

## Assessment of Availability and Utilization of Instructional Resources for Teaching Primary School Pupils' Mathematics in Ilorin Metropolis, Nigeria

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### Abstract

Instructional resources are teachers' strategic factors in organizing and providing education or pupils. It aids students to learn more comfortably and it influences students positively in their academic performance. The study adopted descriptive survey research design. The population for this study comprised of primary school teachers in private and public schools. 150 teachers were selected from public and private primary schools in Ilorin metropolis through simple random sampling technique. Two research instruments which comprised of self-designed questionnaire and checklist. The first instrument questionnaire with reliability value of 0.74 tagged "Availability and Utilization of Instructional Resources Questionnaire (AUIRQ) while the checklist was tagged Availability of Instructional Resources Checklist (AIRC). The hypothesis tested at 0.05 were analyzed using t- test and analysis of variance (ANOVA). Findings from the study indicated that there was no statistically significant difference in the use of instructional resources for teaching primary school pupils' Mathematics in Ilorin Metropolis based on gender ( $t_{148} = 1.714, p > 0.05$ ), there was no statistically significant difference in the use of instructional resources for teaching primary school pupils' Mathematics in Ilorin Metropolis based on teaching qualifications ( $F_{2, 147} = 1.775, p > 0.05$ ), there was no statistically significant difference in the use of instructional resources for teaching primary school pupils' Mathematics in Ilorin Metropolis based on teaching qualifications ( $F_{2, 147} = 1.775, p > 0.05$ ), there was no statistically significant difference in the use of instructional resources for teaching primary school pupils' Mathematics in Ilorin Metropolis based on teaching experience ( $F_{2, 147} = 2.033, p > 0.05$ ). Thus, it was recommended that Teachers should be encouraged to search for necessary instructional materials that can appeal to the senses of pupils, arouse their interest, encourage their participation, make learning more meaningful and promote academic standard.

Key words            assessment; improvisation; instructional resources; teaching and utilization

### Introduction

Educational materials are the specially prepared materials intended to be used during the processes of teaching and learning, in other words, when studying specific educational contents and achieving specific educational goals as they are specified in syllabuses. Instructional resources are crucial to teaching and learning processes. A

dedicated classroom teacher feels satisfied when s/he realizes the objectives s/he has set out to achieve for every lesson. To achieve this, a good teacher employs a number of methods, design and actions. One of which is the use of instructional resources. For effective teaching and learning to take place, there is the need for adequate instructional

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materials. Therefore, instructional resources are referred to as the resources which both the teachers and pupils use for the purpose of effective teaching and learning, instructional resources are crucial to teaching and learning processes.

Schools are established for the purpose of teaching and learning. It is also more important that the teachers and learners are properly accommodated to facilitate the teaching and learning that go on there, this is the essence of the school plant and facilities (Alimi, 2004). The concept of school facilities had received great attention from the public as well as educators in recent times. Aguokogbuo (2000), asserted that the responsibility of every administrator is to ensure that every child had access to quality education and also ensure that school facilities are available to enhance teaching and promote quality education. Also, implementation of educational policies that resulted in high quality, high performance, and maintenance of school facilities had a direct and indirect impact on the teaching and learning process.

According to Oni (2014), instructional resources are teachers' strategic factor in organizing and providing education. This is so because they help to elaborate a concept that the teacher could not, without an instructional material. This allows the students to learn more comfortably, as such have positive on their students' academic performance. They consist of books, encyclopedias, atlases, dictionaries, textbooks, etc.; that is, mostly written materials, which can be either printed or available in electronic form (on digital media or on-line). Both printed and electronic educational materials are indispensable in the teaching process. Also, Ogwo (2006) defined instructional resources as those materials that teachers can use in teaching to facilitate the learning of a particular subject or lesson. The list of instructional resources is inexhaustible

and their limit is the teacher's level of resourcefulness, creativity and imagination. Instructional materials are print and non-print items that are designed to impart information to students in the educational process. Instructional materials include items such as kits, textbooks, magazines, chalkboards newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic media including but not limited to music, movies, radio, software, CD-ROMs, and online services (Dahar and Faize, 2011).

Traditionally, classroom teachers have relied heavily on the talk-chalk method during their teaching. But recently, instructional materials help to provide variations in the ways in which messages are sent across. In using instructional materials, teachers and students do not only extend the range of sense organs we use but also extend the range of materials used for conveying the same message through the same organ. For instance, in teaching a topic, a teacher can manipulate real objects or use their stimulators. Instructional materials therefore constitute the media of exchange through which a message transaction is facilitated between a source and a receiver. In addition to extending the range of materials that can be used to convey the same instructional message to learners, instructional materials also facilitate the process nature of communication. Thus, the process nature of communication implies that both the source and the receiver of a message are actively involved in a communication encounter. Thus, it means that both the receiver and the source share and exchange ideas, feelings in any communication (Adeogun and Osifila, 2018)

Nigeria is aware of the importance of instructional materials for effective communication in her school system. In 1975 for instance, the federal ministry of education organized an exhibition of improved

instructional materials by classroom teachers all over the federation in four centers- Lagos, Ibadan, Kaduna and Enugu. During these exhibitions, participants displayed various types of instructional materials, which they improvised to help learners' concrete instruction in different subject areas. Those who participated in this exhibition, they thought that a follow-up to these exhibitions could have been compendium of all improvised instructional materials with a view to encourage the mass production of suitable ones. Unfortunately, this follow-up was not encouraged.

However, despite this awareness on the part of educationists, it was discovered that Nigerian teachers still rely on the traditional 'talk-chalk' method of teaching. This accounts for why the federal ministry of Education in 1985 organized another exhibition of instructional materials improvised by classroom teachers. As a new dimension, 1985 exhibition took the form of competition among the nineteen (19) states of the federation. In Rivers state for instance, a Task force on National festival of instructional materials was created. These task force organized competitions in each local government headquarter with a view to selecting winners to represent the state at the national level in Kaduna. Hopefully, the outcome of this competition will lead to the establishments of more instructional resources which will eventually lead to mass production, distribution and utilization of these instructional material (Adeogun and Osifila, 2018) Also, states ministries of education have also established units responsible for the provision of instructional materials, many colleges of education, polytechnics and universities have set up Departments of Educational Technology (Federal Republic of Nigeria, 2004).

In a study conducted by Umaru (2011) on the influence of instructional materials on the academic performance of students in

Agricultural Science in secondary schools in Kwara State, he pointed out the following salient points. He asserted that the essence of producing instructional resources is to facilitate the teaching learning process. The essence is not to use such instructional materials as objects of decoration in our classroom or as objects to be presented during award winning national exhibitions on improved instructional materials. Furthermore, he pointed out that utilization of instructional resources will enhance a concrete basis for conceptual thinking and makes learning more interesting. Instructional resources also enhance students' interest in their academics, they offer a reality of experience, which stimulates self-activity on the part of pupils. Instructional resources develop a continuity of thought, this is especially true of motion pictures, as they provide experiences not, easily obtained through other materials and contribute to the efficiency and variety of learning.

The quality of education received at the primary level is very fundamental to other levels of education, as it lays the foundation upon which educational progress is built upon (Nsa, 2012). In view of this, the challenges faced in the educational sector in Nigeria today is traceable to lack of qualitative primary education, which are attributed to school owners, teachers, parents, government, and other stakeholders in the field of education including the non-academic staff found in the school system. There are many factors which serve as hindrances to availability and utilization of instructional resources, especially at the primary school level. Osaghae and Irabor (2012) pointed out that in a situation whereby the authentic resources to be used are not found accessible in a particular place due to the nature of that environment, that could be a hindrance to availability and utilization of instructional resources in primary schools. Sheu and Ijaiya, (2016) asserted that culture encompasses norms,

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traditions, belief system, customs and values of people living in a particular society. Therefore, the value placed on education by people living in a particular society has a long way to go in determining the interest their children would have in education and the availability and utilization of instructional resources in schools located in such areas. Since, the teachers who are expected to search for and utilize the instructional resources as well are likely to be the products of such society or influenced by their culture during acculturation process. Usman (2016) affirmed that money is an important economic factor that fast track or slow down the availability and utilization of instructional resources. The cost implications of getting some instructional resources like resource persons or electronic devices to be used in achieving instructional objectives is expensive. Thus, shortage of money poses a threat to accessibility of schools to instructional resources. There are various ways of reinforcing teachers towards optimal performance in the classroom. Motivation could come from school owners, parents and government. Naturally, when teachers are motivated, whether in terms of cash or kind, they tend to put in every measure in order to achieve efficient and effective impartation of worthwhile knowledge into the pupils. On the contrary, when teachers are not well remunerated, they feel unconcerned about quality academics performance of the pupils.

Primary school pupils learn faster with what they can see and also aid their cognitive level of reasoning, thereby reducing the stress of the teachers. Many school proprietors still find it difficult to make available some instructional resources probably due to cost implications or the stress embedded in acquisition of those resources at the detriment of pupils' optimal academic performance if aided with appropriate instructional resources. In some

cases, those who even have the instructional facilities are not judiciously making use of it due to lack of appropriate knowledge of its usage by the teachers, especially electronic aided facilities like computer and other internet enabling devices. There have been several studies on instructional resources and academic performance. Isola (2010), conducted a research on the effects of instructional resources on students' academic performance in West Africa School Certificate Examinations (WASCE) in Kwara State. Nwoji (2006), conducted study on effect of instructional resources on the academic achievements of secondary school students in Ilorin local government of Kwara state. Aguokogbuo (2000) investigated the effect of instructional resources on the academic achievements of students in Ogun State. In view of the various studies on the instructional facilities and the utilization of such in schools, there are dearth of studies on the availability and utilization of instructional facilities for teaching primary school pupils Mathematics. Thus, this study is on the availability and utilization of resources for teaching primary school pupils Mathematic in Ilorin metropolis, Kwara State, Nigeria.

The result of this research will be of inestimable benefits to all stakeholders in education, such as, the government, school administrators, head teachers, teachers, pupils, parents and the society at large. The government will benefit from this research because it will help to shape its future policy formation in regards to administration, supervision and in channeling and directing their attention towards education especially in primary schools/

This study is guided by the constructivist and Bruner 1966 theories of instruction. Formalization of the theory of constructivism 1966 is generally attributed to Piaget 1937, a Swiss psychologist who articulated

mechanisms by which knowledge is internalized by learners. He suggested that through the processes of accommodation and assimilation, individuals construct new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. This may occur when individual experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is a fluke and is, therefore, unimportant as information about the world (Okeke, 2007). Constructivists emphasize that individuals make meanings through interactions with each other and with the environment they live in. Knowledge is thus a product of humans' interaction with the environment (Chepkemoi, 2012). Misoy (2007) agrees that learning process is greatly enhanced by improving the environment.

According to Floden (2006), constructivism is based on observation and scientific study about how people learn. People construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging pupils to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the pupils' preexisting conceptions, and guides the activity to address them. Various approaches in teaching and learning derive from constructivist theory. The constructivist paradigm views the context in which the learning occurs as central to the learning itself (McMahon,

2018). The learning environment should also be designed to support and challenge the learner's thinking (Vista, 2017). The critical goal is to support the learners in becoming an effective thinker.

### **Research Objectives and Questions**

The study focuses on assessment of availability and utilization of instructional resources for teaching primary school pupils in Ilorin metropolis. Specifically, the study is designed to:

1. Find out the extent at which the instructional resources are being utilized for teaching primary school pupils' mathematics in the Ilorin Metropolis based on
2. Explore the influence of some teacher demographic factors (i.e., gender, school type, qualification and teaching experience) on the use of instructional resources for teaching primary school pupils' mathematics in the Ilorin Metropolis.

To achieve the objectives the following questions were formulated to guide the study:

- RQ1 What are the types of instructional resources available for teaching primary school pupils' Mathematics in Ilorin Metropolis?
- RQ2 What is the influence of teacher demographic factors (i.e., gender, school type, teaching qualifications and teaching experience) on the use of instructional resources for teaching mathematics in Ilorin Metropolis?

### **Research Methods**

The research design adopted for this research is a descriptive survey type. The population for this study comprises primary school teachers. The teachers were selected based on their gender, qualification, age and years of experience. Ten private primary schools were

selected out of the private primary schools in Ilorin metropolis using simple random sampling technique. Fifteen (15) teachers were randomly selected from each school, making a total of 150 respondents. The research instrument used in the study was a questionnaire that was in two parts. The first part, tagged “Availability of Instructional Resources Checklist” (AIRC), is a checklist which comprised of items that the teachers are expected to tick if those resources are available or not. The second part tagged “Utilization of Instructional Resources Questionnaire (UIRQ), comprised four-point Likert scale items on the frequency of using the instructional materials in teaching. That is, the UIRQ required the teachers to rate on a scale of 1 – 4 (1 = Never, 2 = rarely, 3 = sometimes, 4 = most of the time), how frequently they use each material in mathematics instruction. The mean ratings of the UIRQ items were taken as proxy measures for the extent of utilization of the materials. The instrument was given to the experts in the field of measurement and evaluation for

review, and the corrections pointed out were made before it was administered. Thus, this helped to ensure face, content and construct validity. A pilot study was conducted in two primary schools, which were quite different from the schools selected for the study, and the instrument was administered to forty teachers in those schools. The data collected were analyzed for the Cronbach’s Alpha coefficient ( $\alpha$ ) for grouped questions to assess their reliability (internal consistency). The Cronbach’s Alpha coefficient for the MCDT was found to be 0.74. Hypothesis formulated on the second research question was tested using t-test and analysis of variance (ANOVA) statistical techniques at 0.05 alpha level.

## Results

*RQ1 What are the types of instructional resources available for teaching primary school pupils' mathematics in Ilorin Metropolis?*

**Table 1 Availability of print, reference and graphic materials for teaching mathematics in primary schools Ilorin Metropolis**

| SN  | Items       | Not        |           | Total      | Remark |
|-----|-------------|------------|-----------|------------|--------|
|     |             | Available  | Available |            |        |
| 1.  | Textbooks   | 150 (100%) | -         | 150 (100%) | A      |
| 2.  | Newspapers  | 150 (100%) | -         | 150 (100%) | A      |
| 3.  | Journals    | 42         | 108       | 150 (100%) | NA     |
| 4.  | Pictures    | 150        | -         | 150 (100%) | A      |
| 5.  | Workbooks   | 150        |           | 150 (100%) | A      |
| 6.  | Pamphlets   | 92         | 58        | 150 (100%) | A      |
| 7.  | Leaflets    | 107        | 43        | 150 (100%) | A      |
| 8.  | Graph board | 150 (100%) | -         | 150 (100%) | A      |
| 9.  | Charts      | 150 (100%) | -         | 150 (100%) | A      |
| 10. | Diagrams    | 150 (100%) | -         | 150 (100%) | A      |
| 11. | Maps        | 150 (100%) | -         | 150 (100%) | A      |
| 12. | Globes      | 150 (100%) | -         | 150 (100%) | A      |

A → Adequate

NA → Not Adequate

The teachers' responses on the availability of primary school pupils in Ilorin Metropolis (see print and reference materials for teaching Table 2) mathematics in the Ilorin Metropolis at the

**Table 2 Availability of Display, Projected and Audio and/or visual materials for teaching mathematics in primary schools Ilorin Metropolis**

| SN                               | Items          | Available  | Not Available     | Total      | Remark |
|----------------------------------|----------------|------------|-------------------|------------|--------|
| <i>Display Materials</i>         |                |            |                   |            |        |
| 15.                              | Chalkboard     | 150 (100%) | -                 | 150 (100%) | A      |
| 16.                              | Bulletin board | 37         | 113               | 150 (100%) | NA     |
| 17.                              | Flat pictures  | 150 (100%) | -                 | 150 (100%) | A      |
| 18.                              | Magnetic board | 27         | 123               | 150 (100%) | NA     |
| 19.                              | Flannel board  | -          | 150 (100%)        | 150 (100%) | NA     |
| <i>Projected Materials</i>       |                |            |                   |            |        |
| 20.                              | Television     | 150 (100%) | -                 | 150 (100%) | A      |
| 21.                              | Video tape     | 150 (100%) | -                 | 150 (100%) | A      |
| 22.                              | LCD projector  | 19         | 131               | 150 (100%) | NA     |
| <i>Audio and Other Materials</i> |                |            |                   |            |        |
| 23.                              | Radio          | 150 (100%) | -                 | 150 (100%) | A      |
| 24.                              | Models         | 36         | 114               | 150 (100%) | NA     |
| 25.                              | Computer       | 87         | 63                | 150 (100%) | A      |
| 26.                              | Tape recorder  | 150 (100%) | -                 | 150 (100%) | A      |
|                                  | A → Adequate   |            | NA → Not Adequate |            |        |

time of the study are presented in Table 1; and their responses on the availability of technology materials (including display, projected and audio and/or visual materials) are presented in Table 2.

As shown in Table 1, instructional resources that were available for teaching primary school pupils in Ilorin Metropolis were textbooks, newspapers, government documents, bulletins, pictures, work books, pamphlets, leaflets, graphs, charts, diagrams, maps, globes, chalkboards, flat pictures, television, video tape, radio, computer, tape recorder and resource persons. However, journals, bulletin boards, magnetic boards, flannel boards, LCD projectors, slide and models were instructional resources the teachers indicated as not available for teaching

*RQ2* What is the influence of teacher demographic factors (i.e., gender, school type, teaching qualifications and teaching experience) on the use of instructional resources for teaching mathematics in Ilorin Metropolis?

The second research question raised in this study was to find out the extent to which primary school teachers use of instructional resources for teaching mathematics in the Ilorin Metropolis. To answer this question, the teachers' ratings of the each of the resources were analyzed. As indicated in the methodology above, the mean ratings from the UIRQ instrument were taken as proxy measures for the extent of utilization of the materials. The mean and standard deviation

**Table 3** Descriptive statistics of the teachers' utilization of the instructional resources

| Factors                | Categories         | N   | Mean   | Std. Dev. |
|------------------------|--------------------|-----|--------|-----------|
| Gender                 | Male               | 43  | 16.821 | 3.409     |
|                        | Female             | 107 | 17.975 | 3.454     |
| School type            | Public             | 90  | 17.551 | 2.722     |
|                        | Private            | 60  | 17.428 | 3.001     |
| Qualification          | NCE                | 93  | 15.471 | 2.142     |
|                        | BSc/BSc(Ed)        | 48  | 16.933 | 3.979     |
|                        | M.Sc/M.Ed          | 9   | 16.803 | 3.570     |
| Experience in teaching | 0-5 years          | 51  | 15.81  | 3.06      |
|                        | 6-10 years         | 72  | 17.53  | 2.19      |
|                        | 11 years and above | 27  | 16.72  | 2.21      |

Source: Field Data, 2020

scores of 16.68 and 2.33 respectively were obtain for the sample and Table 3 shows the descriptive statistics (mean and std. div) of the mean use of instructional resources among the various categories within the teacher demographic factors.

To determine whether or not the teacher demographic factors influenced the teachers' utilization of the instructional resources,

statistical tests were ran to test the null hypothesis that "there is no statistically significant' difference in the categories within each of the teacher demographic factors". The results of the independent t-test (for gender and school type) and variance (for qualifications and experience) are presented in Table 4

**Table4** Results of the independent sample t-test and analysis of variance (ANOVA) on the factors influencing teachers' utilization of the instructional resources

| Factors                | Categories         | N   | Mean   | Std. Dev. | t     | df  | Sig.  |
|------------------------|--------------------|-----|--------|-----------|-------|-----|-------|
| Gender                 | Male               | 43  | 16.821 | 3.409     | 1.714 | 148 | .122  |
|                        | Female             | 107 | 17.975 | 3.454     |       |     |       |
| School type            | Public             | 90  | 17.551 | 2.722     | 0.278 | 148 | .201  |
|                        | Private            | 60  | 17.428 | 3.001     |       |     |       |
| Qualification          | NCE                | 93  | 15.471 | 2.142     | 1.775 | 147 | .714  |
|                        | BSc/BSc(Ed)        | 48  | 16.933 | 3.979     |       |     |       |
|                        | M.Sc/M.Ed          | 9   | 16.803 | 3.570     |       |     |       |
| Experience in teaching | 0-5 years          | 51  | 15.81  | 3.06      | 2.033 | 147 | 0.062 |
|                        | 6-10 years         | 72  | 17.53  | 2.19      |       |     |       |
|                        | 11 years and above | 27  | 16.72  | 2.21      |       |     |       |

Source: Field Data, 2020

p < 0.05 is significant



On the basis of gender, the mean scores obtained for male and female teachers' utilization of instructional resources were 16.821 and 17.975 respectively. Thus, the mean score of female teachers was slightly higher than that of male teachers. Therefore, there was no statistically significant difference in the use of instructional resources for teaching primary school pupils' Mathematics in Ilorin Metropolis based on gender since p-value of 0.122 is greater than 0.05 level of significance ( $t_{\{148\}} = 1.714, p > 0.05$ ).

On the basis of school type, the mean scores obtained for public and private school teachers' utilization of instructional resources were 17.551 and 17.428 respectively. The mean scores of public and private school teachers were almost the same. Thus, there was no statistically significant difference in the use of instructional resources for teaching primary school pupils in Ilorin Metropolis based on teaching school type since the p-value of 0.201 is greater than 0.05 level of significance ( $t_{\{148\}} = 0.278, p > 0.05$ ).

On the basis of teaching qualifications, the mean scores 15.47, 16.93 and 16.80 obtained for the teachers with NCE, BSc/BSc(Ed) and M. Sc. /M. Ed holders respectively. Hence, there was no statistically significant difference in the use of instructional resources for teaching primary school pupils' Mathematics in Ilorin Metropolis based on teaching qualifications since the p-value of 0.71 obtained is greater than 0.05 level of significance ( $F_{\{2, 147\}} = 1.775, p > 0.05$ ).

On the basis of teaching experience, the mean scores 15.81, 17.53 and 16.72 obtained for the teachers with 0 – 5years, 6 – 10years and 11years and above teaching experience respectively. Therefore, there was no statistically significant difference in the use of instructional resources for teaching primary school pupils' Mathematics in Ilorin Metropolis based on teaching experience the

p-value of 0.06 obtained is greater than 0.05 level of significance ( $F_{\{2, 147\}} = 2.033, p > 0.05$ ).

### Discussion of Findings

Findings from this study revealed that the instructional resources that were available for teaching primary school pupils' Mathematics in Ilorin Metropolis were textbooks, newspapers, government documents, bulletins, pictures, work books, pamphlets, leaflets, graphs, charts, diagrams, maps, globes, chalkboards, flat pictures, television, video tape, radio, computer, tape recorder and resource persons. However, journals, bulletin boards, magnetic boards, flannel boards, overhead projectors and slide projectors were instructional resources not available for teaching primary school pupils in Ilorin Metropolis. This finding correlates Cohen, Raudenbush and Ball (2012) whose study found that textbooks, instructional charts, posters, flashcard, graphs, maps, slides, overhead projector, white board, flipchart, worksheet, newsletter, newspaper/magazines, instructional pictures, resource person, television, radio, field trip, art works and drawing, drama/songs and a script of play lets. However, cartoon, film strips, documentaries, video clips and role cards are instructional resources not available for teaching History in Senior Secondary Schools in Ilorin South Local Government Area, Kwara State. However, this result disagrees with Okeke (2007) who found that lack of textbooks and training manuals was one of the challenges facing successful implementation of introductory technology in Nigerian secondary schools.

In addition, findings of this study showed that there was no statistically significant difference in the use of instructional resources for teaching primary school pupils' Mathematics in Ilorin Metropolis based on gender. This signifies that the use of instructional resources by male and female teachers in primary schools are the same. Amoo (2013) observed

that utilization of instructional materials will enhance effective teaching/learning activity and when this is so, there is higher educational attainment by pupils. Furthermore, it was found from this study that there was no statistically significant difference in the use of instructional resources for teaching primary school pupils in Ilorin Metropolis based on teaching school type. The finding of this study indicated that there was no statistically significant difference in the use of instructional resources for teaching primary school pupils in Ilorin Metropolis based on teaching qualifications. This implies that instructional resources are being used by teachers of different educational qualifications in Ilorin Metropolis, Kwara State, Nigeria. Uyagu (2009) observed that the readiness of instructional facilities can be used to enhance or improve educational programmes and promote teaching and learning. This result supports the study of Digolo (2013) whose findings indicated inadequate qualified teachers coupled with shortage of teaching infrastructural facilities hindering the use of instructional resources.

Lastly, findings from this study revealed that there was no statistically significant difference in the use of instructional resources for teaching primary school pupils in Ilorin Metropolis based on teaching experience. This indicates both teachers of less and more teaching experience found the use of instructional resources indispensable for the teaching of primary school pupils.

### **Conclusion**

Based on the findings of this study, it could be concluded that textbooks, newspapers, government documents, bulletins, pictures, work books, pamphlets, leaflets, graphs, charts, diagrams, maps, globes, chalkboards, flat pictures, television, video tape, radio, computer, tape recorder and resource persons

while majority of the primary school teachers sampled moderately used the instructional resources in Ilorin Metropolis. However, teachers have not been able to effectively use the instructional resources due to a number of problems which include inaccessibility to instructional resources; teacher's lack of knowledge of information and communication technology (ICT); cost of instructional resources; teachers poor in-service training; economic factors; among others. It could also be concluded that no discrepancy exists in the use of instructional resources for teaching primary school pupils in Ilorin Metropolis by male and female teachers of private schools irrespective of teaching qualifications and experience.

### **Recommendations**

With respect to the findings of this study, the following recommendations are proffered;

1. Government should supply instructional/teaching aids and finance schools to improvise unavailable instructional materials to make teaching and learning easier, practical, appealing and enjoyable
2. Teachers should always try their best to make use of available instructional materials where necessary to make their lessons more concrete and interesting to the pupils
3. Teachers should be encouraged to search for necessary instructional materials that can appeal to the senses of learners, arouse their interest, encourage their participation, make learning more meaningful and promote academic standard.
4. Parents should be ready to cooperate with teachers in the provision and improvisation of visual instructional

- materials for better instructional delivery in schools.
5. School headmasters should provide teachers with enabling environment for the use of available instructional material to give room for effective participation of pupils and make learning more meaningful.
  6. School headmasters should also encourage improvisation of instructional materials by pupils, teachers, the schools, parents and the government to enhance teaching/learning in schools and promote academic standard.
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