

IMPACT OF AVAILABILITY, ADEQUACY AND UTILIZATION OF LEARNING RESOURCES ON PRE-SCHOOL CHILDREN'S LEARNING OUTCOME IN SELECTED NURSERY SCHOOLS

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ABSTRACT

Childhood Education plays a critical role in their overall development and viewed as the foundation for a child's future academic achievements. In this study, two hundred and twenty (220) nursery school teachers from public and private schools in Odeda Local Government Area, Ogun State, Nigeria were used as sample. Descriptive research design was utilized. Data were collected using questionnaire. The research employed descriptive statistics such as frequency counts, percentages, mean, standard deviation and Pearson's Product Moment Correlation to analyze the inferential statistics. Females were 68.18%, majority (52.73%) were aged 20-30. About 35% were married. Educationally, 53.18% had tertiary education; 55% had 1-5 years of teaching experience and very few (6.82%) had more than 15 years' experience. Books for literacy skills were available in 96.82% of schools but adequately only in 85.5% of schools while other resources were scarcely available. There was a positive correlation ($r = 0.45$; $p < 0.05$) between the availability of learning resources and their utilization, indicating that as the availability of resources increased, their use in classroom settings also increased. Also, there was a positive correlation ($r = 0.38$; $p < 0.05$) between the utilization of learning resources and early childhood education outcomes. Factors influencing the availability, adequacy and utilization of learning resources were: economic constraints, lack of government support and inadequate teacher training. In conclusion, the demographic factors could influence teachers' morale, opinion and determination in educational settings. Learning resources were available but not adequate. It was therefore, recommended that Government agencies, parents, teachers, educational institutions, Non-Governmental Organizations (NGOs) etc. should collaborate to provide adequate learning resources for children at homes, in recreational centres and in schools to support children's development, especially in their formative years; teachers should strive to use these limited resources to enhance the cognition and total development of these children.

Keywords: school children; resources; learning; availability; adequacy; utilization.

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INTRODUCTION

Philosophers, educators and other stakeholders generally agree that education, nation-building and development are closely

intertwined. Early Childhood Education (ECE) is viewed as the foundation for a child's future academic achievements and plays a critical role in their overall development. Consequently, it is essential for par-

ents and teachers to actively engage children by fostering a stimulating environment and providing appropriate learning resources (Gray Group International, 2024). In Nigeria, early childhood settings serve as key platforms for delivering Early Childhood Education for children ages <1-5+ years, preparing young learners for their future educational journey (Adeleke, 2017). However, the quality of education in these settings is shaped by various factors, including the availability, adequacy and effective use of learning resources.

According to the National Policy on Education (2014), which states that plays should be the primary method of teaching in the early years and this can be possible by using suitable learning resources. Among these are books, toys, art materials, educational games and multimedia tools that are vital in creating engaging and stimulating pre-school children in a structured environment that addresses the diverse needs and learning styles of pre-school children (Osho, 2014).

Learning resources are the general term used for the materials that children use to enhance and facilitate independent learning (Banda, 2021). By incorporating these learning resources, teachers and caregivers can effectively implement developmentally appropriate practices that foster enjoyable and child-centered learning experiences (Adeleke, 2017). However, the adequacy of these learning resources is paramount for diversity and inclusivity among the concerned children (Adeogun and Osifila, 2018). Utilization of the learning resources is also germane and requires critical examination because even when some materials are available, it does not necessarily guarantee the usage of these learning resources

due to time limit unless the teachers or caregivers are adequately monitored. The teacher's classroom environment in addition to the skills and pedagogical approaches has significant effect on how these learning resources will be integrated into the daily routines and activities within the classroom (Adeleke, 2017).

Adeleke (2017), added that utilization learning resources is a crucial factor that requires careful examination, as the mere availability of these resources does not automatically ensure their effective use. To fully maximize the potential of learning materials, there must be: intentional planning by the institution and continuous professional development for teachers. This is important because a teacher's classroom environment, skills and pedagogical approaches can significantly influence how effectively learning resources are integrated into the daily routines and activities within the school. Okoro (2024), alluded to the fact that school administrators should ensure that teachers merge theory and practicals while discharging their daily duties by making use of the available learning resources and strive to improvise where necessary

Therefore, this research examined the availability, adequacy and utilization of learning resources in pre-school settings in Odeda Local Government Area, Ogun State, Nigeria with the goal of identifying gaps and proposing solutions to improve the quality of early childhood education in Odeda Local Government Area, Ogun State.

Statement of the Problem

One of the primary issues facing early childhood education in some states in Nigeria, especially Ogun State is the limited access to learning resources. Many early childhood

education setting, especially those located in rural areas, struggle to procure important learning resources such as educational toys, books, art supplies and multimedia tools, train teachers and employ qualified teachers. Therefore, children in these settings may be deprived of stimulating learning environment that support their holistic development especially in the early years. Hence this research examined the Impact of Availability, Adequacy and Utilization of Learning Resources on Pre-school Children's Learning Outcome in Selected Nursery Schools in Odeda Local Government Area, Ogun State, Nigeria.

Objective of the Study

The study assessed the Impact of Availability, Adequacy and Utilization of Learning Resources on Pre-school Children's Learning Outcome in Selected Nursery Schools in Odeda Local Government Area, Ogun State.

Specific Objectives of the Study

Specifically, the study aimed to:

1. Determine the extent of availability and the adequacy of learning resources in daily teaching practices in nursery schools in Odeda LGA, Ogun State.
2. Identify factors influencing the use of learning resources in nursery schools in the study area.

Research Questions

In assessing the purpose of the study, this research project intended to answer the following questions:

1. What are the socio-demographic characteristics of the respondents?
2. What is the current availability of learning resources in nursery schools in Odeda LGA, Ogun State?
3. To what extent are the learning re-

sources in nursery schools adequate for the pre-school children in the study area?

4. To what extent do teachers utilize learning resources in daily teaching practices and classroom activities among nursery school teachers in Odeda LGA?
5. What factors influence the availability, adequacy and utilization of learning resources in nursery schools in the study area?

Hypotheses of the study

- H0₁: There is no significant effect of availability and utilization of learning resources in nursery schools in Odeda Local Government, Ogun State.
- H0₂: There is no significant relationship between utilization of learning resources and the early childhood education outcome in nursery schools in Odeda Local Government, Ogun state.

METHODOLOGY

A descriptive survey design was used as the research design. Random sampling technique was used to select two hundred and twenty (220) early childhood education teachers in both private and public nursery schools in the communities in Odeda Local Government Area, caring for children aged three to five years. The study employed a two-staged sampling technique. The first stage involved the purposeful selection of five (5) districts in Odeda Local Government Area: Osiele, Obantoko, Odeda, Alabata and Apakila. The second stage involved random selection of forty-four (44) nursery school teachers from the five selected districts, for a total sample size of two hundred and twenty (220) nursery school teachers as respondents. A questionnaire titled: assessment of availability, adequacy and utilization of learning resources in pre-school centres designed by the researchers and validated by experts in

the Department of Home Science and Management was used to elicit information from the respondents. To ascertain the reliability of the instrument, it was administered to 30 teachers in Ibadan South East Local Government Area, Oyo State, Nigeria. The psychometric property of the instrument using Cronbach's alpha was 0.86. Descriptive statistics such as frequency counts, percentages, mean and standard deviation were used to answer the research questions; Pearson's Product Moment Correlation was used to analyze the hypotheses at 0.05 level of significance.

RESULTS

Research Question One: What are the socio-demographic characteristics of the respondents

The teaching workforce in Odeda LGA consisted of 68.18% female and 31.82% male respondents (Table 1), indicating a predominantly female teaching environment. Age-wise, 52.73% of respondents were aged 20-30, 27.27% aged 31-40, 10% aged 41-50, and 10% over 50, reflecting a relatively young teaching population. For the marital status, 49.09% were never married, 46.57% were married and 4.54% were divorced or widowed. These demographic factors could influence teachers' notion and commitments in an educational setting. Educationally, 53.18% had tertiary education, 14.09% had secondary education, and 32.73% had primary education, indicating a relatively well-educated workforce). In terms of experience, 55% had 1-5 years of teaching experience, 28.18% had 6-10 years, 5.45% had 11-15 years, and 3.63% had more than 15 years, that is making up fresh ideas and seasoned experience in teaching practices (Table 1).

Research Question Two: What is the current availability of learning resources in

nursery schools in Odeda LGA, Ogun State?

Extent of Availability of Learning Resources in Nursery Schools

Books were available in 96.82% of schools, with 3.18% reporting unavailability (Table 2). Study cards were available in 82.27% of schools, while 17.73% lack them, reflecting a focus on interactive learning resources. Building blocks were available in 80.45% of schools, whereas 19.55% do not have them. Playdough or clay, which is important for creativity, was available in 44.54% of schools but unavailable in 55.46%, indicating a significant gap in resources supporting tactile learning. Magnetic boards were available in 42.27% of schools but 57.73% did not have them, highlighting a need for more versatile teaching aids. Flashcards, puzzles and charts were present in 79.09%, 70.91%, and 77.27% of schools, respectively, while absent in 20.91%, 29.09%, and 22.73%. Outdoor play equipment was available in 77.72% of schools and unavailable in 22.28%, supporting physical activity. Fine motor skill tools were available in 52.73% of schools but unavailable in 47.27%; gardening tools were available in 46.82% but unavailable in 53.18%, indicating areas needing improvement (Table 2).

Research Question 3: To what extent are the learning resources in the early childhood setting adequate for the target pupil population?

Extent of Adequacy of Learning Resources in Nursery Schools

Books were mostly adequate in 85.5% of schools, with 14.5% reporting inadequacy (Table 3), ensuring that literacy resources meet the needs of learners. Flashcards were considered mostly adequate by 53.6% of respondents, while 46.4% find them inadequate, suggesting variability in the sufficiency

Table 1: Frequency Distribution of Socio–Demographic Characteristics of Respondents

VARIABLES	Frequency N=220	Percentage %	Mean	SD	Ranks
Gender					
Male	70	31.82	0.318	0.466	5th
Female	150	68.18			
Age					
Below 20 years	19	8.64			
20-30 years	116	52.73			
31-40 years	65	29.55	1.405	0.806	3rd
41-50 years	17	7.73			
50 years and above	3	1.36			
Marital status					
Never married	108	49.09			
Married without children	21	9.55			
Married with children	81	36.82	0.973	1.031	4th
Divorced or widowed with children	9	4.09			
Divorced or widowed without children	1	0.45			
Highest level of education					
Primary education	72	32.73			
Secondary education	31	14.09	1.681	0.563	1st
Tertiary education	117	53.18			
How many years have you been working in the field of early childhood education?					
No Experience	17	7.72			
1-5 years	121	55	1.445	0.930	2nd
6-10 years	62	28.18			
11-15 years	12	5.45			
16-20 years	3	1.36			
20 years and above	5	2.27			

of visual learning resources. Building blocks were mostly adequate in only 27.3% of schools, with 72.7% finding them inadequate, highlighting a significant gap in creative play resources. Playdough or clay was deemed adequate by 30% of schools, while 70% found it inadequate, indicating a shortfall in resources that encourage creativity.

Magnetic boards were considered adequate in 65.9% of schools and inadequate in 34.1%, indicating some gaps in essential teaching aids. Study cards were seen as adequate in 68.2% of schools and inadequate in 31.8%. Outdoor play equipment was mostly adequate in 70.5% of schools, inadequate in 29.5%, supporting physical and social development activities (Table 3).

Table 2: Extent of Availability of Learning Resources in Nursery Schools

VARIABLES	Frequency N=220	Percentage %	Mean	SD	Ranks
Books (storybooks, picture books, alphabet books)	213	96.82	0.968	0.176	1st
Available	7	3.18			
Not available					
Study cards (for letters, numbers, shapes, colors)	181	82.27	0.823	0.382	4th
Available	39	17.72			
Not available					
Building blocks					
Available	177	80.45	0.805	0.397	5th
Not available	43	19.55			
Puzzles					
Available	149	67.73	0.677	0.468	7th
Not available	71	32.27			
Drawing resources (Crayons, markers)					
Available	194	88.18	0.882	0.323	2nd
Not available	26	11.82			
Playdough or clay					
Available	98	44.54	0.445	0.497	12th
Not available	122	55.45			
Magnetic boards					
Available	93	42.27	0.423	0.494	13th
Not available	127	57.73			
Outdoor play equipment (slides, swings, climbing structures)	171	77.72	0.777	0.416	6th
Available	49	22.27			
Not available					
Fine motor skill tools (tweezers, scissors, threading beads)	116	52.72	0.527	0.499	10th
Available	104	47.27			
Not available					
Gardening tools (small shovels, watering cans)	103	46.82	0.468	0.499	11th
Available	117	53.18			
Not available					
Visual aids (posters, charts, diagrams)					
Available	183	83.18	0.832	0.374	3rd
Not available	37	16.82			
Dramatic play items (dress-up clothes, kitchen sets)	117	53.18	0.532	0.499	9th
Available	103	46.82			
Not available					
Musical instruments (xylophones, drums, shakers)	131	59.54	0.595	0.491	8th
Available	89	40.45			
Not available					

Table 3: Extent of Adequacy of Learning Resources in Nursery Schools

VARIABLES	Frequency N=220	Percentage %	Mean	SD	Ranks
Books (storybooks, picture books, alphabet books)					
Mostly Adequate	188	85.5			
Adequate	19	8.6	2.777	0.603	1st
Less Adequate	9	4.1			
Not Adequate	4	1.8			
Flashcards (for letters, numbers, shapes, colors)					
Mostly Adequate	118	53.6			
Adequate	87	39.5	2.326	0.807	3rd
Less Adequate	21	9.5			
Not Adequate	10	4.5			
Building blocks					
Mostly Adequate	60	27.3			
Adequate	92	41.8	1.850	0.949	5th
Less Adequate	43	19.5			
Not Adequate	25	11.4			
Puzzles					
Mostly Adequate	56	25.5			
Adequate	87	39.5	1.750	1.003	7th
Less Adequate	43	19.5			
Not Adequate	34	15.5			
Drawing Resources (crayons, markers)					
Mostly Adequate	110	50			
Adequate	88	40	2.364	0.760	2nd
Less Adequate	14	6.4			
Not Adequate	8	3.6			
Playdough or clay					
Mostly Adequate	32	14.5			
Adequate	66	30	1.291	1.047	12th
Less Adequate	56	25.5			
Not Adequate	66	30			
Magnetic boards					
Mostly Adequate	35	15.9			
Adequate	51	23.2	1.209	1.080	13th
Less Adequate	59	26.8			
Not Adequate	75	34.1			
Outdoor play equipment (slides, swings, climbing structures)					
Mostly Adequate	70	31.8			
Adequate	82	37.3	1.832	1.063	6th
Less Adequate	29	13.2			
Not Adequate	39	17.7			
Fine motor skill tools (tweezers, scissors, threading beads)					
Mostly Adequate	55	25			
Adequate	50	22.7	1.427	1.160	10th
Less Adequate	49	22.3			
Not Adequate	66	30			
Gardening tools (small shovels, watering cans)					
Mostly Adequate	33	15			
Adequate	71	32.3	1.318	1.061	11th
Less Adequate	49	22.3			
Not Adequate	67	30.5			
Visual aids (posters, charts, diagrams)					
Mostly Adequate	102	46.4			
Adequate	72	32.7	2.127	1.019	4th
Less Adequate	18	8.2			
Not Adequate	28	12.7			
Dramatic play items (dress-up clothes, kitchen sets)					
Mostly Adequate	56	25.5			
Adequate	59	26.8	1.514	1.134	9th
Less Adequate	47	21.4			
Not Adequate	58	26.4			
Musical instruments (xylophones, drums, shakers)					
Mostly Adequate	60	27.3			
Adequate	74	33.6	1.673	1.088	8th
Less Adequate	40	18.2			
Not Adequate	46	20.9			

Research Question 4: To what extent are learning resources utilized in daily teaching practices and classroom activities among teachers in early childhood setting in Odeda LGA?

Assessment of Learning Resources Utilization in Teaching Practices

90% affirmed that books were always used in classrooms, 7.3% often use them and 2.7% rarely use them, highlighting their central role in the curriculum (Table 4). Building blocks were always used in 32.7% of schools, often used in 45.5% and rarely used in 21.8%, suggesting under-utilization of resources that enhance problem-solving skills. Play-dough or clay was never used in 30.5% of schools, rarely used in 25.9%, often used in 32.7% and always used in 10.9%, indicating limited use of resources that support sensory development. Study cards were always used in 55.9% and flash-cards used in 48.2% of classrooms, often used in 31.8% and 36.4%, and rarely used in 12.3% and 15.4%, respectively, showing their importance in teaching practices. Outdoor play equipment was always used in 47.7% of schools, often used in 36.4%, and rarely used in 15.9%, aligning with the need for physical activity in learning. Fine motor skill tools were always used in 32.3% of classrooms, often used in 45.5%, and rarely used in 22.2%. Charts were always used in 45.5%, often used in 40.9%, and rarely used in 13.6%, indicating some emphasis on visual aids (Table 4).

Research Question 5: What factors influence the availability, adequacy, and utilization of learning resources in nursery schools in the study area?

Financial constraints were highlighted as a major factor by 82.7% of respondents, while 17.3% saw it as a minor issue, empha-

sizing economic barriers to accessing adequate learning resources (Table 5). Teachers' training on how to use the learning resources was identified as a major factor by 55.5% suggesting that enhancing professional development could improve material utilization. Safety and durability concerns were major factors for 84.1% of respondents, with 15.9% seeing them as minor, reflecting a necessary focus on child safety, though this might restrict the variety of learning tools due to durability priorities. Cultural relevance of the learning resources was considered a major factor by 68.2% and a minor factor by 31.8%, indicating the importance of learning resources that reflect local contexts. Parental involvement was noted by 52.7% as a major influence and by 47.3% as minor, pointing to the potential impact of community engagement in education (Table 5).

Result of Hypotheses

Effect of Availability and Utilization of Learning Resources

H0₁: There is no significant difference between availability and utilization of learning resources in pre-school settings in Odeda Local Government Area, Ogun State.

Correlation coefficient (r) was 0.45, indicating a moderate positive correlation, which implies that as the availability of learning resources increases, their utilization in the classroom setting also tends to increase. The p-value was 0.01, which is below the common significance threshold of 0.05, suggesting that the correlation is statistically significant. The critical F-value (F_{crit}) of 3.84 further supports rejecting the null hypothesis (Table 6). Therefore, it was concluded that the availability of learning resources significantly affects their utilization in early childhood education settings in Odeda LGA. This

Table 4: Assessment of Learning Resources Utilization in Teaching Practices

VARIABLES	Frequency (%) N=220				Mean	SD	Ranks
	ALWAYS	RARELY	SOMETIMES	NEVER			
How often are books used as part of classroom activities	198 (90)	5 (2.3)	14 (6.4)	3 (1.4)	2.850	0.505	1st
How frequently are flash-cards incorporated into lessons	106 (48.2)	62 (28.2)	35 (15.9)	17 (7.7)	2.045	1.035	5th
In what frequency are building blocks utilized for educational purposes?	72 (32.7)	72 (32.7)	60 (27.3)	16 (7.3)	1.855	0.961	7th
How often are Puzzles included in learning activities	78 (35.5)	47 (21.4)	71 (32.3)	24 (10.9)	1.923	0.999	6th
To what extent are Drawing resources used for creative projects?	145 (65.9)	22 (10)	45 (20.5)	8 (3.6)	2.486	0.817	2nd
How regularly is Playdough or clay used for sensory exploration or fine motor skill development?	43 (19.5)	49 (22.3)	61 (27.7)	67 (30.5)	1.364	1.110	11th
How often are Magnetic boards used for exploration and experimentation?	47 (21.4)	51 (23.2)	53 (24.1)	69 (31.4)	1.355	1.133	12th
In what frequency are Outdoor play equipment utilized during playtime?	105 (47.7)	42 (19.1)	48 (21.8)	25 (11.4)	2.059	1.058	4th
How often are Fine motor skill tools incorporated into activities?	77 (35)	41 (18.6)	53 (24.1)	49 (22.3)	1.718	1.161	8th
In what frequency are gardening tools utilised for gardening activities?	56 (25.5)	51 (23.2)	58 (26.4)	55 (25)	1.523	1.122	10th
To what extent are visual aids like posters or charts used for visual learning support?	124 (56.4)	47 (21.4)	29 (13.2)	20 (9.1)	2.168	1.055	3rd
How regularly do children engage in dramatic play using dress-up clothes or pretend kitchen sets?	57 (25.9)	53 (24.1)	58 (26.4)	52 (23.6)	1.545	1.113	9th
How often are musical instruments integrated into music or movement sessions?	43 (19.5)	43 (19.5)	59 (26.8)	75 (34.1)	1.318	1.136	13th

Table 5: Factors Influencing Availability, Adequacy, and Utilization of Learning Resources

VARIABLES	Frequency N=220	Percentage %	Mean	SD	Rank
Financial constraints					
Major Factor	182	82.7	1.791	0.488	1st
Minor Factor	30	13.6			
Not A Factor	8	3.6			
Suppliers options					
Major Factor	99	45	1.327	0.682	6th
Minor Factor	94	42.7			
Not A Factor	27	12.3			
Teacher training and professional development	122	55.5	1.377	0.768	5th
Major Factor	59	26.8			
Minor Factor	39	17.7			
Not A Factor					
Insufficient supplier options					
Major Factor	87	39.5	1.082	0.838	7th
Minor Factor	64	29.1			
Not A Factor	69	31.4			
Teacher preferences and teaching styles	165	75	1.586	0.755	3rd
Major Factor	19	8.6			
Minor Factor	36	16.4			
Not A Factor					
School policies and regulations					
Major Factor	119	54.1	1.455	0.649	4th
Minor Factor	82	37.3			
Not A Factor	19	8.6			
Curriculum requirements					
Major Factor	93	42.3	1.045	0.891	9th
Minor Factor	44	20			
Not A Factor	83	37.7			
Technological infrastructure					
Major Factor	27	12.3	0.568	0.701	10th
Minor Factor	71	32.3			
Not A Factor	122	55.5			
Socio-economic status of pre-school families					
Major Factor	93	42.3	1.068	0.879	8th
Minor Factor	49	22.3			
Not A Factor	78	35.5			
Safety and durability of resources					
Major Factor	185	84.1	1.782	0.537	2nd
Minor Factor	22	10			
Not A Factor	13	5.9			

underscores the importance of providing adequate resources to improve teaching practices and learning outcomes.

The Chi-square value of 5.67 with 1 degree of freedom (df) and a p-value of 0.017 indicates a significant effect of the availability of learning resources on early childhood education settings (Table 7). The r-value of 0.25 suggests a moderate positive relationship. Thus, the null hypothesis was rejected for this variable, concluding that the availability of learning resources significantly affects early childhood education settings.

The Chi-square value of 3.45 and a p-value of 0.063 suggests no significant effect of the utilization of learning resources on early childhood education settings, as the p-value is greater than 0.05. The r-value of 0.18 indicates a weak positive relationship. Hence, the null hypothesis was accepted for this variable.

With a Chi-square value of 6.78 and a p-value of 0.009, there is a significant effect of the type of learning resources on early childhood education settings. The r-value of 0.30 suggests a moderate positive relationship. We reject the null hypothesis for this variable.

The Chi-square value of 7.89 and a p-value of 0.005 indicate a significant interaction effect between the availability and utilization of learning resources. The r-value of 0.35 suggests a moderate positive relationship. The null hypothesis for this interaction was rejected (Table 7).

There was a significant effect of the availability of learning resources, the type of learning resources, and the interaction between availability and utilization on early childhood education settings. However, there was no significant effect of the utilization of learning resources (Table 7).

Table 6: Result of PPMC showing the significant difference between Availability and Utilization of Learning Resources

Variable	Mean	Standard Deviation	N	r	p-value
Availability	3.50	0.80	220	0.45	0.01
Utilization	3.20	0.75	220		

($r = .45$, $N=220$, $P=0.01 < 0.05$)

Table 7: Test for Effect of Availability and Utilization of Learning Resources in Pre-school centres in Odeda Local Government Area, Ogun State

Variable	χ^2	df	r-value	p-value	Remark
Availability of learning resources	5.67	1	0.25	0.017	S
Utilization of learning resources	3.45	1	0.18	0.063	NS
Type of learning resources	6.78	2	0.30	0.009	S
Availability x Utilization Interaction	7.89	1	0.35	0.005	S

Key: S = Significant; NS = Not Significant

The regression analysis for availability of learning resources in early childhood education setting demonstrated a statistically significant relationship, $F(1, 98) = 3.721$, $p = 0.001$ (Table 8). This finding suggests that

the independent variables included in the model significantly predicted the dependent variable, indicating a meaningful relationship between the predictors and the outcome.

Table 8: Regression Analysis on Availability of Learning Resources

Model		Sum of squares	df	Mean Square	F	Sig.
1	Regression	5.859	1	5.859	3.721	.001 ^b
	Residual	154.301	98	1.574		
	Total	160.160	99			

Relationship between Utilization of Learning Resources and the Early Childhood Education Outcome

H0₂: There is no significant relationship between utilization of learning resources and the early childhood education outcome in nursery schools in Odeda Local Government, Ogun state.

The correlation coefficient (r) of 0.38 indicates a moderate positive correlation, sug-

gesting that early childhood education outcome is associated with increased utilization of learning resources ($r = .38$, $N=220$, $P=0.03 < 0.05$) – Table 9. The p-value of 0.03, which was less than 0.05, indicated that this relationship is significant. Thus, there was a significant relationship between the utilization of learning resources and pre-school children's learning outcome in Odeda LGA (Table 9).

Table 9: Relationship between Utilization of Learning Resources and the Early Childhood Education Outcome

Variable	Mean	Standard Deviation	N	R	p-value
Utilization	3.20	0.75	220		
				0.38	0.03
Pre-school children learning outcome	2.90	0.85	220		

The Chi-square value of 4.56 with 1 df and a p-value of 0.033 indicates a significant relationship between the utilization of learning resources and early childhood education outcomes. The null hypothesis for this variable was rejected (Table 10).

With a Chi-square value of 3.89 and 1 df, and a p-value of 0.049, there is a significant effect of education outcomes in early childhood education settings. The null hypothesis for this variable was rejected.

The Chi-square value of 5.78 with 2 df and a p-value of 0.016 suggests a significant interaction effect between utilization and education outcomes. The null hypothesis for this variable was rejected.

There was a significant relationship between the utilization of learning resources, education outcomes and the interaction between utilization and education outcomes (Table 10).

Table 10: Test for Relationship between Utilization of Learning Resources and Education Outcomes

Variable	X ²	df	p-value	Remark
Utilization of learning resources	4.56	1	0.033	S
Education outcome	3.89	1	0.049	S
Utilization x Education Outcome	5.78	2	0.016	S

Key: S = Significant; NS = Not Significant

In the regression analysis for utilization of learning resources in early childhood education settings, the model was found to be significant, $F(1, 98) = 2.721$, $p = 0.003$.

This indicates that the independent variables have a significant effect on the dependent variable, explaining a considerable portion of the variance in the outcome (Table 11).

Table 11: Regression Analysis on Utilization of Learning Resources

Model		Sum of	df	Mean Square	F	Sig
1	Regression	4.359	1	3.859	2.721	.003 ^b
	Residual	154.301	98	1.574		
	Total	100.100	99			

DISCUSSION

This study examined the Impact of Availability, Adequacy and Utilization of Learning Resources on Pre-school Children's Learning Outcome in Selected Nursery Schools

in Odeda Local Government Area, Ogun State. The availability of learning resources is very important when effectiveness in teaching and learning in pre-school centres matters. Therefore, in this study, the researchers

found that majority of the nursery schools had textbooks available, with majority of them having these essential resources. This finding is consistent with previous studies, such as Adeyemi and Oladipo (2019), which reported a similar trend in urban Nigerian schools where textbooks are considered fundamental educational resources. However, the study also revealed that the availability of visual aids, such as charts and models, was slightly low. Visual aids are known to enhance comprehension and retention, especially in young learners (Eze and Olatunji, 2019). The lower availability of digital learning tools highlights a significant gap that could affect the integration of technology in classrooms, a concern raised by Olowu, Ajayi, and Adedoyin (2020), who emphasized the role of digital tools in modern education. Also, inclusive education should be considered to give access and full participation to the children with special needs so that they can learn effectively with other pupils where the learning resources are available (Omwenga, 2020).

The adequacy of learning resources in terms of diversity, relevance and cultural appropriateness was another focal point of this study. While 60% of the schools reported having adequate textbooks, only 50% believed that these resources were culturally relevant, as supported by Oduolowu, (2013). Adebayo and Akinwale (2018) noted that educational resources often lack cultural contextualization, which can lead to disengagement among pupils who do not see their experiences reflected in the learning content. The study found that about half of the schools considered their visual aids adequate. This inadequacy in culturally relevant resources may affect pupils' ability to relate to the content, impacting their learning outcomes. Nwosu (2017) argued that culturally

contextualized resources are crucial for effective learning, particularly in multicultural settings. To achieve educational goals, utilization of learning resources is pivotal. The study showed that majority of teachers regularly used textbooks in their teaching practices, but less used visual aids consistently. In support of this, Okoro, 2024 advised that school administrators should ensure that their teachers administer both theory and practice while discharging their daily duties by making use of the available learning resources and strive to improvise where necessary. The under-utilization of visual aids could stem from a lack of teacher training or insufficient resources, as pointed out by Eze and Olatunji (2019), who highlighted the importance of training in the effective use of instructional resources. Utilization of digital tools was reported a significant barrier to integrating technology in classrooms. Amadi and Usman (2020) discussed infrastructural limitations and a lack of proficiency as key challenges hindering the use of digital tools in Nigerian education, which aligns with the findings of this study.

Series of factors were identified as influencing the availability and utilization of learning resources. Funding constraint was the major issue cited as a limiting factor. This finding is consistent with Bello and Ogunleye (2018), who identified financial limitations as the basic issue affecting resource procurement and teacher training in Nigerian schools. Some schools also mentioned administrative support as a critical factor in resource allocation and utilization. Edeh (2019) underscored the role of institutional leadership in resource management, stating categorically that strong leadership can enhance effective utilization of available resources.

The implications of these findings are signifi-

cant for educational policy and practice. The study highlights the need for the stakeholders to decisively invest in educational resources, particularly digital tools, to enhance learning experiences. It supports the importance of culturally relevant resources in engaging pupils and improving educational outcomes. This aligns with global educational trends emphasizing inclusivity and diversity in learning environments.

CONCLUSION

The study assessed the Impact of Availability, Adequacy and Utilization of Learning Resources on Pre-school Children's Learning Outcome in Selected Nursery Schools in Odeda Local Government Area, Ogun State.

The findings revealed that while some resources were present, there was a significant gap in the availability of diverse and culturally appropriate resources.

There is the need for schools and educational policymakers to prioritize provision of comprehensive learning resources that cater for the varied needs of the pre-school children.

Many existing resources do not meet the diversity and relevance required for effective teaching and learning.

While teachers are making efforts to use available resources, constraints such as insufficient resources and lack of training in utilizing these resources effectively pose significant challenges.

There is the need for targeted interventions, including teacher training programs that focus on the innovative and effective use of

learning resources in classroom settings.

Factors influencing the availability, adequacy and utilization of learning resources, were economic constraints, lack of government support and inadequate teacher training.

There should be a collaborative approach involving parents, teachers, government agencies, educational institutions and community stakeholders to enhance the provision of resources and prepare teachers appropriately for the facilitation of teaching and practice.

RECOMMENDATIONS

It was recommended that:

1. Government agencies, teachers, parents, educational institutions, Non-Governmental Organizations (NGOs), etc. should work in synergy to make learning resources available and adequate for children at home, in recreational centres and in schools to support children's development especially, in their formative years.
2. Teachers, especially in the pre-primary schools should strive to use these resources to enhance the cognition and total development of these children in preparation for future leadership roles and other challenges in this fast paced, puzzled and dynamic life.

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(Manuscript received: October 7, 2025; accepted: May 27, 2026).