

**AVAILABILITY AND UTILISATION OF RESOURCES FOR TEACHING AND  
LEARNING ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN EDO STATE,  
NIGERIA**

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**ABSTRACT**

The study examined the availability utilisation of learning resources in public and private secondary schools in Nigeria with focus on Central Senatorial District of Edo State. Two research questions were raised. The descriptive research design was adopted in the study. The purposive sampling technique was used to draw a sample of 35 private and 35 public secondary schools from the entire population of all the English language teachers in the 69 public and 70 private Senior Secondary Schools (SSS) in Central Senatorial District of Edo State. A checklist was used to collect data on the availability and utilisation of learning resources in schools. The face and content validity of the instrument Learning Resources Availability and Utilisation Checklist (LERAUC) .Research questions 1 and 2 were analysed using descriptive statistics (mean ( $\bar{X}$ ) and standard deviation (S.D). The results from the analyses showed that the recommended learning resources needed for the teaching of English Language are scantily available and utilised in public and private secondary schools in Edo Central Senatorial District, Nigeria. It was recommended that the state government should ensure that all learning resources such as: print resources and audio/visual resources should be readily provided for the teaching of English Language to promote the teaching and learning of English Language in secondary schools.

**Keywords:** Availability, Utilisation, Learning Resources.

**1. INTRODUCTION**

Schools are established with the goal of promoting teaching and learning. They are established as institutions necessary for effecting social, moral and economic changes in the lives of citizens within a given society. In achieving these at the Senior Secondary School level, the Federal Government in the National Policy on Education (NPE) recognized the need for Post-Basic Education and Career Development (PBECD) in the school curriculum (Federal Republic of Nigeria, 2013). The NPE stipulated that Post Basic Education is the education which children receive after a successful completion of nine years of Basic Education and passing the Basic Education Certificate Examination and Junior Arabic and Islamic Studies certificate Examination (JAISCE). The National Policy of Education (NPE) succinctly spelt out that the objectives of post-basic education shall be to:

- (a) provide holders of the Basic Education Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;
- (b) offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
- (c) provide trained manpower in the applied science, technology and commerce at sub-professional grades;

- (d) provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;
- (e) develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- (f) inspire students with a desire for self-improvement and achievement of excellence;
- (g) foster patriotism, national unity and security education with an emphasis on the common ties in spite of our diversity; and
- (h) raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (FRN, 2013).

For these objectives to be attained, the management, organization and mobilization of learning resources is a necessity within the school system (Ezenwosu, Anyanwu, Okeke, Emeka, & Nkannebe, 2024). This invariably explains that the availability and utilisation of learning resources are very crucial in the teaching-learning process. School plant refers to learning resources that are needed to promote learning at school. School plant is an umbrella term for describing the school site, the building, the playgrounds, classroom equipment and other human and material resources provided in the school for effective teaching and learning (Ezenwosu, *et al.*, 2024). It refers to fixed and mobile structures and materials within the school such as the classroom buildings, laboratory equipment, furniture, chalkboards and other facilities within the school which are used by students and members of the school community.

Aliyu, Oke, and Gyang (2024) said that school plant which is part of learning resources, can be categorised into various sub-groups namely: (1) the school landscape comprising of trees, grasses, lawns, hedges and accompanying paths, (2) playgrounds including footballs, volley ball, basketball and badminton, tennis court, swing and slide grounds, etc. (3) security facilities such as fence, gates, alarm system, phones, visitors' books. (4) utilities such as electricity, pipe-borne water/borehole and transport facilities, (5) office equipment such as cupboards, generator, typewriter, photocopying machines, etc. (6) sports facilities like football, table tennis, basketball, etc. (7) buildings like classrooms, administrative blocks, library, laboratories, health blocks, kitchen, examination hall, dining hall, assembly hall, rest rooms, toilets, hostels, store, staff rooms, workshops; (8) classroom equipment such as chairs, desks, tables, chalkboards, dusters, wash hand basin, napkins, chalk, etc. and (9) Instructional materials such as recommended textbooks, computers, chalkboard, marker board, chart flannel graph, beakers, burette, pipettes test tubes, thermometers, weighing balances, map, glass jars, globes, among others.

Learning resources are important parts of school plant that are needed to enhance the learning of various subjects in secondary schools. Furthermore, Abiola, and Ajibade (2023) defined learning resources as space interpretation of the school curriculum. It will be impossible for the curriculum to be implemented if the physical facilities required for teaching and learning are not available. For the teaching of English language at the senior secondary school, Fakeye (2012) asserted that some of the learning resources needed include, but are not limited to, recommended text books for teaching English language, old and recent reference materials like newspapers and Encyclopedia, dictionaries, tape recorders/voicing machines, video recordings on interviews/ documentaries for the teaching of English Language.

Oribhabor (2014) reiterated that the learning resources required for the teaching of English language cover two (2) broad categories namely: Print and Audio/visual resources. The recommended number of print resources needed for the teaching of English language at the Senior

Secondary School (SSS) level as stipulated by the Quality Assurance Department of the Ministry of Education include: recommended books on English language (10 per text/literature), Old Newspapers (120 sample copies), Encyclopedias (15 soft/hard copies), journals of published articles in English language (10 copies), Newsletters (25 copies) and latest edition of dictionaries e.g. (Macmillan or Oxford English) (4 copies). On the other hand, the recommended number of Audio/visual resources needed for purposeful teaching of English language includes: Voice/tape recorders (1 recorder), Compact disc/Digital Video Disc (CD/DVDs) (2 packs), Video recordings on interviews (10 recent sample recordings), Sample copies of letter formats (3 each on various types/formats), Voice meter (1 piece), Diction reverberator (1 piece), Personal computer (desktop system) (1-2 complete systems), language translators (2 suite of programmes), computers word processing applications e.g. Microsoft Word, Microsoft Word Editors, Standard and professionals (2 suite of programmes) (Federal Ministry of Education, 2014). Adesina and Ogunaju (2003) noted that it is only when learning resources are effectively utilised that predetermined educational objectives can be achieved. This implies that learning resources are not ends in themselves but only a means to an end. Consequently, one could rightly opine that the attainment of educational objectives could be influenced by the availability and utilisation of resources for teaching and learning English language at school.

Availability of resources refers to resources being readily provided for use. This term is being used to describe the existence of a facility or resource for usage. Okoyeukwu, Anya, and Yiljep (2023) argued that availability of a learning resource, such as classroom equipment could differ from school to school and be measured along the pedestal of fully available, scanty or unavailable. He added that if two schools, say school A and B have school libraries; the availability of such school library as rated by its users would depend on the quality of library stock and state-of-the-art materials in school A and B libraries. This clearly shows that the availability of learning resources in a school could be fully available while in another, it is unavailable or scantily provided.

Utilisation refers to how often a given resource is applied or employed in a given task. Abiola, and Ajibade (2023) stated that it is the degree or extent to which an item has been put into effective use. In measuring utilisation of learning resources, according to him, various degrees of utilisation include: (a) non-utilisation, (b) underutilisation, (c) over-utilisation, (d) maximum utilisation, and (e) optimum utilisation. Non-utilisation occurs when a facility is not put into use at all. When a facility is not used in its full capacity, underutilisation occurs. There is over-utilisation when a facility is used more than its capacity. These degrees of utilisation constitute a waste of resources and are counter-productive. Maximum utilisation occurs when facilities are put into effective usage in line with primary objectives while Optimum utilisation occurs when a resource is used to sufficient point but not beyond its potential. Clearly put, one could describe over or maximally utilised learning resources as resources that are always utilised; optimum utilised as those that are sometimes utilised, underutilisation as those that are rarely utilised and non-utilisation as those resources that are never utilised. Ugwu, Aleke and Akaniyere (2015) further accentuated that it is at optimum and maximum utilisation of learning resources that students' academic performance can be positively affected, and that the supply of leaning resources could be influenced by school characteristics such as school ownership or proprietorship.

Studies on availability and utilisation of learning resources has been investigated by scholars recently. According to Ikoya and Onoyase (2008), only 26% of secondary schools across the country have the school infrastructures needed to match the demands of the ever growing

school population. Bizimana and Orodho (2014) examined the correlation between availability of teaching and learning resources and effective classroom management and content delivery in secondary schools in Huye District, Rwanda. The study was framed on the systems theory propounded by Bertalanffy in 1968. A descriptive survey research design was used. Stratified sampling technique was applied to select a sample size of 619 respondents comprising 81 school administrators, 160 teachers and 378 students. A questionnaire was the main research instrument used to collect data. Data were analyzed using Pearson's Product Moment Correlation Coefficient statistical technique. The major finding was that the level of teaching and learning resources was insufficient among secondary schools in Huye District, Rwanda.

Koledoye (2015) examined the management of learning resources in primary schools in Nsukka Education Zone of Enugu State. Five specific purposes, five research questions and two null hypotheses were posed to guide the study. Survey research design was adopted for the study. A structured questionnaire was developed for both head-teachers and teachers. The population of the study consisted of 1,556 head-teachers and teachers. However, 432 were sampled for the study. The research instrument was faced validated by experts. The data collected were analyzed using simple percentage and mean. The major findings of the study showed that reading materials are the most common types of learning resources in primary schools. The study further revealed that availability of learning resources significantly predicts learning outcome of pupils in primary schools in Nsukka.

Ugwu, Aleke and Akaniyere (2015) examined the level of awareness and use of e-learning resources by secondary school teachers in Yobe State. The study adopted the survey method. A total of two hundred and forty (240) respondents were selected from two secondary schools in each of the three geo-political zones in the state. A self-developed questionnaire was used to obtain response from the respondents. A random sampling was employed in selecting 240 respondents from the three educational zones in the state. Three research assistants domiciled in each of the zones were used in the issuance and collection of the questionnaires. The result of the study showed that there is adequate utilisation of learning resources in secondary schools in Yobe State.

Odeh, Oguche and Ivagher (2015) investigated the influence of school location utilisation of learning resources on academic achievement of students in secondary schools in Zone "A" Senatorial District of Benue State, Nigeria. Three research questions and three hypotheses guided the study. A descriptive survey design was adopted for the study. The population of the study comprised 1636 teachers from 119 secondary schools in Zone 'A' Senatorial District of Benue State. A sample of 250 teachers was used for the study. A 15-item structured questionnaire developed by the researchers titled "Influence of School Environment Questionnaire (ICTQ)" was used for data collection. Mean and standard deviations were used to answer the research questions, while chi-square ( $\chi^2$ ) was used to test the hypotheses at 0.05 level of significance. The results of the study indicated that utilisation of learning resources has significant influence on academic achievement of secondary school students in Zone 'A' Senatorial District of Benue State.

Adequate provision of educational inputs and their judicious use are pointers to a functional education delivery system. The quality and quantity of inputs are some of the major determinants of the quality of its output. Schools in Edo State, depict a sorry state of affairs as adequate supply of qualified, experienced and specialized subject teachers is a rarity because teachers' distribution exercises are arbitrarily implemented. Alongside this, there are complaints by teachers and school principals that they lack basic school facilities and equipment for performing their duties. All these could adversely affect the quality of the graduate-output from the system. It has also been observed

that students have not been able to measure up to expectations in terms of external examinations as a result of poor preparation for such examinations.

Several recent studies such as Olagunju and Abiona (2008), Akinsola (2012), Adesua (2016) have tried to investigate the availability of learning resources in secondary schools in Nigeria. Olagunju and Abiona (2008) investigated the production and utilisation of materials/resources in Biology in selected states from South-West, Nigeria: Oyo, Osun, Ogun, Lagos and Ondo States and found that many of the school material resources needed were lacking. This study focused only on Biology; ignoring core subject like English. Akinsolu (2012) examined the quality of educational resources and its relationship with students' academic performance in English Language in public secondary schools in a sample of Local Government Areas of Osun State. The result showed that out of the 21 schools sampled, only three schools were able to produce potential candidates for higher education admittance, with an average pass of 48%, 40% and 50% in academic achievement respectively. Akinsolu (2012) attributed this to the poor provision of learning resources in schools. In a more recent study, Akomolafe and Adesua (2016) investigated the relevance of physical learning resources in enhancing the level of motivation and the academic performance of senior secondary school students in South West Nigeria and found that the availability of physical learning resources was poor in schools.

In spite of what is known on learning resources in the South-West, many of the recent studies surveyed learning resources in science related subjects such as Biology while the study of Akinsolu (2012) focused on English Language in public secondary schools only, private schools were not considered. This study sought to cover both public and private secondary schools. Consequent upon the seeming unavailability of learning resources, there are many questions that agitate the minds of stakeholders in education thus: What is the level of resources available in schools? Are the available learning resources judiciously utilised? It is the concerted effort to answer these questions; that motivated the study.

### **Research Questions**

The following research questions were raised to guide the study.

- a. What are the available learning resources in secondary schools in Edo Central Senatorial District of Edo State?
- b. Are the available learning resources being utilised by teachers and students in secondary schools in Central Senatorial District of Edo State?

## **2. METHODS**

The descriptive research based on the survey research design was adopted in this study to determine the availability and utilisation of learning resources in private and public secondary schools in Central Senatorial District of Edo State. The population of this study was made up of all the English language teachers in the 69 public and 70 private Senior Secondary Schools (SSS) in Central Senatorial District of Edo State. A sample of 35 private and 35 public schools representing 50% of the secondary schools were used in the study. The purposive sampling technique was used to draw one English Language teachers from each of the selected secondary schools. By using purposive sampling technique for the work, it becomes very clear that the researcher's choice of one English Language teacher per school is target directed and aimed at collecting data on availability and utilisation of learning resources in private and public schools in the district. The instrument of the study was a checklist titled: Learning Resources Availability

and Utilisation Checklist – LRAUC, which was used to collect information on availability and utilisation of learning resources in English language. The checklist was divided into Sections A, B, and C. Section A was used to collect biographic data such as name of schools, school ownership.

Section B and C of the checklist contained 15-items which dealt with the availability and utilization of learning resources in English language. The items in the checklist on English language cover print and audio/visuals resource. All the items in the Section–B on availability of learning resources were rated on a three-point scale: Fully Available (FA) - 3, Available (A) - 2, Unavailable (U) – 1. Section C was used to measure utilisation of learning resources among students. The items cover 15 learning resources in English language. The same set of items presented in the previous sections above was rated on a three (3) point scale of: Always Utilised (AU) - 3, Sometimes Utilised (SA) - 2, Never Utilised (NU) – 1.

The face validity of the instrument (LRAUC) was carried out by the researcher with the help of the supervisor and other experts. The checklist was done for possible corrections and amendment. The instrument was not subjected to any form of reliability technique. This is because the instrument was a checklist containing standardised items from the Quality Assurance Department of the Ministry of Education. Hence, the items were adjudged to be reliable and were administered without carrying out any reliability test. Research questions 1 and 2 were analysed using descriptive statistics - mean ( $\bar{X}$ ) and standard deviation (S.D). A benchmark, mean of 2.0, was used to determine availability and utilisation of learning resources in schools. This was obtained by adding up the scores of the three-point scales for availability and utilisation (3, 2 and 1) and dividing the sum (6) by the total number of scales (3) to give 2.0. Hence, items with a mean score of 2.0 or higher was adjudged to be available and utilised while items that were 1.99 and below was adjudged as unavailable and Underutilised.

### 3. RESULTS

The result of the analysis are presented in this section

**Research question 1:** What are the available learning resources in secondary schools in Edo Central Senatorial District, Nigeria?

**Table 1: Mean Score and Standard score on availability of Learning Resources for the Teaching of English Language in Secondary Schools in Edo Central Senatorial District, Nigeria.**

s/n	Resources	X	SD	Remark
<b>Learning Resources For English Language</b>				
<b>Print resources</b>				
1.	Recommended books on English language	2.04*	0.955	Available
2.	Old Newspapers	1.79	0.832	Unavailable
3.	Encyclopedias	1.76	0.859	Unavailable
4.	Journals of published articles in English	1.76	0.892	Unavailable
5.	Newsletters	1.80	0.754	Unavailable
6.	Latest edition of English language dictionary	2.17*	0.916	Available
<b>Audio/visual resources</b>				
7.	Voice/tape recorders	1.60	0.841	Unavailable
8.	Compact disc/Digital Video Disc (CD/DVDs)	1.76	0.970	Unavailable
9.	Video recordings on interviews	1.70	0.890	Unavailable
10.	Sample copies of letter formats	2.11*	0.860	Available
11.	Voice meter	1.86	0.937	Unavailable
12.	Diction reverberator	1.99	0.985	Unavailable
13.	Personal computer (desktop system)	2.20*	0.894	Available
14.	Language translators	1.60	0.824	Unavailable
15.	Computers word processing applications	2.06*	0.843	Available

\* *Significant availability mean score ( $\bar{X} \geq 2.00$ )*

The result showed that recommended books on English language, latest edition of dictionaries e.g. (Macmillan or Oxford English), sample copies of letter formats, personal computer (desktop system), computers word processing applications e.g. Microsoft Word, Microsoft Word editors, Standard and professionals were available at mean score range of 2.17 to 2.04. On the contrary, old newspapers, encyclopedias, journals of published articles in English, newsletters, voice/tape recorders, Compact disc/Digital Video Disc (CD/DVDs), video recordings on interviews, voice meter, diction reverberator, language translators were unavailable at mean score of 1.60 to 1.80. Hence, result showed that majority (10 of 15) of the resources for English language learning were unavailable in secondary schools in Edo Central Senatorial District, Nigeria.

**Research Question 2:** Which of the learning resources are utilised by teachers and students in secondary schools in Edo Central senatorial district Nigeria?

**Table 2: Mean Score and Standard score on utilisation of Learning Resources for the teaching of English Language in Secondary Schools in Edo Central Senatorial District, Nigeria.**

s/n	Resources	$\bar{X}$	SD	Remark
<b>Learning Resources For English Language</b>				
<b>Print resources</b>				
1.	Recommended books on English language	2.10	0.935	Utilised
2.	Old Newspapers	1.84	0.828	Underutilised
3.	Encyclopedias	2.01	0.876	Utilised
4.	Journals of published articles in English	1.81	0.889	Underutilised
5.	Newsletters	1.86	0.748	Underutilised
6.	Latest edition of English language dictionary	2.26	0.879	Utilised
<b>Audio/visual resources</b>				
7.	Voice/tape recorders	1.66	0.849	Underutilised
8.	Compact disc/Digital Video Disc (CD/DVDs)	1.81	0.967	Underutilised
9.	Video recordings on interviews	1.76	0.892	Underutilised
10.	Sample copies of letter formats	2.17	0.834	Utilised
11.	Voice meter	1.91	0.928	Underutilised
12.	Diction reverberator	2.04	0.970	Utilised
13.	Personal computer (desktop system)	2.26	0.863	Utilised
14.	Language translators	1.66	0.832	Underutilised
15.	Computers word processing applications	2.03	0.916	Utilised

The result showed that recommended books on English language, encyclopedias, latest edition of dictionaries e.g. (Macmillan or oxford English), sample copies of letter formats, diction reverberator, personal computer (desktop system), computers word processing applications e.g. Microsoft word, Microsoft word editors, standard and professionals were utilized at a mean score range of 2.04 to 2.26. On the contrary, old Newspapers, journals of published articles in English, newsletters, voice/tape recorders, compact disc/digital video disc (CD/DVDS), video recordings on interviews, voice meter, language translators, history text/biography of scientist were unavailable in secondary school at a mean score range of 1.66 to 1.91 respectively. Hence, results showed that majority (9 of 15) of the resources for English language learning were under-utilised in secondary schools in Edo Central Senatorial District, Nigeria.

#### 4. DISCUSSION

The result showed that majority (10 of 15) of the resources for English language learning were unavailable in secondary schools in Edo Central Senatorial District, Nigeria. This perhaps is due to the lack of funds to purchase the relevant resources needed for the teaching and learning of English Language poor resource management and improvising skills and maintenance culture. The result corroborates that of Ikoya and Onoyase (2008) which states that only 26% of secondary schools across the country have the school infrastructures needed to match the demands of the ever-growing school population. Result is in agreement with that of Bizimana and Orodho (2014) that the level of teaching and learning resources was insufficient among secondary schools in Huye District, Rwanda. Result confirms that of Koledoye (2015) howed that reading materials are the



most common types of learning resources in primary schools. The study further revealed that availability of learning resources significantly predicts learning outcome of pupils in primary schools in Nsukka.

Results showed that majority (9 of 15) of the resources for English language learning were under-utilised in secondary schools in Edo Central Senatorial District, Nigeria. The reason for the fall out of the result in this study could be due to low availability of learning resources in schools, lack of access to the available items being kept only for external examination purposes to secure approval/accreditation of the centres, low funds which has made the purchase of relevance learning resources challenging in schools. Result disagrees with that of Ugwu, Aleke and Akaniyere (2015) that there is adequate utilisation of learning resources in secondary schools in Yobe State. Result is in opposition with that of Odeh, Oguche and Ivagher (2015) that utilisation of learning resources has significant influence on academic achievement of secondary school students in Zone 'A' Senatorial District of Benue State.

## 5. CONCLUSION

The role of learning resources in the teaching of English Language cannot be over-emphasized in the secondary school system. This is because English language is not only core subject taught at the secondary level but also prerequisite subject for the study of specific subjects at higher levels of education. Unfortunately, many of the recommended learning resources needed for the teaching of English Language are scantily available and underutilised in public and private secondary schools in the study.

## 6. RECOMMENDATIONS

The following recommendations were made based on findings:

- a) Parents should increase their donations towards the procurement of learning resources for English Language in public and private schools in Edo State, Nigeria. This could be achieved by encouraging them through the Parents Teachers Association (PTA) body.
- b) State ministry of education should consider the adequate provision of English Language material (in line with recommended standards) a sinequanon for the establishment/approval of new secondary schools.
- c) The School Based Management Committee (SBMC) of both private and public secondary schools should support schools financially and materially to ensure that all learning resources that are not readily provided for the teaching and learning of English Language in secondary schools are available and adequate for usage.

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