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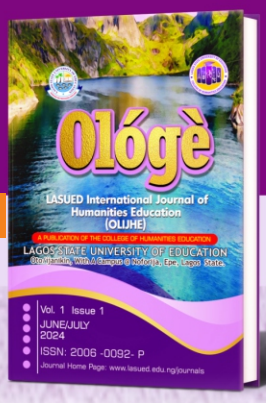

The productivity of teachers and the availability and utilisation of material resources in Public Primary schools in Osun State, Nigeria.

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ABSTRACT

This study examined the productivity of teachers and the availability and utilisation of material resources in public primary schools in Osun State. There were 234 public elementary schools in Osun State, dispersed among 30 local governments and 1 area office. The study sample consisted of 600 teachers and 100 head teachers. The samples were selected using multi-stage sampling techniques and purposeful sampling. Two self-designed instruments were used to collect relevant data for the study. These comprise the Productivity of Teachers' Questionnaire (PTQ) and the Availability and Utilisation of Resources Questionnaire (AURQ). The instruments' face and content validity were confirmed, and test-retest reliability coefficients were 0.85 and 0.80 for the PTQ and AURQ, respectively. Both descriptive and inferential statistics were used in the analysis of the gathered data. Every hypothesis put forth was examined at the significance level of 0.05. The results indicated that Osun State's public primary schools had a moderate level of instructional resources available. The survey also showed that few teachers were utilising the teaching aids as part of their lesson plans. The study discovered that teacher productivity is impacted by the use of the educational resources that the government provides for schools. There was a significant relationship between the availability of materials resources and teachers' productivity. It was recommended that seminars and workshops should be organised for public primary school teachers to promote greater interaction and exchange of ideas on how best to improve teaching through the usage of the available instructional materials in the state. School management should at all times make available adequate instructional materials that will foster learning and enhance the efficient performance of teachers.

Keywords Primary education, resources, instructional resources, and physical resource.

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Introduction

To achieve primary education objectives, teachers need to be acquainted with training as well as ongoing professional development. The importance of education for the individual and society as a whole cannot be overstated. As important as the air we breathe, education is the most valuable possession one can have (Emunemu & Isuku, 2011). It is beneficial in many areas of life, especially the social, political, economic, and personal ones. Your education is the one thing no one can take away from you. It will open doors and act as a weapon for world conquest, which is why it is important. Various stakeholders are of the opinion that teachers play a vital role in primary education, which is the basic of the basis. Ayeni (2011) asserts that the system's capacity to give pupils the intended educational outcomes is directly tied to their success. The efficacy of an educational institution is primarily contingent upon the calibre of management and instruction provided by its faculty. (Oguntoye, 2002). Although teaching is a teacher's primary duty, they should also carefully examine their professional development because it will help them progress over time, given how dynamic the world is.

In Nigeria, public discussions usually revolve around educational quality. Everyone agrees that attaining national growth requires a strong foundation in education. This expansion is reflected in the social, political, and economic aspects of the nation-building process. Among other things, low morale among parents, the principal, and the government, teachers' poor work ethic, inadequate facilities, and difficulty marking students' assignments due to crowded classes all seem to contribute to low productivity. In encouraging educators' professional growth, Myclne (1999) noted that other important factors besides salary and earnings contributed to increased employee output. He buttressed the characteristics of productive employment that increase worker productivity, such as the capacity to maintain worker engagement, the job's light workload, plenty of support, and the workspace available for doing the work. All interest groups, including parents, educators, administrators, and the government, share concerns regarding the state of the nation's primary schools. One important strategic component in organisational settings is resources. All of the resources an organisation needs to effectively and efficiently accomplish its goals are referred to as organisational resources.

Productivity is increased when these are available for use in the production process. Textbooks, chalk, chalkboards, other teaching materials, writing supplies, and other items are necessary raw materials in educational organisations (Togunloju, 2016). The structures consist of classrooms, staff rooms, libraries, labs, school halls, and restrooms. The financial aspect is the amount of cash on hand or raw cash required to cover the day-to-day operations of the establishment, including paying for services and logistics, purchasing infrastructure and equipment, paying employee salaries and wages, and so forth (Akomolafe, 2012). Another viewpoint holds that since men are the ones who utilise educational resources, human resources are the most crucial. Experience has demonstrated that Nigeria is having a significant financial issue funding its educational initiatives as a result of rising educational resource costs, an increase in the number of public primary schools, and high student enrolment (Faboyede et al., 2017). It appears that the majority of the textbooks, ICT tools, lab supplies, agricultural tools, and other educational resources that were given to schools were utilised to decorate the head teacher's office (Tety, 2016). Teachers' productivity may have suffered because these resources were not used effectively. Teachers rarely use these resources in primary school classrooms by teachers to support effective instruction (Ajayi & Afolabi, 2012).

It is possible to think of material resources as the

spatial and physical foundation of teaching and learning, helping to increase output and achieve desired outcomes. Filardo (2013) observed that material resources provide a teacher with the ability to attain a certain degree of effectiveness and efficiency in the classroom. Among other things, material resources include maps, charts, and textbooks. It has been noted that most public colleges of education's material resources, which could increase lecturers' productivity in completing their work, appear to be in poor condition. Insufficient material resources appear to be the cause of the low productivity of teachers in the nation's primary schools. It is thought that the calibre and amount of material and human resources provided to higher education institutions affect student achievement. The items we obtain from both the living and non-living environments to satisfy the requirements and desires of the pupils are known as resources. It has been noted that improving instructors' efficiency also requires physical amenities like labs, libraries, lecture halls, and office computers. Physical amenities are, therefore, instruments that can be employed to increase instructors' productivity. The importance of having suitable facilities for efficient teaching and learning was emphasised by Togunloju (2016).

In 2016, Akomolafe and Adesua observed that within any educational system, there are a variety of physical amenities available to students, including classrooms, libraries, labs, restrooms, learning resources, and other infrastructures that encourage study. Based on past experiences, it is not unusual to witness decaying structures with roofs, ceilings, windows, doors, and floors with portholes falling off. Furthermore, the majority of elementary school libraries across the nation are overflowing with outdated textbooks, leaving a dearth of contemporary journals and textbooks. According to Mpho (2013), a college or university's library is the hub of its academic endeavours. An institution needs to have a good library set up in order to be successful academically. This explains why Harvard, Cambridge, Tokyo University, and the University of California are the top universities in the world in terms of academic level and calibre (Source: The World University Rankings 2018). It has been observed that instructional resources are tools that teachers utilise to support effective teaching and learning. However, teachers no longer utilise the resources that are accessible in the classroom. Experience has shown that only during their practice teaching do teachers utilise teaching aids; after they become substantive teachers, they feel as though they have arrived and that their evaluation will be based on their students' performance. Therefore, using teaching aids becomes frowned upon. Using educational materials is a great way to help students comprehend and retain new information while making complicated and challenging concepts easier to understand especially with the abrupt rise in school enrollment combined with the ensuing complexity of the school management and organisation of Nigeria's educational system.

West-Burnham Ehren and Visscher (2008), Onasanya (2008), and Olulobe (2013) undoubtedly necessitated greater attention to the impact of school inspection on teachers. They further contended that the human and material resources available might become overstretched as enrollment in our African education systems, specifically Nigeria, rises daily. Teachers' self-efficacy is a crucial component of their success and is an educational construct that Nigerian experts and the government alike tend to overlook. According to Olanipekun, Ogundele, and Aina (2014), educators who possess a high degree of self-efficacy are more tenacious in their instruction and are more willing to stick with it through challenging moments in order to support every student in realising their academic potential. They went on to say that a teacher with high self-efficacy will probably put in more effort to learn a new activity since they will be more productive and self-assured than a

teacher with low self-efficacy.

Statement of the problem

Since low teacher productivity seems to be more common in publicly owned elementary schools than in privately owned ones, Osun State's education stakeholders are quite concerned about it. The researcher's observations continue to demonstrate that there were insufficient physical facilities for staff use, that students were squabbling over desks and tables, that teachers were rushing to find chairs and tables, and that the copies of their textbooks were insufficient—all of which contribute to the low productivity of the teachers. Additionally, it seems that not enough use is being made of the materials available, as the majority are being employed as headteacher decorations (Barrett et al., 2019). Thus, the researcher claimed that the several challenges listed above appear to pose a risk to instructors' productivity. In light of this, the study examined the connection between teachers' productivity and utilisation of available resources.

Purpose of the study

The goal of the research was to determine how teachers' productivity in Osun State's public elementary schools related to the availability of material resources. In particular,

- it looks into the connection between teachers' productivity and instructional resources.
- it looks at the available physical resources and the teachers' efficiency.
- determine which of the accessible resources most enhanced the productivity of the teachers.

Research Questions

1. To what extent are material resources available and used in Osun State's primary schools?
2. What is the productivity level of teachers in primary schools in Osun State?

Research Hypotheses

1. There is no discernible correlation between instructors' output and the availability of material resources.
2. There is no discernible connection between teachers' productivity and instructional resources.
3. There is no discernible connection between teachers' output and the availability of physical facilities.

Methodology

The research design was a survey type. There were 234 public elementary schools in Osun State, dispersed among 30 local governments and 1 area office. The study sample consisted of 600 teachers and 100 head teachers. The samples were selected using multi-stage sampling techniques and purposeful sampling. Two self-designed instruments were used to collect relevant data for the study. These comprise the Productivity of Teachers' Questionnaire (PTQ) and the Availability and Utilisation of Resources Questionnaire (AURQ). The instruments' face and content validity were confirmed, and test-retest reliability coefficients were 0.85 and 0.80 for the "PTQ" and "AURQ," respectively. Both descriptive and inferential statistics were used in the analysis of the gathered data. Every hypothesis put forth was examined at the significance level of 0.05.

RESULTS AND DISCUSSION

The data analysis and a summary of the conclusions are shown in this table. Descriptive statistics using frequency counts and inferential statistics using Pearson Product Moment correlation served as the study's foundation for analysis.

Table 1: Teachers' Qualifications

S/N	Qualification	Frequency	Percentage (%)
1	NCE	435	75.0
2	BSC/BA/B.TECH	19	3.3
3	BA (ED)/BSC (ED)	77	13.3
4	HND plus PDGD	49	8.4
	TOTAL	**580**	**100.0**

Table 1 shows the qualification distribution of respondents. It reveals that 75% have NCE, 3% have BSC/BA/B.TECH, 13% have BA (ED)/BSC (ED), and 8% are HND plus PDGD holders.

Table 2: Teachers' Experience

S/N	Details	Frequency	Percentage (%)
1	1-5 years	58	10.0
2	6-10 years	175	30.2
3	15 years above	195	33.6
4	Above 15 years	152	26.2
	Total	**580**	**100.0**

Table 2 displays the respondents' experience distribution: 10% have less than one year's worth of experience, 30% have between six and ten years' worth, 33% have fifteen years or more, and 26% have more than fifteen years.

Descriptive analysis

Research Question 1: To what extent are material resources available and used in Osun State's primary schools?

The productivity of teachers questionnaire (PTQ) was used to calculate scores on the availability of material resources for primary school teachers in Osun state. Items 1 through 5 were used in section B of the questionnaire. The replies regarding the availability of material resources in Osun State were divided into three categories: "low," "moderate," and "high" degrees of availability. This allowed for the determination of the state's level of material resource availability. The limited availability of material resources was calculated by deducting the mean score (40.53-11=37.42) from the standard deviation score. The mean of the responses regarding the availability of material resources in Osun State (37.50-43.50) was used to determine the moderate level of availability, while Table 1 presents the high level of availability of material resources as the sum of the means and standard deviations of the responses (40.53+3.11=43.64).

Level of availability of resources	Frequency	Percentage (%)
Low (37.40-37.42)	40	10.0
Moderate (37.50-43.50)	288	72.0
High (43.64-46.00)	72	18.00
Total	400	100.00

The respondents who scored 43.64 or above were considered to have a high level of material resource availability, whilst the respondents who scored between 37.50 and 43.50 were considered to have a moderate level of material resource availability. Individuals with scores ranging from 37.40 to 37.42 were classified as having a moderate level of material resource availability. The achievable minimum score of 37.40 and the achievable maximum score of 46.00 on the availability of resources were used to determine the cut-off marks.

Respondents with scores of 43.64 or higher were deemed to have a high level of material resource availability, whilst those with scores between 37.50 and 43.50 were classified as having a moderate level. People with scores between 37.40 and 37.42 were categorised as having a modest availability of material resources. The cut-off

scores for the availability of resources were determined by taking the achievable maximum score of 46.00 and the achievable lowest score of 37.40.

Research question 2: What is the productivity level of teachers in primary schools in Osun State?

Scores were calculated using responses from the Teachers Productivity Questionnaire (TPQ) to answer the question. The mean score (80.91) and standard deviation (10.71) were utilised to divide the respondents' productivity as teachers into three categories: low, moderate, and high. Table 2 below displays the results:

	Frequency	Percentage (%)
Low (9.00-70.20)	42	10.5
Moderate (70.21-91.61)	318	79.5
High (91.62-100)	40	10.0
Total	400	100

Table 2's results show that 10% of teachers were highly productive, 79.5% were moderately productive, and 10.5% had a poor productivity level. This suggests that Osun State's teacher productivity was at a moderate level.

Hypothesis Testing

The hypotheses generated in the study were tested as follows:

Hypothesis 1: There is no discernible correlation between instructors' output and the availability of material resources.

There is no significant relationship between the availability of material resources and teachers' productivity.

Table 3: Correlation Analysis Showing the Relationship between Availability of Material Resources and Teachers' Productivity

Variable	N	Mean	SD	Df	r_{cal}	r_{table}
Availability of material resources	580	14.04	2.78	578	-0.503	0.114
Teachers' productivity	60	31.02	7.45			

Sources: SPSS Output p<0.05

Respondents were defined as having a moderate degree of material resource availability between the scores of 37.50 and 43.50 and as having a high level if they scored 43.64 or higher. Individuals who scored in the range of 37.40 to 37.42 were classified as having a moderate level of material resource availability. The achievable lowest score of 37.40 and the achievable maximum score of 46.00 were used to calculate the cut-off scores for the availability of resources.

Hypothesis 2: There is no discernible connection between teachers' productivity and instructional resources.

Table 4: Correlation Analysis Showing the Relationship between Instructional Resources and Teachers' Productivity

Variable	**N**	**Mean**	**Sd**	**Df**	**r-**cal	**r-**table
Instructional resources	580	12.68	2.57	578	-0.230	0.114
Teachers' Productivity	60	31.02	7.45			

Source: SPSS Output p<0.05

The correlation analysis reveals that the degree of relationship between instructional resources and teachers' productivity r is (-0.230), which signifies a negative relationship; the significance (0.523) is greater than the (0.05) level of significance, so we accept the null hypothesis and conclude that there is no significant relationship between instructional resources and teachers' productivity.

Hypothesis 3: There is no discernible connection between teachers' output and the availability of physical facilities.

Table 5: Correlation analysis showing the Relationship between Availability of Physical Resources and Teachers' Productivity

Variable	N	Mean	SD	df	r cal	r table
Availability of physical resources	580	14.09	2.80	578	0.363	0.114
Teachers' productivity	60	31.02	7.45			

Sources: SPSS Output p<0.05

The correlation analysis reveals that the degree of relationship between the availability of physical resources and teachers' productivity (r) is (0.363), which signifies a positive relationship; the significance (0.021) is less than the (0.05) level of significance. Hence, we reject the null hypothesis and conclude that there is a significant relationship between the availability of physical resources and teachers' productivity.

Discussion of Major Findings

The findings showed that there was a relationship between the availability of material resources and teachers' productivity. The availability of resources will aid, increase and enhance teacher's productivity. This is in line with Filardo (2013), who viewed material resources as the operational inputs that enable a teacher to achieve some level of instructional efficiency and effectiveness. Material resources include textbooks, charts and maps, among others. It has been observed that existing material resources in most public colleges of education that could boost lecturer productivity towards doing their work seem to be in a state of disrepair. Inadequate material resources seem to be responsible for teacher's productivity in primary schools in the country.

The findings also revealed that there was a positive significant relationship between the availability of physical resources and teachers' productivity. Physical resources are of utmost importance to teachers' productivity, and this is in line with Akomolafe and Adesua (2016) viewed Physical facilities in any school system range from the school plant, that is, the school buildings, classroom, library, laboratories, toilet facilities, learning materials to other infrastructures that would likely motivate students towards learning.

Recommendations

- The government should provide essential instructional materials to enhance the easy attainment of educational goals.
- The Government should be saddled with the responsibility of providing greater interaction and exchange of ideas on improving teaching through the usage of instructional materials.
- School management should at all times make available adequate instructional material that will foster learning and enhance efficient performance in each of the primary schools in Osun State.

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