

# THE INFLUENCE OF SCHOOL RESOURCES ON LEARNING OUTCOMES (AFFECTIVE SKILLS' DEVELOPMENT) OF PUPILS IN SPECIAL SCHOOLS IN OSUN STATE, NIGERIA

**\*Ifeoluwa Samuel OLUYIMIDE**  
&

**ADELEKE Ayobami G., Ph.D**

Institute of Education,  
Obafemi Awolowo University, Ile-Ife, Nigeria  
ifeoluwaoluyimide@gmail.com, ag\_leke@oauife.edu.ng

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**Abstract:** *The study investigated the availability of teaching and learning resources in schools tagged “special”. The study employed a descriptive survey research design. The study population consisted of 2,370 pupils in special schools across Osun State, Nigeria. A multistage sampling procedure was used to select schools purposively sampled for the study. The purpose was the availability of special schools in the LGAs. Two special schools were purposefully selected in the two Local Government Areas (LGAs). The total enumeration technique was used to sample 65 pupils in 2 intact classes for the study. Two adapted instruments were used for the study. The first was a checklist on “Resource Availability and Adequacy which was used to determine the availability and adequacy of resources in sampled schools and; an Observation Checklist on Affective Skill Development (OCASD) which was used to collect data on pupils’ demonstration of affective skills. The data collected were analysed descriptively. The study revealed that most teaching and learning resources needed to facilitate challenged pupils’ learning in school are tersely available. The impact of the available instruments is significant on the total model values of 2.8 and 2.7 and the two schools respectively. The study concluded that given adequate teaching-learning resources, special education schools would boost learning outcomes of pupils in special schools.*

**Index Terms:** School Resources, Special Needs, Affective Skill Development, Influence

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## Introduction

Over the years, education has been seen as one of the best instruments to change and improve the world. Education as popularly known is the best legacy. However, the word education is from the Latin words ‘*educare*’ which means ‘*to care*’ and ‘*educere*’ which means ‘*to lead*’. All these words mean the act of teaching or training, bring up and lead forth, respectively. The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal and Kahssay, 2011). To facilitate the process of knowledge transmission, spontaneous learning; teachers should apply suitable teaching methods that best suit specific objectives. Therefore, it is basic to mention that learning is best carried out when learners can showcase acceptable values, norms, and philosophies that relate to that of society.

However, it is worthy of note that all children are important and they should be exposed to functional education without depriving them of this right because of their colours, races, special needs, exception, families, affiliation, etc. Aduola (2011) pointed out that education should not only be extended to all children across the globe but all children should be taught well and preciously. According to research by Bruns (2010), Special Schools (SS) are designed specifically for pupils with special needs. Pupils in SS are learners who have one disability or the other (Turnbull 2002). They might have been diagnosed with a genetic condition that is associated with intellectual disability, developmental disorder, visual or hearing disabilities, or other disabilities (Bruns, 2010).

Special pupils, simply put, are learners who need special attention. Bruns (2010) further stated that ‘Special Needs’ is a term used in clinical diagnostic and functional development to describe individuals who require assistance for disabilities that may be medical, mental, or psychological. Pupils with special needs are learners who need assistance for their disabilities that may be medical, mental, or psychological. On the norm, Special Schools (SS) are meant to be grossly supplied with all forms of human and non-human school resources for the active learning of the pupils. However, studies by Bruns (2010), Hooker and Denker (2014), and Adeleke (2017) have constantly shown that a larger percentage of special schools in Nigeria are predominantly lagging in the adequate use of available school resources for teaching pupils with special needs most especially, building their affective skills.

School resources are undoubtedly important and schools in most countries, even in the developed world, would benefit from better buildings, more equipment and books, smaller classes, and more skillful teachers with higher morale (Thousand, 2007). In the same vein, school resources can be psychological and emotional attitudes and attributes of professionals and para-professionals working in the school; like teachers, care-givers, food vendors, security men, health officers, and so on. The social, economic, cultural, and political structures of the developed countries are largely determined by the schools. While the schools are affected by social changes and developments, they are also the sites where these changes are initiated. In other words, the schools both start and

are affected by all these changes. Schools are expected to furnish, develop, and make learners better with the virtues and responsibilities of good citizens and promote the relationship between the people through the right use of school resources.

Hooker and Denker (2014) defined affective skills as such which deal with the ability of a learner to attend to, respond, and value others. Ajayi (2017) corroborated that affective skills play an undeniable role in education. Affective skills enable pupils to express innate emotions and feelings like receiving, responding, valuing, organization, and characterization. The affective skills enable learners to show love to one another and also communicate and socialise with themselves in the school and after. This is an essential skill that, when developed in a learner, he or she can easily get rid of challenges like low-self-esteem and low demonstration of potentials, then meets up with making life better for his or her and others.

### **Purpose of the Study**

The purpose of this study is to investigate the influence of school resources on learning outcomes of pupils in special schools in Osun State, Nigeria.

The three (3) specific objectives of the study are to

- i. investigate the availability of school resources in special schools in Osun State;
- ii. determine the adequacy of available school resources in special schools in the study area, and
- iii. investigate the influence of school resources on the affective skills of pupils in special schools in the study area.

### **Research Questions**

The following questions were raised to guide the study

1. What are the school resources available in special schools in Osun State?
2. How adequate are the available school resources in special schools in the study area?
3. What is the influence of school resources on the affective skills of pupils in special schools in the study area?

### **Population, Sample, and Sampling Techniques**

The population of the study consisted of all pupils in special schools in Osun State. A multistage sampling technique was used for the study. Two Local Government Areas (LGAs) were purposefully sampled for the study. The purpose is the availability of special schools in the LGAs. Two special schools were purposefully selected in the two Local Government Areas (LGAs). The LGAs

were Ilesa East and Ife East. Total enumeration sampling technique was used to select pupils for the study, that all pupils in all classes in the special schools were used.

### Research Instrument(s)

Two self-designed instruments were used for the study. They were; a checklist on “Resource Availability and Adequacy for Teaching Pupils in Special Schools (RAATPSS)” and “Observation Checklist on Pupils’ Affective Skill Development (OCPASD). The RAATPSS was used by the researcher to determine the availability and adequacy of resources in the sampled schools. Also, the OCPASD was used by the researcher to collect data on pupils’ demonstration of affective skills.

### Results

**Research Question 1:** What are the school resources available in special schools in the study area?

**Research Question 2:** How adequate are the available school resources in special schools in the study area?

**Table 1:** Availability of school resources and its adequacy for school 1

School Resources	Available School Resources	No	Comments	Remarks
School infrastructures	Classroom(s)	3	60 pupils/5 Units	Adequate
	Chair(s) and Table(s)	Many	Made of wood	Adequate
	Assembly ground(s)	1	Open field	Not Adequate
	School office(s)	1	8 teachers	Inadequate
	Administrative block(s)	1	60 pupils	Adequate
	Toilets and bathroom(s)	4	60 pupils	Inadequate
Sport facilities	None			Not Adequate
Non-professional Staff	None			Not Adequate
Psychological and Health Professional Staff	None			Not Adequate
Vocational Training Facilities	None			Not Adequate
Special Needs Equipment	Personal laptop(s)	1	60 pupils	Not Adequate
	Typewriter(s)	3	60 pupils	Not Adequate
	Braille(s)	2	60 pupils	Not Adequate
	Closed Circuit TV(s)	1	60 pupils	Not Adequate

**Table 2:** Adequacy of the available school resources for school 2

School Resources	Available School Resources	No	Comments	Remarks
School infrastructures	Classroom(s)	7	65 pupils	
	Chair(s) and Table(s)	Many	Made of wood	Adequate
	Assembly ground(s)	1	Open field	Adequate

	School office(s)	2	9	Adequate
	Toilets and bathroom(s)	2	65 pupils	Not Adequate
	Computer room(s)	1	65 pupils	Not Adequate
Sport facilities	Throwing and Catching	1	Open field	Not Adequate
Non-professional Staff	Administrative Assistant	1	65 pupils	Not Adequate
Psychological and Health Professional Staff	None			Inadequate
Vocational Training Facilities	Soap making	1	65 pupils	Not Adequate
Special Needs Equipment	Therapy Chair(s)	1	65 pupils	Not Adequate
	Typewriter(s)	1	65 pupils	Not Adequate
	Braille(s)	1	23 visually impaired pupils	Not Adequate
	Finger Reader(s)	1	23 visually impaired pupils	Not Adequate

**Research Objective 3:** What is the influence of school resources on the affective skills of pupils in special schools in the study area?

**Table 3:** Influence of school resources on the affective skills of pupils in special school 1

Skill	Verb	No	Min.	Max.	Mean	Std. d.	Mode	Total Average Mode
<b>Receiving</b>	Ability to hear	60	1.00	4.00	2.01	0.72	2	2.2
	Ability to listen	60	1.00	4.00	2.17	0.67	2	
	Ability to ask	60	1.00	4.00	2.23	0.70	2	
	Ability to feel	60	1.00	4.00	2.32	0.65	2	
	Ability to concentrate	60	1.00	4.00	2.45	0.70	3	
<b>Responding</b>	Ability to react	60	1.00	4.00	2.47	0.65	2	2.8
	Ability to clarify	60	1.00	4.00	2.48	0.75	3	
	Ability to contribute	60	1.00	4.00	2.60	0.67	3	
	Ability to perform	60	1.00	4.00	2.58	0.74	3	
	Ability to answer	60	1.00	4.00	2.68	0.68	3	
<b>Valuing</b>	Ability to argue	60	1.00	4.00	2.63	0.76	3	3.0
	Ability to challenge	60	1.00	4.00	2.62	0.74	3	
	Ability to critique	60	1.00	4.00	2.58	0.79	3	
	Ability to form	60	1.00	4.00	2.65	0.73	3	
	Ability to justify	60	1.00	4.00	2.58	0.83	3	
<b>Oragnisation</b>	Ability to build	60	1.00	4.00	2.60	0.76	3	3.0
	Ability to relate	60	1.00	4.00	2.62	0.83	3	
	Ability to arrange	60	1.00	4.00	2.70	0.77	3	
	Ability to reconcile	60	1.00	4.00	2.65	0.78	3	
	Ability to modify	60	1.00	4.00	2.68	0.77	3	

<b>Internalising</b>	Ability to act	60	1.00	4.00	2.65	0.76	3	3.0
	Ability to practice	60	1.00	5.00	2.62	0.78	3	
	Ability to incorporate	60	1.00	5.00	2.58	0.83	3	
	Ability to acquire	60	1.00	5.00	2.57	0.87	3	
	Ability to be consistent	60	1.00	5.00	2.55	0.93	3	

**Table 4.:** Influence of school resources on the affective skills of pupils in special school 2

Skill	Verb	No	Min.	Max.	Mean	Std. d.	Mode	Total Average Mode
<b>Receiving</b>	Ability to hear	65	1.00	5.00	2.57	.85	2	2.0
	Ability to listen	65	1.00	5.00	2.63	.82	2	
	Ability to ask	65	1.00	5.00	2.58	.86	2	
	Ability to feel	65	1.00	5.00	2.54	.67	2	
	Ability to concentrate	65	1.00	5.00	2.63	.86	2	
<b>Responding</b>	Ability to react	65	1.00	5.00	2.64	.86	3	3.0
	Ability to clarify	65	1.00	5.00	2.73	.85	3	
	Ability to contribute	65	1.00	5.00	2.66	.82	3	
	Ability to perform	65	1.00	5.00	2.75	.90	3	
	Ability to answer	65	1.00	5.00	2.71	.91	3	
<b>Valuing</b>	Ability to argue	65	1.00	5.00	2.71	.96	2	2.8
	Ability to challenge	65	1.00	5.00	2.75	.87	3	
	Ability to critique	65	1.00	5.00	2.88	.91	3	
	Ability to form	65	1.00	5.00	2.72	.80	3	
	Ability to justify	65	1.00	5.00	2.74	.85	3	
<b>Oragnisation</b>	Ability to build	65	2.00	5.00	2.71	.76	2	2.2
	Ability to relate	65	2.00	5.00	2.71	.80	2	
	Ability to arrange	65	1.00	5.00	2.67	.83	2	
	Ability to reconcile	65	1.00	5.00	2.70	.81	3	
	Ability to modify	65	1.00	5.00	2.66	.83	2	
<b>Internalising</b>	Ability to act	65	1.00	5.00	2.75	.79	3	2.8
	Ability to practice	65	1.00	5.00	2.66	.87	2	
	Ability to incorporate	65	1.00	5.00	2.68	.89	3	
	Ability to acquire	65	1.00	5.00	2.68	.97	3	
	Ability to be consistent	65	1.00	5.00	2.78	.91	3	

**Table 5:** Affective Skills’ Development and Behaviours of Pupils in both schools.

	<b>Behaviours</b>	<b>School 1</b>		<b>School 2</b>	
		Total Average Mode	Remark	Total Average Mode	Remark
<b>Receiving</b>	Open to experience or idea, willing to hear	2.2	Very Often	2.0	Very Often
<b>Responding</b>	Get involved in or participate actively	2.8	Very Often	3.0	Often
<b>Valuing</b>	Attack values and express personal opinions	3.0	Often	2.8	Very Often
<b>Organisation</b>	Reconcile disparate elements or conflicts, develop value systems	3.0	Often	2.2	Very Often
<b>Internalising</b>	Adopt belief systems or philosophy	3.0	Often	2.8	Very Often
	<b>Total</b>	<b>2.8</b>	<b>Often</b>	<b>2.7</b>	<b>Often</b>

Results show the affective skills’ development and behaviours of pupils in both schools. The total average modal value of “receiving” (being open to experience or idea and willingness to hear) of pupils in school 1 is 2.2. (very often) while school 2 is 2.0 (very often). The ability of pupils in school 2 to get involved in or participate actively, that is “responding” is 3.0 (often) while responding of school 2 pupils is 3.0 (often). The total average modal value of “valuing” (the ability of pupils to attack values and express personal opinions) for school 1 is 3.0 (often) while school 2 is 2.2. (very often). Results show that often pupils reconcile disparate elements or conflicts, develop value systems. In the same vein, pupils in school 1 often adopt belief systems or philosophy which pupils of school two internalise very often. The sum average representing affective skills’ development and behaviours of pupils in both schools shows that school 2 outperformed school 1 with 2.7 (often) to 2.8 (often).

## Discussion

The study found out that most of the school resources that are needed to facilitate learning in school are not available and adequate in the two schools. Sequel to the first research objective of the study to investigate the availability of school resources in special schools in Osun State. It was revealed that school infrastructures such as black/whiteboard(s), assembly ground(s), school library(ies), sickbay, school bookshop(s), cafeteria(s), school hall(s), chapel(s), music studio(s) and art studio(s) were not available in both schools. Regarding the second objective of the study, that is, to determine the adequacy of available school resources in special schools in the study area, it is the case that most of the available school resources are lesser compared to the population of pupils in the special schools. For instance, School 1 has four (4) toilets and bathrooms to be used by more than 10 teachers, non-teachers, and 60 pupils at large. Sad still, school 2 has two toilets and bathrooms in all.

Studies (Ayodele, 2004), (Bingley, 2012), (Beth, 2016), etc. have shown that the affective skills of pupils especially pupils with special needs are best developed and managed when there are adequate social equipment and facilities in the schools. As such, the non-professional staff available in two special schools are insufficient as there is only one administrative assistant in school 2. This is indeed a big challenge to special schools in the study area. Special schools, much more than regular schools should be equipped with good and adequate non-human and human resources to aid learning among the pupils. Bingley (2012) asserted that every child is a unique, different, competent, and active learner whose potential needs to be encouraged and supported to become the best of his or her kind when there are non-human and human resources available to guide such child. It is therefore unfortunate to note that both schools used for the study do not have encumbrance clerk, accountant, cleaners, bus driver, school security, librarians, computer technician and school security of any kind. It shows that there is zero security for the pupils on their movement to and fro in the school except for teachers who are watchful enough to keep an eye on the pupils.

### Recommendations

- Teachers and headteachers in charge of all school resources such as sporting facilities, vocational skills development facilities, documents, etc. should be taught and trained on the uses of such facilities.
- Teachers' reinforcement and motivation should be encouraged in special schools as this will continuously boost their morale to teach well as well as use the available school resources excellently.
- Parents/Guardians should ensure that children with special needs are loved at home in order to maintain the teachings of teachers in the school at home.

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