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Impact of Learning Resources Management Strategies on Academic Performance of Junior Secondary School Business Studies

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Abstract: The purpose of this research was to determine how LGAs in Ogun State's Business Studies Department used Learning Resources Management Strategies to improve their students' grades. A descriptive survey methodology was utilised, and 180 students were selected from the population using a simple random sample technique. The questionnaires that were given out were useful, and they were structured. A reliability coefficient of 0.94 was obtained from their validation and testing using Cronbach's Alpha. Methods such as mathematical mean, simple percentages, and frequency analysis were used to examine the responder data. In order to improve students' academic performance, the study found that business studies now uses learning resource management methodologies. The study went on to show that physical learning resources are readily available to pupils at all times. The study's authors urged schools and teachers to provide pupils with a variety of learning tools, including traditional textbooks, digital resources, and multimedia presentations. In addition, teachers should show their students the ropes when it comes to organising their study materials so that they can do better in class.

Keywords: Learning Resource; Learning Resource Management; Academic Performance and Teaching; Data Analysis; Resource Based Learning Theory; Information and Communication Technologies (ICTs).

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1. Introduction

Performance results from tests, exams, coursework exercises, and practice are given to learners to evaluate their thinking ability. Performance can be seen as the amount of useful work accomplished by an individual compared to the time and resources used. One aspect of time management is making a study schedule and sticking to it. Time blocks for studying, making the most of that time, and establishing attainable objectives are all part of this process [33]. The term "academic performance" describes how well pupils do in all of their classes. Academic achievement is defined as the extent to which pupils learn academic material (Mutungwa and Orodho, 2022). There are a lot of moving parts in it, including things like class participation, test scores, and general familiarity and comprehension of the material. As a benchmark for evaluation, educational authorities establish requirements that students must satisfy in order to be considered successful [5].

With the right management and use of educational resources, secondary education can be a system that promotes learning for students and long-term national development [19]. This includes teaching, learning, administration, research, and community service. The goal of secondary education, according to Atteraya [27], should go beyond only imparting facts and figures; it should also include teaching students practical skills that will help them succeed in their future endeavours and in life generally. For the purpose of determining whether or not pupils have succeeded academically, this has become an essential criterion [6]. How far down the path to learning a student, educator, or school has been is what this term alludes to. How well they do in school is directly related to their academic performance [38]. Class participation, grades, exams, and test scores, as well as general knowledge and comprehension of the material, can all contribute to this [18]; [3]. Academic performance includes a

number of factors, which include grade attainment, class participation, and achievement of academic assignments [1]. If you do well in Business Studies in college, you may be able to get more internships, jobs, and admission to elite universities [31]. According to Jonassen and Kwon [8], the study's importance comes from the fact that it has the ability to improve business studies collaborative learning. Learning how group projects affect students' final grades can persuade schools to implement more cooperative learning strategies, teach students to work together, and instil a collaborative attitude in business majors. Business studies curricula and lesson plans aren't the only things that matter when it comes to learning outcomes, according to Mashala [44].

Business Studies involves examining various aspects of the business environment, including office practices, booking keeping, entrepreneurship, marketing, and computer education [10]. The goal of studying this subject is to understand how businesses operate effectively, make decisions, and achieve their goals within various economic and social contexts [11]. Studying this subject equips students for careers in various businesses and management roles across multiple industries. Students who are able to manage their time well have intrinsic motivation to learn, use learning strategies that suit their style, and tend to achieve better academic performance. Learning strategies are methods used by students that will guide their learning thinking process and enhance their performance. Learning resources encompass a broad range of materials and tools that facilitate the educational process [15].

According to Ching and Hsu [17], effective learning resource management strategies ensure that students and teachers can access the necessary tools, materials, and support to enhance their learning and succeed academically. Students at the secondary level have varying abilities and interests, necessitating a range of resources. Bada and Olusegun [40] categorized learning resources into traditional, digital, physical, and human resources. These include textbooks, digital content, multimedia tools, libraries, laboratories, and even human resources such as teachers and peers. When learning resources are integrated into academic performance, it makes learning fun, effective, and efficient, leading to enhanced learning experiences and improved academic performance of students [34]. Ramli and Zain [4] revealed that learning resources such as system management, teaching aids, a library of learning environments, hostels, sports resources, parking, and transportation infrastructure significantly impact students' academic achievement [16].

According to Theobald [28], students are valuable assets because they actively engage in class discussions, contribute new ideas in an effort to solve specific problems, and provide additional information during an interview about their course experience, all of which contribute to a more thorough understanding of how well students have learned. Learning materials, according to Chepkonga [24], hinder students' ability to acquire competency abilities, which in turn lowers their academic achievement.

Physical resources, including the classroom, playground, and library, have a beneficial effect on student achievement, according to Wambua et al. [26]. According to Dangara [45], schools can't rely on having resources available if those resources aren't also used appropriately and effectively. Furthermore, he stated that insufficient and inefficient use of resources can cause any educational system, regardless of its level of organisation, to fall short of its intended outcomes. Achieving academic achievement relies heavily on efficient administration of learning resources. If teachers and students apply these tactics, we can make better use of the resources at our disposal, which will improve our learning experiences and our grades.

Disparities in access, organisation, and equitable distribution frequently lead to substantial gaps in student performance, even when there are a variety of learning materials available. Reduced funding for education has far-reaching consequences, including low student achievement, high attrition rates, disruptive classroom practises, and uninspired educators. Few studies have looked at how different approaches to managing learning resources affect the academic performance of students majoring in business studies, and when they do, the feedback mechanisms put in place to determine how effective these resources were are often underused. This gap in efficient learning resources management leads to suboptimal academic performance, particularly in underprivileged schools, necessitating an in-depth investigation into the impact of learning resources management strategies that can optimize academic performance and enhance the learning experiences of Business Studies Students in Junior Secondary Schools. To be able to use the fundamental issues to be raised in this discussion appropriately, the following questions need to be addressed.

- How does accessibility to high-quality learning resources affect the academic performance of Business Studies students?
- To what extent do Learning Resource Management Strategies contribute to the Business Studies students' academic performance?

To be consistent with the questions stated above, the main objective of this study is to examine the impact of learning resources management strategies on the academic performance of Business Studies students in Junior Secondary Schools in Obafemi Owode Local Government Area of Ogun State. The specific objectives are as follows:

- To evaluate the resources that are accessible for high-quality learning resources to affect students' academic performance in Business Studies.
- To investigate the extent to which learning resource management strategies contribute to the Business Studies students' academic performance.

2. Literature Review

2.1. Concept of Teaching and Learning Resources

Teaching and learning resources refer to various resources used in teaching. It comprises a wide range of materials, tools, activities, and strategies that educators use to facilitate effective learning and knowledge acquisition. This learning resource includes textbooks, online databases, multimedia materials, technology-based tools, case studies, industry reports, simulations, collaborative learning activities, and other resources that support the teaching and learning process. Students are less likely to be present in schools that do not offer them with fascinating, important, and relevant learning resources, therefore these materials help to build classrooms that are engaging, interactive, and impactful, which in turn improves students' academic achievement [35]. Students' academic performance is improved when school learning resources are utilised effectively, leading to better assignment of school tasks. Because resources engage and inspire pupils to learn, their use in the classroom leads to fruitful academic achievements. Samwel [30] argues that classrooms are more engaging and dynamic when they have access to relevant teaching and learning materials. Videos, pictures, and practise apparatus are all part of these materials. This means that classroom instruction and student engagement are both improved by the use of engaging learning materials.

The importance of physical resources like books, computers, and labs in the process of knowledge creation, discussion, and reflection on the interplay between daily pedagogical practises was highlighted by Shen et al. [46]. Information and communication technologies (ICTs) serve as both a material and a tool that students need to improve their cognitive and competency abilities while they are on school grounds. Teachers' choice of instructional materials has a direct correlation to the calibre of their students. It is impossible to overstate the significance of educational resources for classroom instruction. Computer technology is utilised to facilitate teaching and learning at all stages of education, from elementary to tertiary, according to Shen et al. [47], who stated that learning materials significantly impact students' academic achievement.

2.2. Learning Resources and Academic Performance

Learning resources play a crucial role in enhancing academic performance by providing students with the necessary materials and tools to support their learning journey. These resources serve as essential components in the teaching and learning process, as they facilitate the acquisition of knowledge, development of skills, and application of concepts. Okoli and Agwu [15] emphasized that learning resources provide students with access to information beyond what is covered in lectures. They serve as supplementary materials that deepen understanding, enable further exploration, and support independent learning. By utilizing a variety of resources, students can gain a comprehensive understanding of business concepts and theories, which positively impacts their academic performance.

Harris and Lambert [20] highlighted that learning resources enhance student engagement and motivation by providing students with relevant and interesting materials, such as case studies, real-world examples, and industry reports. Learning resources make the learning process more meaningful and applicable. Engaged and motivated students are more likely to invest time and effort into their studies, leading to improved academic performance. According to Kapur [36], educational materials are the means via which classroom teachers and lecturers help students grasp abstract ideas. These are the instructional resources that teachers utilise in the classroom to help students achieve the goals outlined in the lesson plan.

Students whose textbooks and other digital resources were up-to-date performed much better on standardised tests than their classmates whose materials were either old or inadequate, according to research by Kim and Seo [43]. To improve problem-solving and adaptive teaching practise, learning resource management incorporates digital materials like cloud services, e-mail, tablets, desktops, mobile phones, interactive whiteboards, and other physical conditions like charges, cables, notebooks, posters, and furniture, in addition to other physical conditions like interface functionality and affordances. Simultaneously, there is an improvement in the school's managerial communication, which leads to the development of competencies that are necessary for academic success.

Physical resources have a major influence on classroom instruction and student learning, according to Shen et al. [48]. These tools include whiteboards, projectors, and computers; they allow students to display their work and the teacher's lesson to the class at the same time, which boosts students' confidence and helps them meet academic standards. These tools influence how students and teachers interact, which in turn determines who has authority and responsibility in the classroom. According to Shen et al. [49], students' ability to retain cultural information is enhanced through the use of visual aids such as maps, drawings, and registers in the classroom. This, in turn, leads to better academic achievement in the future.

Having access to inclusive and thorough learning resources is associated with improved understanding and memorization of material, especially in classes that are diverse [2]. In order for students to have faith in the replication of information achievement, Shen et al. [49] demonstrated that various physical learning resources are necessary for optimal school learning. Students' academic performance is positively affected by the teaching and learning resource process, according to Somba and Otieno [12]. This process encompasses improved learning abilities, effective learning strategies, classroom participation, and a positive attitude towards learning. As a result, students achieve better academic outcomes.

3. Theoretical Framework

3.1. Resource-Based Learning Theory

Resource-Based Learning Theory was developed in the 1980s and 1990s when educational institutions began to focus more on providing diverse and rich learning resources. The theory assumes that learning is enhanced when students have access to a variety of learning resources, such as textbooks, digital media, laboratory equipment, and human resources. The theory highlights the significance of diversity in resources to cater to different learning styles and needs. This theory argues that diverse, accessible, and well-integrated learning resources dramatically enhance educational outcomes by paying more attention to different learning needs, promoting active engagement, and fostering self-directed learning. This theory is relevant to this study because it argues that the use of teaching and learning resources helps students to absorb better without losing focus. This study anchored on resource-based learning theory because it focused on how students can best utilize available resources to enhance their academic performance.

3.2. Empirical Review

Using the years 2019–2022, Sibomana [18] examined the impact of instructional materials on student achievement in a subset of schools located in Rwanda's Burera district. It made use of both primary and secondary resources for its data. The main data was gathered through the use of structured questionnaires and observation. The data that was gathered was examined using regression analysis. Students' academic performance is positively and significantly impacted by learning resources, according to the findings. In addition, the study found that pupils' academic performance in secondary school is positively impacted by physical, human, and financial resources.

Brown and Green [39] established that schools that employ systematic cataloging and resource management systems do experience enhanced academic performance. Digital libraries and integrated management systems reduced the time students and teachers spent searching for materials, thereby increasing the time available for learning and instruction. This improved resource efficiency is linked to higher student engagement and better academic outcomes. Wilson and Carter [37] showed that schools implementing regular feedback mechanisms to evaluate the effectiveness of their resource management saw significant improvements in academic performance. Incorporating feedback from students and teachers enabled schools to adapt and enhance their resource strategies, ensuring that the resources remained relevant, efficient, available, and effective for the easy academic performance of students.

Harris and Jones [21] reported that professional development programs focusing on the integration of technology and innovative teaching methods led to improved student performance. Teachers who were better equipped to utilize digital tools and interactive resources created more engaging and effective learning experiences, which translated into higher academic achievement. Vaezi et al. [29] examined the impact of technology integration in learning resources management on academic performance in Business education. The results showed that the effective integration of technology-based resources positively influenced student learning outcomes, including knowledge acquisition, critical thinking skills, and overall academic performance. Garcia and Lopez [25] found that schools with more equitable resource distribution had smaller performance disparities between different student demographics. Targeted resource allocation to underprivileged schools and communities helped mitigate the effects of socioeconomic disparities, leading to more uniform academic outcomes across diverse student populations.

Okereke et al. [14] examined the effect of community resource management and teaching approach on students' retention in secondary school biology in Nigeria. The study adopted a pretest-posttest non-equivalent control group design. The sample size of 160 students was used to collect data from the biology students. The instrument used for data gathering was a researcher-developed questionnaire with a reliability coefficient of 0.62 and 0.91, respectively, on the Kuder Richardson (K-R20) scale. Data gathered were analyzed using frequency counts and percentages, while Analysis of Covariance (ANCOVA) was used to test the null hypotheses at a 0.05 level of significance. The findings of the study revealed that the use of community resources had a significant effect on students' retention and that gender has no significant effect on the teaching approach to students' retention. Samwel [30] focused on the effects of leaching and learning resources on lower primary school children. Both purposive and simple random sampling techniques were used for the study. Questionnaires, interviews, and observation schedules were the instruments used to collect and analyze data. The results of the multiple regression revealed that most books

in school libraries are outdated and need to be upgraded to adequate with the changing world of information and technology, particularly with Social Studies.

Smith and Taylor [23] highlighted that both physical and digital learning environments play critical roles. Well-designed classrooms with appropriate lighting, ergonomic furniture, and minimal distractions were found to enhance concentration and productivity. In digital contexts, user-friendly interfaces and reliable internet access were essential for facilitating effective online learning and collaboration. According to Rajest et al. [50], there are essentially three distinct kinds of educational materials. Objects and phenomena like minerals, rocks, and raw materials make up the first category of instructional materials. The second category includes two-dimensional materials like charts, pictures, maps, diagrams, and drawings. The third category includes audiovisual materials like motion pictures, film clips, filmstrips, slide sequences, transparencies, records, tape recordings, radio and television broadcasts, and plant and animal specimens. The fourth category includes dimensional materials like charts, pictures, maps, diagrams, and photographs. They went on to say that these resources helped pupils understand the social and natural events that make up our material universe, as well as the inner workings of waves, atoms, molecules, and cells.

Research by Rajest et al. [50] examined the effect of resources on students' performance in the classroom and found that three variables infrastructure environment, learning, e-learning, and management information systems can affect students' performance. The study found that several factors significantly affected students' academic performance, including online system management courses, instructional materials, the learning environment's library, dormitories, athletic amenities, parking, and transportation infrastructure. The study went on to show that students' views of the resources that affect their grades matter.

Aravind et al. [51] suggested that learning resource management strategies address the challenges and limitations associated with resource management. It acknowledges the constraints educational institutions face in terms of resource allocation, accessibility, and the dynamic nature of Business education, setting the stage for exploring strategies to overcome these challenges, deeper understanding, and critical thinking to improve academic performance. Jonassen and Kwon [8] argued that collaborative learning resources positively impact student learning outcomes. Resources that facilitate group work, peer mentoring, and knowledge sharing foster teamwork, communication skills, and collaborative problem-solving abilities. The study further revealed that learning resources significantly improve students' learning skills and increase their academic performance.

Using real-world strategies for education that promote continuous learning, Chiying [7] examined the TEI's Teaching Resources Center. The project's three sub-programs, along with a number of workshops and a symposium on the methods of offering and using resources in teaching research, were crucial in achieving the learning and teaching goals. Reading material from outside sources supplemented the adaptive training approach, and a teaching resources centre was set up to incorporate materials that would improve the setting for learning written English. A combination of qualitative and quantitative techniques was used to gather data in order to assess the efficacy of the implementation. Teachers participate in quantitative, practical, hands-on study to grasp specific situations, according to the results. The survey also indicated that many educators see online writing evaluations and independent reading as positive practises. On the other hand, in order to foster future lifetime learning, students' attitudes require further encouragement and support from instructors.

In their study, Okongo et al. [35] looked at how pre-school centres in Nyamira County, Kenya, were able to implement Inclusive Education programmes based on the resources that were available to them. The study employed a descriptive survey methodology. The study utilised a sample size of 40 pre-school centres and 40 head teachers, which were selected at random to represent 30 percent of the centres. Stratified random sampling was used to select 134 pre-school teachers and 270 pre-school parents, while census sampling was used to select 12 education officers. Questionnaires and direct observation were used to gather data. In order to examine the data acquired, the research made use of weighted averages, percentages, and means. The results demonstrated that preschools lacked enough materials for instruction and learning.

4. Methodology

The research design adopted to drive this study was survey design. The population for the study comprised all Junior Secondary School students in five (5) selected schools in Local Government Area of Ogun State. They were randomly selected, comprising both male and female students, who offered Business Studies as a subject. A sample size of 180 Students was randomly drawn from the population. The instrument used for the collection of data for this study was a questionnaire. A structured questionnaire of 4 Likert-type was administered to the respondents with options of four variables, which range from Strongly Agree (SA) 4, Agree (A) 3, Strongly Disagree (SD) 2, Disagree (D) 1. This is to ensure a face to face validity of the samples. The questionnaire was validated via a pilot study limited to 40 students outside the respondents. The reliability instrument yielded a 0.94 coefficient using the Cronbach Alpha Scale. This indicates good consistency and reliability. One hundred and eighty (180) questionnaires administered were duly filled and returned. This represented a 100% rate of return. Data generated from the

questionnaires were analyzed using percentages and mean. Pearson Correlation was also used to test the hypotheses at a 0.05 level of significance.

5. Presentation of Data Analysis

Table 1 shows that 180 of the respondents were analyzed. Seventy-six male respondents, which is equivalent to 42% of the respondents, and 104 female respondents filled out the questionnaire, which was equivalent to 58% percent.

Table 1: Demographic Variables of Respondents

Gender	Frequency	Percentage
Male	76	42
Female	104	58
Total		**180**

Research Question 1: How does accessibility to high-quality learning resources affect students' academic performance of Business Studies students?

Table 2: Statistical Analysis of Accessibility to high-quality learning resources affect students' academic performance of Business Studies students

No.	Items	SA	A	D	SD	Mean	Remark
1.	I can easily access physical learning resources, such as books and study materials, whenever I need them.	368	168	40	12	3.26	Accepted
2.	The availability of digital resources, such as online databases and e-books, positively impacts your learning experience.	288	204	32	24	3.04	Accepted
3.	Limited access to learning resources hinders your ability to perform well academically.	272	252	40	8	3.17	Accepted
4.	The school provides convenient platforms for accessing both physical and digital learning resources.	304	144	88	12	3.04	Accepted
5.	Do you think the availability of Learning resources impacts your motivation to study and perform well academically?	288	288	48	8	3.51	Accepted
	Grand Mean					**3.20**	**Accepted**

Table 2 shows that a 3.26 mean score testified that they can easily access physical learning resources whenever they need them; the students agreed that digital resources positively impact their academic experience with a mean score of 3.04. Also, the 3.17 mean score explained that learning resources hindered their ability to perform well academically; the school provides a convenient environment for accessing both digital and physical learning resources agreed with the mean score of 3.04, while the 3.51 mean score of respondents shows that availability of learning resources motivate them to study and perform well academically. The grand mean of 3.20 revealed that the accessibility of learning resources, both digital and physical, influences the academic performance of the students.

Research Question 2: To what extent do learning resource management strategies employed by Business Studies students contribute to Academic performance**?**

Table 3: Statistical Analysis of the learning resources management strategies and Academic Performance of Business Studies students in Junior Secondary School

No.	Items	SA	A	D	SD	Mean	Remark
6.	Do personal reading strategies improve your academic performance?	480	168	0	4	3.62	Accepted
7.	Do you prefer reviewing the content of learning resources management to using personal reading strategies?	240	252	16	28	2.97	Accepted

8.	Do you think group discussion will enhance your academic performance?	336	120	72	20	3.04	Accepted
9.	How satisfied are you with the variety of learning resources available in the school?	352	168	72	0	3.28	Accepted
10.	Have you found personalized learning to be a path to help in your studies?	448	168	0	4	3.57	Accepted
	Grand Mean					**3.29**	**Accepted**

Table 3 shows that a mean score of 3.62 agreed with the statement that personal reading strategies improve the academic performance of Business Studies students, 2.97 mean scores of the respondents agreed on reviewed content of learning resources management to personal reading strategies, 3.04 mean score agreed that group discussion enhances academic performance. This shows that group discussion motivates the majority of the students to study; a 3.28 mean score agreed that a variety of learning resources are available in the school for learning, which helps in the improvement of their academic performance, while a mean score of 3.57 agreed that they found personalized learning path helpful in their studies. The grand mean of 3.29 implies that the learning resources management strategies affect the academic performance of Business Studies students in Junior Secondary School.

6. Discussion and Findings

Results showed that junior high school Business Studies students' grades were affected by how easily they could get their hands on physical and digital learning materials. The results are in line with those of previous studies that found that classroom instruction, textbooks, libraries, laboratories, and instructors all had an impact on students' test scores [35], [36], and [15]. Time management and study environment were determined to be the most effective variables in predicting students' academic progress among learning resource management strategies, according to Rajest et al. [50].

The study is in agreement with the findings of Wambua et al. [26], who investigated the physical resources and instructional tactics employed by teachers to enhance students' social studies performance. Schools that have access to resources performed better than those without, according to the report. It is not just the availability of resources, according to Dangara [45], but also their adequacy and efficient use, that ensures that schools perform well. The classroom has an effect on pupils' academic achievement, according to Wali et al. [42]. The sufficiency of resources and facilities was evaluated by Victorini and Wambiya [41]. Their research led them to the conclusion that secondary school pedagogy was improved with the use of sufficient learning resources. Research by Bada and Olusegun [40] shows that students' performance in business studies classes improves when teachers use technology-based resources including e-books, multimedia, and online collaboration tools. Students' academic performance in subsequent coursework was worse when they did not receive feedback promptly, according to research by Wali et al. [42].

Learning resource management strategies help junior high school business studies students do better in school, according to the study's results. The results of this study corroborated those of [51], which also found that students' academic performance may be greatly enhanced with the use of learning resources. Teaching and learning materials help kids learn and teachers can see how well they're doing in class, according to Kapur [36]. The findings of this study ran counter to those of Chepkonga [24], who argued that learning resources hinder students' academic achievement by influencing their ability to acquire competency skills. The findings of this study are consistent with those of [32] in that instructional materials played a crucial role in students' success in the classroom.

Time and study management, as well as effort regulation, were discovered by Padmanabhan et al. [52] to be favourably associated with academic accomplishment. Students' motivation and academic performance were both improved by group learning, according to Razak and See [34]. Both proactive and reactive forms of assistance seeking were associated with higher levels of academic success, according to research by Edikpa et al. [13]. Junior secondary school pupils in Nigeria are influenced by learning resource management practises, which in turn affect their academic achievement.

7. Conclusion and Recommendations

Effective management of learning resources necessitates a holistic approach to developing a centralized system, organizing technology, and fostering collaboration within educational organizations. Such a system ensures that both digital and physical learning resources are easily accessible, thereby positively influencing students' academic performance. Effective resource management strategies are particularly crucial for enhancing the academic outcomes of Business Studies students in Junior Secondary Schools. To achieve this, school management should prioritize the accessibility and currency of learning resources. This involves providing up-to-date materials and ensuring that they are available in both digital and physical formats to cater

to diverse learning needs. Quality and quantity of resources play a pivotal role in supporting an effective teaching-learning process. High-quality resources stimulate student engagement and comprehension, while an adequate quantity ensures that all students have equal opportunities to benefit from these materials. Furthermore, organizing technology within a centralized system allows for efficient management and utilization of resources. This includes creating a robust digital infrastructure that supports seamless access to learning materials, integrating learning management systems (LMS), and ensuring that students and teachers are proficient in using these technologies. Collaboration among educators is also vital, as it fosters the sharing of best practices and resources, contributing to a more cohesive and supportive learning environment. The study underscores the importance of providing learning resources in schools that are both relevant and readily accessible. School management should thus ensure that these resources are continually updated and available in sufficient quantities. By doing so, they can significantly enhance the academic performance of Business Studies students, thereby contributing to the overall success of the educational system.

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