IMPACT OF SCHOOL FACILITIES AND RESOURCES ON CURRICULUM IMPLEMENTATION IN TERTIARY LEARNING INSTITUTIONS IN NIGER STATE-NIGERIA

[1]Bello, M. R., [2]Shuaeeb, A. I., [3]Usman, T. D. [4]Mohammed, U. M. & [5]Abdullahi, U. B.
Department of Science Education, School of Science and Technology Education (SSTE)
Federal University of Technology, Minna, Niger State, Nigeria
[1]drrabiu@futminna.edu.ng +2348035927009 [2]aishuaeeb@futminna.edu.ng +234 7065116515
[3]tijjani.usman@futminna.edu.ng +2348061586360 [4]mohammed.umar@futminna.edu.ng
+2348104057994   [5]umarreee@gmail.com +234 803 662 4761

Abstract

The study was a descriptive survey research design to assess the impact of school facilities and resources on curriculum implementation in tertiary learning institutions in Niger state. Three objectives were formulated to guide the study. The target population for the study comprised 2,104 students from tertiary learning institutions across the State. A sample size of 210 students was drawn for the study as respondents. A two-stage sampling technique was adopted in the study: The Convenience sampling technique and Simple random sampling technique. FRCIQ Questionnaire was developed and administered to the respondents. The reliability index of the instruments was 0.84 using the Cronbach Alpha technique. Mean Item Score (MIS) was used to answer the research questions, while null hypotheses were analyzed using t-test inferential statistics at a 0.05 level of significance. The study revealed no significant difference in the mean response of the level of satisfaction on the availability and adequacy of library resources in tertiary learning institutions. Based on these findings, it was recommended that the government should provide adequate/sufficient digital multimedia and Virtual library resources for the effective services delivery.

Keywords: School facilities and resources, Curriculum, Curriculum implementation and Tertiary Institutions.

Introduction

In today's world, for any institution, organization or even a nation to operate in total capacity or effectively and efficiently, there must be human and physical resources. Similarly, the curriculum cannot be implemented in any educational institution without school facilities and resources. Educational institutions have developed into functional and complex systems from essential everyday experiences. When resources are limited, as they always are, these resources need to be well used to support educational improvement objectives to the greatest possible extent. An optimal distribution and use of resources would achieve both efficiency and equity objectives by channelling resources to where they are most needed. A range of global developments has increased attention to efficiency in education in recent years. Thus, harnessing the school environmental (physical) resources for curriculum implementation in our institutions becomes paramount. These issues bring about numerous obstacles for school administrators. As a result, effective environmental resource management and use in the educational system are unavoidable by administrators to realize the tertiary institutions' overall goals and objectives. School facilities and resources for curriculum implementation have been observed to be in short supply in FUT Minna and COE Minna respectively, this form the basis for this study.

School facilities and resources consist of all movable and immovable materials available within the geographical area of an institution that is applied for instruction and various exercises of the institution. Faisal (2017) stated that education resources made up of instructional facilities like audio and visual materials, graphics, printed materials, displace materials, and consumable materials

are examples of such resources. In addition, physical resources like land, buildings, furniture, equipment, machinery, vehicles, power, and water supply infrastructure are also included.

It is appropriate to say the curriculum is all about the experience required of a child for overall development since the organization of schooling and further education had long been associated with the idea of curriculum. A curriculum is a particular form of specification about the practice of teaching. It is not a package of materials or syllabus of ground to be covered, but it is a way of translating any educational idea into a hypothesis testable in practice. Hence, it invites critical testing rather than acceptance (Abubakar, 2020). Furthermore, the curriculum specifies teaching practice, which involves the pragmatic efficacy of the learners' experiences. Experience as a general concept comprises knowledge of or skill of something or some events gained through involvement in or exposure to that thing or event. In this wise, the curriculum is an essential element of education in which the overall objectives of education depend mainly on the nature of the curriculum (NERDC, 2004).

Curriculum experts have argued that curriculum making either at the level of development, design, implementation or reformation needs the inputs of critical stakeholders if it is relevant, meaningful and adequate to meet the needs of the people for whom it has been put together. In his opinion, Dewey (1897) contends that education is a social construct that is a part of society and should reflect the community. In this sense, the curriculum is the thrust of education, thereby integrating societal trends, traditional values, and individual expression. A curriculum is a three-part program that includes a study program, an activity plan, and coaching. The curriculum can also be viewed as a tool for directing the operations of any educational system.

Mezieobi (2012) defined implementation as "the process of putting into action an agreed-upon plan, decision, idea, or policy." As a result, curriculum implementation includes intentional assistance for teachers to guarantee that the freshly established curriculum and the most effective instructional practices are implemented in the classroom.

Wordu and Pepple (2018), Curriculum implementation is the process of putting all that has been planned as a curriculum document into practice in the classroom through the combined efforts of teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environments. At this juncture, it could be said that putting the curriculum into operation requires an implementation agent. Therefore, the teacher is identified as the agent in the curriculum implementation process. Thus, curriculum implementation refers to how the planned or officially designed course of study is translated into the syllabus, scheme of work, and lessons to be delivered to students. In addition, the curriculum implementation process entails assisting students in acquiring the necessary knowledge or experiences for career and general development. It is critical to remember that curriculum implementation is impossible without the participation of the learner. As a result, the learner is at the centre of the curriculum implementation process. Tertiary education is the highest of the sub-systems of higher education in any nation of the world. Hence Nigeria National Policy on Education (2013) describes tertiary education 'as the education given immediately after postbasic education into institutions such as polytechnics, colleges of education, Mono-technics, Universities, including institutions offering related courses. Thus, Nigerian, like any other developing nation, places high expectations on tertiary education, especially as it concerns human resource and research development. However, it is necessary to examine the impact of school facilities and resources on curriculum implementation in tertiary institutions of learning in Niger State-Nigeria

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Objectives of the Study

The study examined the impact of school facilities and resources on curriculum implementation in the tertiary learning institutions in Niger State-Nigeria. The study was carried out with the following specific objectives;

1. Assess the level of satisfaction on the availability and adequacy of library resources on curriculum implementation in the FUT Minna and COE Minna, Niger State.
2. Ascertain the extent of availability of digital multimedia technology for curriculum implementation in the FUT Minna and COE Minna, Niger State.
3. Determine the extent of adequacy of lecture rooms and staff offices for curriculum implementation in the FUT Minna and COE Minna, Niger State.

Research Questions

The following research questions were raised to guide the study:

1. What is the satisfaction level on the availability and adequacy of Library Resources for Curriculum implementation in the FUT and COE Minna, Niger State?
2. To what extent is the availability of Multimedia Digital Technology materials for Curriculum implementation in FUT and COE Minna, Niger State?
3. To what extent are the lecture rooms and staff offices adequate for curriculum implementation in FUT and COE Minna, Niger State?

Research Methodology

The study is a descriptive survey research design that assessed the impact of school facilities and resources on curriculum implementation in tertiary learning institutions in Niger state. The population of the study comprised all the students in the tertiary learning institutions in Niger State. A multi-stage sampling technique was used to select two tertiary learning institutions from the population with 2,104 respondents for the study. The convenience sampling technique was used in this study as part of a multi-stage sampling technique. The convenience sampling technique was used in the first step, which justified the researcher's choice of the population closest to him. Furthermore, a simple random sampling technique was adopted to select 210 respondents from the target population. A sampling fraction of 0.10, which is sample size/sample population, then multiply by the unit) was adopted. Thus, approximately 10% of the total respondents were randomly selected from the target institutions for the study. This selection ensured adequate representation of males and females in the sample.

A structured questionnaire entitled facilities and resources on curriculum implantation questionnaire (FRCIQ) was developed and administered to the respondents. The instrument was formulated in a 5 Point-Likert Scale format (1. Extremely satisfied 2. Very satisfied 3. Very moderately satisfied 4. Moderately satisfied 5. Slightly satisfied) to answer the research objectives. The instrument was validated by experts in Niger state curriculum planning and development unit, psychologists, and educationists from Niger state education. The observations and corrections made by the experts were adequately corrected to make the final copy of the instrument. The instrument was pilot-tested in a tertiary learning institution that is not within the target population. The reliability coefficient was determined using the Cronbach Alpha technique, which showed a reliability index of 0.84. Based on this result, the instrument was declared reliable.

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Table 1: Demographic Distribution of Respondents

S/No.	Item	Variables	Frequency	Percentage
1	Gender	Male	106	50.48
		Female	104	49.52
2	Institution	FUT Minna (School of Science and Technology Education)	130	61.90
		COE Minna (School of Science)	80	38.10
3	Level	100 Level	87	41.43
		200 Level	63	30.00
		300 Level	39	18.57
		500 Level	21	10.00
4	Age	16-20 years	61	29.05
		21-25 years	107	50.95
		Above 25 years	42	20.00

Table 3.1 above shows that most of the student in the sampled school is FUT Minna (School of Science and Technology Education), they constitute 61.90% of the sample. In comparison, COE Minna (School of Science) constitute 38.10%. The number of male respondents is 106, which is 50.48% and the number of female respondents is 104, which is 49.52%. Their ages ranged between 16-20 years is 29.05%, 21 – 25 years is 50.95%, and for above 25 years 20%. The questionnaire was administered to all levels except 400L who were on Industrial Training; 100L (41.43%), 200L (30.0%), 300L (18.57%), and 500L (10.00%)

Analysis Research Questions

The data collected was analyzed using mean and standard deviation to answer the given study questions. The following were the questions and the analysis:

Research Question One: What is the level of satisfaction on the availability and adequacy of Library Resources for Curriculum Implementation?

Table 2: Mean of Respondents on level of satisfaction on Availability and Adequacy of Library Resources

S/N	Item	$\bar{X}T$	SD	Remark
	Furniture Equipment			
1.	Shelves available are allocated to every lecturer in their offices.	2.88	1.74	Moderately Satisfied
2.	Availability and adequacy of office tables and chairs for every lecturer.	4.67	1.72	Extremely Satisfied
3.	Racks and catalogue boxes are available and utilized.	2.80	1.91	Moderately Satisfied
4.	Charging/ discharging trays available and utilized.	3.20	1.92	Moderately Satisfied
	Electrical Equipment			
6	Ceiling fan adequacy, availability and utilization	3.81	1.81	Very Satisfied
7	Ceiling fans are in good working conditions	3.52	1.74	Very Satisfied
8	Air conditioners are available and in good working conditions	2.81	1.79	Moderately Satisfied
9	Audio-visual aids are available and used	2.31	1.82	Slightly Satisfied
10	Photocopiers and scanners available and used	3.90	1.79	Very Satisfied
	Print Materials			

11	General & Reference books in various subjects are available and utilized	3.1	0.76	Moderately Satisfied
12	Newspapers, magazines and pamphlets are available and adequate	2.31	0.65	Slightly Satisfied
	Information Technology			
13	Internet connectivity is available within the university/college campus library	3.87	0.68	Very Moderate
14	Online resources available	3.80	0.74	Very Moderate
15	Virtual library resources and registration with online databases are available	2.41	0.75	Slightly Satisfied
	Grand Mean	3.24		**Moderately Satisfied**

N_1 = 130 (FUT Minna) N_2: = 80 (COE Minna);

The result presented in **Table 3.2** above revealed that the respondents agreed that item 2 was "Extremely Satisfied". At the same time, having "Slightly Satisfied" in items 8, 11, and 14. It was also recorded that items 5, 6, 9, 12, 13, 1 were "Very Moderate" and 3, 4, 7, and 10 were had "Moderately Satisfied". This implied moderate availability and adequacy of Library Resources for Curriculum Implementation in FUT Minna and COE Minna, Niger State.

Research Question 2: To what extent is the availability of Multimedia Digital Technology materials for Curriculum implementation in FUT and COE Minna, Niger State?

Table 3.3: Means (X) of Respondents on Availability of Multimedia Digital Technology materials

S/N	Item	X	SD	Remark
1	Audio materials and resources	1.90	0.48	Low Extent
2	Audio-visual materials	1.89	0.73	Low Extent
3	Online information resources	1.88	0.79	Low Extent
4	Internet services and connectivity	2.52	0.71	Moderate Extent
5	Multimedia materials and resources	2.63	0.77	Moderate Extent
6	Staff are trained on the use of sophisticated multimedia materials	2.56	0.67	Moderate Extent
7	Generating sets	2.65	0.82	Moderate Extent
8	Regular maintenance of materials and resources	3.80	1.78	High Extent
9	Staff motivation to effectively use material and resources	2.53	1.84	Moderate Extent

Grand Mean 2.50 Moderate Extent

N_1 = 130 (FUT Minna Respondents);

N_2: = 80 (COE Minna Respondents);

The result presented in **Table 3.3** above revealed that the respondents of FUT Minna (School of Science and Technology Education) and COE Minna (School of Science)) agreed to a "Great Extent" of item 8; "Moderate Extent" of items 4, 5, 6, and 7; while "Low Extent" of items 1, 2, and 3. Therefore, it was concluded that there were moderately available and implementation of

Multimedia Digital Technology for curriculum implementation in FUT Minna and COE Minna, Niger State

Research Question 3: To What extent are the lecture rooms and staff offices adequate in Curriculum implementation in FUT and COE Minna Niger State?

Table 3.4: Mean respondents of the extents are lecture rooms and staff offices adequate for Curriculum Implementation

S/N	ITEM	XT	SD	REMARK
1.	Number of available lecture halls/rooms for instructions	2.60	1.33	Moderate Extent
2.	Lecture halls/rooms are furnished.	2.64	1.74	Moderate Extent
3.	Resources in each department and faculty for instructions	2.61	1.68	Moderate Extent
4.	Lecture halls are spacious to accommodate students.	1.81	1.74	Low Extent
5.	Ceiling fans and air conditioners	1.77	1.75	Low Extent
6.	The level at which staff offices are furnished for curriculum implementation	1.85	1.75	Low Extent
7.	Number of Laboratories available and the resources within.	3.86	1.75	High Extent
	Grand Mean	2.44		Low Extent

N_1 = 130 (FUT Minna Respondents); N_2: = 80 (COE Minna Respondents);

The result presented in **Table 3.4** above revealed that the respondents agreed to "High Extent" in item 7; "Moderate Extent" in items 1, 2, and 3; "Low Extent" in items 4, 5, and 6. Since the grand mean obtained is below 2.5, this implies that the lecture rooms and staff offices are low, which means they are not adequate for Curriculum implementation in the FUT Minna and COE Minna, Niger State.

Summary of Findings

1. The respondents unanimously agreed that there is moderate satisfaction on availability and adequacy of library resources but slightly satisfied with audio-visual aids availability and utilization for curriculum implementation in FUT Minna and COE Minna, which may likely impact the teaching-learning processes and also improve the student performance.

2. The respondents also agreed on the moderate use of digital multimedia technology in curriculum

implementation in FUT Minna and COE Minna, which significantly impacts students' performance in FUT Minna and COE Minna Niger State.

3. The respondents agreed that there are no adequate lecture rooms and staff offices for curriculum implementation in the FUT Minna and COE Minna, Niger State, which has also impacted students' performances significantly.

Conclusion

Based on the outcomes of this research, it was concluded that there is moderate satisfaction with the availability and adequacy of Library Resources in tertiary learning institutions, but slightly satisfaction on audio-visual aids in the FUT Minna and COE Minna and can affect curriculum implementation by the lecturers negatively and hence, the academic achievements of students in the tertiary institutions. Since the quality of teaching bears a direct relationship with the quality of materials available for the lecturers to use

during teaching and learning, findings from this study have shown that FUT Minna and COE Minna lack some relevant facilities, which impacted not to be felt on students' performance. Also, it is concluded that there is a moderate availability and implementation of multimedia digital technology materials available for curriculum implementation in the FUT Minna and COE Minna, Niger State. That is to say, some multimedia facilities are not available for usage, and some that were available are not fully utilized in both tertiary institutions. It was concluded that lecture rooms, online resources, internet connectivity, air conditioners and furnished offices are to a low extent available, spacious and well equipped for curriculum implementation in the FUT Minna and the COE Minna, Niger State. Finally, it was evident that the level of satisfaction with library resources and their availability and adequacy, multimedia resources, lecture rooms, and other school facilities are in moderate quantities in FUT Minna and COE Minna, respectively. The provision of these School facilities insufficiently is essential because it aids the teaching and learning process in the schools, bringing about high achievements of undergraduate students and extending their output in society.

Recommendation

1. There is an immediate need for the Federal Government and the State government through the Ministry of Education to declare a state of emergency in the massive provision of adequate/sufficient library resources, especially audio-visual resources, internet connectivity, online resources, spacious and well-furnished lecture halls and staff offices in FUT Minna and COE Minna for effective curriculum implementation and service delivery.

2. The government should provide adequate digital multimedia resources in the FUT Minna and COE Minna and train the staff for these institutions to meet the global standard and implement their curriculum

effectively and also be able to prepare employable graduates.

3. The school management should emphasize training and re-training of staff to facilitate the use of available resources in curriculum implementation.

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