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INFLUENCE OF AVAILABILITY OF INSTRUCTIONAL FACILITIES ON TEACHERS' EFFECTIVENESS IN PUBLIC PRIMARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT
The study investigated influence of availability of instructional facilities on teachers effectives in Anambra State Public Primary schools. It adopted a descriptive survey design. The study was guided by two research questions and one null hypothesis tested a .05 level of significance. The population of the study was 970 public primary schools teachers in Onitsha North and Ogbaru Local Government Areas. Systematic sampling technique with sampling interval of eight was used to select 121 public primary school teachers as sample size. An instrument developed by the researcher titled "Availability of Instructional Facilities and Effective Teaching and Learning Questionnaire" (AIFETLQ), was used for data collection. The instrument was validated by three experts, two experts from Education Managerment unit and one expert from Measurement and Evaluation unit, all from Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. The internal consistency was ascertained by administering the instrument to 15 primary school teachers in Awka South Local Government. Cronbach Alpha method was sued to determine the internal consistence which yielded 0.77. The data collected were analyzed using percentages, mean, standard deviation and t-test. The results' of the data analysis revealed that most of the instructional facilities are not available in rural public primary schools. It also revealed that instructional facilities influence teachers' effectiveness. Based on these findings, some recommendations were made: teachers undergoing periodic training to update themselves on the effective use of electronic instructional facilities and school heads sourcing fund so as to buy adequate instructional facilities.

Keywords: Instructional facilities, effectiveness, availability, teachers' effectiveness

Introduction

Primary education as the foundation of education, means that the success of any education starts from primary education. Primary education is created to meet the basic learning needs of pupils. It exposes pupils to the basics of different subjects and skills that will be useful to them all through their lives. National police on Education (2013) sees

primary education as the aspect of basic education offered to every child of school age from age 6-12 years. It is the foundation of education where children are prepared for post primary education and tertiary education. Pupils are taught numeracy, basic skills of learning and how to acquire literacy that will take them to the next level of education which is secondary education. In order to inculcate these values into the primary school pupils, National policy on education (2013) stipulated the following objectives for the primary education - to inculcate permanent literacy, numeracy and the ability to communicate effectively, to lay a sound basis for scientific, critical and reflective thinking and to 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. With these objectives of primary education, there is need to strengthen the system with adequate and modern instructional facilities so as to help bring about the objectives and facilitate effective teaching and learning. Fakamorgbom (2004) noted that children learn best when the school environment is enriched with adequate leaching and learning materials This indicates that adequate availability of instructional facilities will improve the pupils performance and increases quality education.

Educational facilities are facilities provided to the students in order to help them develop full potentials. They are very important in facilitating and improving teaching and learning. Instructional facilities are classrooms, seminar rooms, instructional laboratories, computer laboratories, on-campus clinics, cybraries, and other spaces used principally for the purpose of delivery formal instruction to students, Hayes - Mcalonie and Bailey (2018). Instructional facilities are those facilities that empower the school administrators and teachers to perform their work effectively and efficiently in order to achieve functional education. Schneider (2003) noted that facilities directly affect teaching and learning, and poor facilities make it difficult for teachers to deliver an adequate knowledge to their students. This indicates that, instructional facilities promotes teachers effectiveness and ensures reliable skill acquisition in primary schools. Omolere (2015) opined that the quality of education not only depends on the teachers[1] performance of their duties but also on the effective utilization and coordination of instructional facilities.

In other words, availability, functionality and modernization of instructional facilities are very important in schools. No school teacher can perform extremely well without good instructional facilities. Therefore adequate availability of instructional facilities help motivates and encourages teachers, it also rises students retentive memory. It is therefore, evident in the school system, either urban or rural, that instructional facilities are of utmost important for teacher effectiveness.

Teacher effectiveness is a teacher's ability to utilize approaches, strategies, connections to students and a particular set of attitudes that leads to improved student learning and

achievement (Stronge, Ward and Grant 2011). Manafa (2020) sees teacher effectiveness as the extent of the positive effect the teacher has on the students' performance, the teaching process and the teacher/student communication. From the above definitions, teacher effectiveness is said to be progress of students' academic achievement made within a period with the teacher. Teacher effectiveness is important for students to make progress academically. This could be achieved when there is adequacy of instructional facilities.

Instructional facilities are important in both rural and urban schools, no matter the location, though observation has shown that more schools are located in urban areas than in rural areas. This was pointed out as Omoyemi cited in Ehinola (20l4) from his studies on school location {rural and urban) in developing countries particularly in Ondo state and generally in Nigeria discovered that majority of schools are located in and around the urban areas. Sharrat cited in Ehinola (2014) that school climate (urban or rural) distinguished it from other schools, thus influence both performance of students and general nature of the school. Thus, every school whether urban or rural needs instructional facilities for good performance of their students and for achieving quality education, which is the education objective.

Despite the importance of instructional facilities, many school heads cannot make adequate provision of instructional facilities in their schools. Some of the instructional facilities like, classrooms, libraries, teaching aids, and computers are outdated and dilapidated. For some time now, there has been growing concern about the quality of education given to pupils in primary schools. There is a general notion that standard of education in public primary schools is fallen. Public primary school teachers also don't attend seminars on how to use modem instructional facilities like computer slides and so on. Primary schools leavers seem not to have anything to show for in terms of quality education which is indicative of poor academic performance due to, mainly, poor availability of instructional materials. Without instructional facilities, pupils loose interest and focus in learning, because effective use of instructional facilities helps them have interest in learning and in improving their retentive memory.

Taggert (2003) opined that what is required of teachers is program of activities capable of stimulating the pupils' interest and attention. This shows that expectations from teachers are very high in terms of being effective in teaching and delivering quality education. It is on this background that this study sought to investigate the influence of availability of instructions facilities on teachers' effectiveness in Anambra state primary schools.

Statement of Problem

Instructional facilities aid the teacher's teaching and also enhances learning. Availability and adequacy of instructional facilities in primary schools are very important as it aids teachers' effectiveness. Observation has shown that some of the

instructional facilities are not available in public primary schools in Anambra State. This affects teachers effectiveness because availability of instructional facilities motivates teachers, increases pupils performance, engages them on a different level and adds novelty to the teaching.

It seems, the unavailability of these facilities in public primary schools have led to parents withdrawing of their kids from public primary schools to private primary schools. It also causes mass failure and poor students' performance which results to poor quality education. This lack of availability of instructional facilities and incessant withdrawal of pupils from public primary schools has become a worrisome scenario that has necessitated the study. The problem of this study is therefore to investigate the influence of availability of instructional facilities on teachers' effectiveness in Anambra state public primary schools.

Research Questions

The following research questions were formulated to guide the study.

1. What are the available instructional facilities in public primary schools in Anambra State?
2. To what extent do availability of instructional facilities influence teachers' effectiveness in public primary schools in Anambra State?

Hypothesis

One hypothesis was formulated to guide this study and was tested at P<.05 level of significance

Ho1. There is no significant different in the mean ratings of urban and rural teachers on the influence of availability of instructional facilities on teachers effectiveness in public primary schools.

Research Method

The design of this study was descriptive survey design. The design was used in this study to collect data from urban and rural teachers in Onitsha North Local Government and Ogbaru Local Government Areas. The population of the study comprises 970 respondents. From the data collected from all the 25 public primary schools in Onitsha North Education Authority and all the 51 public primary schools in Ogbaru Education Authority, there are 449 public primary school teachers in Onitsha North Local Government, and 521 public primary school teachers in Ogbaru Local Government Area. The sample size for the study was 121 respondents representing the entire population of urban and rural teachers. Systematic sampling technique was used to select 56 Primary School teachers from Onitsha North Local Government Area and 65 public primary school teachers from Ogbaru Local Government Area, indicating the sampling interval as 8. The researchers developed an instrument titled: "Availability of Instructional Facilities on Teachers Effectiveness Questionnaire (AIFTEQ) was used for data collection. Instrument on "Availability" had two sections, sections A and B. Section A was on personal data of respondent, while section B had 2 clusters with items based on research questions one and two. Research question one was based on

percentages while research question two had responses that were structured on a 5 point rating scale of Very High Extent (VHE) = 5 points, High Extent (HE), 4 points. Undecided (UD) = 3 points. Low Extent (LE) = *2* points and Very Low Extent (VLE) = 1 point.

To ensure the validity of the Instrument, the researcher gave copies of the two instruments to three experts from faculty of education Chukwuemeka Odumegwu Ojukwu University, Igbariam, two experts from education management unit and one expert from measurement and evaluation unit. Items were modified based on the comments and suggestions from these experts. Cronbach Alpha was used to test the reliability. A trial test was carried out using 15 primary school teachers from Aguata Local Government Area. The mean ratings were subjected to statistical analysis. Each instrument yielded a coefficient Alpha of 0.81 and 0.72 respectively and over all reliability of 0.77 was obtained and was considered reliable for the study.

A total of 121 copies of questionnaire were administered personally on the respondents by the researchers with the help of two research assistants. 103 copies of questionnaire were retrieved, thus, making an 85% return rate. The criterion of 50% was set in that any item that scored 50% and above was adjudged to be available were used to answer research question one. Mean and standard deviation were used to answer research question two. The mid-point for 5 point which is 3.0 was used as acceptance level of any item. Therefore, any item with mean score of 3.0 and above was accepted while any item below 3.0 was rejected. T-test was used in testing the hypothesis at .05 level of significance.

Presentation of Results

Research question: What are the available instructional facilities in public primary school in Anambra State?

	Items	**Rural Schools**				**Urban Schools**			
		No of schools	Available %	Not Available %	Remarks	No of schools	Available %	Not Available %	Re
1.	Chart	61	40%	40%	A	25	90%	10%	A
2.	Test books	61	48%	52%	NA	25	75%	25%	A
3.	Maps	61	69%	31%	A	25	90%	10%	A
4.	Pictures	61	80%	20%	A	25	90%	10%	A
5.	Computer lab	61	00%	100%	NA	25	55%	45%	A
6.	Chalkboard	61	30%	70%	NA	25	100%	10%	A
7.	Classrooms	61	31%	69%	NA	25	100%	10%	A
8.	Library	61	22%	78%	NA	25	70%	30%	A
9.	Film strips	61	00%	100%	NA	25	25%	75%	NA

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10.	Tape recorders	61	2%	98%	NA	25	40%	60%	NA
11.	Radio	61	10%	90%	NA	25	30%	70%	NA
12.	Display board	61	00%	100%	NA	25	00%	100%	NA
13.	Television	61	000%	100%	NA	25	20%	80%	NA
14.	Slide Projector	61	00%	100%	NA	25	00%	100%	NA
	Average61	**25%**	**75%**		**NA**	**25**	**56%**	**44%**	**A**	

F = Frequency, A = Available, NA = Not Available, Criterion % = Below 50% = NA, Above 50%-A,

The data in table I shows that public primary schools lack most of the instructional facilities in their schools, charts are 60% available and 40% not Available (NA), showing that, there is lack of textbooks in Rural primary Schools. It also revealed that maps and pictures are Available (A) at 60% and 80% respectively in rural primary schools. The table also revealed that chalkboard, classrooms, library, film strips, recorders, radio, display board, television and slide projector are not available in rural public primary schools with availability percentages of 0%. 30%, 31%, 22%, 0%, 2%, 10%, 0%, 0%, 0% respectively.

However, the table also revealed that in urban primary schools, charts, textbooks, maps, pictures, computer lab, chalkboards, classrooms, library are Available (A) with 90%, 75%, 90%, 90%, 55%, 100%, 100% and 70% respectively, while film stripes, tape recorders, radio, display board, television, and slide projectors are Not Available (NA) with 25%, 40%, 30%, 0%, 20% and 00% respectively. The mean percentage of the Available (A) and Not Available (NA) of instructional facilities in rural schools are 25% and 75% respectively while mean percentage of Available (A) and Not Available (NA) of instructional facilities in urban primary schools are 56% and 44% respectively. This indicates that rural primary schools in Anambra State are provided with less instructional facilities that helps in achieving effective teaching and learning, while, urban primary schools in Anambra State are provided more with instructional facilities that facilitate teaching and learning, though primary schools in both areas lack modern instructional facilities.

Research Question Two: To what extent does availability of instructional facilities influence teachers' effectiveness in public primary schools in Anambra State?

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Table 2: Mean rating of urban and rural teachers on the extent availability of instructional facilities influence teachers effectiveness in Anambra State public primary schools.

S/N	Items Description	Urban teachers N=38 X	SD	Decision	Rural teachers N=65 X	SD	Decision	
1.	Charts help teachers in Explaining the topics very Well.	4.22	1.02	HE	4.18	1.36	HE	
2.	With good textbooks, teacher makes research for quality teaching	4.17	0.99	HE	4.26	1.11	HE	
3.	Availability of classroom makes teachers and students to be comfortable and relax in teaching and learning	4.45	0.92	HE	4.49	0.98	HE	
4.	Well-equipped libraries motivate teachers by providing them where to go and search for education materials	4.18	1.24	HE	4.13	0.99	HE	
5.	Slide projector will make Teaching easy for teachers.	4.25	1.06	HE	4.00	1.34	HE	
6,	Computers help teachers in adequate storage of files and results for easy computing of results	4.35	1.02	HE	3.66	1.24	HE	
7.	With computers record keeping is Improved.	4.08	1.23	HE	4.63	0.75	HE	
8.	Available Instructional facilities Boosts teachers teaching and students retentive memory	4.02	1.30	HE	3.95	1.27	HE	
9.	Tape recorders help teachers in exhibiting repetition skill.	4.17	1.5	HE	4.16	1.22	HE	
10.	Instructional facilities boosts Practical aspect of teaching	4.06	1.21	HE	4.37	0.10	HE	
11.	Instructional facilities Improves teachers and students performance	4.03	1.22	HE	4.13	1.21	HE	
12.	Instructional facilities ensure reliable skill acquisition.	3.85	1.15	HE	3.92	1.40	HE	
13.	Available instructional facilities motivate teachers morale in teaching.	4.49	6.8	HE	4.21	1.04	HE	
14.	Instructional facilities improve teaching for better delivery.	4.17	1.13	HE	4.00	1.25	HE	
	Grand mean	**4.18**	**1.11**	**HE**	**4.14**	**1.09**	**HE**	

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Data on table 2 indicated that the mean responses of all items were above the mean score of 3.0. This means that urban and rural teachers agreed that availability of instructional facilities influence teachers effectiveness in public primary schools in Anambra State.

Hypothesis: There is no significant difference in the mean ratings of urban and rural teachers on the influence of availability of instructional facilities on teachers' effectiveness in public primary schools in Anambra State.

Table 3: T-test score of mean rating of urban and rural teachers on the extent availability of instructional facilities influence teachers' effectiveness in Anambra State public Primary Schools.

Respondents	No	X	SD	df	t-cal	c-crit	Remarks
Urban Teachers	38	4.14	1.09				
				101	0.14	1.96	Accepted
Rural Teachers	65	4.18	1.11				

Analysis on Table 4 revealed that since the value of the calculated t = 0.14 is less than the value of t (t = 1.96), the null hypothesis (Ho1) of no significant difference was accepted. It is therefore concluded that there is no statistically significant difference in urban and rural teachers on the influence of availability of instructional facilities on teachers' effectiveness. Both groups hold the view that facilities availability influences teachers' effectiveness.

Discussion of Findings

The study revealed that most of the instructional facilities are not available in rural public primary schools in Anambra State, The only available instructional facilities in rural primary schools are charts, maps and pictures, all others including the modern instructional facilities are below 50%. Their mean percentage of available facilities is 25% which is very low. In urban public primary schools, charts, maps, pictures, textbook, computer laboratory, chalkboard, classrooms, library has availability percentage of above 50% while the modern facilities are not available in urban schools. Though the mean percentage of availability of instructional facilities in urban primary schools is 56%, the modem facilities that facilitate effective teaching and learning are not available. This is in line with Akinsolu (2012) who noted that facilities are essential materials that must be put in place and into consideration for the objectives of the school system to be accomplished. Instructional facilities are important and the availability of all these instructional facilities facilitate teaching and learning, improves teachers effectiveness and help motivate teachers and students, therefore these facilities both manual and electronic facilities cannot be over emphasized.

The study also showed that to a high extent available of instructional facilities influence teachers effectiveness. There was no significant difference in the view of rural teachers and urban teachers regarding the availability of instructional facilities in public primary schools in Anambra State. This corresponds with Akinsolu (2012) who stated that learning cannot take place where facilities are not provided. The above view is also supported by Amaechina, Aleru and Ozochi (2013) who opined that it is important to note that students and indeed their teachers need a conducive environment to be able to teach and learn adequately and effectively. With this, it shows availability of instructional facilities are important for teachers' effectiveness and these instructional facilities should be made available in primary schools in order to encourage teachers and students for the achievement of educational objectives.

Conclusion

Availability of instructional facilities teachers' effectiveness. It motivates, encourages teachers and students, and also makes teaching interesting and helps in improving students' retentive memory. In conclusion, it seems that there is none availability of instructional facilities in some secondary schools which makes teaching boring, uninteresting and abstract. This led to the following recommendations.

Recommendations

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

1. The availability of instructional facilities should be made by the government and head teachers for teachers' effectiveness.
2. Classrooms should be equipped with electronic instructional facilities for teachers' effectiveness, quality education and for the primary school leavers to compete with their contemporaries globally.

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