

**Management of Instructional Delivery for Primary
Schools Effectiveness in Delta State Through Mobilization
and Utilization of Instructional Resources: Teachers' Perceptions**

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Abstract

This study investigated teachers' perceptions of the extent of management of instructional delivery for primary schools' effectiveness in Delta State. Two research questions guided the study. The study employed a descriptive survey research design. The population for the study constituted 15,816 teachers from 1,079 public primary schools in Delta State. The sample size for the study comprised a total of 1,582 teachers from 108 public primary schools selected using the proportionate stratified random sampling technique. A researchers-designed 26-item questionnaire was used for data collection. Data collected were analyzed using mean and standard deviation statistics. The findings indicated that the extent of mobilisation and utilisation of instructional resources for the management of instructional delivery for primary schools' effectiveness as perceived by the primary school teachers, was low. It was recommended among others that; Delta State Government should support the mobilisation and utilisation of instructional resources through adequate funding and policy implementation.

Keywords: Management, Instructional, Delivery, Primary schools, Effectiveness, Mobilisation, Utilisation, Instructional resources, Teachers Perceptions

Introduction

Education is generally an instrument for human empowerment, which inculcates into individual appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to society. It is the fulcrum on which the development of any society hangs. Education, therefore, develops an individual into a morally sound, patriotic and effective citizen (Federal Republic of Nigeria, FRN, 2013). Primary education on the other hand is education given to children aged between 6 to 12 years. Primary education prepares every child or individual for useful participation in society. The goals and objectives of primary education as enunciated by the Federal Republic of Nigeria (FRN, 2013) are to inculcate permanent literacy, numeracy, and the ability to communicate effectively; lay a sound basis for scientific, critical and reflective thinking; promote patriotism, fairness, understanding and national unity; instill social, moral norms and values in the child; develop in the child the ability to adapt to the changing

environment; among others. Achieving the above goals and objectives requires that the instructional delivery in the primary schools is meant to be participatory, exploratory, experimental and child-centeredness through the use of adequate instructional resources. Again, all the goals of primary education cannot be effectively achieved without adequate mobilisation and utilisation of instructional resources for effective instructional delivery in primary schools. The Federal Republic of Nigeria (FRN, 2013) in the National Policy on Education (NPE) identified the importance of mobilisation and utilisation of instructional resources in education by attesting that quality instructions and effective learning which leads to the achievement of educational goals and objectives shall be promoted at all levels of the education system. This shall be using instructional resources such as the libraries, laboratories, instructional materials, information and communication technology (ICT), among others. At the primary schools, instructional resources play vital roles in ensuring that quality learning and education for schools' effectiveness are highly promoted during the teaching and learning processes or instructional delivery. No effective teaching or instructional delivery can be realised without the appropriate use of instructional resources. Instructional resources as observed within the context of this present study, are human beings, tools, equipment, facilities, materials, devices that a teacher uses to support the teaching and learning delivery for schools' effectiveness, likewise, the achievement of educational goals and objectives of primary education. According to Egbule, Olori and Eboh (2015), instructional resources are a modern term used for teaching materials/aids which aids schools' effectiveness.

Instructional resources as further observed by Egbule, Olori and Eboh (2015) also mean anything that can assist the teacher in promoting teaching and learning. Instructional resources refer to those alternative channels of communication, used by the classroom teacher to concretise a concept during the teaching and learning process. They are seen as information-carrying technologies that are used for instructional purposes with the hope of delivering educational information very quickly and widely. Teachers use instructional resources to help students learn. They help teachers to explain ideas concretely. On the other hand, learners use instructional resources to help themselves to learn. They help learners learn actively, either independently or with others. Using various instructional resources is considered by many scholars as to the best educational practice and numerous studies concluded positive results concerning the use of various instructional resources during instructional delivery. Examples of instructional resources for instructional delivery in primary schools are textbooks, storybooks, magazines, pictures, models, radio, televisions, computers, and internet resources. Others are real object resource centres, graphic materials in form of charts, graphics, posters and diagrams, cartoons, comics, maps and globes. There are also three-dimensional

materials such as models and mock-ups, realia, specimen, kits and dioramas, two-dimensional materials in form of still and motion pictures, still projected pictures such as slides, overhead transparency, filmstrip, and audio materials (e.g. radio, tape recorders, etc). In addition, there is the size of the classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical are stored and resource persons, among many others (Amadioha, 2009; Basse & Amie-Ogan, 2019; Bukoye, 2019; Enaigbe, 2009; Egbule, Olori & Eboh, 2015; Kamau, 2018; Onajite, Olaniyi, Oyerinde, Onyesom & Aina, 2019; Tety, 2016; Wakoli, 2019; Yusuf, 2018). Egbule, Olori and Eboh (2015) further classified these instructional resources as; material resources, human resources/resource persons and resource places/centres.

The materials resources consist of the major tools the teacher employs in transmitting knowledge. They are all the physical resources a teacher uses to help him/her explain or elucidate the topic/content to the learners so that they will be able to comprehend the topic. Examples include reading materials: such as textbooks, storybooks, magazines, reference books, newspapers, and so on. Visual aids: such as wall charts, posters, instruction board marker board (the modern term for white, black, or chalkboard), graphs, flashcards, maps, pictures, diagrams, and so on. Audio aids: such as radio, tape recorders, audiotape/CDS, and so on. Audio-visual aids: such as television, video cassettes, VCDs, DVDs, and so on. Artefacts: such as models, real objects, mock-ups, and so on. Computer resources: such as computers, computer games, internet services, and so on. Projected materials: such as overhead projector, multimedia projector, and so on (Egbule, Olori & Eboh, 2015).

The human resources/resource persons as asserted by Egbule, Olori and Eboh (2015) form the most valuable resources in teaching and learning. They are referred to as resource persons that may be utilized in enhancing understanding in certain areas of human endeavours. Human resources include all the human beings that function to help in the teaching-learning process. A resource person may be within and outside the school community. Examples of resource persons are subject teachers, lecturers, students, farmers and professionals like medical doctors, nurses, lawyers etc. For example, a lawyer can be invited to teach “crimes: causes, consequences and prevention”. A resource person, therefore, helps the pupils or students to have a clear understanding of the topic being discussed (Egbule, Olori & Eboh, 2015).

The resource places/centres according to Egbule, Olori and Eboh, are particular places of historical significance in our villages, towns, and cities. They may include places like mineral or mining centres, a market, the Oba or chief's palace, railway crossing, waterfall (like the Erin Ijesha waterfall in Osun State), cattle ranch (Obudu cattle ranch in Cross River State), the war museum in Umuahia in Imo State, and so on. All these places are significant to education and excursions could be made to such places. Such a visit will enable the pupils and students to see

practically what they have been taught. Instructional resources. From the foregoing discussions, mobilisation, and utilisation of varieties of instructional resources which has become crucial for the management of primary schools will aid to promote effective instructional delivery and schools' effectiveness. Instructional delivery as conceived by Kid Friendly (2015) refers to the interaction among the student, the teacher, the content, and the knowledge/skills/dispositions students will need for learning and collaborating with others in a diverse society and rapidly changing world. The process of instructional delivery involves applying a repertoire of instructional strategies to communicate and interact with students around academic content, and to support student engagement. School effectiveness according to Botha (2010) refers to the “ratio of output to non-monetary inputs or processes” and includes, among other things, the number of textbooks, classroom organization, professional training of teachers, teaching strategies and learning arrangements. An effective school is a school in which students progress further than might be expected. School effectiveness could indicate how well the school is managed by the principal and how well parents and the community are involved.

Management as observed by the Indeed Career Guide (2020) on the other hand entails the coordination and administration of tasks to achieve a goal. Such administration activities include setting the organization's strategy and coordinating the efforts of staff to accomplish these objectives through the application of available resources. Management can be defined as the process of administering and controlling the affairs of the organization, irrespective of its nature, type, structure and size. It is an act of creating and maintaining such a business environment wherein the members of the organization can work together and achieve business objectives efficiently and effectively. Management can also refer to the seniority structure of staff members within an organization. Management in education deals with the mobilization, coordination, application, and utilisation of human and material resources for the achievement of educational goals and objectives (Akpakwu, 2012). Management of primary schools for its effectiveness cannot stand without support from instructional resources. However, effective mobilization and utilization of instructional resources in primary schools seem to have many advantages which cannot be overemphasized. No matter how an educational system is structured or organized for effective instructional delivery or schools' effectiveness and how well the primary schools' curriculum is designed, there must be instructional resources for its effective implementation. Schools, whose teachers use more instructional resources perform better than schools, whose teachers do not use instructional resources. This corroborated the study by Tety (2016) that private schools performed better than public schools because students and teachers are provided with sufficient and quality teaching and learning resources. From this importance, schools at all levels of education have been advised to have quality and adequate instructional facilities to raise the academic performance of their students.

The advice emanated from the fact that instructional resources have a potent factor to qualitative education. This means that teachers do the teaching to make the students learn, but with quality and adequate instructional material resources, students can learn without the teachers (Tety, 2016). The fact remains that instructional resources need to be well mobilised and used to support educational improvement objectives to the greatest possible extent. Mobilisation can be viewed as the coming together of people to work as a team to achieve a particular aim. It can also be finding something and bringing them together and start using them for a particular identified purpose. Utilisation refers to being able to employ appropriate instructional material(s) expertly and at the right time to attain instructional objectives. utilisation means “to use something especially for a practical purpose (Maduewesi & Onyeachu 2009). Mobilisation and utilisation of instructional resources, therefore, can be described as the bringing of human beings and materials together to use them in achieving instructional objectives. To mobilise means (Maduewesi & Onyeachu 2009). All the school systems rely on a broad range of mobilisation and utilisation of instructional resources for their functionality and effectiveness, which geared towards effective instructional delivery for educational goals achievement.

But a look at the management of primary schools in Delta State, it is as if many of the instructional resources that will promote effective instructional delivery are either found lacking, insufficient, inadequate or in devastating/deplorable state and condition, therefore, creating difficulties for schools' effectiveness and students' academic achievements. If instructional resources which are supposed to promote effective instructional delivery are not adequately mobilised and utilised, this will have a lot of negative consequences on the students' academic performance and achievements. Studies like those of Bisiriyu (2016), Boru (2013), Bukoye (2019), Egbule, Olori and Eboh (2015), Enaigbe (2009) Ithuta (2014), Ndjebakal and Genevarius (2017), Tety (2016), Wakoli (2019) and others have proven that there is a strong positive connection and relationship between the use of instructional resources and achievement of students' academic performance and achievements coupled with the attainment school's goals, internal efficiency and effectiveness. Most empirical studies have also proven that the use of instructional resources during instructional delivery enhances schools' internal efficiency and effectiveness. Boru (2013) in a study established the influence of instructional resources on the internal efficiency of public primary schools in Moyale Sub County. The study found out that schools did not have adequate teaching and learning materials that affected teaching and learning. The research concluded that the adequacy of teaching and learning materials affected internal efficiency in public primary schools. Nyanya (2015) assessed how the provision of teaching and learning material resources affected internal efficiency in the provision of secondary education in Seme, Kisumu County. The research found out that the unavailability of teaching and learning materials influenced the internal efficiency of secondary school education in Seme Sub

County. This implied that the school heads mobilise additional instructional resources for attaining high internal efficiency levels did little efforts. The research by Nyanya (2015) and other empirical studies failed to provide the linkage between the management of instructional delivery for primary schools' effectiveness through mobilisation and utilisation of instructional resources, hence necessitating this present study. It is, therefore, as a result of the poor state and ineffectiveness of many primary schools together with the teachers' inefficiency and low productivity that the researcher is motivated to conduct the present study on the management of instructional delivery for primary schools' effectiveness in Delta State through mobilisation and utilisation of instructional resources, looking at the teachers' perceptions.

Statement of the Problem

Instructional resources promote effective instructional delivery in primary schools. Instructional resources such as audio, visual, audio-visual, printed and other real objects are vital for promoting students learning. Notwithstanding the relevance, importance, and benefits of instructional resources towards promoting effective instructional delivery for primary schools' effectiveness in Delta State, many schools are not effectively teaching with many of these instructional resources. The problem of poor instructional delivery due to teacher inefficiency has become worrisome for most education stakeholders and researchers and equally created a gap to be filled by the present study. This poor situation has also continued to negatively affect many primary schools' teachers' effectiveness, thereby affecting pupils' academic performances and achievements in Delta State. Failure to adequately mobilize and utilize many of the instructional resources has consequences on the products from the primary education system. No wonder, most primary school leavers can neither communicate effectively nor face the academic challenges in furthering their education. Some of these individuals seem to drop out because they cannot continue or cope with academics. The constant and consistent mobilisation and utilisation of instructional resources would positively impact students' learning. Therefore, the problem of this present study is to find out teachers' perceptions of the extent of management of instructional resources for primary schools' effectiveness in Delta State.

Purpose of the Study

The purpose of this study was to examine teachers' perceptions of the management of instructional delivery for primary schools' effectiveness in Delta State through mobilisation and utilisation of instructional resources. Specifically, the study determined teachers' perceptions of:

1. The extent of management of instructional delivery for primary schools' effectiveness in Delta State through mobilisation of instructional resources.

2. The extent of management of instructional delivery for primary schools' effectiveness in Delta State through the utilisation of instructional resources.

Research Questions

The following research questions guide the study:

1. What are teachers' perceptions on the extent of mobilisation of instructional resources for instructional delivery for primary schools' effectiveness in Delta State?
2. What are teachers' perceptions on the extent of utilisation of instructional resources for instructional delivery for primary schools' effectiveness in Delta State?

Method

The study employed a descriptive survey research design. This research design entailed using a research instrument, that is; a questionnaire, to collect data from a sample of primary school teachers within a large population of teachers in the public primary schools located in different LGAs in Delta State. The population for the study constituted 15,816 teachers from 1,079 public primary schools in Delta State. The sample size for the study comprised a total of 1,582 teachers from 108 public primary schools selected using the proportionate stratified random sampling technique. The sample was drawn at 10% out of the entire population of public primary school teachers in Delta State. The proportional stratified random sampling technique was employed to enable the researchers to stratify and randomly draw the samples of the primary school teachers according to their geographical locations and LGAs. This was to ensure that a sizeable number of both the teachers and public primary schools were represented in the study using this sampling technique. Nworgu (2015) opined that any study sample which ranged from 10% to 80% is representable and enough in situations where there is a large population in a study. A questionnaire constructed by the researchers titled "Management of Instructional Delivery for Primary Schools Effectiveness through Mobilisation and Utilisation of Instructional Resources Questionnaire (MIDPSEMUIRQ)" which contained 26 items was used for data collection. The response items on the questionnaire were structured on a 4-point scale of Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Low Extent (LE) – 2 points and Very Low Extent (VLE) – 1 point. The questionnaire was validated by three experts from the Department of Educational Management and Foundations, Faculty of Education, Delta State University, Abraka. These experts validated the questionnaire to determine its face and content validity. Few corrections were made on the questionnaire by the experts based on double-barrel items, content coverage and sentence/language construction. The instrument was corrected before its final administration to the respondents. The reliability of the research instrument was established through a pilot-test sampling of 35 teachers

from 5 public primary schools in Edo State. Data gathered from the pilot-test conducted were analyzed using the Cronbach Alpha method. This yielded coefficient's reliability values of 0.95 and 0.91, for the two clusters which were added up to give an overall coefficient of internal consistency of 0.93, showing that the questionnaire was reliable and trustworthy to gather the necessary data for the study.

Data were retrieved from the respondents through direct and personal contact, with the help of five research assistants who were students from one of the colleges of education and were also familiar with the territories in Delta State and likewise, the location of the public primary schools sampled in different LGA. An on-the-spot method was employed as well, which enabled the researchers and the seven research assistants to meet the respondents, that is, primary school teachers, in their respective schools to talk to them about the purpose of the study and then, retrieved the necessary information from them using the questionnaire. The research assistants were instructed and communicated on how to collect the necessary information from the teachers using the questionnaire. At first, the research assistants took permission from the headteachers at the public primary schools sampled whom they also communicated the purpose and intention of the research before administering the questionnaire to the teachers in their various schools. Distribution of the questionnaire to the respondents took a period of one week before all the copies of the questionnaire were collated and sent for proper data analysis. A total of 1,329 copies of the questionnaire out of the 1,582 questionnaire copies distributed to the public primary school teachers were retrieved, since most of the teachers failed to return their questionnaire at a given stipulated period. The rate of return is at 84%, which makes it possible to draw a generalisation and conclusion about the study. Data collected were analyzed using mean statistics rated at 2.50 and the standard deviation for answering the two research questions. The decision rule for taking decisions on the items on the questionnaire was rated at 2.50. Any mean score rated at 2.50 and above was regarded to be in support of the statement and therefore termed as a high extent. Any mean score that rated below 2.50 was regarded as not in support of the statement, therefore termed low extent.

Results

Research Question 1: What are teachers' perceptions on the extent of mobilization of instructional resources for instructional delivery for primary schools' effectiveness in Delta State?

Table 1:
Mean Score and SD Ratings on Teachers' Perception on the Extent of Management of Instructional Delivery for Primary Schools' Effectiveness in Delta State through Mobilisation of Instructional Resources

S/N	STATEMENTS: Please showcase your support on the extent to which the under listed instructional resources are mobilised in your school for management of instrument delivery for school effectiveness:	V	H	E	L	X	SD	DECISION
1.	Reading material resources such as textbooks, storybooks, dictionary, magazines, reference materials, etc.	213	363	255	498	2.22	1.11	Low Extent
2.	Nature corners in the classroom with real objects	107	400	426	396	2.16	0.95	Low Extent
3.	Graphic material resources such as charts, posters, cartoons, comics, maps, charts, graphics, diagrams, globes, etc	146	310	396	477	2.09	1.01	Low Extent
4.	Three-dimensional material resources such as model, mock-up, realia, dioramas, kits, specimen	102	270	487	470	2.00	0.93	Low Extent
5.	Two-dimensional material resources such as still and motion pictures still projected pictures	132	294	365	538	2.02	1.01	Low Extent
6.	Projected material resources such as overhead projectors, transparency, multimedia projector, filmstrip, slides	153	186	523	467	2.02	0.98	Low Extent
7.	Audio material resources such as radio, tape recorders, audio tapes/CDs	199	232	501	397	2.18	1.02	Low Extent
8.	Visual material resources such as instructional board marker board or chalkboard, flashcards, graphs, etc.	103	169	474	583	1.84	0.92	Low Extent
9.	Audio-visual material resources television, video cassettes, VCDs, DVDs, etc.	177	199	435	518	2.03	1.04	Low Extent
10.	Computer resources such as computers, computer games, internet, etc.	100	204	526	499	1.93	0.91	Low Extent
11.	Shelves on which instruments for storing practical kits and equipment	104	289	438	498	2.00	0.95	Low Extent
12.	Resource persons to support teaching in the classroom	189	292	420	428	2.18	1.04	Low Extent
13.	Classrooms for instructional delivery	191	300	402	436	2.23	0.98	Low Extent
Grand Mean & Standard Deviation (SD)		=				2.07	1.00	Low Extent

Analysis of data from Table 1 on teachers' perceptions on the extent of mobilisation of instructional resources for instructional delivery for primary schools' effectiveness in Delta State indicated that all the items from 1 to 13 were rated below 2.50 of the acceptable mean score by the respondents (teachers) to show their disagreement with these statements. None of the items was rated above 2.50 of the acceptable mean score by the respondents (teachers) to show their agreement with the statements. The grand mean and standard deviation (SD) is 2.07 and 1.00 respectively, showing that there was no deviation in the respondents' responses. By this analysis, the respondents reacted negatively to the majority of the

statements. This result revealed that the extent of management of instructional delivery for primary schools' effectiveness in Delta State through mobilisation of instructional resources was to a low extent.

Research Question 2: What are teachers' perceptions on the extent of utilisation of instructional resources for instructional delivery for primary schools' effectiveness in Delta State?

Table 2:
Mean Score and SD Ratings of Teachers' Perception on the Extent of Management of Instructional Delivery for Primary Schools Effectiveness in Delta State through Utilisation of Instructional Resources

S/N	STATEMENTS: Please showcase your support on the extent to which the under listed instructional resources are utilised in your school for management of instrument delivery for school effectiveness:	VHE	HE	LE	VLE	X	SD	DECISION	
14.	Reading material resources such as textbooks, storybooks, dictionary, magazines, reference materials, etc.	111	156	475	587	1.84	0.93	Low Extent	
15.	Nature corners in the classroom with real objects	103	130	597	499	1.88	0.88	Low Extent	
16.	Graphic material resources such as charts, posters, cartoons, comics, maps, charts, graphics, diagrams, globes, etc.	129	128	534	538	1.89	0.94	Low Extent	
17.	Three-dimensional material resources such as model, mock-up, realia, dioramas, kits, specimen	106	199	436	588	1.87	0.95	Low Extent	
18.	Two-dimensional material resources such as still and motion pictures still projected pictures	101	126	588	514	1.86	0.88	Low Extent	
19.	Projected material resources such as overhead projectors, transparency, multimedia projector, filmstrip, slides	106	133	530	560	1.84	0.90	Low Extent	
20.	Audio material resources such as radio, tape recorders, audio tapes/CDs	179	181	499	470	2.05	1.01	Low Extent	
21.	Visual material resources such as instructional board marker board or chalkboard, flashcards, graphs, etc.	119	141	474	595	1.84	0.94	Low Extent	
22.	Audio-visual material resources television, video cassettes, VCDs, DVDs, etc.	104	151	585	489	1.90	0.89	Low Extent	
23.	Computer resources such as computers, computer games, internet, etc.	113	105	547	564	1.82	0.90	Low Extent	
24.	Shelves on which instruments for storing practical kits and equipment	109	119	569	532	1.85	0.89	Low Extent	
25.	Resource persons to support teaching	237	249	429	414	2.23	1.08	Low Extent	
26.	Classrooms for instructional delivery	400	244	445	240	2.60	1.10	High Extent	
Grand Mean & Standard Deviation (SD)						=	1.96	0.97	Low Extent

Analysis of data from Table 2 on teachers' perceptions on the extent of utilisation of instructional resources for instructional delivery for primary schools' effectiveness in Delta State indicated that all the items from 13 to 25 were rated below 2.50 of the acceptable mean score by the respondents (teachers) to show their disagreement with these statements. Only

item 26 was rated above 2.50 of the acceptable mean score by the respondents (teachers) to show their agreement with the statement. The grand mean and standard deviation (SD) is 1.96 and 0.97 respectively, showing that there was no deviation in the respondents' responses. By this analysis, the respondents reacted negatively to most of the statements. This result revealed that the extent of management of instructional delivery for primary schools' effectiveness in Delta State through the utilisation of instructional resources was to a low extent.

Discussion of Findings

Findings of the study indicated that the extent of management of instructional delivery for primary schools' effectiveness in Delta State through mobilisation and utilisation of instructional resources were all to a low extent. It was found out in the study that the extent of management of instructional delivery for primary schools' effectiveness in Delta State through mobilisation of instructional resources was to a low extent. The result indicated that reading material resources such as textbooks, storybooks, dictionary, magazines, reference materials; nature corners in the classroom with real objects; graphic material resources such as charts, posters, cartoons, comics, maps, charts, graphics, diagrams, globes; three-dimensional material resources such as model, mock-up, realia, dioramas, kits, specimen; two-dimensional material resources such as still and motion pictures, still projected pictures; projected material resources such as overhead projectors, transparency, multimedia projector, filmstrip, slides; audio material resources such as radio, tape recorders, audio tapes/CDs; visual material resources such as instructional board marker board or chalkboard, flashcards, graphs; audio-visual material resources such as television, video cassettes, VCDs, DVDs; computer resources such as computers, computer games, internet, shelves on which instruments for storing practical kits and equipment; resource persons to support teaching in the classroom; and classrooms for instructional delivery; were all mobilized to a low extent. Where these instructional resources were mobilized to a low extent, this means that the teachers had access to them to a low extent, therefore, affecting effective instructional delivery for primary schools' effectiveness in Delta State. This finding agrees with Kamau (2018) found out that schools' accessibility of instructional resources was below average. The schools were not equipped with varieties of teaching resources such as science instructional resources. The common resources in which teachers used in the school was the textbook to a high extent while most of the science resources were not utilized due to poor accessibility.

The finding of Onajite, Olaniyi, Oyerinde, Onyesom and Aina, (2019) study revealed that non-printed materials were limited and provided to a low extent by business studies teachers to teach the subject at the junior secondary school level in Delta State, concurs with the present study finding. This finding concurs with a previous study by Enaigbe (2009) which found out that essential equipment like computer, projector, television and video are not readily provided and mobilized in many schools. Wakoli (2019) found out

that the mobilization of course-ware, internet and other ICTs, respondents indicate that they are poor. Ithuta (2014) research found out that most learners did not have writing materials and there were not enough textbooks in the class. The schools had inadequate teaching aids, textbooks, reference materials and staff and this affected student's performance in examinations in schools. Some tutors also complained that they do request for the resources to be provided but most HODs and school administrators always give them hope that they would be availed. This situation is one of the hindrances of the achievement of total internal efficiency in schools. It was also evident from the findings of the study that very few respondents said that their libraries were rarely stocked with enough and relevant items to promote research, few said that it was sometimes stocked while a negligible number indicated that it was often stocked. This suggests that most of the four institutional libraries are sometimes stocked with adequate learning materials for students to use while in some cases that do not happen. The result, therefore, shows that students cannot access adequate books, journals, and articles from their libraries because they are not yet fully stocked. This denies students to do research and a chance to compete with other students in other technical training institutions that have enough books in their libraries in KNEC examinations.

This may result to poor performance by these students in certificate and diploma examinations. In agreement with the study findings, Nyanya (2015) established that students in most schools in Seme are compelled to share the textbooks even when teaching is ongoing. The few books available are overstretched and therefore much time is wasted. Further, research findings revealed that most institutional libraries could not be able to accommodate a large number of students to improve reading culture. This made some of them go into shifts in the library with the hardest days being during the period of revisions where some even sit on the pavements so that they can get ample time for revision. The lack of spacious and well-stocked institutional libraries deny students the opportunity to conduct their private studies, research and also revisions. This may affect their performance in KNEC examinations. These findings are supported by Ndjebakal and Genevarius (2017) research in Cameroon that found out that most of the few documents in the libraries did not match the present curriculum; they were all obsolete. Asked on whether they had laboratories for all courses to improve on student research and performance, most tutors perceived that there were inadequate science laboratories for students to undertake practical examinations in public TTIs in Bungoma county. Considering that some courses have to be done practically, the unavailability of these facilities may hinder the acquisition of specific skills by students in those institutions.

In agreement with the present study finding, Nyanya (2015) found out that most teachers in Seme Sub County schools have experienced a shortage of laboratory apparatus and chemicals needed by teachers for the practical sessions. This implies that most of the practical lessons are not taught or they are taught theoretically. The concepts to be learnt practically by the students are not sufficiently learnt hence affecting their performance in KNEC examinations. Nyanya (2015) study further confirmed that the teachers were not

supplied with teaching/ learning materials whenever they need them. This denotes that resources are inadequate in the schools that participated in the study. The results also point to a lack of seriousness in budget planning as the instances to which the key items are missing signal to laxity by school administration to prioritize them. When these key instructional resources are lacking in colleges, internal efficiency challenges arise hence the delivery of poor-quality Technical education. The present study finding deviates and does not equally corroborate or agree with Bassey and Amie-Ogan (2019) study which revealed and found out that visual instructional materials are available for effective teaching in Public Junior Secondary School in Port Harcourt Metropolis.

The finding of the present study further indicated that the extent of management of instructional delivery for primary schools' effectiveness in Delta State through the utilisation of instructional resources was to a low extent. This finding included that all the instructional resources investigated except for the classrooms were all utilised to a low extent. Such instructional resources as reading material resources, nature corners in the classroom with real objects, graphic material resources, three-dimensional material resources, two-dimensional material resources, projected material resources, visual material resources, audio-visual material resources, computer resources, and resource persons to support teaching in the classroom; were all utilized to a low extent. Where these instructional resources were utilised by the primary school teachers to a low extent, this could affect effective instructional delivery, therefore, hindering primary schools' effectiveness in Delta State. This finding corroborates with Yusuf (2018) study which found out that the instructional materials for teaching Economics are adequate, but the extent of their utilisation was low. The findings of Bukoye (2019) study also revealed inadequate use of instructional materials in most schools and most of the teachers did not take cognizance of the importance derived from the use of instructional materials while teaching.

Those that adopted the utilisation, did not use them appropriately. No wonder a high rate of students' failure in external examinations. Onajite, Olaniyi, Oyerinde, Onyesom and Aina, (2019) study findings revealed that although instructional materials aided effective teaching at the junior secondary schools in Delta State its utilisation by business studies teachers was minimal and to a low extent. Most of the printed and non-printed instructional materials were utilised to a low extent by the teachers in teaching business studies. While a few of them were utilised to a high extent. The findings also revealed that printed materials were limited and utilised to a low extent by business studies teachers to teach the subject at the junior secondary school level in Delta State. This finding agrees with Enaigbe (2009) study which observed that basic materials such as textbooks, chalkboard, graphic materials, charts, posters and writing materials in teaching business studies are readily not utilised in teaching in schools. The finding of Onajite, Olaniyi, Oyerinde, Onyesom and Aina, (2019) study revealed that non-printed materials were limited and utilised to a low extent by business studies teachers to teach the subject at the junior secondary school level in Delta State. This finding concurs with the study of Enaigbe (2009) whose results revealed that essential equipment like computer, projector, television, and video were not readily utilised

in many schools. To achieve instructional objectives in the business studies classroom situation in Delta State, teachers must effectively utilise instructional materials to a high extent in their teachings and presentations. But given the current situation of students' performance and teachings in business studies, it is as if teachers are yet to realise the importance of utilising some of the important printed and non-printed instructional materials in business studies. This has resulted in students' negative attitude and withdrawal in further learning the subject at senior secondary classes. All the above findings coupled with the present study finding equally deviates and does not corroborate with Bassey and Amie-Ogan (2019) study which found out that the visual instructional materials were utilised to a High Extent (HE) for effective teaching in Public Junior Secondary School in Port Harcourt Metropolis. The ineffectiveness and the poor situation in instructional delivery of many primary schools in Delta State could have been affected by the low extent of mobilisation and utilisation of instructional resources as discovered through the findings of this study; therefore, demanding priority attention to be given on these issues to salvage the situation of things in Delta State primary schools.

Conclusion

For primary schools' management and effectiveness, the instructional resources that promote effective instructional delivery must be well implemented and dwelt in the schools through adequate mobilisation and utilisation. Without adequate instructional resources, management of effective instructional delivery which necessitates the impartation of knowledge to the pupils or children becomes difficult for the teacher. Thus, stakeholders of the primary schools in Delta State have a responsibility of ensuring that they mobilise and utilise more instructional resources for the management of instructional delivery for primary schools' effectiveness. Teachers and students in the primary schools in Delta State and beyond, during instructional delivery and classroom instructions use these instructional resources to acquire and impart knowledge to promote students' learning. However, the findings of this present study indicated that the extent of mobilisation and utilisation of instructional resources for the management of instructional delivery for primary schools' effectiveness in Delta State as perceived by the public primary school teachers, was to a low extent. The study, therefore, submits and concludes that the poor management of instructional delivery in primary schools in Delta State was caused by ineffectiveness in mobilisation and utilisation of instructional resources to a high extent. Failure to mobilise and utilise instructional resources hindered effective instructional delivery and schools' effectiveness which creates difficulties for quality education to triumph in the primary schools. Thus, the need to proffer recommendations in the present study.

Recommendations

Based on the findings of this study, the followings were recommended:

1. Delta State Government through adequate funding and policy implementation should support the mobilisation and utilisation of instructional resources for the management of

instructional delivery for primary schools' effectiveness in Delta State. Also, the private sector including all financial institutions should support and encourage the primary schools with sufficient funds or finance to positively impact the management of instructional delivery for primary schools' effectiveness in Delta State through mobilisation of instructional resources to a high extent.

2. The head teachers should support the utilisation of instructional resources to a high extent for the management of instructional delivery for primary schools' effectiveness in Delta State by organizing constant training and retraining programmes for teachers on instructional resources utilisation. Also, the head teachers should ensure that the available instructional resources coupled with when they are provided should be utilised by the teachers to a high extent.

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