



The Impact of Limited Resources on Learners' Academic Performance in Functional Literacy Centers in Mezam Division

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Abstract: This study investigated the Impact of Limited Resources on Learners' Academic Performance in Functional Literacy Centers in Mezam Division. The research objectives included examining the impact of insufficient funding and limited instructional materials on learners' academic performance. The study employed a correlational survey design to achieve its main objective of understanding the impact of limited resources on learners' academic performance. Data were collected from learners across three selected centers using a self-administered questionnaire and interview guide for the Chiefs of Centers. The questionnaire assessed learner perceptions of resource availability (funding and instructional materials) and its impact on their academic performance while the interview guide assessed the perceptions of Chiefs of Centers on the difficulties faced due to limited resources and its impact on learners' academic performance. The findings revealed a significant association between limited resources and lower perceived academic performance among learners. Specifically, learners reported that insufficient funding, inadequate and instructional materials strongly and negatively affect their learning experience and academic performance. These results highlight the critical need for increased resource allocation to Functional Literacy Centers in Mezam Division to improve learner outcomes and promote educational equity and quality access for all as enshrined in international framework. The study's implications extend to informing educational policies and practices aimed at supporting learners in resource-constrained environments and promoting the sustainable development of functional literacy programs in Cameroon.

Keywords: Limited Resources, Learners' Academic Performance, Functional Literacy Center, Mezam Division.



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Introduction

Education plays a pivotal role in shaping individuals' lives and influencing societal development. In Cameroon, like many other countries, the provision of quality education is essential for fostering a skilled workforce and empowering citizens for active participation in the socio-economic sphere (Awason et al. 2017). However, despite the efforts to improve educational

access and quality, challenges such as limited resources persist, particularly in functional literacy centers in Mezam Division. Functional literacy centers serve as vital educational institutions that cater to learners who may have missed out on formal schooling or require literacy and numeracy skills for personal and professional advancement (Fomogne et al. 2018). These centers play a crucial role in providing foundational education to individuals of all ages, equipping them with essential skills for meaningful participation in society. The availability of adequate resources is fundamental to the effective functioning of educational institutions and the success of learners. Resources such as sufficient funding, instructional materials, trained educators, infrastructure, and technological tools are essential for creating conducive learning environments and supporting student academic achievement.

However, in Mezam Division, these resources are often limited, presenting significant challenges to the educational process and impacting learners' academic performance (Fomogne et al, 2018). This research project aims to investigate the impact of limited resources on learners' academic performance in functional literacy centers in Mezam Division. By examining the specific resource constraints faced by these centers and their implications for student learning outcomes, the study seeks to shed light on the underlying issues affecting educational quality and propose viable solutions to address these challenges. Understanding the dynamics of resource availability and allocation in functional literacy centers is critical for devising targeted interventions and policy recommendations to enhance the educational experience for learners in Mezam Division (Awasom et al, 2017).

Statement of the Problem

Functional Literacy Centers (FLCs) in Mezam division of Cameroon serve a crucial role in empowering marginalized populations through basic education. However, these centers often operate under significant constraints, notably limited access to essentially resources. This scarcity encompasses a range of critical elements, including insufficient funding, limited instructional materials, shortages of trained educators, and inadequate infrastructure. This resource-deprived environment creates a challenging learning ecosystem, leading to the concerns about the quality and effectiveness of the functional literacy programs.

Initial observations indicated that learners in these Functional Literacy Centers are demonstrably struggling to acquire fundamental literacy and numeracy skills. We witness low levels of reading comprehension, difficulties in applying learned skills to practical situations, and a generally slow rate of academic progress. Many Learners exhibit frustration and discouragement, hindering their engagement with the curriculum suggesting that the limited resources and associated learning environment are failing to provide sufficient support and motivation for learners to persist with their education.

Consequently, this study seeks to investigate the direct relationship between limited resources and the overall academic performance of learners enrolled in Functional Literacy Centers across Mezam. The research aims to pinpoint the specific areas and resources where the impact is most pronounced, ultimately hindering the effectiveness of this vital educational initiatives and impeding the learner's ability to acquire crucial life skills for socio-economic advancement. Understanding these specific challenges is paramount for developing targeted interventions and advocating for improved resource allocation to support the sustainable success of functional literacy programs in the region.

Research Objectives

Main Research Objective

To investigate the impact of limited resources on learner's academic performance in functional literacy centers in Mezam Division

Specific Research Objectives

1. To find out the impact of insufficient funding on learners' academic performance in Mezam Division.
2. To examine the impact of limited instructional materials on learners' academic performance in functional literacy centers in Mezam Division.

Research Questions

Main Research Question

What is the impact of limited resources on learner's academic performance in functional literacy centers in Mezam Division?

Specific Research Questions

1. What is the impact of insufficient funding on learners' academic performance in functional literacy centers in Mezam Division?
2. What is the impact of limited instructional materials on learner's academic performance in functional literacy centers in Mezam Division?

Research Hypothesis.

Main Research Hypothesis.

H₀: There is no significant relationship between limited resources and learner's academic performance in functional literacy centers in Mezam Division.

H_a: There is a significant relationship between limited resources and learner's academic performance in functional literacy centers in Mezam Division.

Specific Research Hypotheses.

H₀₁: There is no significant relationship between insufficient funding and learner's academic performance in functional literacy centers in Mezam Division.

H_{a1}: There is a significant relationship between insufficient funding and learner's academic performance in functional literacy centers in Mezam Division.

H₀₂: There is no significant relationship between limited instructional materials and learner's academic performance in functional literacy centers in Mezam Division.

H_{a2}: There is a significant relationship between limited instructional materials and learner's academic performance in functional literacy centers in Mezam Division.

LITERATURE REVIEW

The resources under this review are based on the objectives of the study which are insufficient funding and inadequate instructional materials.

Insufficient Funding

Resources play a critical role in the effective functioning of functional literacy centers, providing the necessary infrastructure, materials, and human capital to support learners' educational development. In the context of academic performance in functional literacy centers in Mezam Division, resources encompass financial allocations, educational materials, trained personnel, and community support systems that are essential for creating a conducive learning environment and fostering literacy skills acquisition. However, the issue of insufficient funding poses a significant challenge to the sustainability and quality of educational initiatives in these centers, impacting learners' access to essential resources and hindering their academic progress (Chen, 2018).

Insufficient funding of functional literacy centers in Mezam Division limits the capacity of these educational institutions to provide adequate resources for learners, teachers, and support staff. This lack of financial support constrains the acquisition of essential materials such as textbooks,

learning aids, technology tools, and classroom supplies, which are instrumental in enhancing the quality of literacy instruction and engagement. Additionally, inadequate funding hampers the recruitment and retention of qualified educators, training programs for staff development, and the implementation of innovative teaching strategies tailored to meet the diverse needs of learners in functional literacy centers (Awason et al., 2017).

The shortage of funding for functional literacy centers not only impedes the provision of resources but also hampers the expansion of outreach programs, community engagement initiatives, and infrastructure development projects essential for creating inclusive and accessible learning environments (Chen, 2018). Insufficient financial support limits the centers' capacity to address the socio-economic barriers that learners face, such as transportation costs, childcare needs, and work commitments, which often deter individuals from participating fully in literacy programs and benefiting from educational opportunities. As a result, the lack of funding hinders the centers' ability to maximize their impact on promoting literacy, empowerment, and socio-economic development in Mezam Division.

Moreover, the impact of insufficient funding on academic performance in functional literacy centers extends beyond immediate resource constraints to systemic challenges related to program sustainability, quality assurance, and long-term viability. Without adequate financial support, functional literacy centers may struggle to maintain program continuity, develop strategic partnerships, and adapt to evolving educational trends and best practices (Awason et al., 2017). The lack of funding undermines the center's ability to respond effectively to learners' needs, evaluate program effectiveness, and implement evidence-based interventions that enhance literacy outcomes and foster lifelong learning among diverse populations in Mezam Division.

Addressing the issue of insufficient funding of functional literacy centers in Mezam Division is essential for ensuring equitable access to quality education, promoting literacy development, and advancing socio-economic empowerment within the community. Investing in adequate resources for these centers is crucial for overcoming the challenges posed by financial constraints, enhancing the educational experience for learners, and creating a supportive ecosystem that fosters academic success, personal growth, and community resilience (Chen, 2018). By prioritizing funding allocation to functional literacy centers and recognizing the pivotal role of resources in educational outcomes, stakeholders can work towards building a sustainable and inclusive education system that empowers individuals and transforms communities through the power of literacy.

Inadequate Instructional Materials

Instructional materials are essential resources that play a crucial role in supporting effective teaching and learning experiences in functional literacy centers. These materials encompass textbooks, workbooks, reading materials, technological tools, and other resources used to facilitate literacy instruction, practice, and skill development among learners (Awason et al., 2017). In the context of academic performance in functional literacy centers in Mezam Division, inadequate instructional materials present a significant challenge that hampers the quality of education, limits learners' access to diverse learning resources, and impedes their academic progress.

The availability of instructional materials in functional literacy centers is vital for creating interactive and engaging learning environments that cater to the diverse needs and learning styles of individuals seeking to improve their literacy skills (Chen, 2018). However, the issue of inadequate instructional materials in Mezam Division poses barriers to effective teaching and learning practices, as educators may struggle to deliver engaging lessons, provide hands-on learning experiences, and adapt instruction to meet learners' varying proficiency levels. The lack of essential resources such as up-to-date textbooks, literacy resources in local languages, and multimedia tools inhibits the centers' ability to deliver comprehensive and well-rounded literacy instruction that meets the educational needs of all learners (Chen, 2018).

Inadequate instructional materials not only impact the quality of literacy instruction but also hinder learners' ability to practice and reinforce their literacy skills outside of the classroom. Limited access to reading materials, writing supplies, and interactive learning resources restricts learners' opportunities for independent study, self-directed learning, and skill-building activities that are essential for consolidating and applying their literacy knowledge. Without sufficient instructional materials, learners in functional literacy centers may struggle to engage actively in learning, develop critical thinking skills, and make meaningful progress towards enhancing their literacy competencies and achieving academic success (Awasom et al., 2017).

Furthermore, the lack of instructional materials in functional literacy centers perpetuates inequalities in educational access and outcomes, particularly for marginalized and underserved populations in Mezam Division. Learners from disadvantaged backgrounds, remote areas, or vulnerable communities may face greater obstacles in accessing quality instructional materials that cater to their unique learning needs and linguistic preferences. Inadequate resources limit the centers' capacity to provide culturally relevant, context-specific materials that resonate with learners' experiences, promote cultural identity, and foster a sense of belonging and inclusivity in the educational setting (Awasom et al., 2017).

Addressing the challenge of inadequate instructional materials in functional literacy centers requires collaborative efforts to secure funding, procure relevant resources, and develop sustainable strategies for resource management and distribution. By investing in the provision of adequate and diverse instructional materials, stakeholders can enhance the quality of literacy education, empower learners to reach their full potential, and promote equitable access to educational opportunities for all individuals in Mezam Division. Through targeted interventions, advocacy for resource mobilization, and community engagement initiatives, functional literacy centers can overcome the barriers posed by inadequate instructional materials and create enriching learning experiences that empower individuals to thrive academically, socially, and economically.

The Concept of Academic Performance

Academic performance in functional literacy centers in Mezam Division is a crucial indicator of the effectiveness of educational interventions aimed at improving literacy levels and empowering individuals with essential skills for personal and socio-economic growth. In these centers, academic performance is not limited to traditional academic measures but also encompasses the application of literacy skills in practical, real-world contexts. Learners in functional literacy centers in Mezam Division are equipped with the necessary tools to read, write, and communicate effectively, enabling them to participate more actively in their communities and pursue further educational and professional opportunities Fomogne et al. (2018).

The concept of academic performance in functional literacy centers in Mezam Division extends beyond the acquisition of basic literacy skills to include the development of critical thinking, problem-solving abilities, and digital literacy. By focusing on functional literacy, these centers aim to equip individuals with the skills they need to navigate modern society, access information, and engage meaningfully in social, economic, and political processes. Academic performance in functional literacy centers is therefore measured by the practical application of skills in everyday situations, such as understanding healthcare information, completing job applications, and managing personal finances Awasom et al. (2017).

In Mezam Division, academic performance in functional literacy centers plays a vital role in promoting social inclusion, combating illiteracy, and fostering community development. By improving literacy levels among marginalized populations, these centers contribute to breaking the cycle of poverty, empowering individuals to advocate for their rights, and enhancing their overall quality of life Awasom et al. (2017). Academic performance in functional literacy centers is a key driver of individual and collective empowerment, enabling learners to achieve personal goals, participate in community initiatives, and contribute to the sustainable development of Mezam Division.

Furthermore, academic performance in functional literacy centers in Mezam Division is closely linked to the United Nations Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education) and Goal 1 (No Poverty). By providing accessible and quality education to underserved populations, these centers contribute to the fulfillment of global commitments to ensure inclusive and equitable education for all Chen, L. (2018). Academic performance in functional literacy centers not only enhances individuals' literacy skills but also fosters a sense of agency, autonomy, and resilience, empowering learners to become active agents of change in their communities and beyond.

In summary, academic performance in functional literacy centers in Mezam Division embodies the transformative potential of education to empower individuals, promote social inclusion, and drive sustainable development Awasom et al. (2017). By emphasizing practical application, social relevance, and holistic empowerment, these centers play a pivotal role in equipping learners with the skills and confidence needed to thrive in a rapidly changing world and contribute positively to the advancement of their communities and society at large.

THEORETICAL REVIEW

The following theories which are relevant to this study were examined; the Constructivist Learning Theory by Jean Piaget and Lev Vygotsky (1960s) and the Human Capital Theory by Theodore W. Schultz (1960s).

The Constructivist Learning Theory by Jean Piaget and Lev Vygotsky (1960s)

The constructivist learning theory, is pioneered by theorists such as Jean Piaget and Lev Vygotsky, who emphasizes that learners actively construct their knowledge and understanding of the world through experiences, interactions, and reflections. The constructivist learning theory also elaborates that learners actively construct their understanding of the world through interactions with their environment, experiences, and social interactions Chen, L. (2018). This theory emphasizes the importance of hands-on, experiential learning, and student-centered approaches, which can be particularly beneficial in resource-constrained environments. By promoting active engagement, critical thinking, and problem-solving skills, the constructivist learning theory can help mitigate the impact of limited resources on academic performance.

In the context of this study the constructivist learning theory offers valuable insights into how students learn and acquire literacy skills. By engaging students in hands-on activities, group discussions, and problem-solving tasks, educators can promote deeper learning and meaningful understanding despite resource constraints Chen, L. (2018). The constructivist theory of learning emphasizes that individuals actively construct their knowledge and understanding through interactions with their environment, social experiences, and prior knowledge. This theory posits that learners are active agents in their learning process, engaging in hands-on activities, collaborative tasks, and reflective practices to construct meaning, develop skills, and internalize concepts.

In the context of studying the impact of limited resources on academic performance in functional literacy centers in Mezam Division, the constructivist theory offers valuable insights into how learners navigate challenges, adapt to environmental constraints, and strive to make sense of their educational experiences despite resource limitations. Limited resources, such as inadequate instructional materials, funding constraints, and staffing shortages, present significant obstacles to effective teaching and learning practices in functional literacy centers Chen, L. (2018). The lack of essential resources hinders educator's ability to create dynamic, interactive learning environments that promote active engagement, critical thinking, and knowledge construction among learners.

In this context, the constructivist theory underscores the importance of learner-centered approaches, inquiry-based methods, and experiential learning strategies that enable individuals to explore, experiment, and collaboratively construct knowledge in the absence of abundant resources Chen, L. (2018). According to the constructivist perspective, learners in functional literacy centers may overcome the challenges of limited resources by drawing on their prior

knowledge, leveraging social interactions, and engaging in meaningful tasks that foster cognitive development and skill acquisition. In environments where resources are scarce, learners are encouraged to be resourceful, creative, and self-directed in their learning endeavors, taking ownership of their educational journey and seeking solutions to learning obstacles through collaborative problem-solving and experiential learning opportunities. The constructivist theory highlights the adaptive nature of learning processes, emphasizing that individuals can construct knowledge and meaning even in resource-constrained settings by actively engaging with their peers, reflecting on experiences, and making connections between new information and existing knowledge frameworks *Awason et al. (2017)*.

Furthermore, the constructivist approach highlights the role of educators, mentors, and facilitators in scaffolding learners learning experiences and providing the necessary support, guidance, and feedback to enhance their academic performance despite resource limitations. Teachers in functional literacy centers can leverage constructivist pedagogical strategies such as inquiry-based learning, project-based tasks, and collaborative projects to stimulate learner's curiosity, encourage active participation, and promote deep understanding of literacy concepts and skills. By adopting a constructivist perspective, educators can empower learners to co-construct knowledge, develop critical thinking skills, and overcome educational challenges posed by limited resources through interactive, participatory, and student-centered instructional approaches *Awason et al. (2017)*. The relationship between the constructivist theory and the impact of limited resources on academic performance in functional literacy centers in Mezam Division highlights the dynamic interplay between learner's active role in knowledge construction and the environmental constraints imposed by resource scarcity.

By applying constructivist principles to the study of resource impacts on academic performance, researchers can gain insights into how learners navigate educational challenges, adapt to resource limitations, and engage in meaningful learning experiences that promote literacy development, critical thinking, and academic achievement in resource-constrained settings *Chen, L. (2018)*. The constructivist theory offers a valuable lens through which to explore the complex interactions between learners, educators, and resources in functional literacy centers, emphasizing the importance of active engagement, collaborative learning, and scaffolding support in enhancing educational outcomes and fostering holistic development among learners in Mezam Division.

The Human Capital Theory by Theodore W. Schultz (1960s)

The Human Capital Theory developed by Theodore W. Schultz implies that investments in education, training, and skill development lead to increased individual productivity, economic competitiveness, and social mobility. The human capital theory also focuses on the idea that investments in education, training, and skills development contribute to individuals' economic productivity and success. In the context of functional literacy centers and academic performance, the human capital theory is highly relevant. Limited resources in literacy centers can pose challenges to student's skill development and educational outcomes *Chen, L. (2018)*. In the context of this study, the human capital theory offers a lens through which to examine the impact of limited resources on students' academic performance in functional literacy centers.

This theory emphasizes on the role of education, training, and human development in enhancing individuals' productivity, earnings potential, and quality of life. Human capital encompasses a wide range of attributes, including formal education, work experience, cognitive abilities, social skills, and health status, all of which contribute to individual's economic and social success *Chen, L. (2018)*. Human Capital Theory sees that individual's knowledge, skills, abilities, and experiences are valuable assets that contribute to their economic productivity, social mobility, and overall well-being. In the context of studying the impact of limited resources on academic performance in functional literacy centers in Mezam Division, the Human Capital Theory offers a theoretical framework for understanding how the availability, acquisition, and utilization of resources influence learner's educational outcomes, skill development, and long-term socio-economic prospects. Limited resources, such as inadequate funding, instructional materials, and

qualified personnel, pose challenges to human capital development in functional literacy centers by constraining learner's access to quality education, specialized training, and professional support services.

The scarcity of resources hinders the cultivation of human capital among learners, limiting their opportunities for skill acquisition, knowledge enhancement, and socio-economic empowerment. In this context, the Human Capital Theory underscores the importance of investing in education, training, and capacity-building initiatives to enhance individuals' human capital stock and equip them with the skills and competencies needed to succeed academically and thrive in the labor market *Chen, L. (2018)*.

The availability of resources in functional literacy centers plays a critical role in shaping learners' human capital formation, as access to quality education, relevant learning materials, and supportive learning environments are essential for nurturing individuals' intellectual, social, and emotional capacities. Limited resources may impede the development of human capital by compromising the quality of instruction, reducing opportunities for skills development, and inhibiting learners' ability to reach their full potential and contribute meaningfully to society. By examining the impact of limited resources on academic performance through the lens of Human Capital Theory, this study explores how resource constraints affect human capital accumulation, skill acquisition, and educational attainment among learners in Functional Literacy Centers *Chen, L. (2018)*.

Moreover, the Human Capital Theory highlights the role of education, training, and continuous learning in enhancing individual's human capital attributes, fostering personal growth, and promoting socio-economic development. In the context of functional literacy centers in Mezam Division, limited resources may hinder the center's capacity to provide learners with the necessary educational opportunities, learning resources, and skill-building programs that are essential for human capital development. The theory emphasizes the importance of addressing resource constraints through targeted interventions, policy reforms, and resource mobilization strategies that promote equitable access to educational resources, enhance teaching and learning practices, and optimize human capital formation among learners in functional literacy centers.

By applying the principles of Human Capital Theory to the study of resource impacts on academic performance in functional literacy centers, researchers can illuminate the connections between resource availability, human capital development, and educational outcomes, shedding light on the systemic challenges, inequalities, and opportunities for intervention in the educational landscape of Mezam Division. The theory provides a comprehensive framework for understanding how investments in education, training, and human capital development can mitigate the effects of resource limitations, empower learners to enhance their skills and knowledge, and unlock their potential for personal and professional growth in functional literacy centers *Chen, L. (2018)*.

METHODOLOGY

Research Design: The mixed research design particularly the convergent was used for the study. This approach incorporated both quantitative and qualitative data to get adequate information for the study and to arrive at insightful findings.

Population: The population of this study comprises all the learners of the academic year 2024-2025 and chief of center in Functional Literacy Centers in Mezam Division of the North West Region because it is where the researcher identified the problem.

Table 1: Population of the Study

No	Functional Literacy Centers	Population of Learners	Chiefs of Center
1	Bafut	87	1
2	Bali	63	1
3	Bamenda 1	75	1
4	Ngomgham	88	1
5	Manda Nkwen	51	1
6	Santa	51	1
Total		415	6

Source: Regional Delegation of Basic Education, North West. (2024).

Target and Accessible Population: The target population comprise of learners from Functional Literacy Centers in Mezam. The accessible population of this study is drawn from three (3) selected Functional Literacy Centers where learners were targeted. The researcher, therefore, had access to 203 learners and 3 chiefs of centers drawn from the three centers (Manda Nkwen, Bamenda 1 and Ngomgham).

Sample Size and Sampling Technique: The sample comprised of learners 133 from three Functional Literacy Centers in Mezam Division and all 3 chiefs of center. A simple random sampling technique was used to select the sample. The simple random sampling technique was used to ensure that all learners from the three selected Functional Literacy Centers have a fair chance of being selected for the study.

Instruments: Questionnaire for the learners and a semi-structured interview guide for the chief of centers were the instruments adopted for the study. The items on the questionnaire were designed using a Likert scale ranging from strongly agree, agree, disagree and strongly disagree.

Validity and Reliability of the Instruments

In making sure that the instruments were valid for the study, the face, content and construct validity were addressed while the reliability of the instruments was ensured by administering to some learners and chief of centers who were not sampled for the final study. The Cronbach Alpha test was used to test for consistency and the reliability coefficient for learners was 0.879.

Method of Data Collection: The data for the study was collected using the direct delivery technique that is face-to-face by the researcher.

Method of Data Analysis

The data were analyzed using the descriptive and inferential statistical tools. The descriptive statistical tools used were frequency count, percentages and multiple responses set which aimed at calculating the summary of findings for each variable where applicable. The inferential statistical tool used was the Spearman's rho test of correlation because the data were not normally distributed. All quantitative data were analysed using SPSS 25.0. The qualitative data were analysed using themes. The findings were presented using frequency distribution tables and thematic tables. All inferential statistics were presented at 95% level of confidence interval.

FINDINGS

Demographic Information of Participants

Table 2: Frequency Distribution of Participants by Gender

Characteristic	Category	Frequency (FLC of Manda Nkwen)	Frequency (FLC of Bamenda 1)	Frequency (FLC of Ngomgham)	Total
<i>Gender</i>	Male	11.3% (15)	9.0% (12)	8.3% (11)	28.6% (38)
	Female	24.8% (33)	30.8% (41)	15.8% (21)	71.4% (95)

Source: Researcher's Data (2025)

In all three Literacy Center, female dominated male. In overall, out the 133 respondents, 71.4% (95) were female and 28.6% (38) male.

Research Question 1: What is the impact of insufficient funding on learners' academic performance in functional literacy centers in Mezam Division?

Table 3: Impact of Insufficient Funding

Statements	SA	A	D	SD
Insufficient funding hinders infrastructural development.	40 (30.1%)	60 (45.1%)	10 (7.5%)	23 (17.3%)
Insufficient funding at the center affects study motivation	40 (30.1%)	35 (26.3%)	30 (22.6%)	28 (21.1%)
Insufficient funding at the center limited our access to training resource.	46 (34.6%)	34 (25.6%)	29 (21.8%)	24 (18.0%)
The financial situation at the center hinders access to quality training.	47 (35.3%)	36 (27.1%)	27 (20.3%)	23 (17.3%)
Teachers sometimes refuse to teach because of unpaid dues.	40 (30.1%)	44 (33.1%)	29 (21.8%)	20 (15.0%)
Multiple Response Set (MRS)	213 (32.0%)	209 (31.4%)	125 (18.8%)	118 (17.7%)

Source: Researcher's Data (2025)

In aggregate, 63.4% of respondents confirmed the impact of insufficient funding on their learning more than those who denied 36.6%. Specifically, 75.2% (100) of respondents affirmed that insufficient funding hinders infrastructural development which is a vital component to reinforce training. Aside, the motivation of 56.4% (75) of learners is negatively affected which impede learning. In addition, 60.2% (80) of learners confirmed limited access to training resources because of insufficient funding at their training center. And 63.2% (84) of learners affirmed that teachers sometimes denied teaching at the center because of unpaid dues which is capable enough to drastically reduce learners' performance.

Research Question 2: What is the impact of limited instructional materials on learners' academic performance in functional literacy centers in Mezam Division?

Table 4: Impact of Limited Instructional Materials

Statements	SA	A	D	SD
I lack access to technological tools used in learning.	45 (33.8%)	43 (32.3%)	17 (12.8%)	28 (21.1%)
The lack of textbooks make it challenging for me to fully learn.	43 (32.3%)	40 (30.1%)	26 (19.5%)	24 (18.0%)
I am satisfied with the variety of workbooks provided.	26 (19.5%)	25 (18.8%)	45 (33.8%)	37 (27.8%)
The materials available are always helpful for learning and studying.	53 (39.8%)	34 (25.6%)	23 (17.3%)	23 (17.3%)
Shortage of literacy resources in local languages is a common issue for everyone.	39 (29.3%)	47 (35.3%)	22 (16.5%)	25 (18.8%)
Multiple Response Set (MRS)	164 (30.8%)	175 (32.9%)	90 (16.9%)	103 (19.4%)

Source: Researcher's Data (2025)

In aggregate, 63.7% of learners confirmed the limited instructional materials at the center which is vital in concretising learning when compared to 36.3% that denied. Specifically, 66.1% (88) of learners lack access to technological learning materials which is impeding their acquisition of vital skills highly needed in the 21st century. More so, 62.4% (83) of learners lack textbooks which

makes learning challenging and impeding performance. In addition, 64.6% (89) of learners also confirmed the negative impact of shortage of literacy resources on local language acquisition. Thus, only 38.3% (51) of learners expressed satisfaction with workbooks provided while many 61.7% (82) were not.

Table 5: Academic Performance

Statements	SA	A	D	SD
My overall performance is satisfactory.	28 (21.1%)	32 (24.1%)	43 (32.3%)	30 (22.6%)
Compared to when I started this program, my academic performance has improved.	24 (18.0%)	26 (19.5%)	45 (33.8%)	38 (28.6%)
My writing, reading, numeracy skills have greatly improved.	36 (27.1%)	36 (27.1%)	26 (19.5%)	35 (26.3%)
I can use the knowledge and skills acquired to solve real world problems.	22 (16.5%)	21 (15.8%)	37 (27.8%)	53 (39.8%)
Due to limited resources, my academic performance is negatively impacted.	41 (30.8%)	50 (37.6%)	21 (15.8%)	21 (15.8%)
Multiple Response Set (MRS)	131 (19.7%)	136 (20.5%)	201 (30.2%)	197 (29.6%)

Source: Researcher's Data (2025)

Findings showed that 67.6% (90) of learners confirmed that their knowledge and skills acquired cannot empower them sufficiently to solve real-life problems because their training quality was compromise due to lack of sufficient resources. However, 54.2% (72) of learners affirmed improvement on basic literacy skills while 45.8% (61) haven't, which is a call for concern. More so, 62.4% (83) of learners denied any significant improvement in their performance meaning many of them are still same. Finally, 68.4% (91) of learners confirmed unsatisfactory performance because of limited resources at training center. In overall, many learners confirmed to have experienced significant drop in their academic performance due to limited access to learning resources (funding and material resources), signifying huge wastage of resources when academic improvement is below 90% favourable.

Verification of Hypotheses

Table 6: Testing of Hypothese

Hypotheses	Statistical parameters	Statistical values	Decision
H₀₁ : There is no significant relationship between insufficient funding and learner's academic performance in functional literacy centers in Mezam Division.	R-value	.614**	Null hypothesis rejected and alternative hypothesis accepted.
	p-value	.000	
	n	133	
H₀₂ : There is no significant relationship between limited instructional materials and learner's academic performance in functional literacy centers in Mezam Division.	R-value	.609**	Null hypothesis rejected and alternative hypothesis accepted.
	p-value	.000	
	n	133	

Inferentially, findings revealed that insufficient funding (R-value 0.614**, p-value 0.000 < 0.05), and limited instructional materials (R-value 0.609**, p-value 0.000 < 0.05) do have strong and significant impact on learners' academic performance in their training center. In other words, adequate funding and instructional materials will contribute strongly to improve their academic performance. Therefore, all null hypotheses were rejected.

In addition to the quantitative findings, all three Chief of Centers interviewed agree that

- Resource constraints (insufficient funding and limited materials) are significant problems.
- Shortages of trained educators compromise instructional quality.
- Academic performance is negatively impacted, with below average or unsatisfactory outcomes.

These findings suggest a strong correlation between resource constraints, educator challenges, and poor academic performance as shown on table 5.

Table 7: Thematic Analysis

Theme	Subtheme	Frequency
Resource Constraints	Insufficient funding	3/3
	Limited instructional materials	3/3
	Inadequate infrastructure	3/3
Educator Challenges	Shortage of trained educators	3/3
Academic Performance	Negative impact	3/3

Source: Thematic analysis of the study

Discussion of Findings

Research Question 1: What is the impact of insufficient funding on learners' academic performance in Functional Literacy Centers in Mezam Division?

The result of the analysis revealed that the majority of the participants strongly disagreed that they have all instructional materials to learn. Most participants strongly agreed that the available instructional materials make it challenging for them to fully learn. Majority disagreed that they are satisfied with the variety of learning materials provided. The participants strongly agree that the materials available are always helpful for learning and studying. Finally, most participants strongly agreed that shortages of these materials is a common issue for everyone. Based on the responses, a good number of them asserted that Functional Literacy Centers face insufficient funding and that have an impact on their academic performance.

The study is supporting the idea of Chen, L. (2018), Awasom et al. (2017). who argued that, the issue of insufficient funding poses a significant challenge to the sustainability and quality of educational initiatives in these centers, impacting learners' access to essential resources and hindering their academic progress Chen, L. (2018). Insufficient funding of functional literacy centers in Mezam Division limits the capacity of these educational institutions to provide adequate resources for learners, teachers, and support staff. This lack of financial support constrains the acquisition of essential materials such as textbooks, learning aids, technology tools, and classroom supplies, which are instrumental in enhancing the quality of literacy instruction and engagement. Additionally, inadequate funding hampers the recruitment and retention of qualified educators, training programs for staff development, and the implementation of innovative teaching strategies tailored to meet the diverse needs of learners in functional literacy centers Awasom et al. (2017).

Research Question 2: What is the impact of limited instructional materials on learners' academic performance in Functional Literacy Centers in Mezam Division?

The results of the analysis revealed that for items one, majority of participant strongly disagreed that they have access to all instructional materials to learn. The results also revealed that for item two, most participants strongly agreed that the available instructional materials make it challenging for them to fully learn. For item three, the majority disagreed that they are satisfied with the variety of learning materials provided. The result of the analysis revealed further that for item four, most participants agreed that the materials available are always helpful for learning and studying. Finally, item five revealed that most participants agreed that the shortage of these materials is a common issue for everyone. Based on the responses a good number of them asserted

that Functional Literacy Centers faces limited instructional materials and that have an impact on their academic performance.

The study is in line with the work of Chen, L. (2018) who said that the availability of instructional materials in functional literacy centers is vital for creating interactive and engaging learning environments that cater to the diverse needs and learning styles of individuals seeking to improve their literacy skills. However, the issue of inadequate instructional materials in Mezam Division poses barriers to effective teaching and learning practices, as educators may struggle to deliver engaging lessons, provide hands-on learning experiences, and adapt instruction to meet learners' varying proficiency levels. The lack of essential resources such as up-to-date textbooks, literacy resources in local languages, and multimedia tools inhibits the centers' ability to deliver comprehensive and well-rounded literacy instruction that meets the educational needs of all learners Chen, L. (2018).

Inadequate instructional materials not only impact the quality of literacy instruction but also hinder learners' ability to practice and reinforce their literacy skills outside of the classroom. Limited access to reading materials, writing supplies, and interactive learning resources restricts learners' opportunities for independent study, self-directed learning, and skill-building activities that are essential for consolidating and applying their literacy knowledge. Without sufficient instructional materials, learners in functional literacy centers may struggle to engage actively in learning, develop critical thinking skills, and make meaningful progress towards enhancing their literacy competencies and achieving academic success Awasom et al. (2017).

Furthermore, the lack of instructional materials in functional literacy centers perpetuates inequalities in educational access and outcomes, particularly for marginalized and underserved populations in Mezam Division. Learners from disadvantaged backgrounds, remote areas, or vulnerable communities may face greater obstacles in accessing quality instructional materials that cater to their unique learning needs and linguistic preferences. Inadequate resources limit the centers' capacity to provide culturally relevant, context-specific materials that resonate with learners' experiences, promote cultural identity, and foster a sense of belonging and inclusivity in the educational setting Awasom et al. (2017).

Conclusion

This study has provided compelling evidence of the detrimental impact of limited resources specifically insufficient funding and limited instructional materials on learners' academic performance in Functional Literacy Centers within Mezam Division, North West Region of Cameroon. Learners consistently reported that these resource constraints negatively affected their learning experiences, motivation, and perceived academic progress. These findings underscore the interconnectedness of these independent variables and their collective influence on the dependent variable (learner academic performance). The study's results demonstrate that insufficient funding limits the availability of essential instructional materials, hindering effective teaching and learning. Addressing these challenges requires a holistic and sustained approach. Policymakers, educators, and community stakeholders must work collaboratively to prioritize increased funding and provide high-quality instructional materials in Functional Literacy Centers. By addressing these resource limitations, we can create a more equitable and supportive learning environment that empowers learners to overcome these obstacles, achieve their full potential, and contribute to the socio-economic development of Mezam Division and the broader North West Region of Cameroon.

Recommendations

Based on the findings and conclusions drawn from this study, the following recommendations are made:

- Adequate funding should be provided to functional literacy centers to acquire necessary materials for the functioning of the centers.



- Regular assessment should be conducted to identify specific instructional material gaps and prioritize provision of these materials to ease the teaching -learning processes in the centers.

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