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Research Article

ASSESSING THE USAGE OF AVAILABLE MATERIALS IN PUBLIC PRIMARY SCHOOLS IN OKE- ERO LOCAL GOVERNMENT, NIGERIA

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Abstract:

Background: The utilization of available materials in public primary schools in Oke-Ero Local Government Area was analyzed in this study.

Objective: The study developed four research questions to assess the availability and use of academic resources in public primary schools located in Oke-Ero Local Government Area.

Methods: Descriptive research design was adopted. The study includes all 1,013 public primary school teachers in Oke-Ero Local Government Area. A straightforward random sampling method was used to select 150 people as respondents. Data was collected using a researcher-constructed questionnaire. To ensure the questionnaire was accurate, we checked the content using validity methods, and to make sure it was consistent, we used the test-retest method, which gave a reliability score of 0.85. The data was analyzed using frequency counts, percentages, average values, and measures of spread.

Results: The findings revealed that the overall availability of academic materials is somewhat limited; and the available materials in Oke-Ero L.G.A. public primary schools are highly utilised.

Conclusion: Educational authorities and policymakers should allocate additional resources to address the limited availability of academic materials in public primary schools; and school administrators should enhance professional development opportunities for educators to effectively utilise existing materials and implement innovative teaching strategies.

Keywords: Educational materials, Resource utilization in schools, Public Primary education and School resource management

1. INTRODUCTION

Materials are essential resources that facilitate the functioning and effectiveness of any educational system (Ajani, 2023). In the context of public primary schools, materials serve as the foundational tools and facilities that enable teaching, learning, and overall school operations (Assyifa et al., 2026; Evermeld & Andala, 2023). These materials can be broadly categorized into academic materials, which directly support the delivery of instruction, and non-academic materials, which ensure the physical, emotional, and social well-being of pupils and staff (Barcelona et al., 2023). The availability, quality, and proper utilization of these materials are critical to achieving educational goals and creating a conducive learning environment (Ayoro et al., 2023).

One of the most vital categories of school materials is instructional materials (Tarigan et al., 2026). These are resources used by teachers to facilitate the teaching process and enhance pupils' understanding of concepts (Lucy et al., 2022). Instructional materials include textbooks, teaching aids, workbooks, charts, posters, diagrams, and digital tools where available (Hamad, 2023). For instance, a mathematics teacher may use geometric shapes or visual models to explain concepts like angles and symmetry. Similarly, in language classes, storybooks, flashcards, and sentence-building kits can make lessons more interactive and engaging (Adilah & Syarifuddin, 2025; BAKIR, 2020). Instructional materials are not limited to physical objects; they also include audio-visual resources such as educational videos, projectors, and interactive boards, which help to simplify abstract concepts. The importance of these materials cannot be overemphasized, as they ensure that learning is

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structured, participatory, and comprehensive (Castillo, 2021).

Numerous investigations have been conducted regarding the resources utilized within educational settings, particularly focusing on teaching materials and their impact on student achievement (Anyimah et al., 2026; Sanjaya et al., 2026). For example, (Ukhurebor et al., 2023) A study was conducted to look at how teaching resources affect how well students do in the West Africa School Certificate Examinations (WASCE), with a focus on schools in Kwara State. The study identified four primary goals, questions, and assumptions that guided the research (Ajala et al., 2026). He analyzed the correlation between the use of materials and the performance of students in ten subject areas (Idika, 2020). Teachers were asked about the materials they used in their lessons. The results of the students in WASCE over the past five years were examined in connection with the teaching materials available for each subject (Dennis et al., 2023; Naboth, 2026). Isola concluded that teaching materials significantly impact student success in all subjects examined (Uwizeyimana & Mugiraneza, 2024).

In research carried out by (Ahmed et al., 2024) In order to understand how teaching materials affect the educational performance of high school students in the Ilorin area of Kwara state, the study developed seven research aims, questions, and hypotheses to guide the investigation. Data was collected using a questionnaire that focused on the educational resources available for teaching certain subjects in ten high schools and how these resources influence students' performance in those subjects (Anyimah et al., 2026). The findings revealed a considerable influence of teaching resources on the academic success of the students in these subjects (Evermeld & Andala, 2023; Narain, 2025).

In a similar manner,(Asifah & Nurpratiwi, 2026) conducted a study on how Instructional Materials affect the performance of students in social studies in some Secondary Schools in Kano State. Out of a total of fourteen junior secondary schools, eight were randomly selected for this study (Olubela & Iyunade, 2025). All three hypotheses were accepted as null and were tested using correlation coefficient test statistics at a significance level of 0.5 (Eugenia Chizoba, 2025; Manurung et al., 2026). The findings indicated that approximately 80% of the participants did not utilize the instructional materials effectively, which adversely impacted the performance of students in Social Studies in junior Secondary Schools in Kano State (ZAYYANU et al., 2026).

Additionally, (Isfahani & Sari, 2026) the Impact of Teaching Resources on Students' Academic Achievement in Agricultural Science at the Secondary School Level in Okene Local Government Area, Kogi State. Ten secondary schools were randomly selected from a total of seventeen (17) schools in the study. A questionnaire was the tool utilized for gathering data (Malihat et al., 2026). Four (4) null hypotheses were formulated and evaluated using correlation coefficient test statistics at a significance level of 1.00. All four (4) null hypotheses were dismissed (Hafifah et al., 2026). The findings indicated that nearly 70% of participants effectively utilized the instructional materials, positively influencing the academic performance of students in agricultural science in Okene LGA (Afariogun & Akintoye, 2025; Siregar et al., 2026).

Therefore, the availability and usage of academic materials are integral to achieving educational goals. Proper utilization ensures that these materials enhance the learning experience and contribute to the holistic development of pupils. Schools that prioritize the effective use of materials foster an environment where pupils can thrive academically, socially, and emotionally.

Purpose of the Study

The main focus of this study is on the use of available materials in public primary schools in Oke-Ero L.G.A. Specifically, the study aims to:

1. Check what academic resources are available in public primary schools in Oke-Ero Local Government Area.
2. The extent to which available resources are utilized in Oke-Ero L.G.A.

Research Questions

The study was guided by these research questions:

1. Which textbooks are utilized in public primary schools in Oke-Ero L.G.A?
2. To what extent are the available materials utilised in Oke-Ero L.G.A.?

2. MATERIAL AND METHOD

The study used a descriptive research design, specifically a survey, because it allows the researcher to collect information from a group of people and use that to make broader conclusions. Okay, I see.You want me to rephrase the content and provide the response in English, without adding any system messages.Alright, I'll make sure to follow that.Let me make the response clear and concise, ensuring it's in English only.I'll avoid any extra explanations and focus on delivering the rephrased content directly.Got it.Let's proceed (Avalle et al., 2024). Surveys have been demonstrated to be a reliable tool for collecting information on individuals' opinions concerning diverse subjects, thus making it an effective choice for investigating various research questions (Faruquee et al., 2021; Yu-peng & Yu, 2023).

The intended demographic for this research includes all 1,013 public primary educators working in Oke-Ero L. G. A. A method of simple random sampling was employed to choose 150 individuals from this demographic. A questionnaire designed by the researcher was used to gather data. Descriptive

statistical methods were applied to interpret the research inquiries in this investigation.

The data collection tool was a questionnaire made by the researcher, and it had five parts. The research methodology comprised five key sections.The initial section focused on gathering participant demographic data.Subsequent sections examined specific aspects of the study: the availability of educational resources within public primary schools, the availability of non-academic facilities such as bathrooms, play areas, and staff amenities, the extent to which these resources are utilized, and the factors influencing their effective utilization in Oke-Ero L. G. A., in that order. The items in Sections 2 and 3 utilized a binary response format with options "Available" or "Not Available"; Section 4 employed a four-point Likert scale with choices "O - Often," "S - Sometimes," "R - Rarely," and "N - Never"; while Section 5 used a four-point Likert scale with options "Strongly Agree (SA)," "Agree (A)," "Disagree (D)," and "Strongly Disagree (SD)".

The validity of the research instrument was confirmed by consulting the expertise of four specialists in childhood education from the Department of Adult and Primary Education at the University of Ilorin. These experts checked if the tool accurately covers the key ideas it's meant to measure in the study.

Furthermore, the dependability of the tool was assessed through the use of Cronbach's Alpha technique, a statistical measure that evaluates how consistently a group of items performs together. The resulting Cronbach's Alpha score of 0.845 indicated a strong level of consistency, verifying the tool's trustworthiness for application in the research.

To analyze the demographic details supplied by the participants, frequency and percentage were utilized, which enhanced comprehension of the respondents' background traits. The mean and standard deviation were used for assessing the research queries, offering insights into the typical values and variability of the gathered data, which ultimately supported the formulation of pertinent conclusions and the fulfillment of the research aims.

3. RESULTS AND DISCUSSION

3.1 Result

The study aimed to look at how materials that are available are being used in public primary schools in Oke-Ero L.G.A. The data collected was presented below and analyzed using frequency and percentage for demographic information, and mean and standard deviation for answering the research questions.

Analysis of Demographic Information of the Respondents

Table 1. Frequency and Percentage Distribution Showing the Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	53	35.33
Female	97	64.67
Total	150	100.00

Table 1 revealed that out of the 100 respondents who participated in this study, 35.33% (n = 53) were male, while 64.67% (n = 47) were female. It can be inferred from this distribution that, although the study included both genders in the sample, the majority of respondents were female.

Data Analysis and Findings

Research Question 1: What academic materials are available in public primary schools in Oke-Ero L.G.A.?

To address this research question, the average responses of participants regarding each item on the questionnaire pertaining to the availability of academic materials in in public primary schools in Oke-Ero L.G.A. public primary schools, were computed. A cutoff point of 1.5 was employed for the analysis.

Table 2. Meana and standard deviation analysis on the academic materials are available in public primary schools in Oke-Ero L.G.A

S/N	ITEMS	$\bar{x}$	SD
1.	Textbooks	1.77	.420
2.	Teaching aids (charts, models, diagrams)	1.15	.362
3.	Library resources (books, reference materials)	1.27	.444
4.	Audio-visual resources (projectors, interactive boards)	1.41	.493
5.	Workbooks/worksheets	1.67	.471

6.	Supplementary learning materials for slow learners or special needs students	1.26	.440
7.	Storage space for academic materials	1.45	.499
8.	Support for acquiring and maintaining academic materials	1.51	.502
9.	Frequency of updating/replacing academic materials	1.18	.385
10.	Clear policies/guidelines for effective use of academic materials	1.69	.463
Grand mean		**1.44**	

Table 2 provides a mean and standard deviation analysis for various academic materials in Oke-Ero L.G.A. public primary schools. With a grand mean of 1.44, the overall availability of academic materials is somewhat limited. Items with low availability include teaching aids (X = 1.15, SD = 0.362), library resources (X = 1.27, SD = 0.444), audio-visual resources (X = 1.41, SD = 0.493), supplementary learning materials (X = 1.26, SD = 0.440), storage space (X = 1.45, SD = 0.499), support for acquiring and maintaining materials (X = 1.51, SD = 0.502), and frequency of updating/replacing materials (X = 1.18, SD = 0.385). On the other hand, textbooks (X = 1.77, SD = 0.420), workbooks/worksheets (X = 1.67, SD = 0.471), and policies/guidelines for effective use of materials (X = 1.69, SD = 0.463) show moderate availability compared to other academic materials.

In conclusion, the analysis reveals significant gaps in the availability of academic materials in Oke-Ero L.G.A. public primary schools, particularly for teaching aids, library resources, audio-visual resources, supplementary materials, storage space, and support for acquiring and maintaining materials.

Research Question 3: To what extent are the available materials utilised in Oke-Ero L.G.A.?

To address this research question, the average responses of participants regarding each item on the questionnaire pertaining to the extent the available materials are utilised in Oke-Ero L.G.A. public primary schools, were computed. The adapted four Likert response scale was used in this study, which were recoded to a mean value of 2.5. Low Range: 1.50 - 2.49; Average Range: 2.50 - 3.49; and High Range: 3.50 - 4.00.

Table 4. Mean and standard deviation analysis extent the available materials are utilised in Oke-Ero L.G.A. public primary schools

S/N	ITEMS	X	SD
1.	Teachers incorporate textbooks in their teaching.	3.46	.556
2.	Teaching aids like charts and models are commonly used during lessons.	3.44	.527
3.	Students frequently visit the library for research or independent learning.	3.50	.610
4.	Audio-visual resources are regularly used to enhance the learning experience.	3.36	.610
5.	Teachers provide worksheets or workbooks for students to practice lessons.	3.46	.556
6.	Additional learning materials effectively support slower learners or those with special needs.	3.62	.527
7.	Restrooms are regularly cleaned and maintained for students and staff use.	3.46	.501
8.	Students have access to playgrounds or designated spaces for physical activities.	3.52	.502
9.	First aid boxes are properly stocked and easily accessible to students and staff.	3.45	.500
10	Teachers have adequate access to staff rooms for professional activities and breaks.	3.48	.502
Grand mean		**3.84**	

Table 4 reveals the extent to which available materials are utilised in public primary schools within Oke-Ero L.G.A. The grand mean of 3.84, along with the mean values of all items exceeding the 2.5 cut-off point, indicates that the available materials are highly utilised across the public primary schools in the region. Based on this data, it can be concluded that the available materials in Oke-Ero L.G.A. public primary schools are highly utilised. To further enhance the educational experience and meet the needs of the students and staff, it is essential

to continue investing in making more resources available and maintaining the existing materials to support effective teaching and learning practices.

3.2 Discussion

The findings of this research indicate that the general access to educational resources is somewhat inadequate. Resources that are less available comprise teaching materials, library facilities, audio-visual tools, additional learning resources, storage capacity, assistance for acquiring and sustaining materials, and the regularity of updating or replacing resources. Conversely, textbooks, workbooks or worksheets, and policies or guidelines for the effective utilization of resources show a reasonable level of availability when compared to other academic resources in Oke-Ero L. G. A. Supporting this conclusion, (Kusmini et al., 2025) emphasized that the government's inability to implement policy directives regarding minimum standards for school facilities has resulted in inconsistencies in resource acquisition in Nigeria. This disparity occurs because while some institutions possess instructional resources and other necessary facilities for effective education, others lack such provisions, and even when available, these facilities are often inadequately equipped (Leu, 2026; Ulimpa, 2026). Discussing teachers' dependence on instructional resources, pointed out that efforts to enhance the quality of educational materials will inevitably cause transformations in actual teaching practices. This points to a continuous problem regarding the delivery of sufficient academic resources, underscoring the importance of collective actions to improve the learning environment (Dzikrullah, 2026; Febrianti et al., 2026).

It was also uncovered that the resources in public primary schools of Oke-Ero L. G. A. are being used extensively. In contrast, research conducted by (Niyah & Kinesti, 2025) identified and analyzed the uneven distribution and use of human resources on students' academic success in state and federal schools, indicating that both types of resources were largely insufficient, and in cases where they were sufficient, their use was not effectively managed. In his research on the efficient use of visual aids, (Purwanto, 2026) emphasized that educators must enhance their understanding of audio-visual resources to engage students and make lessons captivating. To explore alternative ways of providing instructional materials for use, (Saputri et al., 2026) noted that an inventive teacher has the ability to create some of the necessary teaching resources and also instruct students on how to create these materials.

3.2.1 Implication

The findings of this study carry several important implications for educational stakeholders, policymakers, and school administrators. Practically, since the overall availability of academic materials is somewhat limited while their utilization remains remarkably high, educational authorities must prioritize resource allocation to address critical shortages in teaching aids, library facilities, and audio-visual tools. From a policy perspective, there is a clear necessity to establish standardized and transparent guidelines regarding the procurement, distribution, and regular maintenance of school resources. Furthermore, school administrators must invest in continuous professional development programs to empower teachers with innovative teaching strategies, ensuring that educators can maximize the utility of existing materials and effectively support diverse learners, including those with special needs.

3.2.2 Research Contribution

This study makes a significant contribution to the existing literature on educational resource management by providing empirical evidence regarding the balance between material availability and resource utilization in public primary schools within the Oke-Ero Local Government Area. By employing a descriptive survey design and rigorous statistical analyses, the research highlights the stark contrast between scarce academic supplies such as library and audio-visual resources and the high level of engagement and utilization demonstrated by teachers. Consequently, this work serves as a valuable reference for local educational authorities, researchers, and policymakers aiming to optimize school resource distribution, shape strategic interventions, and enhance the overall quality of primary education in developing regions.

3.2.3 Limitation

Despite its valuable insights, this study possesses certain limitations that should be acknowledged. First, the scope of the research is geographically restricted to public primary schools within a single local government area (Oke-Ero L.G.A.), which constrains the generalizability of the findings to other regions or private educational institutions. Second, the study relies heavily on a researcher-constructed questionnaire administered to teachers, meaning the data collected is subject to perceptual biases and self-reporting limitations. Finally, the investigation primarily focuses on teachers' perspectives and material usage, omitting direct evaluations from students, parents, or external educational policymakers that could provide a more holistic view of school resource dynamics.

3.2.4 Suggestion

To address the challenges identified in this study, several recommendations are proposed. Educational authorities and policymakers should allocate additional financial and material resources to mitigate the shortage of essential academic and non-academic supplies in public primary schools. School administrators ought to enhance professional development opportunities for teachers to foster innovative teaching techniques and optimize the use of available resources. Additionally, school leaders should actively collaborate with local communities, businesses, and non-governmental organizations to build robust partnerships that can supplement institutional resources and improve the learning environment. Finally, comprehensive policies governing the procurement, maintenance, and consistent utilization of materials must be implemented uniformly across all schools.

4. CONCLUSION

In conclusion, this study highlights the need for improvement in both the availability and effective utilization of academic materials within Oke-Ero L.G.A. public primary schools. Although the current resources are highly utilised, the overall availability of materials remains limited, with certain items demonstrating particularly low availability. Addressing these gaps and challenges through increased resource allocation, professional development, innovative teaching strategies, and fostering collaboration between schools, local communities, and external support systems is essential for providing a high-quality educational experience for students and a conducive work environment for staff.

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6. AUTHOR CONTRIBUTION STATEMENT

The conceptualization, design, and methodological framework of the study were collaboratively developed by the research team. Data collection, administration of survey instruments, and field data gathering were jointly executed by all authors. The statistical analysis, data interpretation, and synthesis of findings were performed cooperatively. Furthermore, the drafting of the manuscript, critical intellectual revisions, and final approval for publication were shared and undertaken collectively by all contributing authors.

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