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Educational Resources in Lower Primary Classes: The Situation in Lagelu, Oyo State, Nigeria

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Abstract

Lower primary classes are known to be the last three years (Age 6 to 8 years) of Early Childhood Education (ECE) programme. Learning at this age is characterised by the availability of quality instructional resources, which enable the teachers to plan and deliver child-centred lessons for functional and effective learning. The extent to which lower primary class teachers adopt teacher-centred methods at Lagelu Local Government Area (LLGA) of Oyo State Nigeria, makes one wonder, if resources are available at all and why teachers are not using them, hence this study. Correlational survey research design was adopted. A simple random sampling technique was used to select 150 teachers of lower classes in public primary schools in LLGA. Two validated research instruments, through inter-rater techniques, namely Resources Availability Checklist (RAC; r = 0.83) and Observation Schedule on Lower Primary School Teachers' Use of Teaching Resources (OSLPST_UTR; r = 0.86) were used to gather the data. Some of the findings show that only Class Teachers (94.7%) and Assistant Class Teachers (60.6%) are available and efficient among human resources, others are not available. Only number poster (49.2%) is available and functional among all print materials, others are not among other findings. Recommendations were proffered based on these findings.

Keywords: Lower primary classes, Availability of educational resources, Public primary schools, human and material resources

Introduction

The roles of primary education can never be undermined in the development of the whole child and the ideal society to live in. Primary education is the first level of formal education in the Nigerian system of education and it has been fortified with one-year pre-primary education. According to the National Policy of Education (FGN, 2013; pp.21-22), primary education is the education given in educational institutions for children aged 6-12 years.

Though lower primary education was recognised in the policy as the first three classes but the meaning was not stated in the policy. The general goals of primary education were clearly stated as follows:

> *To inculcate permanent literacy; and the ability to communicate effectively; lay a sound basis for scientific, critical, and reflective thinking; promote patriotism, fairness, understanding, and national unity; instil morals and values in the child; develop in the child the ability to adapt to the changing environment; provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity (Section 2, sub-section C).*

Thus, to achieve these lofty goals, it was stated that 'teaching shall be participatory, exploratory, experimental and child-centred'. With these teaching methods, the importance of teaching resources can never be over-emphasised.

Educational resources are the assets, which are used for the attainment of educational objectives and which promote smooth and effective teaching and learning in schools. Resources in education are inputs provided to ensure successful implementation of the curriculum in order to achieve maximally, the goals set for that level of education. These resources include human and material resources that facilitate the implementation of the curriculum (Usman, 2016). Human resources are inputs in the school system which include head-teacher, teachers, non-teaching staff, night/day guards, laboratory attendants, gardeners and of course the pupils. These human resources enable the smooth running of the school. Material resources, on the other hand, are inanimate resources which are needed in order to achieve the educational goals and objectives. In the school system, materials resources include the teaching/learning materials such as writing materials, books, teaching aids, furniture, laboratory equipment, electrical appliances, library farm inputs to mention a few. Play materials, both outdoor (playground, swing, climbing frame, see-saw, slide football feed and so on) and indoor (games, puzzles, audio-visual materials, manipulative toys, construction toys, and so on) are also expected to be in the schools.

Teaching resources (TR) are the available sets of equipment or tools in the learning environment to enhance effective teaching-learning process (Okunola and Abioye, 2021). It was further explained that teaching-learning processes depend rely on teaching resources available in the learning environment. Thus, TR can be posited as all the facilities, tools and gadgets and supplies made use by the teacher or facilitator to to achieve specific behavioural and instructional objectives. For this study, TR are catogorised into personnel, physical facilities, and instructional equipment and supplies. Personnel (human resource factors) are the teachers and other support non-teaching staff such as laboratory attendants, counsellors, technologists, Librarians, security amongst others. Physical facilities are considered as the totality of physical infrastructures such as classroom, furniture, library, laboratory/studio, conveniences, model offices, and staff offices amongst others while instructional equipment and supplies are the tools that the teacher and learner use in the teaching and learning process. This includes

manipulative toys, game, and puzzle materials, print materials, exploit materials, ICT gadgets such as radio, television and computer.

Literatures have established the significance of TR in the school and these include; to teach the lesson in a way that the learners can retain more concepts permanently; to motivate the learners and call their attention, to make some abstract concepts real and relatable and to link the academic activities to the real-life situations, it facilitates proper understanding in the part of pupils and discourage the act of cramming, it makes the classroom or learning environment lively and active (Olotu and Salami, 2019). Muhammad (2020) affirmed the significance of availability of teaching resources and its contribution to academic achievement and that unattractive school building, crowded classrooms; non-availability of qualified as well as inadequate staff can contribute to poor academic achievement of the learners. Effective teaching and learning cannot take place within the classroom if the basic resources are not put in place.

It is important to emphasise that not just availability but utilization of educational resources can bring about desired results in the education given at lower primary classes. Availability refers to services/resources that are in good condition and ready to be used to carry out specific task. Thus, the availability of educational resources could be referred to as human and material resources ready to be used in teaching lower primary education. Available resources determines greatly influence the teaching-learning processes and other associated factors in classroom. The availability of resources such as instructional facilities, equipment, and supplies as well as adequate personnel enhances learners' motivation, increases the teacher's efficiency, and promotes the productivity of the teacher.

Utilization of resources is a complex behavioural phenomenon, however, it is always related to the availability, functional status, and quality of such resources or services as the case may be. (Usman, 2016) explained that utilization is all about making use of available services or resources at the individual's disposal. In recognition of the importance of utilisation of resources in teaching, Usman (2016) established that meaningful and achieveable learning cannot take place in learning environment where there are no available teaching resources and as well as concrete experiences. It therefore important for teachers to optimally utilize available TR to bring about desirable learning competencies in learners. Utilization of resources in teaching brings about meaningful, functional, and effective learning since it stimulates learners' senses and motivates them. Thus, a positive correlation has been established between availability of teaching resources and their proper utilization and good performance in examinations while poor performance has been blamed on inadequacies or poor utilization of educational resources. Adding that where equipment and facilities are lacking, teaching may be poorly executed.

Serumu (2016) carried out a study on assessment of the availability of the human and material resources for the implementation of the New Basic Education English Language Curriculum in Kaduna State. The findings revealed that 65% of the English Language teachers involved in the study are qualified while 35% of the English Language teachers are not qualified. The findings also revealed that there is shortage in supply of instructional

materials such as students textbooks, teachers' guides, charts, slides, projectors, tapes, audio and video, CDs, DVDs, and so on. Facilities such as language laboratories, ICT, and libraries in all the schools visited are grossly inadequate too. In the year 2011, a study was carried out to examine the effect of using standardized and improvised instructional materials on the academic achievement of secondary school Physics students in Oyo State, Nigeria (Oladejo et al, 2011). The study was a quasi-experimental study. The study found out that there is a significant difference among students taught using standard instructional materials, those taught with improvised instructional material, and those in the conventional method in their academic achievement. The students taught with improvised instructional materials obtained the highest post-intervention achievement mean score (74.94%), followed by those with standard instructional materials (63.07%), while those in the control group had the lowest (39.89%). Thus, the researcher recommended that Physics teachers need to be resourceful in instructional materials improvisation, planning and utilization so as to reduce the cost of procuring standardised instructional materials. In another study, Kenobi (2015) carried out research on effects of instrumental materials on student's academic performance in social studies in selected secondary schools in Nigeria. The finding showed a significant effect of resources on the students' academic performance in the subject.

Jonathan, et al (2014) focused on the availability and utilization of educational resources in selected rural communities in Enugu State. The population of the study was 118 primary schools found in the four local government areas that make up the study area. Some of the findings are that in terms of human resources, there is adequate staff available for UBE implementation, whereas there is gross inadequacy of material resources which is bound to affect the quality of education given to pupils of these areas.

The literature reviewed so far has established the importance of the availability and utilization of educational resources to effective teaching and learning in schools. It was observed that none of the available studies in literature was carried out in lower primary classes which are the foundation phase of education and also, there is a dearth of literature on studies in Lagelu Local Government Area of Oyo State to establish why teaching and learning at lower primary classes are devoid of utilisation of instructional resources. It is against this background that this study was carried out to examine the situation of availability and utilization of educational resources in lower primary classes in Lagelu Local Government Area of Oyo State.

Theoretical background: Socio-Constructivist Theory by Lev Vygotsky

Constructivism is a theory about knowledge and learning. Constructivism emphasises exploration and discovery by the learner. Constructivist learning theory emphasizes learning as an adaptive activity; learning as situated in the context where it occurs; knowledge as constructed by the learner; the role of experience and prior understanding; resistance to change; and the role of social interaction in learning (Babalola and Salami, 2020)

The basic premise is that an individual learner must actively "build" knowledge and with some level of assistance from a more knowledgeable individual around. However, all advocates of constructivism agree that it is the individual's processing of stimuli from the

environment and the resulting cognitive structures, that produce adaptive behaviour, rather that the stimuli themselves. This underscores the importance of availability and utilisation of educational resources in the teaching and learning in schools.

The aspect of Vygotsky's theory is the idea that potential for cognitive development is limited to a certain time span which he calls the *Zone of Proximal Development* (ZPD). ZPD refers to the gap between what a given learner can achieve alone, their 'potential development as determined by independent problem solving', and what they can achieve 'through problem solving under adult guidance or in collaboration with more capable peers' (Gopalan et al., 2018).

This shows the importance of qualified and knowledgeable human resources in schools. The full development during the ZPD depends upon full social interaction and the more the learner takes advantage of a teacher's assistance (Gopalan et al., 2018).

According to Gopalan et al., (2018) invent the term 'scaffolding' to describe resource interaction between a teacher and a child. The metaphor was used to explore the nature of teaching aid provided by a teacher for students learning how to carry out a task they could not perform alone. Bruner's ideas of spiral curriculum and scaffolding are related. A parallel structure has been drawn between the notion of scaffolding and ZPD theories of Vygotsky (Gopalan et al., 2018).

This theory is relevant to the study as key elements of the theory such as teachers as *More Knowledgeable Others* (MKO) to enhance the process of guided participation and scaffolding when the learners are allowed to explore the non-human materials which are tools for functional learning were considered.

Research questions

1. To what extent are teaching resources (human and materials) available in lower primary classes in Lagelu Local Government Area of Oyo State?
2. To what extent are the available teaching resources being utilized in lower primary classes in Lagelu Local Government Area of Oyo State?

Hypotheses

H_{01}: There is a significant relationship between resource availability and utilization in Lagelu Local Government Area of Oyo State.

H_{02}: There is a significant relationship between teachers' educational attainments and their level of resource availability in Lagelu Local Government Area of Oyo State.

H_{03}: There is a significant relationship between teachers with various educational attainments and their level of resource use in Lagelu Local Government Area of Oyo State.

Methodology

The study adopted correlational survey research design. The correlational survey is carried out when comparing two or more variables within a group in order to establish the relationship between them (Salami and Isah, 2017). The population of this study involves all the public primary school teachers in Lagelu Local Government of Oyo State. A simple

random technique was used in selecting public primary schools and 150 teachers of lower classes in public primary schools in Lagelu Local Government. The data were collected using lower primary school Resources Availability Checklist (RAC), Observation Schedule on Lower Primary School Teachers' Use of Teaching Resources (OSLPST_UTR). The two instruments were validated and the reliability were tested where RAC generated a reliability coefficient of 0.83 and OSLPST_UTR generated 0.86 using inter-rater technique. The researcher used descriptive statistics of frequency count, mean, and standard deviation to analyse the demographic information and answer the research questions while inferential statistics of Pearson product-moment correlation was used to test the alternative hypotheses at 0.05 level of significance.

Results

Section A. Demographic analysis of the respondents

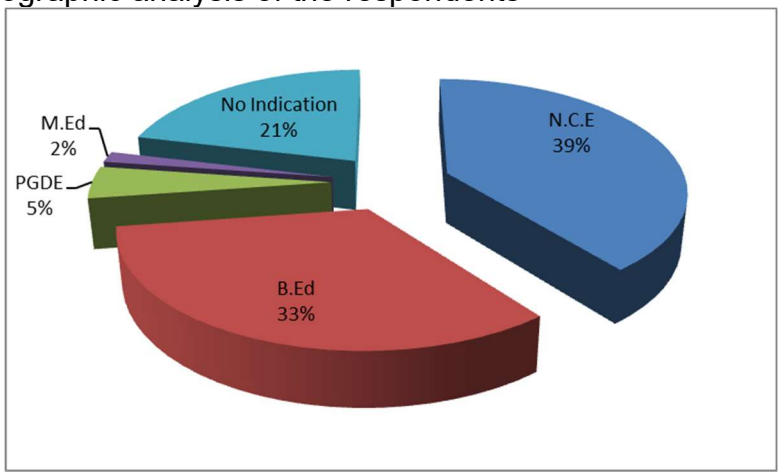

Fig. 1: Educational Attainment Distribution of the Teachers

Figure 1 reveals that 52 of the teachers that participated in the study possess N.C.E certificate which accounted for 39.4%, 44 of the teachers possess First Degree in Education (B.Ed) certificate which accounted for 33.3%, 6 of the teachers possess Postgraduate Diploma in Education (PGDE) certificate which accounted for 4.5%, 2 of the teachers possess M.Ed certificate which accounted for 1.5% while 28 of the teachers did not indicate their qualification which accounted for 21.2%. Hence, the majority of the teachers (78.7%) of the participated teachers possess educational qualifications that made them qualified to teach at that level of education.

Answering the research questions

Research question 1: To what extent are teaching resources available in lower primary classes in Lagelu Local Government Area of Oyo State?

Table 1: Showing the Extent of Teaching Resources Availability in Lower Primary Classes

Note: Not Available (NA) = 1, Available but Inefficient (AI) = 2 and Available and Efficient (AE) = 3

s/n	Types of Resources	NA	AI	AE	Mean	SD	Remark
A	**Human Resources**						
1	Experienced class teachers	1 (0.8)	6 (4.6)	125 (94.7)	2.86	0.60	AE
2	Assistant class teachers	36	16	80	2.09	1.17	AI

		(27.3)	(12.1)	(60.6)			
3	Nurse or doctor on call	117 (88.6)	14 (10.6)	1 (0.8)	0.91	0.36	NA
4	Cleaner	112 (84.8)	10 (7.6)	10 (7.6)	1.08	0.61	NA
5	School gardener	111 (84.1)	11 (8.3)	10 (7.6)	1.07	0.62	NA
6	Invited specialist	116 (87.9)	12 (9.1)	4 (3.0)	0.97	0.46	NA
WA = 1.5 (50%) Not Available							
B	**Printed Materials** (NA = Not available; AS = Available but spoilt; AF Available and Functional)						
		NA	**AS**	**AF**	**Mean**	**SD**	**Remark**
7	Textbooks	30 (22.7)	21 (15.9)	81 (61.4)	2.25	1.03	AS
8	Newspaper and magazines	103 (78.0)	20 (15.1)	9 (6.8)	1.18	0.62	NA
9	Posters	56 (42.4)	33 (25.2)	43 (32.6)	1.77	0.99	AS
10	Old Calendars	40 (30.3)	46 (34.8)	46 (34.8)	1.97	0.90	AS
11	Alphabet posters	36 (27.3)	31 (23.5)	65 (49.2)	2.17	0.91	AS
12	Number posters	38 (28.8)	25 (19.1)	65 (49.2)	2.52	3.06	AF
WA = 1.8 (60%) Available but spoilt							
C	**Non Projected Materials**						
13	Picture book	42 (31.8)	24 (18.2)	66 (50.0)	2.03	1.06	AS
14	Charts	28 (21.2)	29 (22.0)	75 (56.8)	2.21	1.01	AS
15	Photographs	82 (62.1)	26 (19.7)	24 (18.2)	1.39	0.88	NA
16	Atlas	82 (62.1)	29 (22.0)	21 (15.9)	1.31	0.87	NA
17	Puzzles	81 (61.4)	31 (23.5)	20 (15.2)	1.31	0.87	NA
18	Toys	77 (58.3)	22 (16.7)	33 (25.0)	1.60	0.93	AS
19	video tapes	108 (81.8)	19 (14.4)	5 (3.8)	1.01	0.55	NA
20	Abacus	81 (61.4)	25 (18.9)	26 (19.7)	1.37	0.92	NA
21	Real Objects	40 (30.3)	19 (14.4)	73 (55.3)	2.08	1.09	AS
WA = 1.6 (53) Available but Spoilt							
D	**Audio Visual Materials**						
22	Television	115 (87.1)	11 (8.4)	6 (4.6)	1.03	0.55	NA
23	Projector	113 (85.6)	14 (10.6)	5 (3.8)	0.98	0.58	NA
WA = 0.67 (17%) Not Available							
Overall Weighted Average= 1.392							

Decision value: Not Available (NA) = 0.5-1.44; Available but Insufficient (AI) = 1.45 -2.44; and Available and Sufficient (AS) = 2.45 – 3.00

Table 1 shows the extent of teaching resources availability in lower primary classes in Lagelu Local Government Area of Oyo State. The detailed analysis reveals that: teaching resources were not available as the weighted average is 1.39. A close examination of the individual items in the table shows that experienced class teachers were available and efficient (Mean = 2.86) and assistant class teachers were available but insufficient (Mean = 2.09). Other human resources were not available.
Print materials were available but insufficient as the weighted average is 1.60. It is only number posters (mean = 2.52) that were available and functional while textbooks (mean = 2.25), old calendars (mean = 1.99), alphabet posters (mean = 2.17) were available but spoilt state others were not available.

Non-projected materials were available but spoilt state as the weighted average is 1.6. Picture books (mean = 2.03), charts (mean = 2.21), toys (mean = 1.6) and real objects (mean = 2.08) were available but spoilt while other were not available.
Lastly, the Table revealed that audio-visual materials were not available as the weighted average is 0.67. Television (mean = 1.03) and projector (mean = 0.98) were not available in the school.
Generally, to answer the research question, the educational resources are not available in lower primary classes in Lagelu Local Government Area of Oyo State as the table weighted average is 1.39.

Research question 2: To what extent are the available teaching resources being utilized in lower primary classes?

Table 2: Showing the Extent to which Available Teaching Resources are Utilized

Key: *Not utilized (NU); Occasionally Utilized (OU) and Always Utilized (AS)*

S/N	TYPES OF RESOURCES	NU F(%)	OU F(%)	AU F(%)	Mean	SD	REMARK
A	**HUMAN RESOURCES**						
1	Experienced class teachers	20 (15.1)	5 (3.8)	107 (81.1)	2.57	1.05	AU
2	Assistant class teachers	33 (25)	34 (25.8)	65 (49.2)	1.88	1.21	OU
3	Nurse or doctor on call	94 (71.2)	8 (6.1)	30 (22.7)	0.89	0.57	NU
4	Cleaner	92 (69.7)	31 (24.3)	9 (6.8)	0.99	0.72	NU
5	School gardener	93 (70.5)	29 (22.0)	10 (7.6)	1.01	0.73	NU
6	Invited specialist	92 (69.7)	9 (6.8)	31 (23.5)	0.92	0.63	NU
WA = 1.37 (46%) Not Utilized							
B	**PRINTED MATERIALS**						
7	Textbooks	24 (18.2)	13 (9.8)	95 (72)	2.39	1.10	OU
8	Newspaper and magazines	61 (46.2)	33 (25)	38 (28.8)	1.30	0.89	NU
9	Posters	33 (25.0)	48 (36.4)	51 (38.7)	1.64	1.01	OU

10	Old Calendars	33 (25.0)	48 (36.4)	54 (40.9)	1.70	1.02	OU
11	Alphabet posters	41 (31.8)	37 (28.0)	53 (40.2)	1.92	1.09	OU
12	Number posters	90 (68.2)	15 (11.4)	27 (20.5)	0.91	1.24	NU
WA = 1.64 (55%) Occasionally Used							
C	**NON PROJECTED MATERIALS**						
13	Picture book	90 (68.2)	30 (22.8)	50 (37.9)	2.03	2.95	OU
14	Charts	41 (31.1)	29 (22.0)	62 (47.0)	1.98	1.16	OU
15	Photographs	57 (43.2)	25 (18.9)	50 (37.9)	1.36	0.99	NU
16	Atlas	67 (50.8)	20 (15.2)	45 (34.1)	1.19	0.92	NU
17	Puzzles	66 (50.0)	25 (9.9)	41 (31.1)	1.15	0.89	NU
18	Toys	55 (41.7)	31 (23.5)	46 (34.9)	1.27	0.95	NU
19	video tapes	88 (66.7)	10 (7.6)	34 (25.7)	0.95	0.69	NU
20	Abacus	61 (46.2)	49 (37.1)	21 (15.9)	1.23	1.31	NU
21	Real Objects	31 (23.5)	40 (30.3)	61 (46.2)	1.83	1.21	OU
WA = 1.44 (48%) Not Utilised							
D	**AUDIO-VISUAL MATERIALS**						
22	Television	87 (65.9)	11 (8.3)	34 (25.7)	0.92	0.65	NU
23	Projector	92 (69.7)	35 (26.5)	5 (3.8)	0.87	0.63	NU
WA = 0.9 (30%) Not Utilized							
Overall Weighted Average = 1.33							

Decision value: Not utilized = 1.00-1.44; Occasionally utilized = 1.44-2.44 and Always utilized = 2.45-3.00

Table 2 shows the extent to which teaching resources are utilized in lower primary classes in Lagelu Local Government Area of Oyo State. The overall analysis reveals that teaching resources were not utilized in lower primary classes in Lagelu Local Government Area of Oyo State as the table weighted average is 1.33. The detailed analysis shows that human resources were not utilized as the weighted average is 1.37. Experience class teachers (mean = 2.57) were adequately utilised while Assistant class teachers (mean = 1.88) were occasionally utilised.

Printed materials were occasionally used as the weighted average is 1.64. Textbook (mean = 2.39), posters (mean = 1.64), old calendars (mean = 1.7) and alphabet poster (mean = 1.92) were all occasionally utilised. It is noteworthy that the available number of posters (As shown in Table 1), were not put into use. Non-projected materials are not utilized as the weighted average is 1.44. Picture book (mean = 2.03), charts (mean = 1.98), real objects (mean = 1.83) were occasionally utilised while other were not utilised. Finally, audio-visual was not available as the weighted average is 0.9. Television (mean = 0.92) and projector (mean = 0.87) are not utilised in the classes.

The weighted value for the whole table is 1.33 which indicated that the educational resources are not utilized in lower primary classes in Lagelu Local Government Area of Oyo State.

Hypotheses Testing

H_{01}: There is a significant relationship between resource availability and utilization in LLGA of Oyo State

Table 3 Summary of PPMC Showing the Relationship between Resource Availability and Utilization

Variable	N	Mean	SD	r	Sig.	Remark
Resources Availability	132	37.16	10.38	0.34**	.000	Significance
Utilization	132	43.25	16.51			

Table 3 reveals that there is a significant positive relationship between resource availability and utilization ($r=0.34^{**}$; $p<0.05$). Hence, the alternative hypothesis 1 is not rejected. The positive relationship implies that increase in the availability of the resources brings about increase in the utilisation.

H_{O2}: There is a significant relationship between teachers' educational attainments and their level of resource availability in Lagelu Local Government Area of Oyo State.

Table 4: Summary of PPMC Showing the Relationship between Teachers' Level of Educational Attainments and their Resource Availability

Variable	N	Mean	SD	r	Sig.	Remark
Educational Attainments	132	1.26	0.90	0.14	0.11	Not Significant
Resource Availability	132	37.16	10.38			

Table 4 reveals that there is no significant relationship between the level of teachers educational attainments and the level of resource availability in their classrooms ($r=0.14$; $p>0.05$). Hence, alternative hypothesis 2 is rejected.

H_{O3}: There is a significant relationship between teachers' level of educational attainments and their level of resource utilisation.

Table 5: Summary of PPMC Showing the Relationship between Teachers' Educational Attainments and their Level of Resources Utilisation

Variable	N	Mean	SD	r	Sig.	Remark
Educational Attainments	132	1.26	0.90	-0.45	0.61	Not Significant
Resource Use	132	33.10	15.28			

Table 5 reveals that there is no significant relationship between teachers' level of educational attainments and their level of resource use ($r=-0.45$; $p>0.05$). Hence, alternative hypothesis 3 is rejected.

Discussion of findings

Findings from research question one showed that majority of the human resources are not available except experience class teachers, printed materials are available but spoilt, non-projected materials are not available and audio-visual materials are not available. This implies that the unavailability of these resources (human, printed, non-projected and audio-visual) could be that as a result of a lack of a formal synergy to encourage improvisation of resources by the teachers or that some teachers are not creative and innovative enough to produce necessary low-cost/no-cost resources for teaching-learning activities. This finding corroborates the submission of Kadzera (2006) who submitted that lack of necessary resources in the schools is a result of the level of creativity and innovation among the teachers. In the context of an effective synergy, one would have expected teachers at this level of education to be receiving 'instructional resources allowance' to encourage and enforce them to its uses. This could also be as a result of the teachers facing the problem of sourcing the right materials which help to aid learning but most resources found in schools are cardboards drawings and charts which can get destroyed or spoilt easily. Ezenwa (2018) found out that most of the resources obtainable in many school classrooms in Nigeria are resources like cardboard-drawings, and charts. Many of the teachers have challenges in sourcing for more appropriate and more advanced resources which can fascinate learners to learning which is the major aim of teaching.

The second finding is that majority of the human resources are not utilized except the experience class teachers, few printed materials are occasionally utilized, few non-projected materials are occasionally utilized and none of the audio-visual materials was utilized. This could be attributed to the non-availability of these resources. Besides, some important human resources that needed to be provided by the government such as the nurses, gardeners, doctors are lacking in the schools. Likewise are the projected, non-projected and visual resources are not being used. Besides, the technical know-how on the part of the teachers to use these resources might be a problem too. For instance, it was found out that number posters are available in the school but were not utilised. This reflects that many of the teachers might not be at home with the teaching of mathematics using resources. This can be built on the submission of Effiong, Oji and Igiri (2015) the lack of utilising educational resources incapacitated the pupils to develop creativity and encourage the use of logical thinking and reasoning in understanding lessons presented to them. It also improves pupils' reasoning level because oral teaching cannot present the totality of what the pupils need to know, but the physical presentation of resources aid their comprehension.

The third finding is that there is a significant relationship between resource availability and utilization. This implies that if the resources are readily available in the school, the majority of the teachers will utilise them. This underscores why the major provider of basic education, that is, the government should ensure the supply of adequate and functioning educational resources in the schools. This finding supports the submission of Martin (2009) that learning takes place effectively when the teacher sets out to provide a learning situation in which a child will learn because of his natural reactions to the provided

materials. During the process of learning, the teacher has to provide the learning situation to satisfy the natural reaction of the learner and this is through the use of instructional aids. The attention of the learner is caught and his interest is also won and he is ready to learn.

The finding from this study shows that there is no significant relationship between teachers' educational attainments and their level of resource availability. This implies that the qualification and their educational achievements have no effect on their improvisation of teaching and learning resources. This finding corroborates the submission of Ganguly (2008) that it is the teachers' knowledge, skills, and dedication and not an educational qualification that are most important for a school to provide children with equal and enhanced opportunities for learning

The last finding from this study shows that there is no significant relationship between teachers' educational attainments and their level of resource use. This explains that the level at which the lower primary school teachers make use of Teaching resources is not influenced by their educational attainment. This is unexpected because one would have expected that teachers with higher educational qualifications will know better, the benefit of instructional resources in the process of teaching and learning. But the situation can be explained by the poor remuneration and lack of incentives for the teachers. This negates Ganguly's (2008) submission that a teacher's success is determined to a great extent by the ability to organize material and to select and utilize a teaching method appropriate to a particular lesson and the experience acquired through educational attainment.

Conclusion

This study has empirically revealed the reason behind lower primary school teachers' inability to use child-centred method of teaching in Lagelu Local Government Area of Oyo State. The findings of the study have shown that the resources are not available thereby undermining effective utilization of those resources. More so, it was established that there is no significant relationship between teachers' educational attainments and their level of resource availability and utilisation in their various classrooms. This was pinned down to lack of effective synergy to ensure that teachers at the foundation phase of education utilise resources to make the learning more effective. It is therefore expedient for all education stakeholders to promote the availability and effective utilization of teaching resources so as to achieve objectives of primary education as defined by National Policy of Education.

Recommendations

Based on the findings of the study, the following recommendations are made:

- The Government agency in charge of primary education, that is UBEC and the state branch, Oyo SUBEB, and other developmental partners such as World Bank and UNICEF should assist in the provision of important educational resources in lower primary classes. Other supporting staff and materials needed to effectively

implement the curriculum of this level of education should be provided in each of the schools.

- Oyo State government, in their effort to revive effective education in the state, might want to create a synergy that will ensure the improvisation, sourcing, and using of instructional resources at the lower primary classes in the state in general and Lagelu LGA in particular. An example of such synergy is to make provision for 'instructional resources allowance' with effective monitoring and supervision.
- There should be training and retraining programmes for the lower primary school teachers on the improvisation and use of teaching low cost/no cost resources. Such training should take the form of train the trainers in which one teacher trained in a school should be encourage to train others.

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