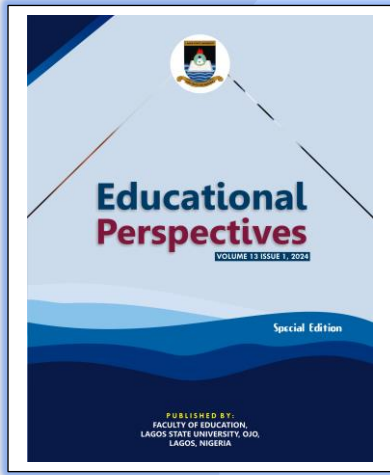


Dynamics of physical resources and availability on educational planning: prospects and problems

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ABSTRACT

Physical resources are tangible materials like books, equipment and other form of supplies that are used to facilitate learning in a physical classroom environment. The objective of this study is to investigate the dynamics of physical resources and availability in educational planning, its prospects, and problems. Two research questions were designed to guide the focus of this work as the target population was secondary school students in a senior secondary school in Ojo, LGA, Lagos state. A Survey research design was used in this work as a sample of 200 secondary school students was selected using a simple random sampling technique from five senior secondary schools. A self-structured instrument titled, “Dynamics of Physical Resources and Availability on Educational Planning Questionnaire: Prospects and Problems (DPRAEPQ)” was used to generate data. This Questionnaire was designed using a 4-likert form of strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The instrument was validated by 2 human resources experts in HRM of Lagos State University, Ojo. Using the split-half reliability form, r-value of 0.894 was obtained meaning internal consistency was met. The data was analysed using ANCOVA and tested at a 0.05 level of significance. The study revealed that the needed physical resources in schools are not available as the few available ones are obsolete or dilapidated as a result impedes proper educational planning. It then concluded that all stakeholders in the educational sector should see education as an investment hub thereby voluntary donations, provisions and assistance of all forms should be nested in the sector because of its future opportunities.

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Introduction

The term physical resources refer to those resources that can be seen (tangible). They are those resources in education that include infrastructure, facilities, laboratories, school buildings, classrooms, libraries, infrastructural spaces, equipment, and materials that support the learning environment. Given any educational system in Nigeria, the availability of physical resources Experience has shown that most of the physical resources that are germane to effective teaching/learning/academic performance of students appear not to be sufficient in our public secondary schools. The few ones available seem not to be of high standard or quality, some seem to lack maintenance culture, while others are in dilapidated conditions. The status of physical facilities especially in our public secondary schools today appears to be of great concern to educators. It seems that the provisions of these physical resources have dwindled over the years, perhaps due to an increase in school enrolment rate which had led to population explosion in public schools. It has been observed also that school physical resources are essential tools to facilitate and stimulate learning programmes. Teachers need them in an ideal working environment so that effective teaching and learning can take place. It has been observed that in schools where physical resources are made available, students tend to develop interest in learning which would invariably lead to high performance and effective educational planning.

According to Comfort and Veronica (2016), physical resources can be referred to as the school plant, school buildings, classrooms, library, laboratories, toilet facilities, offices, and other materials and infrastructures that would likely motivate students toward learning. Physical resources have been described as a powerful factor for quantitative and qualitative education (Yara & Otieno, 2010; Gometi, 2011). Physical resources can also be mildly regarded as those facilities or

resources that enable teachers to execute their classroom tasks well with little or no effort while also encouraging the students to learn effectively. Modern classrooms are known to have all manners of soft and hardware packages (laptops, computers, mark boards, pointer pens, magnetic tapes, boards, films, AI-enhanced techs) designed to improve teaching and learning. The absence of these resources may likely impede effective learning in classrooms.

In a study conducted by Yara & Otieno, (2010), physical resources when provided aid effective teaching and learning, encourage a rise in enrolment rate, motivate learners towards learning, bring about a reduction in crime rate and unemployment, promote self-independence, improve quality of productive segment or population, improve the academic achievement of students among others. In the same vein, Owoye and Yara (2011) stated that unattractive school buildings and overcrowded classrooms among others contribute to poor academic achievement in the school system. Classroom space is very important to 21st-century learning such that the students can work as a team, solve problems, and communicate effectively (Comfort and Veronica, 2016). Overcrowded schools and classrooms have been linked consistently with increased levels of aggression in students. This is associated with decreased levels of student engagement and decreased levels of learning. Classrooms with ample space are more conducive to providing appropriate learning environments for students and are associated with increased student engagement and learning.

Meanwhile, Sanusi (2018) in a relative study attested that there is a significant relationship between the availability of physical resources and educational planning. The availability of physical resources allows for the prediction of possible actions to take to determine if the physical resource in each school is overused or under-utilised.



Availability of physical resources provides visible information on the nature and current state of a problem and guides on possible steps to take to achieve specified objectives. Educational planners are better informed on the data set which in turn helps guide in formulation of educational policies for the advancement of education in the state.

The government depends on data generated from every spectrum of education as regards the availability of physical resources. Access to these data and information would assist them in providing immediate resources to those schools that lack them, ensure that enacted educational policies get to learners at the grassroots, welfare of teachers and students are captured in future decision-making processes and most importantly, these data also aid in making an informed decision directed towards educational planning.

The availability of physical resources always has a direct relationship with educational planning. It won't be out of place to state that educational planning is the systematic application of rational, systematic analysis to the process of educational development to make education more effective and efficient in responding to the needs and goals of its students, teachers, and society at large (Adeyemi, 2008). Meanwhile, Temitope (2023) claimed that available physical resources in schools are most times not readily available as few available ones are either obsolete or dilapidated thereby impeding proper educational planning.

For effective educational planning concerning dynamics on availability of physical resources, data on the number of students enrolment, teaching, and non-teaching, status of available classrooms, their carrying capacity, nature of their utilisation and seating capacity, are all needed to guide educational planners in redesigning functional templates to provide these resources where they are not available.

To ensure effective educational planning, physical resources must be provided and when provided, the

available resources must also be optimally utilised in other to achieve the primary objectives of the educational system. In public primary and secondary schools in Lagos state, Nigeria, every educational system should determine the resources required to achieve school goals, provide facilities that have the most advantage in terms of resource use, monitor to ensure optimal use of educational facilities so provided, maintain the resources regularly to ensure their longevity, review the provision of these resources to ensure that it continues to meet the changing educational needs in the advantageous manner among others.

Statement of the problem

The state of available physical resources in public secondary schools today appears to be of great concern to students', parents, teacher, evaluators, researchers and even educational planners. There seems to be inadequate provision of these facilities, some of the existing ones seem to be in a dilapidated state, while available ones seem to lack a good maintenance culture or may not function at all. Moreover, despite the poor state of physical resources, there has been an increase in the student population due to a high enrolment rate, the poor state of teaching and learning conditions, the negative attitude of the government towards education, an increase in vices and examination malpractice in schools among others. Due to the aforementioned factors, there has been an increase in the underperformance rate among students, and a rise in dropouts and failure rates respectively. This condition can be associated to failure on the part of educational planners to address the issue of availability of physical resources in schools because failure to do so may likely affect students, teachers, and even educational planners. A close observation of most schools reveals that these negative derivatives seem to indicate a lack of inadequate physical resources which have an indirect way of enabling a learning environment that could motivate, secondary students towards high performance. It seems that where these

facilities are lacking, students develop non-challant attitudes toward learning. These problems and concerns necessitated the investigation into the dynamics of physical resource availability and educational planning.

Purpose of the study

The main objective of this study is to investigate the dynamics of physical resources and availability on educational planning, its prospects, and problems, while specific objectives include.

- Determine how physical resources influence educational planning
- Justify how the availability of physical resources influences educational planning

Research questions

- How do physical resources influence educational planning in Lagos State, Nigeria?
- Does the availability of physical resources influence educational planning in Lagos State Nigeria?

Research Hypotheses

H0₁: Physical resources do not have any significant influence on educational planning

H0₂: Availability of physical resources does not have any significant influence on educational planning

Research Methodology

The study used a survey type of research design for this study. This design type allows for the study of large participants where various observations would be made to generalise the study; the population comprises of 98,275 students in Ojo Local Government Area of Lagos State as the target population was senior secondary school students in the state. A sample of 200 secondary school students was selected as a simple random sampling technique was introduced to select forty students each from five selected senior secondary schools. A self-structured instrument titled, "Dynamics of Physical Resources and Availability on Educational Planning Questionnaire: Prospects and Problems (DPRAEPQ)" was used to generate data. This Questionnaire was designed using a 4-likert form of strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The instrument was validated by 2 human resources experts in HRM of Lagos State University, Ojo. Using the split-half reliability form, r-value of 0.894 was obtained meaning internal consistency was met. The data was analysed using ANCOVA and tested at a 0.05 level of significance.

Result and Interpretation

H0₁: Physical resources do not have any significant influence on educational planning

Table 1: Correlation analysis showing the influence of physical resources on educational planning

Variables	Mean	SD	N	P	r-cal	Sig	Remark
Physical resources	2.91	0.667	200	0.05	.675	.006	Significant
Educational planning	3.23	0.879	200				
Total			200				

From the table above it shows that two hundred students participated in the study as physical resources value recorded low mean and standard deviation as against educational planning that

recorded both higher mean and standard deviation values. At $P < 0.006$, the null hypothesis is rejected which then means that the extent of physical



resources does have significant influence on educational planning.

HO₂: Availability of physical resources does not have any significant influence on educational planning

Table 2: Correlation analysis showing influence of available physical resources on educational planning

Variables	Mean	SD	N	P	r-cal	Sig	Remark
Physical resources	2.77	0.694	200	0.05	.712	.004	Significant
Educational planning	3.23	0.879	200				
Total			200				

Variables	Mean	SD	N	P	r-cal	Sig	Remark
Physical resources	2.77	0.694	200	0.05	.712	.004	Significant
Educational planning	3.23	0.879	200				
Total			200				

From the table 2 above it shows that two hundred students participated in the study as availability of physical resources value recorded low mean and standard deviation as against educational planning that recorded both higher mean and standard deviation values. At $P < 0.004$, the null hypothesis is rejected while the alternative which states that availability of physical resources has a significant influence on educational planning.

Discussion of findings

From hypothesis one it revealed that physical resources do have significant influence on educational planning in the state. The outcome of this work corroborates with that of Temitope (2023) who noted that in a well-coordinated school system the provision of physical resources cannot be underestimated as it includes ventilated and conducive classrooms, functional laboratories, provision of writing materials, playgrounds and good buildings among others. These physical resources enable learners to concentrate in

classroom to related activities as teachers become motivated to teach and impart knowledge. Temitope (2023) also noted that physical resources give direction to educational planners as to the nature of learner infrastructures to be provided, facilities and expected resources to expend in order to boost quality education. Educational planners are key stakeholders that determine the quality of education but with physical resources planning becomes more proactive.

Moreso from hypothesis two it also revealed that availability of physical resources does have significant influence on educational planning. The quality and quantity of physical resources greatly enhances the quality of teaching and learning as well as school effectiveness. The finding of this study agrees with that of Sanusi (2018) who attested that there is a significant relationship between availability of physical resources and educational planning. The availability of physical resources allows for prediction of possible actions



to take to determine if the physical resource in a given school is overused or under-utilised. Availability of physical resources provides visible information on the nature current state of a problem and guide on possible steps to take to achieve specified objectives. Educational planners are better informed on the data set which in turn helps guide in formulation of educational policies for the advancement of education in the state. In contrast, it can be recalled that in a study carried out by Okunamiri (2003), on the provision and utilization of school facilities in some selected secondary schools in Nigeria, his findings revealed that although facilities were adequately provided in some schools, they were not effectively utilized. He further emphasized on the need to ensure effective and efficient realization of the goals and objectives of the educational system. This implies that the availability of physical facilities alone does not enhance learning; rather it is the adequate utilization of these facilities that can only motivate students to learn and enhance improved academic performance which can best be achieved through educational planning.

Conclusion

The term physical resource comprises of all visible infrastructures and materials that aid in the facilitation of effective educational planning. Among others the study concluded that despite the massive investment by the state government to provide needed physical resources and materials in its schools, most schools still have deficiency in the availability of these physical resources. Again, it calls on stakeholders in the educational sector to see education as an investment hub thereby voluntary donations, provisions and assistance of all forms should be nested in the sector because of its future opportunities.

Recommendations

In other to promote effective educational planning in the state the following recommendations were put forward:

- Inventories of physical resources should be taken annually and reported to the state ministry of education
- Government should invest more in education because the sector remains a long-term sector
- There should be an immediate feedback mechanism where issues on management of education in the state should be well managed

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