200)

Levels of utilization	n	X	SD	t-value
Utilized	100	19.41	3.01	4.09
Not utilized	100	18.01	2.27	

* Significant at .05, critical $t = 1.96$, $df = 198$

The result of the analysis as presented in Table 6 reveals that the calculated t-value of 3.71 is greater than the critical t-value of 1.96 at a .05 level of significance with 198 degrees of freedom. The result of the analysis is significant since the calculated value is higher than the critical value. With this result, the null hypothesis was rejected. This implies that the utilization of classroom resources does significantly influence the learning outcome among students in public/private schools

Hypothesis two

Utilization of library resources does not significantly influence the learning outcome of students in public/private schools.

Independent variable: Utilization of library resources



Dependent variable: learning outcome

Independent t-test analysis was considered the most appropriate statistical technique employed to test this hypothesis. The result of the analysis is presented in Table 2.

Table 2

Results of the influence utilization of library resources do not significantly influence the learning outcome of students in public/private schools (n=200)

Variables	N	X	SD	t-value
Public schools	100	19.69	2.99	5.91
Private schools	100	17.73	3.17	

* Significant at .05, critical $t = 1.96$, $df = 198$

The result of the analysis as presented in Table 2 reveals that the calculated t-value of 5.91 is greater than the critical t-value of 1.96 at a .05 level of significance with 198 degrees of freedom. The result of the analysis is significant since the calculated value is higher than the critical value. With this result, the null hypothesis was rejected. This implies that library resources significantly influence the learning outcome of students in public and private schools.

Discussion of findings

This section is concerned with the discussion of findings. This discussion will be done according to the hypothesis of the study.

The result revealed that the utilization of classroom resources significantly influence the learning outcome of students in public and private schools. The finding of this hypothesis is in line with Coleman (1987), who observes that for enthusiastic teachers if classes are very large, it is important that on far as possible the learners should be constantly busy and that the tasks should function continually without repeated intervention from the teachers without repeated intervention from the teacher. Ayodele (1988) found that performances in large classes were better than those in small classes. That study in which pupils in much larger urban primary classes performed much better than those in the smaller rural primary.

Also, it was revealed that library resources significantly influence the learning outcome of students in public and private schools. The finding of this hypothesis is in line with Obi's (1997) observation that a good school library can make the following contribution: promoting the development of reading skills and encouraging long-term learning habits through reading, listening, and viewing a variety of learning materials. Such learning habits form the key to continued success in school and to the personal enrichment of leisure time throughout life. Onadiran (1980) observed that both Liberians and educationalists regard the school library as the heart of the school and the apex on which the intellectual life of the school rests. Dike (1985) strived that improvement in school library facilities is meant to an end, the end being the school library playing a role in attaining the educational objectives of the national policy on education.

Summary of the study

The main purpose of this study was to the perception of instructional resource utilization on learning outcomes of students in public and private secondary schools in Calabar Education Zone of Cross River State, Nigeria.

. From the study, it can be summarized that:

3. Utilization of classroom resources significantly influence the learning outcome of students in public and private schools.

4. Utilization of library resources significantly influences the learning outcome of students in public and private schools.

Recommendations

Based on the findings of the study and their implications for the future of the educational process and the entire country as a whole, the following recommendations are made:

1. Government should assist schools with up-to-date equipment to facilitate learning.
2. Promotion of teachers, prompt payment of salaries, and other incentives should be regular and when due, to increase teachers' morale for effective teaching and learning.
3. Schools should organize essay, quiz, and debating competitions among themselves to facilitate learning.

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