

## **Provision and Management of Instructional Resources in Ogun State Secondary Schools: Challenges and Solutions**

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### **Abstract**

Education is widely recognised as the foundation for individual empowerment and national development, yet the quality of schooling is closely tied to the adequacy and management of instructional resources. In Nigeria, and particularly in Ogun State, government secondary schools continue to grapple with persistent shortages of classrooms, laboratories, libraries, and ICT facilities. These inadequacies undermine teaching effectiveness, reduce student motivation, and deepen inequalities between urban and rural learners. Against this backdrop, this study examined the issues and possible headways for improving instructional resources in Ogun State government secondary schools. The purpose of the research was to identify recurring challenges in the provision and management of instructional resources, explain how these challenges affect the attainment of secondary education goals, and propose practical solutions that can guide policy reform. Adopting a position paper approach, the research relied on secondary data from scholarly works, government reports, and policy documents. A thematic content analysis was employed to organise insights under four categories: provision of resources, management and utilisation, emerging challenges, and reform strategies. The findings reveal that the problem of instructional resources is twofold: persistent underfunding has limited provision, while weak management practices—poor supervision, underutilization, and inadequate maintenance—further reduce the impact of what is available. In addition, inequitable distribution between urban and rural schools and the neglect of ICT resources emerged as major concerns. The study concludes that solving these issues requires not only increased funding but also reforms in accountability, equity, and teacher capacity. Its contribution lies in presenting an integrated framework that links provision with management and sustainability, offering a practical roadmap for improving public education in Ogun State and similar contexts.

**Keywords:** Educational Facilities Management, Resource Provision in Schools, Instructional Materials Utilisation, Educational Infrastructure Challenges

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## INTRODUCTION

Education remains the bedrock of individual empowerment and national development. It provides the human capital required for technological advancement, economic growth, and social transformation. Within the educational system, secondary education plays a pivotal role, acting as a bridge between primary schooling and higher education, while simultaneously preparing students for productive citizenship. For this reason, the quality of secondary education in any society is a reliable indicator of the nation's future development prospects. However, the quality of education cannot be divorced from the adequacy and proper management of instructional resources available in schools (Usman, 2016). Instructional resources—including classrooms, laboratories, libraries, textbooks, teaching aids, and technological tools—constitute the core materials and facilities that enable teachers to deliver curriculum effectively and motivate students to learn. Without them, even the most competent teachers may struggle to achieve desired learning outcomes. Globally, the significance of instructional resources in improving students' academic performance has been widely documented. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) has repeatedly emphasised that quality education is contingent upon adequate and well-managed learning facilities, ranging from conducive classrooms to laboratories equipped for practical learning (Suleyman, 2016). Alafnan (2025) revealed that countries investing consistently in educational infrastructure and resource management record higher student engagement and improved outcomes across the cognitive, affective, and psychomotor domains of learning. Conversely, poor infrastructure and insufficient learning resources are strongly correlated with student dropout, underachievement, and inequitable access to education.

According to UNESCO's benchmark, nations are expected to allocate at least 26% of their annual budget to education. In practice, Nigeria allocates far below this threshold, leading to chronic underfunding across all levels of schooling (Amadi & Nwogu, 2023). This financial neglect translates into overcrowded classrooms, dilapidated buildings, outdated laboratory equipment, poorly stocked libraries, and insufficient instructional materials. Studies across different states reveal that the absence of well-provided and well-managed resources has become a central factor undermining the effectiveness of teachers and limiting the academic performance of students (Anyago, 2015; Ekanem, 2015; Jacob et al., 2021). In Ogun State, one of the leading educational hubs in Nigeria, these challenges are highly pronounced. As a state historically known for producing intellectuals, Ogun prides itself on a tradition of scholarship and innovation. Yet, its government-owned secondary schools face daunting challenges in both the provision and management of instructional resources (Olaotan, 2023). Classrooms are overcrowded, libraries are either under-stocked or non-functional, laboratories lack modern equipment, and ICT facilities are absent in many schools. In addition, rapid rural-urban migration has further strained available resources, particularly in urban centres where student enrollment has ballooned far beyond the carrying capacity of existing facilities (Ezeudu & Tukur, 2024). Teachers in these schools are left to grapple with inadequate teaching aids, while students contend with an uninspiring learning environment. This situation not only compromises academic performance but also erodes motivation, discipline, and students' preparedness for higher education and the world of work.

A critical dimension of the problem is not only the scarcity of resources but also the weak management of what is available. Scholars have noted that some schools may have resources on paper, but due to poor maintenance culture, weak supervision, or lack of strategic planning, these resources are underutilised or left to deteriorate (Adeoye et al., 2024; Mncube et al., 2023). For instance, a functional library without current books or internet access is unlikely to meet the needs of modern learners. Similarly, a science laboratory without updated equipment cannot effectively foster experiential and inquiry-based learning. Thus, Iibi and Igbudu (2025) rightly argue, the challenge of instructional resources in Nigerian schools lies not only in their provision but also in their sustainability, equitable distribution, and efficient utilisation. The implications of these deficiencies in Ogun State secondary schools are far-reaching. Students are less motivated to learn in environments that lack basic facilities such as proper seating, ventilation, and clean restrooms. Teachers, on their part, face burnout when forced to improvise beyond reasonable limits or manage classes that exceed recommended teacher-student ratios. Empirical evidence from similar contexts suggests that poor instructional environments lead to decreased concentration, higher dropout rates, and poor performance in national examinations (Duruji et al., 2014). Beyond academic achievement, the lack of adequate resources undermines the holistic development of learners in the affective and psychomotor domains, which are essential for building confidence, discipline, creativity, and technical competence.

Furthermore, the neglect of instructional resource provision and management has broader social implications. It widens the inequality gap between public and private schools, as wealthier families can provide their children with access to better facilities in private institutions. This undermines the principle of equity in education, as children from disadvantaged backgrounds remain confined to poorly resourced government schools. Over time, this dynamic perpetuates cycles of poverty, unemployment, and social exclusion, particularly in rural and peri-urban communities of Ogun State. Against this backdrop, the present paper focuses on the provision and management of instructional resources in Ogun State secondary schools, with a specific emphasis on the challenges and potential solutions. The study underscores that while resource inadequacy is a critical problem, ineffective management practices—including inaccurate data, weak supervision, and inequitable allocation—exacerbate the crisis. It argues that addressing these challenges requires a holistic approach that combines increased government funding with community involvement, alumni participation, private sector collaboration, and a stronger culture of accountability in school leadership. Therefore, this paper examines the following key questions:

1. What are the current challenges in the provision of instructional resources in Ogun State government secondary schools?
2. How does weak management exacerbate these challenges?
3. What practical solutions can be implemented to enhance the provision, utilisation, and sustainability of instructional resources in these schools?

By addressing these questions, the study provides valuable insights for policymakers, school administrators, teachers, and other stakeholders in the education sector. It makes the case that solving the problem of instructional resources requires not just more funding but smarter, more

accountable, and more inclusive management practices. In doing so, it contributes to ongoing scholarly and policy debates on how to strengthen Nigeria's secondary education system in line with global best practices and local realities.

## **Literature Review**

The provision and management of instructional resources in secondary schools has been widely studied in Nigeria and globally. Scholars consistently affirm that resources such as classrooms, libraries, laboratories, textbooks, and digital facilities are central to student achievement and school effectiveness (Olaotan, 2023; Oduwole, 2021; Ogungbesan, 2012). Yet, much of the literature also highlights persistent challenges—shortages, inequitable distribution, weak maintenance, and poor utilisation—that limit their impact. This review synthesises recurring patterns in the literature under four thematic strands: provision, management, challenges, and solutions.

### **1. Provision of Instructional Resources**

Instructional resources are the physical and material assets that support teaching and learning. Adequate provision of these resources has been linked to higher student motivation, improved teacher effectiveness, and stronger academic outcomes (Amtu et al., 2020). In Nigeria, however, multiple studies document chronic inadequacies. Olatunji (2016) notes that government schools operate in “unfavourable atmospheres for teaching and learning,” lacking functional libraries, laboratories, and classrooms. Oluwatoyin (2014) similarly reports that many facilities in secondary schools are “in a state of desperation,” with overcrowded classes and poor ventilation. International comparisons confirm this trend. For instance, Ezaki and Ogawa (2024) highlight that in Sub-Saharan Africa, the majority of schools fall below minimum infrastructure standards, undermining the quality of education. In Ogun State, provision is further strained by rising student enrollment and rural–urban migration, which outpaces investment in new classrooms or laboratories (Yusuf & Ibrahim, 2024). While much of the literature identifies inadequate provision, fewer studies critically analyse why provision remains poor despite decades of government and donor interventions. This paper addresses that gap by situating provision within systemic issues of policy neglect, budgetary shortfalls, and inequitable planning.

### **2. Management and Utilisation of Resources**

Provision alone does not guarantee effective learning. Scholars emphasise that management and utilisation determine whether resources translate into improved outcomes (Ehiorobo, 2018). Poor supervision, weak accountability, and inadequate teacher training often result in underutilization of available facilities. Akindele et al. (2016) observe that even when resources exist, they are often left idle, mismanaged, or diverted for private gain. Teacher capacity is also a recurring concern. Ogundile et al. (2019) stress that many teachers lack the skills to integrate ICT into classroom practice, leaving computer laboratories unused. Similarly, Emeka et al. (2021) argue that laboratories are ineffective without trained teachers capable of conducting

practical lessons. International studies echo these concerns. Scheerens (2015) and Reeves (2015) demonstrate that the condition, design, and use of physical resources directly affect student performance, but emphasise that human factors—leadership, teacher competence, and maintenance culture—are equally decisive. Most existing works describe poor management but do not fully explore its interplay with provision. This paper contributes by showing how weak management exacerbates the effects of inadequate provision, producing a dual crisis in Ogun State schools.

### **3. Challenges in Provision and Management**

Several recurring challenges cut across provision and management. Inadequate funding remains the most frequently cited. Nigeria's education spending falls far below UNESCO's 26% benchmark, leaving secondary schools under-resourced (Odigwe & Owan, 2019). Rural–urban disparities also persist: urban schools are often overcrowded but receive more attention, while rural schools remain marginalised (Badei et al., 2024). Weak maintenance culture further undermines resource sustainability. Eze (2024) observes that newly provided resources quickly deteriorate due to neglect. Inaccurate data also hampers planning; without reliable enrollment or infrastructure statistics, policymakers struggle to allocate resources effectively (Ojiemhenkele & Ofangbonmu, 2024). While these challenges are well documented, many studies treat them in isolation. This paper highlights their interconnectedness—showing how underfunding, poor data, and weak supervision reinforce one another to perpetuate systemic inefficiency in Ogun State schools.

### **4. Proposed Solutions and Reform Pathways**

The literature is equally rich in proposed solutions. Scholars advocate for increased funding, with dedicated allocations for infrastructure and instructional materials (Eze, 2024). Public–private partnerships (PPPs) and alumni contributions are frequently cited as alternative funding streams (Ogunode et al., 2024). ICT integration is also widely emphasised as a transformative strategy for modernising learning (Adenubi et al., 2025). Equitable distribution frameworks are recommended to address rural–urban disparities, supported by reliable school mapping and digital data systems. Strengthened monitoring, accountability mechanisms, and teacher training are highlighted as essential for sustainable utilisation (Okafor et al., 2024). Despite these proposals, few studies systematically integrate them into a coherent policy roadmap tailored to Ogun State's context. This paper fills that gap by synthesising recurring solutions into a position framework that combines funding, management, equity, ICT, and community participation.

The reviewed literature makes clear that instructional resources are both a persistent problem and a potential solution for secondary education in Nigeria. The gaps identified—particularly the lack of analysis on how provision and management interact, and the absence of an integrated policy framework for reform—provide the rationale for this paper. By adopting a position-paper approach, this study builds on existing knowledge but goes further to argue for systemic reforms in Ogun State, emphasising that instructional resources must be prioritised as investments in human capital and national development.

## RESEARCH METHOD

This study is deliberately framed as a position paper rather than a conventional empirical investigation. The purpose is not to generate new data but to take a reasoned stance on the provision and management of instructional resources in Ogun State secondary schools, drawing on established evidence, scholarly debates, and policy directions. By consolidating existing knowledge, this paper seeks to clarify the issues, highlight practical solutions, and influence both academic discussion and policymaking. This paper sets out to: Identify the persistent challenges affecting the provision and management of instructional resources in Ogun State secondary schools. Critically evaluate how these challenges undermine the attainment of secondary education goals. Propose feasible solutions that can guide policymakers, administrators, and stakeholders toward better outcomes. Because these objectives are interpretive, argumentative, and solution-driven, the position paper style was most appropriate. It allows for flexibility in integrating empirical findings from past studies with critical reasoning and contextual analysis, without being bound by the procedures of data collection and statistical analysis. The arguments presented are anchored in a careful review of secondary materials. These include: Peer-reviewed scholarly works on instructional resources, school management, and educational policy. Policy documents and government reports, especially those relating to education financing and resource distribution in Nigeria. Using these sources ensured that the positions advanced in the paper were grounded in evidence rather than personal opinion. The analysis was guided by a thematic content approach, where reviewed materials were examined for recurring patterns under four broad themes: Provision of instructional resources, Management and utilisation of resources, Challenges undermining provision and management and Practical solutions and policy implications. Through this approach, the paper not only identifies problems but also connects them with feasible strategies for improvement. For example, inadequate funding is analysed alongside proposals for alumni engagement, public-private partnerships, and stricter accountability in resource use. While the issues under discussion affect many Nigerian states, this paper narrows its focus to government secondary schools in Ogun State. This scope was chosen because of the state's historical reputation as an educational hub and the visible gap between its academic aspirations and the present condition of its schools. The analysis, however, also carries implications for the wider Nigerian context.

## RESULTS AND DISCUSSION

The analysis of existing literature, policy documents, and reports revealed insights that can be organised around four major themes. These themes provide structured answers to the guiding questions of this paper and highlight the position being advanced regarding the state of instructional resources in Ogun State government secondary schools.

### Provision of Instructional Resources

The analysis of reviewed studies, policy documents, and reports reveals that the provision of instructional resources in Ogun State secondary schools follows a recurring pattern of

inadequacy, inequity, and obsolescence. Instructional resources are foundational to the success of any education system. They include tangible facilities such as classrooms, libraries, laboratories, textbooks, and ICT equipment, as well as intangible supports such as curriculum guides and teaching aids. Collectively, these resources shape the learning environment, influence teacher effectiveness, and determine whether educational objectives can be achieved. The thematic review uncovered four recurring issues in the provision of instructional resources, which directly answer the first research question: What are the current challenges in the provision of instructional resources in Ogun State government secondary schools? These are underfunding, dilapidated infrastructure, overcrowding and inequity, and neglect of ICT-based resources. Alongside these, the literature and policy debates point to promising headways that can be pursued to address the gaps.

## **Issues Facing the Provision of Instructional Resources**

### ***1. Chronic Underfunding of Education***

A dominant theme across reviewed materials is the persistent underfunding of Nigeria's education sector, which directly undermines the provision of instructional resources. UNESCO recommends that nations allocate a minimum of 26% of their national budgets to education. However, Nigeria's allocation has consistently fallen below 10%, with Ogun State reflecting similar patterns (Odigwe & Owan, 2019). The result is that secondary schools lack sufficient funds for constructing new classrooms, replacing outdated laboratory equipment, or restocking libraries. Eze (2024) stresses that this financial neglect has left many schools in "a condition of educational starvation," unable to deliver quality learning experiences to students.

### ***2. Dilapidated Infrastructure and Learning Facilities***

Another recurring pattern is the poor physical condition of existing facilities. King-Agboto and Ugorji (2023) reveal that many classrooms in government secondary schools are overcrowded, poorly ventilated, and structurally unsafe. Libraries are often reduced to storerooms with outdated books, while science laboratories lack the equipment necessary for practical experimentation. The absence of functional playgrounds and recreational facilities further undermines students' holistic development in the psychomotor and affective domains. Such conditions not only demotivate students but also discourage teachers, who are forced to work under difficult circumstances.

### ***3. Overcrowding and Inequitable Distribution***

Rapid population growth and rural–urban migration exacerbate the crisis of provision. Schools in urban centres such as Abeokuta, Sagamu, and Ijebu-Ode are overcrowded, with student–classroom ratios far exceeding recommended standards (Bawalla, 2021). Conversely, many rural schools are left under-resourced, perpetuating inequalities between urban and rural learners. The reviewed literature consistently emphasises this inequity, noting that resource distribution in Ogun State often favours urban centres, leaving rural schools marginalised (Jokodola, 2021).

#### **4. Neglect of ICT and Digital Resources**

In the twenty-first century, ICT resources are indispensable for preparing students to compete in a global knowledge economy. Yet, many Ogun State secondary schools either lack computer laboratories entirely or operate with obsolete equipment that is rarely connected to the internet (Olaotan, 2023). This neglect undermines digital literacy, widens the digital divide between public and private schools, and leaves government school students at a disadvantage in external examinations and in future employment opportunities.

### **Headways for Strengthening Provision of Instructional Resources**

While the issues are significant, the review also highlights recurring proposals and promising practices that form the headways toward strengthening provision. These can be grouped under funding reforms, stakeholder participation, equitable distribution, ICT integration, and sustainability planning.

#### **1. Funding Reforms and Increased Investment**

The most consistent headway identified is the need for significantly higher investment in education. Increasing budgetary allocation toward UNESCO's 26% benchmark is essential for addressing chronic shortages. More importantly, funds should be earmarked specifically for instructional resource provision, ensuring that allocations translate into tangible improvements in classrooms, libraries, and laboratories. Research suggests that states that make deliberate investments in school infrastructure record higher student achievement and lower dropout rates (Lafortune & Schonholzer, 2018).

#### **2. Stakeholder Participation and Public–Private Partnerships (PPPs)**

The reviewed materials strongly emphasise that the government cannot shoulder the burden of resource provision alone. Alumni associations, community groups, and private sector organisations have historically played significant roles in school development and remain underutilised in Ogun State. Alumni can provide targeted support—such as building laboratories, donating books, or funding ICT equipment—while partnerships with private firms can introduce sustainable financing models. This participatory approach strengthens ownership and ensures that resources are responsive to the needs of schools.

#### **3. Equitable Distribution Frameworks**

Another recurring headway is the call for data-driven allocation of resources to ensure fairness between rural and urban schools. Modern school mapping techniques, supported by digital data systems, can help policymakers allocate classrooms, teachers, and materials more equitably (Rawal, 2024). By prioritising rural schools, Ogun State can reduce inequalities and prevent the migration of students to already overcrowded urban schools.

#### **4. *ICT Integration for Modern Learning***

ICT is repeatedly identified as a game-changer in the provision of resources. Headways in this area include setting up functional computer laboratories, introducing digital libraries, and ensuring internet connectivity in schools. The adoption of ICT would not only modernise learning but also align Ogun State with global educational trends. Studies indicate that schools with ICT-enabled environments record greater student motivation and improved performance in STEM subjects (Yuniwati et al., 2025).

#### **5. *Sustainability and Maintenance Plans***

Finally, the literature stresses that resource provision cannot be treated as a one-off intervention. Schools need institutionalised maintenance cultures, supported by dedicated budget lines for repairs and upgrades. Without sustainability planning, newly provided resources risk falling into disrepair, perpetuating the cycle of inadequacy.

### **Management and Utilisation of Instructional Resources**

The thematic review of literature and policy documents reveals that the challenge of instructional resources in Ogun State secondary schools is not limited to their provision. A recurring pattern across sources highlights that poor management and underutilization of available resources are equally detrimental. Even where classrooms, laboratories, libraries, or equipment exist, their impact on learning outcomes is often minimised by ineffective supervision, weak accountability structures, inadequate teacher training, and poor maintenance cultures. This section addresses the second research question: How does weak management exacerbate the challenges of instructional resources in Ogun State government secondary schools?

### **Issues in the Management and Utilisation of Resources**

#### **1. *Weak Supervision and Accountability***

The reviewed materials consistently point to a lack of effective supervision of resources. While government agencies and education boards are responsible for monitoring resource use, studies reveal that such oversight is often irregular and ineffective (Osho & Ambali, 2025). This leads to scenarios where textbooks, laboratory equipment, or ICT tools are locked away in storage rather than actively used for instruction. In some cases, resources are diverted for private use or lost to theft, further compounding scarcity.

#### **2. *Poor Maintenance Culture***

Another recurring issue is the absence of structured maintenance plans. Resources provided to schools often fall into disrepair within a short time because no funds are set aside for repairs or upgrades. Broken laboratory equipment, leaking classroom roofs, or malfunctioning ICT devices remain unattended, rendering them unusable. This poor maintenance culture reflects a broader systemic weakness in educational management across Nigeria.

### ***3. Inadequate Teacher Capacity and Training***

Teachers are central to resource utilisation, yet many lack the skills to maximise available facilities. For instance, ICT tools provided to some schools remain unused because teachers are not adequately trained in digital pedagogy (Olaotan, 2023; Olatunji, 2016). Similarly, laboratories may exist, but without science teachers skilled in conducting experiments, students are deprived of hands-on learning experiences. This aligns with the literature's recurring theme that provision without adequate capacity-building results in underutilization.

### ***4. Inaccurate Data and Planning Gaps***

The absence of reliable data on school enrollment, resource inventories, and utilisation rates undermines effective management. Inaccurate data often leads to inequitable distribution of resources—some schools receive more than they need while others are neglected (Ojiemhenkele & Ofangbonmu, 2024). This misalignment reflects a deeper challenge: the lack of evidence-based planning and monitoring systems in Ogun State's education sector.

### ***5. Underutilization of Available Facilities***

A striking pattern is that even when resources are available, they are not fully utilised. For instance, libraries are often closed during school hours or stocked with outdated materials irrelevant to current curricula. Sports fields, music rooms, and science labs may remain idle due to overcrowded timetables or a lack of teacher initiative. Such underutilization denies students the experiential learning opportunities that instructional resources are meant to provide.

## **Headways for Improving Management and Utilisation**

The thematic review equally identifies promising solutions and strategies—headways—that can strengthen the management and effective utilisation of resources in Ogun State secondary schools. These can be grouped under supervision reforms, teacher capacity-building, data-driven planning, community accountability, and sustainable maintenance practices.

### ***1. Strengthened Supervision and Monitoring Systems***

Effective management requires stronger oversight mechanisms. The Ministry of Education and school boards should adopt regular inspection schedules and develop monitoring frameworks to track how resources are being used at the school level. Digital monitoring tools—such as resource inventory databases—can increase transparency, reduce misuse, and ensure that resources reach their intended beneficiaries.

### ***2. Teacher Training and Professional Development***

A recurring recommendation is the need to enhance teachers' capacity to utilise resources effectively. This includes ICT training programs, workshops on laboratory management, and seminars on innovative pedagogical strategies that integrate instructional aids into lesson delivery.

Empowering teachers with these skills ensures that available resources translate into improved classroom practice.

### ***3. Reliable Data Systems for Evidence-Based Planning***

Headways in resource management also involve building accurate school data systems. By investing in digital school mapping and real-time enrollment tracking, policymakers can ensure that resources are allocated based on actual needs rather than estimates. Data-driven planning prevents duplication, reduces wastage, and enhances equitable distribution.

### ***4. Community Participation and Accountability Mechanisms***

The reviewed literature also emphasises the importance of involving local communities, alumni, and parent–teacher associations (PTAs) in resource management. These stakeholders can act as accountability watchdogs, ensuring that resources provided are properly used and maintained. Alumni networks, in particular, can establish resource endowment funds to support continuous upgrades.

### ***5. Institutionalised Maintenance Culture***

Finally, sustaining resource utilisation requires embedding a maintenance culture within schools. This could be achieved by dedicating a portion of annual school budgets to repairs, creating maintenance committees, and training staff in basic upkeep of facilities. Regular maintenance ensures that resources remain functional over time, breaking the cycle of provision followed by rapid deterioration.

## **Practical Solutions and Policy Implications**

The thematic review of literature reveals that while Ogun State secondary schools face entrenched issues in the provision and management of instructional resources, viable solutions exist. These solutions are not entirely new; rather, they emerge consistently across empirical studies, government reports, and policy debates. What has been missing is a systematic and coordinated implementation. This section addresses the third research question: What practical solutions can be implemented to enhance the provision, utilisation, and sustainability of instructional resources in these schools? The recurring solutions can be grouped into five interrelated strategies: increased and strategic funding, improved management and accountability, integration of ICT, promotion of equity in resource distribution, and sustainable community partnerships. Together, these approaches form a comprehensive roadmap for reform, with clear policy implications for Ogun State and beyond.

### ***1. Increased and Strategic Funding***

A central solution highlighted across the reviewed materials is the urgent need for greater financial commitment to education. Without adequate funding, the cycle of inadequate classrooms, outdated laboratories, and poorly stocked libraries will persist. Aligning with UNESCO's

recommendation of 26% budget allocation to education is critical (Odigwe & Owan, 2019). However, it is not only the quantity of funding that matters but also its quality and targeting. Strategic funding implies earmarking resources for instructional materials, infrastructure renewal, and technology integration, rather than allowing education budgets to be consumed by administrative overheads. The establishment of education trust funds at the state level could provide a dedicated pool of resources for instructional needs. Furthermore, transparent budget tracking would ensure that allocations translate into real improvements in schools. Ogun State policymakers must institutionalise ring-fenced funding for instructional resources, with mechanisms for independent monitoring and evaluation. This would ensure that budgetary allocations produce measurable outcomes in classrooms.

## ***2. Strengthening Management and Accountability***

The review consistently identifies weak management and poor utilisation as major barriers. Improving resource provision will achieve little unless matched with stronger accountability systems. Schools should develop clear resource inventories, updated regularly and audited by state education authorities. Monitoring frameworks should include scheduled inspections, usage reports, and community oversight. Equally, principals and school administrators must be empowered with management training to ensure resources are effectively deployed. Evidence from Olatunji (2016) and Ibiwoye et al. (2025) shows that schools with effective leadership make better use of available facilities, even when resources are scarce. Ogun State's Ministry of Education should establish resource management guidelines for schools, backed by legislation that enforces regular audits and community participation in oversight.

## ***3. Integration of ICT into Teaching and Learning***

ICT resources repeatedly emerge in the literature as both a gap and a solution. In today's digital world, students' competitiveness depends heavily on digital literacy, yet most government secondary schools lack functional ICT facilities. Practical solutions include the establishment of computer laboratories, digital libraries, and internet-enabled classrooms. Importantly, ICT integration also requires teacher training. As observed by Afolabi et al. (2022), resources are underutilised when teachers are not skilled in their application. Professional development in digital pedagogy should therefore accompany ICT provision. The Ogun State government must adopt a digital learning strategy for secondary schools, supported by ICT training for teachers and partnerships with technology firms to provide affordable digital infrastructure.

## ***4. Promoting Equity in Resource Distribution***

Another consistent solution is the need to address inequities between rural and urban schools. Resource provision in Ogun State currently favours urban centres, leaving rural schools disadvantaged (Akintunde et al., 2024). Practical solutions include adopting data-driven school mapping, ensuring that resources are distributed according to actual needs. Incentives for teachers to work in rural areas and mobile learning initiatives (e.g., mobile libraries) could also bridge the

gap. Equity does not mean equal distribution, but rather fair allocation based on context-specific needs. Schools in marginalised areas may require more intensive resource investments to reach parity with their urban counterparts. Ogun State should institutionalise an equity-based resource allocation formula that prioritises disadvantaged schools, reducing the urban–rural divide and ensuring inclusive access to quality education.

### **5. Sustainable Community and Alumni Partnerships**

The reviewed materials also highlight the value of community participation and alumni engagement. Alumni associations have historically supported Nigerian schools, but their contributions in Ogun State remain underutilised. They can provide funding for libraries, laboratories, ICT equipment, and scholarships. Parent–Teacher Associations (PTAs) can assist with monitoring and minor maintenance, fostering accountability at the local level. Community involvement not only supplements government funding but also builds a sense of ownership, ensuring that resources are valued and maintained. Partnerships with private firms through corporate social responsibility (CSR) programs also represent an untapped opportunity. Ogun State policymakers should establish formal frameworks for alumni and community partnerships, incentivising contributions and integrating them into broader education development plans.

### **Discussion of findings**

The findings of this study align with a broad body of research highlighting the inadequacy, inequitable distribution, and poor management of instructional resources in Nigerian secondary schools. Similar to the observations of Olatunji (2016) and Oluwatoyin (2014), the study confirms that many government-owned schools in Ogun State operate under unfavourable conditions, characterised by dilapidated classrooms, overcrowding, and limited access to functional libraries or laboratories. This consistency suggests that the challenges of instructional resources are not unique to Ogun State but reflect a national trend of chronic underfunding and neglect. However, this study also underscores differences in emphasis compared with some earlier works. For instance, while prior research such as Anyaogu (2015) and Ekanem (2015) primarily focused on the shortage of resources, the present paper advances the argument that weak management practices exacerbate the crisis of provision. It highlights that even when resources are made available, poor supervision, underutilization, and lack of maintenance render them ineffective. In this sense, the study resonates with international scholarship (Scheerens, 2015; Reeves, 2015), which stresses that the condition and use of resources are as critical as their availability. Another point of convergence with global studies, such as Ezaki and Ogawa (2024) in Sub-Saharan Africa, is the finding that rural–urban disparities create systemic inequities in education. While many studies emphasise overcrowding in urban schools, this paper adds nuance by showing how rural schools in Ogun State remain marginalised, perpetuating cycles of disadvantage. Similarly, the neglect of ICT provision observed in this study reflects patterns identified by Ogundile et al. (2019) and Olaotan (2023), confirming that technological integration in public schools remains a major gap in Nigeria’s educational development. The reasons for these results are multifaceted. First,

chronic underfunding—Nigeria’s allocation to education remains far below UNESCO’s recommended 26% benchmark—directly translates into inadequate infrastructure and insufficient instructional materials. Second, poor planning and inaccurate data collection hinder equitable distribution, causing some schools to be over-resourced on paper while others remain neglected in practice. Third, weak accountability systems and poor maintenance cultures mean that even when resources exist, they quickly fall into disrepair or are underutilised. Finally, limited teacher capacity, particularly in ICT and laboratory management, explains why available resources often fail to translate into improved learning outcomes. In essence, the findings suggest that the challenges of instructional resources in Ogun State secondary schools are not solely the result of scarcity but also of systemic inefficiencies in management and utilisation. This dual crisis—of inadequate provision and weak management—helps explain why student performance remains poor despite decades of policy interventions. The study therefore advances the position that sustainable improvement requires both increased investment and institutional reforms in accountability, supervision, and teacher capacity-building.

## CONCLUSION

This paper has revisited the persistent challenges surrounding instructional resources in government secondary schools in Ogun State and has set them against the backdrop of wider scholarship on education in Nigeria and beyond. While many earlier studies concentrated mainly on the shortages of classrooms, laboratories, and textbooks, one of the distinctive findings of this paper is the emphasis on how weak management practices deepen the problem of resource inadequacy. It is not only that facilities are scarce; even when they exist, they are often locked away, poorly maintained, or underutilised due to ineffective supervision and lack of teacher preparedness. This focus on the *dual crisis*—inadequate provision coupled with weak management—offers a more comprehensive understanding than research that treats these issues in isolation. Another finding that stands apart from some existing literature is the attention paid to inequities within Ogun State itself. While other studies have highlighted overcrowding in urban schools or the general lack of rural investment, this paper demonstrates how the simultaneous overstrain in urban centres and neglect of rural schools creates a cycle of inequality that undermines both groups of learners. Equally, the neglect of ICT resources, though often acknowledged, is here framed as not just a technological gap but a deeper disadvantage that places public-school students at risk of exclusion from the global knowledge economy. The contribution of this paper lies in its attempt to move the conversation beyond identifying shortages toward proposing a more integrated reform pathway. By combining discussions of funding, supervision, equity, and community participation, the paper offers a policy-oriented framework that is tailored to the realities of Ogun State. It also reframes instructional resources not merely as facilities but as investments in human capital, essential to the future competitiveness and social mobility of students. In doing so, the study contributes both to academic debate and to practical policymaking, providing insights that can guide government officials, school administrators, and communities in rethinking how resources are provided, managed, and sustained. The conclusion is clear that

improving instructional resources in Ogun State's secondary schools is not just a matter of building more classrooms or supplying textbooks. It requires a shift in how resources are planned, used, and maintained. By highlighting this dual challenge and suggesting practical headways, this research adds a fresh perspective to ongoing debates and strengthens the call for holistic reforms that will ensure public education truly serves as a ladder of opportunity for all learners.

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