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Influence of Educational Facilities on Cleinteles' Achievement on Learning Outcomes in Literacy Programme in Ondo West Local Government Area of Ondo State

Okemakinde, Sunday Oyelowo Ph.D

Adeyemi Federal University of Education (Afued), Ondo, Ondo State, Nigeria, Department of Adult And Continuing Education

ABSTRACT

This study was carried out on influence of educational facilities on clientele achievement in literacy program in Ondo-West Local Government Area of Ondo State, Nigeria. Descriptive survey research design was used. The population of the study comprised, clientele and facilitator of literacy program in Ondo West Local Government Area of Ondo State, Nigeria. The sample size of the study was One hundred (100) respondents selected using a simple random sampling technique from five selected literacy centres in Ondo West Local Government Area of Ondo State, Nigeria. Three (3) research questions were raised for the study. The research instruments used to collect the data was self-developed by the researcher, titled "Influence of educational facilities on clientele achievement in literacy education program in Ondo-West Local Government Area of Ondo State, Nigeria", fashioned on four Likert rating scale, and raised on 4 : 3: 2 and 1 points, respectively. The research instrument was validated by two experts in test and measurement, while its reliability was done through test-retest method at two weeks interval. 0.69 was obtained as coefficient reliability for the study. Descriptive statistics (frequency counts, simple percentages and mean) was used to analyze data generated on the research questions. Based on the result of the study, conclusions were made that achievability of learning outcomes, good academic performance of learners, effective teaching and learning and so on could only be achieved with adequate provision of educational facilities and so on. Based on the conclusions, recommendations were therefore made among others that; literacy centres should be well supplied with educational facilities and government should commit enough resources to the provision of educational facilities in literacy centres in Nigeria.

Keyword: Influence, Educational Facilities, Clientele, Literacy Programme Achievement

Background to the Study

Education is essentially a social process in the maintenance of dynamic society since the creation of human beings. The relevance of education in a changing world makes progressive nations to regard it as a veritable instrument of change and stability. No wonder effective teaching and learning techniques should be systematically exposed to the children as a means to acquire relevant knowledge, skills and habits for survival strategy in the modern world (Oyekan, 2000). Education is often regarded as a process of imparting relevant knowledge, skills and attitudes for total development of the learners. Some may see education as a spread of universal literacy, employable skills and collective values of the society for effective citizenship (Oyekan, 2000)

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development. Educational methods include teaching, training, storytelling, discussion and directed research. Education frequently takes place under the guidance of educators; however, learners can also educate themselves. Education can take place in formal, non-formal and informal settings, and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Education brings a natural and lasting change in an individual's reasoning and ability to achieve the targeted goal. It facilitates us to investigate our own considerations and thoughts and makes it ready to express it in various shapes. Education is the main thing that encourages us to distinguish between right and wrong because in the absence of education, we can't do what we need or we can't achieve our goal.

Education, in every human community is an indispensable instrument for human progress, empowerment and effecting national development (Sarumi, 2000). This suggests that a nation that lacks sound educational culture and philosophy stands the risk of decay whereas a nation that sees to the development of its education sector is bond to achieve great success. Schools are established for the purpose of teaching and learning. It is also more important that the teachers are properly accommodated to facilitate the teaching-learning process that go on there. This is the essence of educational facilities (Balogun, 2002). Therefore educational facilities are the space interpretation and physical expression of the school curriculum.

Educational Facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. The layout and design of a facility contributes to the place experience of students, educators, and community members. Depending on the quality of its

design and management, the facility can contribute to a sense of ownership, safety and security, personalization and control, privacy as well as sociality, and spaciousness or crowdedness. When planning, designing, or managing the school facility, these facets of place experience should, when possible, be taken into consideration (Nwaka and Ofojebe, 2010).

Alen (2007), defined educational facilities as "engines of growth in learning" which support the teacher and the learner for effective and efficient teaching and learning for the attainment of goals and objectives of education. Teddr (2008) refers school facilities "as physical and spatial enablers and enhancers of teaching and learning. Academic performance by students has always been a subject of interest to every educational institution. Whereas there is a consensus that schools should play a major role in this process, there seems to be disagreement about what exactly that role should be. While some believe that the primary focus of schools should be the academic preparation of students (Hirsch, 1996; Tienken, & Wilson, 2001). Others however believe that efforts of schools should be integrated with other social institutions such as family and community towards educating children (Hall, 2007). In fact, heads of educational institution, teachers and parents are primarily responsible for students' academic achievement (Adesoji, 2012), and that schools should efficiently and effectively organize themselves towards this task (Adedeji, 2011).

Researchers over the years have used a variety of ways to measure academic performance and these include report card grades, grade point averages, standardized test scores, teacher ratings, other cognitive test scores, grade retention and dropout rates (Hard & Howard, 2004). Thus student's academic performance is typically assessed by the use of teacher ratings, tests, and examinations. In fact, student academic performance is more likely to be experienced and evidenced when students feel personally validated and believe that their effort matters and can influence or control the prospects of their academic success. In reality, these inspire them to develop a sense of purpose and perceive the school experience as being personally relevant.

Granting the importance of academic performance is rarely questioned, however the factors that influence and mediate it have been elusive (Elliot, 2007). In reality, amongst the various predictors of academic performance or achievement, there are likely to be some interactions between each other, and therefore the effect of one factor on the academic performance may be indirectly reflected through others. Thus, the studies surveyed support the hypothesis that student academic performance or achievement depends on a number of factors. Findings from studies identify students' effort/persistence, academic ambition, previous grades (Ahmad, 2012).

Students' achievement is also referred to as academic performance (Adediwura&Tayo, 2007). Academic performance or academic performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important.

Educational facilities are the material resources provided for staff and students to optimize their productivity in teaching and learning process. The realization that the transfer of knowledge does not only take place in the four walls of the classroom from teacher to students but rather that, learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes (Asiabaka, 2008)

Olamiyonu (2011), contended that in an educational environment, such as secondary schools, it is indisputable that school plant and facilities such as furniture, laboratory equipment and materials have a great influence in the teaching and learning process because without them, the empty buildings and structures no matter how attractive cannot be used for educational purposes. Hence, school facilities are no doubt an essential part of educational planning without which learning outcomes cannot be achieved.

The relevance of educational facilities is not only noticeable to formal system of education alone but also non-formal system of education, specifically literacy education.

Literacy education by definition is a subject of pluralism. Literacy is an evocative word with many and purpose varying in accordance with the eyes of the beholder and encompassing a wide spectrum from reading the word to reading the world (Bataille, 1976 cited by Sarumi, 2004). Campbell, Krish and Kolstand 1992 as cited in Kleinsten and Lacrid (1999) is that a person who is literate can use printed and written information to function in society to achieve one's goals and to develop one's knowledge and potential. However, in 1990, during the Jonathan conference on Education For All (EFA), the definition of literacy education and its practice was extended beyond the teaching of decoding skills to include; basic and functional education, which the conference in Dakar, it was also considered and recognizes as fundamental to the achievement of a literate society. Sarumi (2004), however explained literacy education as ability to read, write and carry out simple Arithmetic skills to solve daily challenges of individuals in the society.

However, in recent times, several studies had been conducted on educational facilities and allied issues vis-a-vis how it affects learning outcomes and achieving literacy education, goals. Observable, much of the studies had been self-reported without empirical analysis. It was this observed gap that motivated the researcher to conduct the study.

Statement of the Problem

A cross-section of the public, students, teachers, educational authorities, curriculum planners and government officers express growing concern over the alarming rate of students' low performance in school. Parents blame teachers, teachers blame parents and government and policy makers has their share of blame on students' academic and learning process. Despite the fact that measures are being taken to improve the educational system in Nigeria, attractive and functional, the system is facing serious challenges. The challenged are not only noticeable in the formal system but also in non-formal system of education. This challenge has not only been in terms of curriculum content or devotion of teachers to their duties but also in terms of the deteriorating state of literacy centres facilities. It was against this backdrop this research was carried out.

Purpose of the Study

The study sought to find out the influence of educational facilities on clientele achievement in literacy programme of Ondo West Local Government Area of Ondo State, Nigeria. The specific purposes were to:

i. investigate the level of availability of educational facilities for teaching and learning in literacy programme of Ondo West Local Government Area of Ondo State, Nigeria;

ii. determine the impact of teaching facilities on students' achievement in literacy programme of Ondo West Local Government Area of Ondo State, Nigeria; and

iii. examine how e-learning facilitates were available for use among learners in literacy programme in Ondo West Local Government Area of Ondo State, Nigeria.

Research Questions

The following research questions were raised to guide the study;

a) What is the level of educational facilities procurement in literacy programme in Ondo West Local Government Area of Ondo State, Nigeria?

b) Does educational facilities impact positively on the academic achievement of clientele in literacy programme in Ondo West Local Government Area of Ondo State, Nigeria?

c) Are e-learning facilities adequately available in literacy programme in Ondo West Local Government Area of Ondo State, Nigeria?

Conceptual Framework

Educational facilities according to Bradley (2007) are relevant educational resources that is systematically used to uphold teaching and learning experience in school. While Roger (2000) opined that educational facilities are cooperative resources that are meant to uphold educational experience in a technical way such as building or a place that provide a particular service for a particular rational. To Wendy (2006) educational facilities has been described as that mean of supplying what are needed or adequate instructional materials to facilitate learning effectively. So the degree of effectiveness and appropriate of school facilities such as school physical facilities and plant resources and qualified human resources are major factors at the level of effective flow of communication in the classroom.

Educational facilities are the facilities provided to students, so that they can use every opportunity to develop full potential. Educational facilities include buildings, fixtures, and equipment necessary for the effective and efficient operation of the programme, such as: classrooms, libraries, rooms and space for physical education, space for fine arts, restrooms, specialized laboratories, cafeterias, media centers, building equipment, building fixtures, furnishings, related exterior facilities, landscaping and paving, and similar items which the State Board of Education may determine necessary.

The concept of educational facilities according to Peretomode, (2005) are "those things of education" which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. This definition failed to provide basis for distinguishing educational facilities from human resources. The "things" of education is a wider scope, because things of education is much more than school plan and facilities in educational circle, for it included the administrators, teachers, non-teaching staff and even the stakeholders of education who are not in any way school plant and facilities.

The term e-learning defines technology mediated and digitally empowered learning that utilizes hardware (e.g., PCs, tablets, printer, digital camera, digital videos, scanner, overhead projector; OH, and OH screen), software (operating systems, cloud technologies, applications (apps), writing, editing, MS Office) and (CD textbooks that fall in the category of courseware, OERS, e-content) and others (e.g., USB drives, CD-ROM), whether from a distance or face-to-face classroom setting (PC helped learning), to empower teacher to student interactions.

METHODOLOGY

The design used for the study was a descriptive survey research method. Since, result generated from the sample size was generated on the entire study population. Bello and Ajayi (2000) opines on survey design that, it is a method usually adopted when handling a large population especially on issue of the moment that involve systematic collection of data from population of study through the use of questionnaire.

The population of the study comprised facilitators and clientele of literacy programme in Ondo West Local Government Area of Ondo State, Nigeria. The sample size of the study was one hundred (100) respondents selected through simple random sampling technique from five literacy programmes in Ondo West Local Government Area of Ondo State, Nigeria.

Research instrument that was self-developed by the researcher was used to collect data titled, "Questionnaire on Influence of Educational Facilities on Clienteles' Achievement in Ondo West Local Government Area of Ondo State, Nigeria" and fashioned on Strongly agreed (SA), Agreed (A), Disagreed

(D) and Strongly Disagreed (SD), rated on 4 : 3 : 2 and 1 points respectively. The research instrument was validated by two experts in the area of Test and Measurement.

The reliability of the research instrument was determined through test-retest methods at two week interval, and 0.67 coefficient reliability was determined. The data collected by the researcher on research question was analysed using simple percentages, frequency counts and mean.

Presentation of Results and Discussion of Findings

Research Question One: What is the level of educational facilities in literacy programme in Ondo West Local Government Area of Ondo State, Nigeria?

Table 1: Showing frequency counts, simple percentages and mean ($\overline{X}$) on the level of educational facilities in literacy programme in Ondo West Local Government Area of Ondo State, Nigeria

N = 100 C = 2.5									
S/N	STATEMENT	SA	%	A	%	D	%	SD	%
1	Are there good classroom in your literacy centre?	76	76%	11	11%	8	8%	5	5%
2	Have you been exposed to computer system in your literacy centre?	26	26%	34	34%	2	2%	38	38%
3	Is there resourceful library in the your literacy centre?	12	12%	5	5%	53	53%	30	30%
4	Are there audio-visual materials for teaching and learning in your literacy centre?	7	7%	18	18%	46	46%	19	19%
5	Are there enough chair and locker in your literacy centre?	73	73%	4	4%	17	17%	6	6%

KEYS: N = Total Number of Respondents,   C = cut of points, $\overline{X}$ = Mean, SA = Strongly Agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Source: Field Survey, 2025

From the tabulation above, the following were noted that Item I shows that 76 of the respondents strongly agreed, 11 respondent agreed, & Disagreed and 5 Strongly Disagreed. Based on the analysis, it can be concluded that there are good classrooms in literacy centre. Item 2 shows that 26 respondents strongly agreed, 34 respondents agreed, 2 Disagreed and 38 strongly disagreed. It can be concluded that the learners are not well exposed to computer system in their literacy centre. Item 3 shows that 12 strongly agreed, S agreed, 53 disagreed and 30 strongly disagreed. It can be concluded that the learners do not have resourceful library in their literacy centres.

Item 4 shows that 7 strongly agreed, 18 agreed, 46 disagreed and 19 strongly disagreed. It can be concluded that there are no enough audio-visual material for learning in literacy centres. Item 5 shows that 73 strongly Disagreed, 4 agreed, 17 disagreed and 6 strongly disagreed. It can be concluded that there are enough chair and locker in literacy centres in Ondo West Local Government, Ondo.

Research Question Two: Does educational facilities impact positively on achievement of learning outcomes in literacy programme in Ondo West Local Government Area of Ondo State, Nigeria.

Table 2: Showing frequency counts, simple percentages and mean ($\overline{X}$) on does educational facilities impact positively on achievement of clientele in literacy programme in Ondo West Local Government Area of Ondo State, Nigeria.

N = 100 C = 2.5									
S/N	STATEMENTS	SA	%	A	%	D	%	SD	%
6	Instructional materials are provided in this literacy centre which enhances teaching in the class, thereby boosting learner's performance.	51	51%	35	35%	8	8%	6	6%
7	Public address system is used in this literacy centre to teach large population of learners for effective learning	26	26%	9	9%	27	27%	20	20%

8	Internet /ICT facilities are available in this literacy centre for learners research to increase their learning and academic performance.	34	34%	13	13%	19	19%	30	33%
9	The library in this literacy centre functions adequately, and is stocked with current educational materials to improve learners reading habit and enhance academic performance	26	26%	32	32%	27	27%	15	15%
10	Workshop is available in this literacy centre to enable technical learners carry out their practical work, and so, improve their performance.	3	3%	9	9%	27	27%	61	61%
11	Projectors are used in this literacy centre to teach, hence increase the learner's academic performance	25	25%	47	47%	18	18%	10	10%
12	Laboratory facilities are adequate for practical exercise in this literacy centre to increases learners' understanding and performance in this centre.	58	58%	24	24%	7	7%	11	11%
13	Adequate exercise books are provided for learners to enable them participate well during lessons.	51	51%	11	11%	23	23%	15	15%
14	Classrooms are adequate in this literacy centre to shelter the learners from climatic conditions and improve their learning	77	77%	8	8%	10	10%	5	5%
15	Computer sets are adequate for teaching, to increase learner's learning and performance	33	33%	14	14%	14	14%	48	48%

KEYS: N = Total Number of Respondents,   C = cut of points, $\bar{X}$ = Mean, SA = Strongly Agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Source: Field Survey, 2025

The result on Table 2 above shows the following; Item 6 shows that 51 strongly agreed, 35 agreed, & disagreed and 6 strongly disagreed. It is concluded that instructional materials are provided in the literacy centre which enhance teaching and learners' performance. Item 7 shows that 26 strongly agreed, 9 agreed, 27 disagreed and 20 strongly disagreed. It can be concluded that public address system is not well used effectively in the centres. Item 8 shows that 34 strongly agreed, 13 agreed, 19 disagreed and 33 strongly disagreed. It can be concluded that internet facilities are not available in the literacy centre to increase learning performance. Item 9 shows that 26 strongly agreed, 32 agreed, 27 disagreed and 15 strongly disagreed. It can be concluded that the library in the literacy centre is functioning adequately as expected to increase learners' performance. Item 10 shows that 3 strongly agreed, 9 agreed, 27 disagreed and 61 strongly disagreed. It can be concluded that workshop is not available in the school to enable technical students carry out their practical work in order to improve their performance. Item 11 shows that 25 strongly agreed, 47 agreed, 18 disagreed and 10 strongly disagreed. It is therefore concluded that projectors are used in the literacy centre to teach which enhance learners' performance. Item 12 shows that 58 strongly agreed, 24 agreed, 7 disagreed and 11 strongly disagreed. It can be concluded that laboratory facilities are adequate for practical exercise to increase learners understanding and performance in the centres.

Item 13 shows that 51 strongly agreed, 11 agreed, 23 disagreed and 15 strongly disagreed. It can be concluded that adequate exercise books are provided for learners to enable them participate during lessons. Item 14 shows that 77 strongly agreed, 8 agreed, 10 disagreed and 5 strongly disagreed. It can be concluded that classroom are adequate in the school to shelter the learners from climatic conditions and improve their learning performance. Item 15 shows that 33 strongly agreed, 5 agreed, 14 disagreed and 48 strongly disagreed. It can be concluded that computer sets are not adequate for teaching and learning in the literacy centre. The findings agreed with the position of Oyekan (2000) that lack of educational materials and gadgets is one of the challenges to teaching in Nigerian educational institutions.

Research Question Three: Are e-learning facilities adequately available for use among clientele in literacy programme in Ondo West Local Government Area of Ondo State, Nigeria?

Table 3: Showing frequency counts, simple percentages and mean ($\bar{X}$) on are e-learning facilities adequately available for use among clientele in literacy programme in Ondo West Local Government Area of Ondo State, Nigeria.

N = 100	C = 2.5						
S/N	STATEMENT	SA	A	D	SD	Mean	Remarks
1	Web Based Learning Materials	33	50	14	3	3.13	Agreed
2	Screen Touch Electronic Board	25	44	26	5	2.89	Agreed
3	Digital/Electronic Library	18	55	17	10	2.81	Agreed
4	Multimedia Projectors/Power Point	13	44	27	16	2.54	Agreed
5	E-mail Facilities	29	31	25	15	2.74	Agreed
6	Broadband Internet Services	30	25	37	8	2.77	Agreed
7	Interactive White Boards	41	25	21	13	2.94	Agreed
8	Edmodo Application	13	57	22	9	2.75	Agreed
9	Moodle Application	9	33	39	19	2.32	Disagreed
10	Wikispace	6	36	30	28	2.20	Disagreed

Key: SA = 4, A = 3, D = 2, SD = 1

Decision Value: Disagreed = 0.00 – 2.49, Agreed = 2.50 – 5.00

Source: Field Survey, 2025

Table 3 shows that majority of the respondents agreed that web based learning materials ($\bar{X}$ = 3.13), screen touch electronic board ($\bar{X}$ = 2.89), digital/electronic library ($\bar{X}$ = 2.81), multimedia projectors / Power Point ($\bar{X}$ = 2.54), e-mail facilities ($\bar{X}$ = 2.74), broadband internet services ($\bar{X}$ = 2.77), interactive white board ($\bar{X}$ = 2.94), and Edmodo application ($\bar{X}$ = 2.75) are available for use among learners in literacy programme in Ondo West Local Government Area of Ondo, Ondo State, Nigeria. However, majority of the respondents disagreed that Moodle application ($\bar{X}$ = 2.32), and Wikispace ($\bar{X}$ = 2.20) are available for use among learners in secondary schools in Ondo West Local Government Area of Ondo State.

Research question three, revealed the e-learning facilities that are available for use among students in literacy programme in Ondo West Local Government Area of Ondo State. It was revealed that web based learning materials, screen touch electronic board, digital/electronic library, multimedia projectors / Power Point, e-mail facilities, broadband are available for learners' use in literacy programme in Ondo West Local Government Area of Ondo State, Nigeria. However, the finding shown that Moodle application and Wikipedia are not available for use among learners in literacy programme in Ondo West Local Government Area of Ondo State, Nigeria. This finding agrees with the study of Atsumbe, Raymond and Enoch (2012) who revealed that e-learning infrastructures were not adequate in the secondary schools for teaching and learning and management's efforts towards the development of Information and Communication Technology (ICT) was mainly for administrative purposes. In addition, facilitators and adult learners and students both have computers and laptops and could access the internet but, they did not use them for teaching and learning. Also, the study of Adedeji (2011) revealed that there is non-availability of ICT equipment and that the respondents were disgruntled with the sluggish use and integration of ICT in educational institutions in Nigeria.

Conclusion

Educational facilities have been identified as useful sources for promoting learning and teaching. Teaching and learning can only progress very well when educational facilities are adequately supplied to literacy education centres. Based on the foregoing, the study concludes that in spite of the potentials inherent in use of educational facilities in the process of educational development in educational institutions of learning, its use for teaching and learning in literacy centre is abysmally low. There is therefore the need for government authorities and stakeholders to brace up for this challenge through equipping literacy centre adequately with educational facilities.

Recommendations

Based on the summary and the conclusion of the study, the following recommendations were made;

i. Literacy education programme centres should be adequately equipped with educational facilities

ii. To make the students become increasingly aware of e-learning, facilitators need to incorporate virtual activities in curriculum delivery, task design processes and outcomes, teaching pedagogies, and measurements of actual learning.

iii. Government and other literacy education providers should organize seminars and conferences to intimate adult learners more on the constituents and benefits of e-learning to their course curriculum.

iv.   Literacy education programme authorities should intensify ICT training for their clientele. They should also expose them to a range of co-curricular practical tasks on e-technologies to help learners become more aware and motivated for e-learning.

v.   Government should provide adequate, reliable e-learning platform or software and tools to interconnect all adult learners and tutors for e-learning.

vi.   There should be established in every educational institution of learning, an e-learning support centre to assist adult learners' needs.

vii.   Adult learners should use self-help efforts such as peer mentoring, advanced computer training through the holidays and reading of digital journals, to become more competent in the use of educational facilities such as e-learning, computer and so on.

viii.   Government should invest more funds in providing educational facilities at literacy centres to enhance teaching-learning and researches in the literacy centres in Nigeria.

ix.   Adult learners should Optimize the use of e-learning in this information age. Since most of them have access to Internet and mobile devices, they should use them for various virtual learning applications for curriculum enrichment.

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