

EFFECTS OF INADEQUATE EDUCATIONAL RESOURCES ON TEACHING AND LEARNING CHALLENGES FOR ACADEMIC EXCELLENCE.

By

A. O. KEHINDE

*Department of Curriculum Studies
and Educational Technology
Federal College of Education
Osiele-Abeokuta, Nigeria*

And

SOTANDE, R. A.

*Department of Educational Foundations and Management
Federal College of Education
Osiele, Abeokuta, Nigeria*

Abstract

The thrust of this paper is that, a well planned and an integrated approach should be adopted in the development of educational resources so as to bring about Academic Excellence. It is the belief of the researcher that the establishment and utilization of educational resource centre in the schools will offer one of the best possibilities for effective teaching and learning, if well equipped and utilized. The paper therefore looked into what and how Educational Reference Centres (ERC) should be, to achieve the objectives and also conclude that each school should play a conspicuous role in the development of Educational Resource Centres (ERC) for effective academic excellence.

Key Words *ERC, CET*

Introduction

A resource is anything used to meet a need, a support, or a helping hand, while educational resources are the sum total of the input that goes into education system, in form of support for the enhancement of teaching/learning that facilitates, influence or encourage, the transmission or acquisition of knowledge, competence, skill and the know how. They are essentially, things used to aid the educational training of learners. These could be building, staff, equipments, ideas and materials i.e. it could be human and material in nature.

Educational Resource Centres

Having described educational resources as human and materials that can be used to facilitate teaching and for the acquisition of knowledge, we shall look into what Educational Resource Centres are. But first and foremost, we should understand that whether we call it Educational Resource Centre or Instructional Resources Centre or Media Centre, we are saying the same thing knowing fully that many authors, used the concept interchangeably. We can draw an inference from UNESCO survey of media centre (as reported in 1978), cited by (Agun, 1988) where its usages in English speaking countries were listed to include multi-media centre, Learning Resources Centre, Comprehensive Library, School Library/Media Centre, Learning Centre, etc. Here in Nigeria, Educational Resource Centres are called by any of the following names: Learning Resource Centre, Media Resource Centre, Centre for Educational technology, Instructional Resource Centre, Educational Media Centre etc. The difference in their names sometimes reflects the objectives of the particular centre, their activities, orientations, and the names preferred by the authorities. The underlining principles of the concepts above, could be traced to the philosophies of Cornenius in (Adekunle, 2006) in his "Schools without walls" programme where he saw the whole city/town as resources of learning materials. This gave birth to the uses of resources in teaching. (Olowu, 2005).

Resource here, includes, object of study, like books, periodicals, newspapers, pictures, diagram, maps, charts, photos, microfilms, slides, filmstrips, loop films, audio-tapes, video-tapes, zoological and botanical garden, living specimens, multimedia, metrological sites, laboratories etc. whereas, a place where all such multiplicity of items are gathered, organized and indexed for use without production

facilities, is called a resource library. But a resource centre, according to (Sampath Santhrian, 2007), must have the capacity for active creation and use of resources in order to enable an individual student to learn. The resource centres should also have the following objectives:

- i. Production of home-made resources.
- ii. Selection and acquisition of resources.
- iii. Classification and indexing for retrieval.
- iv. Storage.
- v. Uses, including guidance and
- vi. Evaluation of materials. p. 316

Types of Educational Resource Centres (ERC)

ERC varies in terms of their arrangements. It ranges from a mere classroom centre, to an entire building/complex, depending on the objective, financial ability, and the availability of both human and materials resources.

(Abimbade, 1999) identified three main types of ERC as follows;

- a. Centralized Resource Centre
- b. Decentralized Resource Centre
- c. Coordinated Resource Centre

Centralized Resource Centre

This is used for acquiring, cataloguing and storing of instructional materials. It could be in the state or local government area.

Decentralized Resource Centre

This type of centre, functions independently within a school building and it is responsible for the acquisition, cataloguing and storing of instructional materials which should be available for use by students as well as teachers.

Coordinated Resource Centre

This type of centre operates as a system and contains a network of school resource centres, but it is supplemented and served by a central resources centre which provides additional equipments and services.

Function of Educational Resource Centres (ERC)

According to (Agun, 1988)

The function of ERC could be determined by the objectives of establishing the centre and the type however, they have two common functions namely:

- i. Provision of services, materials and facilities to facilitate and enhance the achievement of educational objectives.
- ii. Servicing the teachers, in the main stream of educational development through the kind and quality of materials and services it provides.

This service is very important to keep teachers growing on the job. They need to unconditionally update their knowledge and a well structured ERC is one of the places where such growth can take place. But to be functionally useful, for the above purposes, there are some specific functions to be performed by the centre. They are:

- i. Organize workshops, seminars, in-service training and conferences for teachers on different aspects of education.
- ii. Encourage curriculum development, to includes, the planning, designing and production of different types of instructional materials.
- iii. Advise teachers and learners about proper selection and use of different type of materials. This can take the form of demonstration, discussion, direct instructions etc.
- iv. As the study and reference centres for teachers and learners. This means that the centre must have adequate educational materials which users can consult or use to obtain information.
- v. As a forum for teachers to meet and discuss professional interest and problems. pg. 60

(Abimbade, 1999) went on to list other functions that ERC should perform as follows:

- i. Identifying, acquiring, organizing and disseminating materials, information and supplies that are pertinent to the curricular.
- ii. Serving as a clearing house where teachers and students have easy access to variety of teaching and learning materials and equipments.
- iii. Giving teachers and students optimal assistance in the preparation and production of teaching and learning materials.

