



# International Journal Research Publication Analysis

Page: 98-109

## UTILIZATION OF RESOURCES FOR EFFECTIVE CURRICULUM DELIVERY IN NIGERIAN SECONDARY SCHOOLS IN DELTA STATE

**Oyovwi Edarho Oghenevwede, Erhieguren Endurance Aherobo, Akarue Blessing  
Okiemute**

<sup>1</sup>Faculty of Education, Department of Science Education, Delta State University.

<sup>2,3</sup>Department of Agricultural Science Education, College of Education.

**Article Received: 21 August 2025**

**\*Corresponding Author: Oyovwi Edarho Oghenevwede**

**Article Revised: 11 September 2025**

Faculty of Education, Department of Science Education, Delta State  
University.

**Published on: 01 October 2025**

### ABSTRACT

Resources utilization for effective curriculum delivery in Nigerian Secondary schools was the focus of this study. The study adopted the descriptive Survey research design. The population comprises of all the teachers and Senior Secondary II students in all the public Secondary schools in Ethiope East Local Government of Delta State. A sample of 350 was drawn which comprises of 200 students and 150 teachers. Four research questions were raised to guide the study. The instrument used was a researcher made questionnaire which was validated by experts. A measure of internal consistency was determined using Cronbach Alpha to obtain a value of 0.84. The instrument was administered to respondents through the help of two research assistants. The data obtained was analyzed using mean and standard deviation. Based on the 4-point Likert Scale, a mean rating of 2.50 was accepted as a cut off point for the level of agreement. Results showed that the level of resources – Human, Material and Financial were grossly inadequate for effective curriculum delivery. It was concluded that the situation of resources in schools should be looked into and appropriate measures taken in order to enhance effective curriculum delivery in Nigerian Secondary schools, government, NGO's and organizations should team up to provide the needed resources in schools.

**KEYWORDS:** Utilization, Resources, Curriculum, Delivery.

## INTRODUCTION

The concept of curriculum originated from a Latin word ‘*Currere*’ meaning “to run a race”, a course through which an individual runs to reach a goal. Curriculum is the academic material that is being taught through the act of instruction, typically involving a teacher presenting material to a group of students at any level of the educational system.

The term curriculum can be considered as an organized framework that sets out the content that the learners are to learn, the process through which learners achieve the goals which the curriculum sets for them, what educator do to help learners to achieve these goals and the context in which teaching and learning occur (Oruakpor & Oyovwi, 2024; Norman, 2001).

According to Alade 2003, curriculum is a program of education targeted at a group of learners based on a time frame in order to achieve the intended learning and behavioral outcomes. Adequate availability and proper utilization of resources are quite necessary for a successful delivery of the curriculum at any level of the educational system being it in the primary, secondary or tertiary. There is therefore no gainsaying that curriculum without resources back-up would fail to produce the desired results. In other words, adequate resources must be provided in order for the curricula to be translated to meaningful results. Teaching and learning involves a dynamic interaction of human, physical and material resources hence the need to integrate teaching with activities that will promote academic achievement of effective internalization of contents by learners. Abdullahi, 2009 opined that the use of resource materials is one of such ways.

Curriculum delivery is a strategy by which a curriculum enables students to achieve their learning goals. The processes involved in curriculum delivery are teaching, learning support, advice, guidance, interaction, participative and collaborative learning. Ogunyeme (2009) refer to curriculum delivery as planned and unplanned experience which learners receive in the process of their formal or semi-formal education for the purpose of becoming better citizen who can make meaningful contribution to the betterment of the society. According to Ubong & Eduok (2022), the plan for curriculum delivery is shared with parents, families and the wider community and feedback is sought on ways to make the school curriculum responsive to local need.

Nature is endowed with unlimited resources for the benefit of human being in diverse fields of endeavor. Educationally, the importance of resources in curriculum delivery cannot be

overemphasized and this necessitated the establishment of educational resources development centers in schools and colleges. For any educational system to survive and perform the functions for which it is set, resources must be available. In other words, the viability and productivity of any educational set up depends to a large extent on the availability of resources. This is because no educational organization, no matter the size can function effectively and achieve its set goals and objectives without adequate supply of resources in form of human, physical and material. The term resources in educational sector consist of all things in the school environment that facilitate the teaching-learning process. Olatunji (2011) defined resources as the material and non-material things that are used to facilitate teaching and learning which ultimately culminate into improved results and quality educational outcomes.

Resources are designed to support teachers to plan, deliver and assess their teaching and lesson delivery. They increase learner's achievement by supporting learning, useful and dependable in capturing students' imagination when used correctly, motivate students to learn and remember what is learnt. Furthermore,, effective utilization of resources broaden and deepen learner's knowledge by providing a variety of first hand, developmentally appropriate experience and by helping student's acquire symbolic knowledge through representing their experiences.

According to Oyovwi (2019), resources are very vital tools in education. Since they provide information to teachers as well as the learner, promote critical and creative thinking and help the learner's to learn faster and better. There are different types of resources that can be utilized for effective curriculum delivery namely Human, Physical and Material resources. Hence the realization of the purpose of education greatly depends on the nature, quality, quantity, availability and judicious utilization of these resources.

Human resources in an educational set up refer to all the human being working in the educational system. Without the human resources, teaching and learning (Curriculum Delivery) will not take place effectively because they determine the facilities, methods of delivery the curriculum and programs and the yardstick for evaluation of teaching and learning in schools. According to Abu 2019, human resources enhance interaction between education and society, enable pupil to appreciate and prepare for other areas of life. Human resources include the teacher, laboratory, assistants and attendants, planner's administrators, cleaners, gardeners and learners.

Material and Physical resources are structural facilities that are used to enhance effective teaching and learning and this includes all instructional and non-instructional facilities such as classrooms, laboratories, libraries, workshops, playground, textbooks, journals, projectors, computers, curriculum materials(Oyovwi & Iroriteraye-Adjekpovu, 2021).

Financial resources are the monetary input available for and expended on education system. This includes funds from sources such as Tuition, Parents Teachers Association (PTA) levy, Trust Fund, Government Subventions Donations.

Oyovwi, (2012) lamented the state of resources in Nigeria schools as many schools are deficient of infrastructures, equipment and materials. He noted that the challenges of inadequate funding to procure equipment and basic infrastructures, facilities and to build laboratory and to recruit qualified teachers, capable technicians and supportive staff is enormous that need to be tackled. It is therefore imperative that the state of resources in Nigeria schools be looked into for effective curriculum implementation.

### **Statement of the Problem**

Quality and effective curriculum delivery is paramount in the educational setups. However, it has been revealed that lack of resources for curriculum delivery, inadequate instructional materials; teacher's lack of necessary skills to select and utilize resources for teaching and in accessibility of teachers to available resources contributes to poor curriculum delivery in schools. The statement of the problem therefore is a well adequate utilization of resources promotes effective curriculum delivery in Nigerian schools.

### **Purpose of the Study**

The purpose of the study is the utilization of resources for effective curriculum delivery in Nigerian schools.

Specially, the study seeks to:

1. Determine the level of availability of Human and Material resources in Secondary Schools.
2. Determine the extent these resources are adequate for use.
3. Identify the hindrances in the use of these resources in curriculum delivery.
4. Identify how the hindrance can be addressed.

## Research Question

The following questions were raised to guide the study:

1. To what extent are human and material resources available for curriculum delivery in secondary schools?
2. To what extent are these resources adequate for curriculum delivery in secondary schools:
3. What are the hindrances to the utilization of resources in curriculum delivery in secondary schools?
4. How can the hindrances be addressed for effective curriculum delivery in secondary schools?

## METHODOLOGY

The descriptive research method of the survey design was adopted. This method is considered appropriate to give the description of the availability, adequacy and utilization of resources in secondary schools. According to Nwobasi (2015), descriptive survey research is used to collect detailed description of existing phenomenon with the intent of employing data to justify current conditions and practices or make more intelligent plan for improving them. The population consisted of all the teachers and students in the 25 public secondary schools in Ethiope East Local Government Area of Delta State Nigeria with estimated population of 1,000 teachers and 3,780 students. Simple random Sampling was used to select 200 students from the sampled schools and 150 teachers giving a Sample size of 350. The instrument used for the study was a structured questionnaire prepared by the researcher and consisted of 4 sections. Section 1 sought for the availability of human and material resources. Section 2 dealt with the adequacy of resources. Section 3 dealt with the hindrances to the utilization of resources while Section 4 sought for ways of addressing the mentioned hindrances. The instrument was validated by two (2) teachers and two experts from measurement and evaluation and was modified based on their suggestions. The instrument was administered to 30 SS II students in Urhuoka Secondary school, Urhuoka which is outside the sampled area. A measure of internal consistency was determined using Cronbach Alpha and the value of 0.84 was obtained. Two research assistants helped in the distribution and collection of the questionnaire. The responses were collected on the spot from respondents thus ensuring 100% return rate.

The data obtained were analyzed using mean and standard deviation. Based on the 4-point Likert scale, a mean rating of 2.50 was accepted as a cut off point for the level of agreement.

## RESULTS

**Table 1: Mean Response of Teachers and Students on Availability of Human, Material and Financial Resources for Effective Curriculum Delivery.**

S/N	Human Resources	$\bar{X}$	SD
1	Adequate teachers in schools	2.81	0.93
2	Laboratory Assistants available	1.94	0.64
3	Laboratory Attendants available	1.90	0.63
4	School Administrators	2.73	0.91
5	Cleaners	1.89	0.59
6	Gardeners	2.10	1.15
7	Computer Operators	2.41	0.80
8	Electricity Supply or Standby generators	2.04	0.68
9	Well-equipped laboratories	2.87	1.01
10	Well-constructed spacious classrooms	2.00	0.66
11	Writing desks and chairs	1.97	0.65
12	Teachers and administrative offices	2.56	0.85
13	Visual and visual aids	2.10	1.15
14	Relevant textbooks, journals, charts	2.87	1.01
15	Consumables e.g. chemicals	2.56	1.14
16	Non- Consumables	2.73	0.91
17	Government Subvention	1.84	0.92
18	PTA Subvention/Levy	1.97	0.65
19	Tuition fees	2.86	0.95
20	Trust fund	2.10	1.05
21	Donations	2.62	0.87

Table 1 revealed the resources that are available for effective curriculum delivery in Secondary schools. Item 1 and 4 on Human resources showed that they are available having a mean above 2.50 while item 2, 3, 5, 6, and 7 are not available since their mean are below 2.50. On Material availability, item 9, 12, 14, 15, 16 are available having a mean of 2.50 and above while item 8, 9, 10, 11and 13 are not available with mean below 2.50. On Financial resources, item 19, 20 are available having a mean of 2.50 and above while item 17, 18 and 20 are not available with mean below 2.50.

**Table 2: Mean and Standard Deviation on the Adequacy of Resources for Effective Curriculum Delivery.**

S/N	Human Resources	$\bar{X}$	SD
1	Adequate teachers in schools	3.00	1.28
2	Laboratory Assistants available	1.84	0.92
3	Laboratory Attendants available	1.99	0.65
4	School Administrators	2.86	0.95
5	Cleaners/Gardeners	2.10	1.05
6	Computer Operators	0.96	0.48
7	Clerks/ Messengers	2.41	0.80
<b>Material Resources</b>			
8	Electricity Supply or Standby generators	1.89	0.59
9	Well-equipped laboratories	2.00	0.66
10	Well-constructed ventilated classrooms	2.41	0.80
11	Writing Desks and Chairs	2.41	0.80
12	Teachers and Administrators offices	2.87	0.93
13	Visual and Visual aids	1.94	0.63
14	Relevant textbooks, Journals Charts	2.62	0.87
15	Consumables e.g. Chemicals /reagents	2.04	0.68
16	Non-Consumables	2.61	0.60
<b>Financial Resources</b>			
17	Government Subvention	1.89	0.59
18	PTA Subvention/Levy	2.10	1.15
19	Tuition fees	3.54	1.98
20	Trust fund	2.41	0.80
21	Donations	2.10	1.05

Table 2 revealed the adequacy of resources for effective curriculum delivery in Secondary schools. Item 1 and 4 on Human resources showed that they are adequate having a mean of above 2.50 while the rest items 2, 3, 5,6 and 7 are not adequate since their mean is below 2.50. On Material resources, item 12 and 14 are adequate having a mean of 2.50 and above while items 8, 9, 10, 11, 13, 15 and 16 are not adequate since their mean is below 2.50. On Financial resources, it was revealed that item 19 was adequate with a mean of 2.50 while items 17, 18, 20, and 21 are not adequate since their means were below 2.50.

**Table 3: Hindrances to the Utilization of Resources in Curriculum Delivery in Secondary Schools.**

S/N	Human Resources	$\bar{X}$	SD
1	Inadequate teachers in schools	2.41	0.80
2	Inadequate Laboratory Attendants and Assistance	2.73	0.91
3	Poor Computer Skill Operators	3.54	1.98
4	Poor Teachers attitudes to work	2.87	1.01
5	Lack of Electricity Supply or Standby generators	2.81	0.93
6	Inadequate laboratories and facilities/equipment/Consumables and Non-Consumables	2.58	0.85
7	Inadequate Visual and Visual aids	2.62	0.87
8	Lack of skills/competencies required for Material resources	3.00	1.28
9	Poor Preservation or maintenance culture of materials	2.65	1.04
10	Insufficient fund	3.00	1.80

Table 3 shows that all the item (2-10) are the most hindering factors to the Utilization of resources for effective curriculum delivery in Secondary schools.

**Table 4: Suggestions to Address the Hindrances for Effective Curriculum Delivery in Secondary Schools.**

S/N	Suggestions	$\bar{X}$	SD
1	Employment of qualified and dedicated teachers	2.74	0.91
2	Provision of qualified laboratory Assistants and Attendants	2.86	1.95
3	Providing more funds to schools	3.12	1.03
4	Facilities like laboratories, modern textbooks, journal and equipment must be provided and adequate	2.94	1.48
5	There should be provision for steady power supply and a standby generator	3.00	1.28
6	Maintenance culture should be improved upon	2.62	0.87
7	Teacher Welfare should be improved upon	2.56	0.85
8	Training of teachers through workshops, seminars and conferences for skills acquisition	2.71	0.67
9	Provision of enough classrooms, seats for all students	2.75	1.13
10	Resources such as the material resources should be such that could be easily improvised from the local environment	2.58	0.85

Table 4 shows that all the item (see 1-10) are in agreement for the suggestions to address the hindrances for effective curriculum delivery in Secondary schools having mean above 2.50.

## DISCUSSION

Meaningful learning and effective curriculum delivery requires the use of multi-sensory approach where appropriate resources are selected and utilized. There is no gainsaying

therefore that curriculum without adequate resources back-up would fail to produce the desired results. In other words, adequate resources must be provided in order for the curricula to be translated into meaningful results (Oyovwi, 2012).

However, results from the analysis revealed that there is a dearth of resources as noted by Oyovwi (2012) ranging from human, material and financial resources in Nigeria Secondary schools which need to be tackled as they help to facilitate teaching and learning which invariably affects curriculum delivery. Olayeye (2002) and Akpokiere (2004) have attributed poor quality of curriculum delivery and education, low performance and poor skill acquisition to unavailability of resources – human, material and financial. Ezike (2006) lamented over the poor status of resources in Nigerian schools.

Human resources in any organization, education inclusive are the most essential resources. Moorhead and Griffin (2002) rightfully pointed out that the success of any organization depend to a great extent on the status of the human resources because it co-ordinates both the material and financial resources for the purpose of achieving the organizational goals. However, results from the table 1shows that the level of human resources and their adequacy is not encouraging which calls for an urgent attention in order to promote effective curriculum delivery.

Furthermore, the findings also revealed that the material resources in terms of availability and adequacy is quiet unattractive. The findings is in agreement with Lawrence (2017) and Nwafu & Ezi (2014) that revealed in their studies that material resources are lacking in schools. The study also revealed that financial resources was grossly inadequate. Adequate financial resources is fundamental in the attainment of the educational goals and objectives and by implication effective curriculum delivery. Oguna (2000) asserts that adequate financial input is crucial to the success of any system of education. Unfortunately, in Nigeria the financial resources is grossly insufficient. This findings is in agreement with Abolo, (2011).

Again, the study revealed from table 3 that apart from item 1, all the other item (2-10) are the most hindering factors for effective curriculum delivery in Secondary schools. This findings is in agreement with Umeh (2006) who observed on her study that several factors have over the years been noted by many researchers as being problems of teachers in the teaching learning process. (curiculum delivery).

It was revealed through the findings of this study that for the curriculum to be effectively delivered at any level, the suggestions preferred should be implemented.

## CONCLUSION

Based on the findings and discussion, it could be concluded that the situation of resources in Nigerian Secondary schools is quite unattractive and that the government should as a matter of urgency look into the deplorable state of resources and appropriate measures taken to remedy the situation. Consequently, the apparent shortfall in these essential resources is manifested in the high failure rate of student and shallow delivery of curriculum in Nigerian Secondary schools.

## Recommendations

From the above conclusion, the following are recommended:

1. Government should allocate more funds to education on Nigeria.
2. The government along-side NGO's, individuals and organizations should team up to provide adequate resources – human, material and financial resources to schools.
3. Government and school authorities should show greater interest in sponsoring teachers to conferences, workshops and seminars to be updated with the skills and competence required in using resources.

## REFERENCES

1. Abdullahi, M. (2009). Basic Concepts in Education Kano Mats Commercial Press.
2. Abolo, V. (2011). Academic Staff Perception of Funding Initiatives for Higher Institution in Lagos State in J.B Odunuga, S.O. Davies and A.F. Oyeyinka: Contemporary Issues in the Nigerian Educational System Abeokuta: School of Education Publishers.
3. Akpokiere, R. (2004). Comparative academic achievement of Chemistry Students in adequate and inadequate equipped Semon Secondary schools in Niger State Nigeria: An unpublished M.Ed thesis of the University of Ilorin, Nigeria.
4. Alade, I.A. (2006). Education of technical education curriculum in Colleges of education in South Western Nigerian. Unpublished Ph.D Thesis, Department of Technical Education, University of Ibadan, Ibadan.
5. Ella, B.I. (2007). Effectiveness of quality assurance curriculum frame factor on implementation of agricultural education programme of Colleges of education in Eastern

Nigeria. An unpublished Ph.D Thesis, Department of Vocational, Teacher Education, University of Nigeria, Nsukka.

6. Ezike, B. (2006). Inservice training need of principals in skills of library resources management unpublished Ph.D thesis, University of Nigeria.
7. Lawrence O. (2017). Focused on the availability on Utilization of Instructional materials for teaching Chemistry in Senior Secondary schools in Ankpa Local Government Area of Kogi State.
8. Moorhead G. and Griffin, R.W. (2002). *Organizational Behaviour*. New York: Houghton Mifflin.
9. Norman, E. (2007). *Measurement and Evaluation in teaching*-London: Colier, Macmillian Publishers.
10. Nwafo & Ezi (2014). Focused on the availability and Utilization of Instructional material in teaching and learning of Basic Science in selected Junior Secondary school in Abakaliki education Zone of Ebonyi State, Nigeria.
11. Nwobasi, P. (2015). Role of Federal Government in Technology and Vocational Education Development in Nigeria. *Ebonyi State University Journal of Education* 2(i).
12. Ogunyemi, A.L. (2010). Locating Supplemental Sources of revenue to finance Universities in Nigeria. *Journal of Education Finance* 14(4), 522-533.
13. Olaleye, E.O. (2002). New training and teaching technologies. Issues, problems and prospects for teacher education programme in Nigeria. *Journal of Science and Movement Education*. 4, 38-49.
14. Olatunyi, S.O. (2011). Innovative Practice in Education. A Global Perspective *Technolearn* I(i).
15. Oruakpor, J. A & Oyovwi, E. O. (2024). Computer Assisted Instruction (CAI) with animation in Biology Curriculum Delivery: A panacea for students Achievement and Motivation. *British Journal of Education*.12(5), 58-70
16. Oyovwi, E. O. & Iroriteraye-Adjekpovu (2021). Effects of Metacognition on Student's Academic Achievement and Retention Level in Science Curriculum Content. *Psychology and Education*, 58(4), 4932-4939
17. Oyovwi. E. O. (2012). Science Curriculum Innovation in Nigeria Senior Secondary School: Challenges and Prospects. *Journal of the Nigerian Academic Forum Published by National Association of the Academy*. *Nnamdi Azikwe University, Akwa Anambra State*, 22(1), 74-79

18. Oyovwi, E.O. (2019). Research Management in Science Education for Sustainable Development in Nigeria, *Benue State University Journal of Education* 19(1), 63-67.
19. Ubong M. N. & Eduok J.O. (2022). Curriculum Delivery and security challenges in Tertiary Institutions in North East Senatorial District of Akwa-Ibom State. *Abia State University Journal of Education Journal a*(3), 53-63.
20. Umeh, M.O. (2006). Availability and use of human and material resources in the teaching of Ecology and Genetics in Biology Education in Senior Secondary schools in Anambra State. STAN proceedings of the 49<sup>th</sup> Annual Conference, 125-133.